Research Article

Buhay Ko-Lehiyo, School Culture of College Students in a State University: Inputs Toward a Culturally Responsive Teaching

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ABSTRACT

This study aimed to better understand the school culture of college students at a state university and develop culturally responsive teaching strategies. Teachers can create instructional strategies that connect with their cultural backgrounds, including their values, beliefs, behaviors, norms, languages, and experiences, to improve students' learning. The study employed a sequential explanatory mixed-method design, collecting and analyzing quantitative and qualitative data. Experts, including an area specialist and a language specialist, validated the instrument used for data collection. Eighty-three respondents were selected for the study. Quantitative results revealed that respondents positively embraced and perceived the school culture as shown in the composite mean of 3.45 (SD = 0.34), verbally interpreted as "agree" and described as "adopted." Furthermore, there was a significant difference in how students perceived the school culture at different ages. Meanwhile, the qualitative findings revealed that respondents had different views of school culture. The themes generated from the qualitative data presented varied views of college students on their way of life at school. They perceived that being at school helped them learn new things and feel comfortable around their classmates and teachers, making the experience more bearable.

***Keywords**: School Culture, Culturally Responsive Teaching, Sequential Explanatory Mixed-Method*

Introduction

The intellectual, social, and emotional success of students is significantly influenced by school culture. This encompasses the school community's values, beliefs, customs, and behaviors. A welcoming and inclusive school culture creates an atmosphere that supports students' growth, learning, and general success.

Schools are places where people can mold their spiritual, social, psychological, and emotional development. The values, customs, attitudes, and behavioral patterns that have been established over many years constitute the culture of any institution.

School culture is important today, with an increased focus on higher curriculum standards, assessment, and accountability. Peterson (2002) argued, among other things, that without a culture of evaluating and supporting change, standards-based reform efforts can fail.

Culturally responsive teaching is a method that promotes and supports various cultures in the classroom to foster a welcoming environment that inspires all students, regardless of background or culture, to achieve academic success. Although it hasn't always been a component of traditional education, today's student-centered approach is considered important for every student's success (Polly et al., 2014). Teachers can adopt a primary education strategy that helps students overcome cultural sensitivity and creates meaningful connections between their home and school life by using culturally responsive teaching.

Implementing culturally responsive teaching aims to give children from diverse cultural backgrounds the abilities and trust they need to succeed in school and to bring about long-lasting change in the way schools work. The need for culturally responsive practices is rising in a world where prejudice and cultural appropriation are prevalent.

Teachers and administrators have observed a growing educational gap between students' academic success and their culture and demographics over time. Rose (2014) observed that students belonging to marginalized backgrounds constantly underperform in comparison to other students. There are several reasons this occurs, but the one that most stuck out was the absence of cultural awareness in the classroom. From integrating cultures, the emphasis changed to supporting and enabling diverse cultures. The pedagogy of cultural responsiveness has advanced significantly in the last several years, and it is still improving as educators modify their lesson plans to conform to this new embracing framework.

They embrace cultural differences in the classroom and encourage students to embrace those differences to succeed through culturally responsive education. According to NAESP (2018), educators must be aware of the variety of cultures represented in their classrooms and are open to integrating those cultural aspects into their methods of instruction. Educators and students collaborate to create more enriching learning opportunities using a more comprehensive range of perspectives. According to Özüdogru (2018), these experiences are frequently created by integrating cultural experiences into leadership and collaborative roles. To provide the greatest support for their students and the learning community, teachers must be sincere and aware when implementing these strategies.

This study describes the school culture of college students as inputs toward culturally responsive teaching. Little literature or research examines the school culture of students in schools that will enrich culturally responsive teaching. The effectiveness of educational learning can be determined by the nature of school culture, including quality management, the commitment of teachers and the learning motivation of students.

Theoretical Framework

Through constructivism, one examines his/her learning experiences of history and identifies interests, challenges, commitments, and reasons for happiness while learning. According to the constructivist educational approach, students can create their views of their experiences (Salandanan, 2012). "Through constructivism, the learners get to examine their learning experiences… and identify their interests, challenges, commitment, and reasons for happiness while learning" (Ebro, 2022, p. 163).

Meanwhile, according to Lev Vygotsky, sociocultural cognitive development is essential because learning is deeply rooted in social interaction and the cultural context in which it occurs (Grageda et al., 2022). Hence, constructivism and social cognitive theory both emphasize active learning, with constructivism focusing on experience-based understanding and

social cognitive theory on observation, modeling, and social influence.

According to Donahue-Keegan et al. (2019), culturally responsive teaching seeks to eliminate categories because differences tend to turn into groups that students can fall into. While culturally blind methods seek to ignore culture completely, culturally responsive teaching actively acknowledges and supports all cultures and backgrounds (Cabiles, 2021). Furthermore, children do better in school when teachers respect different cultures. Classrooms are becoming more diverse, so teaching must change to fit students' needs. Using culturally responsive teaching helps all students feel included and succeed.

Methodology

A mixed-explanatory sequential methods design was employed in this investigation. In a single study, mixed-methods research gathers, examines, and combines quantitative and qualitative data. The researchers collected quantitative data, then followed it up with qualitative data, as described in an explanatory sequential method design (Creswell & Clark, 2018).

The research was conducted at President Ramon Magsaysay State University, San Marcelino Campus, particularly in the Bachelor of Elementary Education (BEED) program. The researchers conducted the study using actual survey questionnaires (printed and electronic) among the 83 elementary education students of President Ramon Magsaysay State University, San Marcelino Campus.

The survey questionnaire is intended to describe the school culture. It has three parts: the first is intended to determine the demographic profile of the students, the second part is to describe the school culture through a Likert survey questionnaire, and the last is an open-ended question intended to explain the school culture.

The research instrument was validated and pilot tested. The researchers employed a rating scale to help the validators complete the validation tool. The mean of the three validators is 3.33, with a verbal description of much appropriate to use, while the reliability test result is Cronbach Alpha value of 0.91. The quantitative data was analyzed using statistics such as frequency, percentage, mean, standard deviation, t-test, and Analysis of Variance (ANOVA), while thematic analysis was employed to analyze qualitative data.

Results and Discussion (Quantitative Analysis)
Profile of the Participants

Table 1 presents the frequency and percentage distribution of respondents' demographics by age, sex, and year level. As shown in the table, there were more females, 66 (79.52%), than males, 17 (20.48%). Out of 83 respondents, 17 (20.48%) were freshmen, 25 (30.12%) were sophomores, 19 (18.89%) were juniors, and 22 (26.51%) were seniors.

Table 1. Frequency and Percent Distribution of the Respondents according to Profile Variables

Profile	Category	Frequency	Percent
Sex	Male	17	20.48
	Female	66	79.52
	Total	**83**	**100**
Age	17-19	28	33.73
	20-22	49	59.04
	23-above	6	7.23
	Total	**83**	**100**
Year Level	1st year	17	20.48
	2nd year	25	30.12
	3rd year	19	22.89
	4th year	22	26.51
	Total	**83**	**100**

As shown in the table, 28 (33.73%) of the respondents were aged 17-19 years old, while 49 (59.04%) were aged 20-22 years old, and 6 (7.23%) were aged 23- above. Studies widely accept a connection between respondents' demographics and culture. These factors can influence values, beliefs, behaviors, norms, languages, and experiences shaped by culture.

Meanwhile, Table 2 presents the respondents' School culture based on beliefs and norms, behaviors and values, and languages used. It includes ten indicators for each component.

Table 2. Level of School Culture of the Respondents in terms of Beliefs and Values, Behaviors and Norms, and Languages Used

Beliefs and Values	Mean	SD	VD	Rank
1. I feel like my school is a community where everyone belongs.	3.59	0.63	SA	1
2. My teachers and classmates respect and treat me fairly in school.	3.45	0.61	A	5
3. I feel safe and supported at my school.	3.34	0.55	A	7
4. I celebrate diversity and inclusion in my school.	3.29	0.62	A	9
5. I have opportunities to get involved in extracurricular activities that I enjoy.	3.24	0.69	A	10
6. I would recommend my school to other students.	3.58	0.54	SA	2
7. Academic honesty and integrity are valued in my school.	3.54	0.50	SA	3.5
8. I help each other and work together to achieve common goals.	3.54	0.50	SA	3.5
9. Diversity and inclusion are respected and celebrated in my school.	3.43	0.52	A	6
10. I feel safe to express myself freely and openly at school.	3.30	0.69	A	8
Overall	**3.43**	**0.40**	**A**	
Behaviors and Norms	**Mean**	**SD**	**VD**	**Rank**
1. I participate actively in classroom discussions and activities.	3.39	0.56	A	7
2. I treat each other with respect even when they disagree.	3.55	0.55	SA	2
3. I can help each other with schoolwork and other tasks.	3.41	0.49	A	5.5
4. I demonstrate academic honesty and integrity.	3.54	0.53	SA	3
5. I take responsibility for my learning and behavior.	3.59	0.52	SA	1
6. I engaged in extracurricular activities and school events.	3.05	0.71	A	10
7. I always listen to people who are different from us.	3.41	0.54	A	5.5
8. I always behave properly.	3.33	0.59	A	8
9. I can show my ability to admire others	3.30	0.62	A	9
10. I make my own decisions about what I do.	3.48	0.59	A	4
Overall	**3.40**	**0.37**	**A**	
Languages used	**Mean**	**SD**	**VD**	**Rank**
1. I feel comfortable speaking my native language at school.	3.46	0.63	A	8.5
2. My language is valued and respected at school.	3.57	0.52	SA	2
3. I can express myself freely in my native language.	3.54	0.53	SA	3.5
4. I have opportunities to learn and use my native language at school.	3.47	0.53	A	6.5
5. My language skills are helping me succeed at school.	3.47	0.57	A	6.5
6. I actively address and prevent bullying and discrimination based on language.	3.42	0.65	A	10
7. I have a strong sense of community and belonging at my school, regardless of language background.	3.46	0.50	A	8.5
8. I use respectful language towards all students.	3.54	0.50	SA	3.5
9. I am expected to use appropriate language at all times.	3.53	0.53	SA	5
10. I feel comfortable and accepted at my school, regardless of my language background.	3.63	0.49	SA	1
Overall	**3.51**	**0.41**	**SA**	

Legend: 1.0-1.49 Strongly Disagree (SD), 1.50-2.49 Disagree (D), 2.50-3.49 Agree (A), 3.50-4.00 Strongly Agree (SA)

As shown in Table 2, for Beliefs and Values, item 1, "I feel like my school is a community where everyone belongs," ranks 1 as it obtained a mean of 3.59 (SD=0.63), verbally interpreted as "strongly agree." Item 5, "I have opportunities to get involved in extracurricular activities that I enjoy," obtained the lowest mean of 3.24 (SD=0.69), verbally interpreted as "agree." The overall mean is 3.43 (SD= 0.40), which indicates that the respondents agreed and adopted the beliefs and values as components of school culture.

The above table also shows that the overall mean for Behaviors and Norms is 3.40 (SD= 0.37), which indicates that respondents agreed with the behaviors and norms as part of the school culture. Moreover, item 5, "I take responsibility for my learning and behavior," obtained the highest mean of 3.59 (SD=0.52) and verbally interpreted as "strongly agree," while item 6, "I engaged in extracurricular activities and school events," obtained the lowest mean of 3.05 (SD=0.71), verbally interpreted as "agree."

Extracurricular activities enable teachers to deepen students' knowledge and skills that are challenging to obtain during core lesson time, making them an essential component of teaching and educational work organization in schools, according to the modern school concept (Nurullina et al., 2018). Meanwhile, in terms of Languages Used, item 10, "I feel comfortable and accepted at my school, regardless of my language background," obtained the highest mean of 3.63 (SD=0.49) verbally interpreted as "strongly agree," while item 6, "I actively address and prevent bullying and discrimination based on language" obtained the lowest mean of 3.42 (SD=0.65), and is verbally interpreted as "agree.' The overall mean for Language Used is 3.51 (SD= 0.41), with a description of "strongly agree;" this indicates that respondents firmly accepted and highly adopted the languages they used as part of the school culture.

The identity and community, as well as the sense of belonging, are greatly influenced by language. In his discussion of how language affects and reflects our identities, Norton (2013) offers helpful advice on using language acquisition to promote the healthy development of identities. In addition to picking up new vocabulary and grammar, learning a new language teaches us about the values, traditions, and practices of the speakers of that language. This approach views language learning as gaining not just a skill, but also new perspectives and ways of thinking.

Table 3. Summary Ratings on the Components of School Culture

Components of School Culture	Mean	SD	Verbal Description	Corresponding Equivalent Description	Rank
Beliefs and Values	3.43	0.40	Agree	Adopted	2
Behaviors and Norms	3.40	0.37	Agree	Adopted	3
Language Used	3.51	0.41	Strongly Agree	Highly Adopted	1
Composite	**3.45**	**0.34**	**Agree**	**Adopted**	

Legend: 1.0-1.49 Strongly Disagree (SD) (Not Adopted (NA)), 1.50-2.49 Disagree (D) (Moderately Adopted (MA)), 2.50-3.49 Agree (A) (Adopted (A)), 3.50-4.00 Strongly Agree (SA) (Highly adopted (HA))

The above table shows that Languages Used ranked first with a mean of 3.51 (SD=0.41), verbally interpreted as "strongly agree,' with a corresponding equivalent description of "highly adopted." For Behaviors and Norms, the mean is 3.40 (SD=0.37), verbally interpreted as "agree," with a corresponding equivalent description of "adopted." Meanwhile, Beliefs and Values ranked third with a mean of 3.43 (SD=0.40), verbally interpreted as "agree," with a corresponding equivalent description of "adopted." The composite mean is 3.45 (SD=0.34), verbally interpreted as "agree" with a corresponding description of "adopted;" this indicates that the respondents adopted the school culture.

Cultures are significantly shaped by language. Languages differ from one another in

terms of categories, syntax, and other aspects. various groups experience the world in various ways because they speak different languages. In essence, the language we use determines how we can think (Brown & Eisterhold, 2004). As a result, speakers of local dialects suffer from the higher value placed on the dominant languages and are unable to contribute to their country as contributing citizens. People are more likely to be disadvantaged when digital technologies are used in conjunction with a dominant language, such as English (Mohanty, 2010).

Moreover, Table 4 shows the results of the t-test analysis, comparing student responses toward School culture in terms of sex. The concept of sex refers to a biological construct in which a student's gender is determined by their genetics, shape, and physiology.

Table 4. Differences in the level of School Culture of College Students according to sex

	Male	**Female**	**p-value**	**t comp**	*df*	**t- critical value**
Mean	3.58	3.41	0.07	1.87	81	1.99
Standard deviation	0.35	0.33				
Sample size	17	66				
Mean difference	0					

The male respondents obtained a mean of 3.58 (SD=0.35), while the female respondents obtained a mean of 3.41 (SD=0.33). The t-test was used to determine if there was a significant difference in college students' male and female levels of school culture. The computed p-value 0.07 with 81 degrees of freedom is 1.87t-computed, less than the t-critical value 1.99. This indicates no significant difference between the males and females regarding the school culture.

Table 5 presents a one-way ANOVA analysis that examines the effect of two factors (age and year level) on school culture among college students.

Table 5. Analysis of variance in the level of School Culture of College Students according to Age and Year Level

	Source of variation	**SS**	*df*	**MSS**	*F*	**p-value**	**F-crit**
Age	Between groups	0.97	2	0.48	4.59	0.01	3.11
	Within groups	8.43	80	0.11			
Year Level	Between groups	0.50	3	0.17	1.47	0.23	2.72
	Within groups	8.90	79	0.11			

Meanwhile, Table 5 shows that regarding age, the F-value of 4.59 exceeds the F- F-critical value of 3.11, while the p-value of 0.01 is less than the accepted significance level of 0.05. The computed F-value and computed p-value indicate a significant difference in the school culture of students when grouped according to age. For the year level, the F-value of 1.47 is less than the F-critical value of 2.72. Moreover, the p-value of 0.23 exceeds the significance level of 0.05. The computed F-value and computed p-value do not indicate a significant difference in school culture across year levels.

Findings and Discussion (Qualitative Analysis)
Life of Freshman College Students at School
Table 6 shows the life of freshman college students at school, which is described as having a supportive school environment, giving satisfaction, boosting determination, and challenging and hard.

Table 6. Life of Freshman College Students at School

Themes	Sample Verbatim Statements	Description Statements
Supportive school environment	"I enjoy going to school, especially when I'm with my classmates/friends. I enjoy doing my schoolwork because I have a companion" (P2).	Effective student outcomes and instruction are encouraged in a supportive learning environment, which is also safe and involves the fair and effective application of appropriate discipline methods.
Satisfied	"I'm so happy, and my life is meaningful" (P7).	Pursuing happiness as a goal unto itself is not anything you should do. Searching for purpose can and frequently does lead to happiness, but only as an outcome.
Determined	"I always feel happy at school but sometimes I am scared and nervous" (P9).	Feelings are universal and constantly changing; everyone experiences sadness, happiness, anger, and pride.
Hard	"I describe life when I am here at school as so stressful" (P6).	Stress can disrupt a student's behavior, physical and emotional well-being, school success, and friendships.

Supportive School Environment. The supportive learning environment in the classroom is based on the common view that all students in the same classroom have regarding teachers' use of positive feedback (Monteiro et al., 2021). One of the respondents said, "I enjoy myself at school because I'm with my friends" (P4). Encouraging students at school may assist them in enhancing themselves both personally and academically, which can have a long-term effect on their opportunities in their future careers (Ashby & Schoon, 2010).

Satisfied. Feeling happy and loved at school significantly contributes to students' overall satisfaction with campus life, as emotional support and a sense of belonging enhance well-being and academic engagement. Research shows that positive social relationships and emotional well-being are strongly linked to higher levels of student satisfaction and success in university settings (Strayhorn, 2019). One of the respondents said, "I'm so happy, and my life is meaningful" (P7).

Determination. Physical activity, mindfulness meditation, and written expression have been reported to reduce stress while improving happiness in interventions targeting happiness and stress (Schiffrin & Nelson, 2010). One of the respondents said, "Happy and sometimes stressful" (P8).

Hard. There are two types of stress: eustress and distress. Eustress is considered positive stress, and it motivates people to continue working. A moderate stress level can improve learning ability, as it encourages and supports learning (Yusoff, 2010). One of the respondents said, "I describe life when I am here at school as so stressful" (P6). Students who perform poorly academically report feeling significantly more stressed than their peers who perform well academically (OECD, 2015).

Life of Sophomore College Students at School
Meanwhile, Table 7 shows the life of sophomore college students at school. The emerging themes include being under pressure, exhilarating, and cozy.

Under pressure. This theme proves that the pressure on students to do well in school causes students' stress and anxiety to increase, which in turn leads to poorer physical, social, and mental health. Students are stressed about school, and this stress not only makes them feel stressed out generally, but it also makes them do poorly in school. As one of the respondents stated, "I would describe life when I am in school as stressful and challenging because of various school work" (P3).

School stress is a prevalent issue among students, often stemming from academic pressure, social expectations, and the balancing of extracurricular responsibilities. Research indicates that excessive stress can negatively impact students' mental health, leading to anxiety, depression, and burnout (American Psychological Association, 2019).

Table 7. Life of Sophomore College Students at School

Themes	Sample Verbatim Statements	Description Statements
Under pressure	"I would describe life when I'm at school as stressful and challenging because of various school works" (P3).	Because there are numerous possible risks relating to school, it may be a very stressful and uncomfortable place. Even if many of these are unusual or not even certain, simply considering them might cause worry. Threats to our bodily, 1mental, and emotional well-being can often be expected, and attending school may be extremely stressful and anxiety-inducing due to the number of possible concerns. Even if many of these are unlikely or certain, their mere contemplation might cause worry.
Exhilarating	"Life at school is challenging and exciting simultaneously" (P2).	Learners get better at handling time, setting up abilities, and self-worth. Most people believe that while school is the only place where we can develop academically, life would not be complete without friends.
Cozy	"Life at school feels like home. It is comfortable and peaceful as I got to communicate with others and learn a lot" (P13).	A child's development is greatly facilitated by feeling safe and valued. Learning suffers when children worry about being bullied, fear for their safety, or don't think their teachers have high expectations for them. In a secure and positive atmosphere, children get involved and eager to take intellectual opportunities.

Exhilarating. This theme highlighted that students are excited when they are going to school. School is more than just a place to study; it is also a place where people can hang out and continuously discover something fun to do. Studying for life is just as vital as studying for academics. After all, developing friendships, going on adventures, and discovering exciting new places are essential. One of the respondents responded, "School is more exciting than other places" (P14).

Cozy. This theme highlights that the students are more engaged and willing to take intellectual risks in a supportive and safe environment. When students feel comfortable in their physical surroundings, they are more relaxed, able to block out negative thoughts, and focus better during instruction. One of the respondents said, "Life at school feels like home. It is comfortable and peaceful, as I get to communicate with other people and learn a lot" (P13).

Life of Junior College Students at School

Table 8 shows the life of junior college students at school. The emerging themes include learning, peace, self-expression, happiness, and an ordinary place.

Full of Learning. Student stated in their responses that they learn new things every day at school, and these lessons benefit them in real life. One respondent stated, "full of knowledge when you are at school" (P8). Another participant says, "School life is very different from the house. In school, I learn different things every day that help me to put it in real life" (P2).

Learning can be considered a permanent change because a teacher brings change to

students through techniques like developing specific skills, changing attitudes, or understanding specific scientific laws behind a learning environment (Darling-Hammond, 2006). However, to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambiance by asking questions and clearing doubts (Michael & Modell, 2003).

Peaceful. The students described their school as peaceful and respectful. School climate is an important variable for a safe school environment. One of the respondents stated, "My school life is peaceful" (P16).

It refers to the quality and character of school life and includes the values, unwritten beliefs, and attitudes that become the interaction style among students, teachers, and school administrators. The school climate determines acceptable behavior parameters among all school actors and assigns individual and institutional responsibility for school safety (Welsh, 2000).

Self-expression. This theme highlights that the students felt comfortable being themselves and expressing themselves freely at school. One participant responded, "When I'm in school, I can feel the freedom I want" (P9). Another participant responded, "I felt that I could be myself and express myself well at school" (P3).

Table 8. Life of Junior College Students at School

Themes	Sample verbatim statements	Description statements
Full of learning	"Life is extraordinary when I am in school. It has a lot of wonderful experiences we can have. I gained new knowledge and understanding because of PRMSU. Does school have a huge impact on every student's life" (P12]	Learning and personal development provide a feeling of accomplishment. They prepare you to take on new challenges and explore different business ventures. Continuing to learn helps build confidence; it forces you out of your comfort zone and positively impacts your self-esteem.
Peaceful	"I can describe when I am at school as peaceful; everyone interacts and communicates with each other, and they respect and treat everyone right" (P19).	Schools must see that they can create and embrace a peaceful learning environment. There will be small incremental steps along the way that will lead us to our vision or destination. Those small steps should be noted, recorded, recognized, and celebrated.
Self- Expression	"I can describe my life at school as like a dove because I can freely express myself, communicate, and participate in school. I have the freedom to choose what language I use in school. You will feel belonging, fairness, and freedom in school" (P18).	It allows them to produce new understandings, experiencing the world from different perspectives. Opportunities to manipulate materials are essential for children to develop their skills and express themselves.
Happiness	"I would describe my life at school as diverse, happy, and not constant. I always see my school as diverse because I enjoy communicating with people with individual differences. Also, life at school is not constant because it changes as time goes by" (P13).	Participating in activities in school, both academic and social, keeps students engaged and motivated. Teachers can foster social connections and build community with students during academic or social events, inside or outside the school.

Themes	Sample verbatim statements	Description statements
Normal place	"Feel like I'm in the right place" (P10).	School is also a center of their life due to the time they spend yonder. With school as a core in a teenager's life, we have, on the other hand, jobs that have the same level of importance as school.

Happiness. This theme highlights those students who viewed their school lives as cheerful, enjoyable, and meaningful. Two respondents responded, "I have encountered a lot of experiences like having fun" (P17) and "My life at school is meaningful and fun. Also, I was very comfortable with my classmates and teachers" (P6). According to Talebzadeh and Samkan (2011), students' satisfaction at school is correlated with many variables, including individual characteristics, social-emotional aspects, physical aspects, and instructional components.

Normal Place. This theme highlights that the student viewed their school as an ordinary environment, their circumstances, and a source of enrichment. One participant responded, "My life at school is everywhere because it's like a normal place" (P10).

Life of Senior College Students at School

In the succeeding table, the life of senior college students at school is presented. The emerging themes include a sense of belonging, a supportive learning environment, a world full of possibilities, and happiness.

Sense of Belonging. This theme highlights the importance of feeling connected to classmates, teachers, and the school environment. One of the respondents responded, "My school life was happy because I am surrounded by people that I am comfortable with, and also I am happy to hang out with them" (P4).

According to Strayhorn (2019), a sense of belonging develops when children see social support and feel linked, cared for, valued, respected, and respected by the group or others. Research shows that students' sense of belonging benefits their capacity to operate in learning environments and their motivation and dedication to school, including engagement in school and classroom activities and academic accomplishment (St-Amand et al., 2017).

Table 9. Life of Senior College Students at School

Themes	Sample Verbatim Statements	Description Statements
Sense of belonging	"When I'm at school/campus, I would describe life as joyful because I've never felt left behind whenever I'm there. I always feel joy whenever I am with classmates and friends, even with teachers/instructors, because they treat us like how family does. Also, the reason is that I can freely express my thoughts and feelings without any judgment" (P2).	This emphasizes positive interactions with peers and teachers. School is a place where one can enjoy time with others.
Supportive School environment	"It was fun and exciting, especially if activities stimulate the learner's creativity, learning, social life, and such. It was full of struggles and many challenges along the way, but it was fulfilling right after the end of the semester, and you see yourself moving forward" (P6).	The idea behind this phrase implies a well-rounded approach to their education. The activities extend beyond academics, encouraging creativity, interaction with others, and personal improvement.

Themes	Sample Verbatim Statements	Description Statements
Full of Possibilities	"Life is like a complete set of crayons because every color that projects to you has big and deep meanings to analyze and to learn in every moment you know it and understand it" (p 9).	This describes the depth of the different colors and the variety of life experiences in a crayon set. Life gives many experiences, just like a complete set offers an array of colors.
Happiness	"Stressful but happy to know that each of us can help each other throughout this journey. Building knowledge, foundation to become a future teacher. Also, I am a very energetic" (P22).	This phrase highlights the value of collaboration and helping one another. It implies a sense of community and common goals.

Supportive School Environment. This theme suggests that students value educational experiences that go beyond traditional academics and encourage creativity, social interaction, and personal growth. One of the respondents responded, "I feel like I'm secured inside the campus. All the facilities are applicable that all students, teachers, and instructors will be able to use them in different activities" (P5). When executing learning tasks and activities, feedback is an important part of the teacher-student connection that helps foster a good and supportive classroom atmosphere (Black et al., 2004).

Full of Possibilities. This theme reflects students' appreciation for the college's diverse experiences and knowledge. One participant responded, "Life at school can be a mix of Learning, interacting with others, and developing personally. It entails going to class, learning, forming friendships, and overcoming challenges" (P10). According to Natvig et al. (2003), challenges faced by students are significantly influenced by their school experiences.

Happiness. This theme indicates that students find happiness not just in academic success but also in collaboration, helping each other, and a sense of shared goals within the college community. One of the respondents responded, "I am a very happy and energetic person" (P21).

Proposed Action Plan to Enrich Culturally Responsive Teaching

Table 10 shows the proposed culturally responsive teaching (CRT) action plan. This structured plan was based on the survey results on the level of school culture as per beliefs and norms, behaviors and values, and languages used. It also reflects the sensible findings of the study presented in the research themes.

Table 10. Proposed Action Plan to Enrich Culturally Responsive Teaching

Proposed intervention	Objectives	Person/s Responsible	In-Charge of Monitoring & Evaluation	Timeline
Programming of a series of training seminars about cultural awareness and reflective teaching strategies.	To upgrade the professional development of teachers and adopt student-centered instruction.	Program Chair	Curriculum Coordinators	May-June
Development of instructional materials that incorporate multiculturalism.	To utilize ready-made instructional materials that promote inclusivity in diversity.	Program Chair and Faculty	Curriculum Co-ordinators	May-June

Proposed intervention	Objectives	Person/s Responsible	In-Charge of Monitoring & Evaluation	Timeline
Constitution of various student organizations to spearhead sustainable non-academic activities around the campus.	To encourage the students to express themselves on various platforms.	Student Body Organization	School Administrator	July-August
Celebration of cultural events and heritage months through the display of artworks, crafts, and student projects.	To foster an inclusive school environment.	Faculty and Student Body Organization	School Administrator	October-November

The above table presents the proposed intervention plan for culturally responsive teaching (CRT) among BEED college students. The interventions include designing a series of training seminars about cultural awareness and reflective teaching strategies, developing instructional materials that respect cultural diversity, observing cultural events and heritage months, and organizing various student clubs to lead sustainable non-academic activities around the campus. This structured plan also includes objectives that center on mainstreaming culturally responsive teaching (CRT) as a strong strategy to improve the learning experience at school. The Program Chair, faculty, and students will lead the implementation of the proposed interventions. The proposed action plan will be monitored and evaluated by the curriculum coordinators and school administrators.

Conclusion

More than half of the respondents were females, mostly above twenty years old, and the majority were BEED Sophomores. Results revealed that the BEED college students adopted the beliefs and norms, behaviors, values, and much more; the languages used as integral components of school culture. Moreover, the college school culture is generally acceptable and adoptable, as indicated by the pervasive acceptance of students.

It was only with the ages of the BEED college students that there was a significant difference in the level of school culture. Furthermore, the research findings revealed that for BEED freshman college students, they meaningfully regarded their school culture as inclusive because of a supportive school environment that helps them adjust to this new learning environment. The sophomores, on the other hand, considered the culture at school as competitive because life at school is often under pressure. Seemingly, juniors perceived the school culture as innovative and empowering, as it is here that the full learning experience takes place. While for seniors, the school culture is nurturing, as they feel a strong sense of belonging within the school community.

Recommendations

The school administration is urged to organize seminars for all students and faculty on cultural awareness and school norms. In addition, the College of Teacher Education, through the faculty members, may consider surveying students' performance to identify areas where students may require further assistance. Through this, students can easily adapt to the curricular standards and school culture, and so teachers can accommodate students' learning uniqueness, which will result in a more conducive learning environment. Hence, faculty are encouraged to incorporate multiple teaching approaches, especially reflective strategies, to accommodate different learning styles and adapt the curriculum difficulty to the individual year level and specialization while avoiding stereotypes. Further, students and teachers

are zealously encouraged to actively participate in extracurricular activities that strengthen both interpersonal and intrapersonal social skills, which will guarantee the development of a healthy school culture that is more conducive for the continuous growth and development of the school's stakeholders.'

Finally, it is encouraged that the proposed action plan be adopted by the school authorities to foster culturally responsive teaching (CRT). Moreover, future researchers may also undertake a parallel study on CRT that explores the views of faculty members and school administrators.

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