



# Cultural Sensitivity and Teaching Performance of College Instructors in Congressional District 1, Batangas

Joseph Rodney D. Hernandez <sup>1</sup>, Dr. Gracia Ilagan <sup>1</sup>

1 – Lemery Colleges; Golden Gate Colleges

[thehernandezjod@gmail.com](mailto:thehernandezjod@gmail.com)/0009-0006-1624-2671

Publication Date: July 7, 2026

DOI: 10.5281/zenodo.21244606

## Abstract

Cultural sensitivity has become an essential component of effective teaching in increasingly diverse higher education classrooms. College instructors are expected to foster inclusive learning environments that recognize and respect students' varied cultural backgrounds.

This study aimed to determine the extent of manifestation of cultural sensitivity and the level of teaching performance of college instructors in Congressional District 1, Batangas, and to identify the significant relationship between the two variables.

The study utilized a descriptive-correlational research design. Respondents included college instructors from public and private higher education institutions in Congressional District 1, Batangas. Data were gathered through survey questionnaires focusing on cultural awareness, understanding, acceptance and respect, adaptation and integration, competence, and teaching performance in terms of planning and preparation, classroom environment, and instruction. Statistical tools such as weighted mean and correlation analysis were used in analyzing the data.

Findings revealed that college instructors demonstrated a high extent of manifestation of cultural sensitivity across all dimensions and exhibited a high level of teaching performance. Results further showed that there was a significant relationship between cultural sensitivity and teaching performance, indicating that culturally sensitive instructors tend to perform more effectively in instructional delivery and classroom management.

The study concluded that cultural sensitivity plays a vital role in enhancing teaching performance and promoting inclusive learning environments in higher education. The findings served as the basis for the development of a proposed resource guide to strengthen culturally responsive teaching practices among college instructors.

**Keywords:** *cultural sensitivity, teaching performance, college instructors, culturally responsive teaching, higher education*



## Introduction

In today's increasingly diverse educational environment, cultural sensitivity has become an essential component of effective teaching, particularly in higher education institutions where students come from varied cultural, linguistic, and social backgrounds. College instructors are expected not only to deliver academic content but also to create inclusive learning environments that recognize and respect diversity among learners. Cultural sensitivity refers to an educator's ability to understand, appreciate, and appropriately respond to students' cultural differences and perspectives, which greatly influence classroom interaction, participation, and academic success.

Globally and locally, culturally responsive teaching has gained recognition as an important factor in promoting inclusive and equitable education. In the Philippines, educational policies such as CHED Memorandum Order No. 5, s. 2021 and Republic Act No. 11650 emphasize inclusivity, respect for cultural diversity, and equitable access to quality education. Despite these initiatives, the integration of cultural sensitivity into teaching practices remains inconsistent among higher education institutions. Some instructors effectively incorporate culturally responsive strategies, while others encounter challenges due to limited training, institutional support, or exposure to multicultural settings.

In Congressional District 1, Batangas, higher education institutions serve students from diverse communities, making cultural sensitivity an important aspect of teaching effectiveness. The relationship between cultural sensitivity and teaching performance is significant because culturally sensitive instructors are more likely to establish inclusive classroom environments, improve communication, and enhance student engagement and learning outcomes.

Hence, this study aimed to determine the extent of manifestation of cultural sensitivity and the level of teaching performance of college instructors in Congressional District 1, Batangas. Specifically, it sought to determine the significant relationship between cultural sensitivity and teaching performance and to develop a proposed resource guide to strengthen culturally responsive teaching practices in higher education institutions.

## Statement of the Problem

This study aimed to determine the extent of manifestation of cultural sensitivity and the level of teaching performance of college instructors in Congressional District 1, Batangas. Specifically, it sought to answer the following questions:

1. What is the extent of manifestation of cultural sensitivity of college instructors in terms of:
  - 1.1 cultural awareness;
  - 1.2 understanding;
  - 1.3 acceptance and respect;
  - 1.4 adaptation and integration; and
  - 1.5 competence?
2. How may the level of teaching performance of college instructors be assessed relative to:
  - 2.1 planning and preparation;



- 2.2 classroom environment; and
- 2.3 instruction?
- 3 Is there a significant relationship between cultural sensitivity and teaching performance?
- 4 What challenges are encountered by college instructors in strengthening cultural sensitivity and teaching performance?
- 5 What resource guide may be proposed based on the findings?

### **Objectives and Hypothesis**

The study aimed to assess the cultural sensitivity and teaching performance of college instructors and determine the significant relationship between the two variables.

### **Hypothesis:**

There is no significant relationship between cultural sensitivity and teaching performance of college instructors.

### **Materials and Methods**

#### **Research Design**

The study utilized a descriptive-correlational research design to determine the relationship between cultural sensitivity and teaching performance of college instructors.

#### **Participants**

The respondents of the study were 143 college instructors from public and private higher education institutions in Congressional District 1, Batangas.

#### **Instruments**

The study used researcher-made survey questionnaires consisting of indicators on: Cultural awareness, Understanding, Acceptance and respect, Adaptation and integration, Competence, Planning and preparation, Classroom environment and Instruction.

#### **Procedure**

The researcher sought permission from school administrators before conducting the study. After approval, questionnaires were distributed to the respondents. Data gathered were tabulated, analyzed, and interpreted accordingly.

#### **Data Analysis**

The following statistical tools were utilized:

**Weighted Mean.** Used to determine the extent of manifestation of cultural sensitivity and the level of teaching performance of college instructors.

**Standard Deviation.** Used to measure the consistency of the respondents' assessments.

**Pearson r Correlation.** Used to determine the significant relationship between cultural sensitivity and teaching performance.

**p-value Analysis.** Used to test the significance of the relationship and serve as basis for accepting or rejecting the null hypothesis.

#### **Results**

**Table 1**  
**College Instructors' Manifestation of Cultural Sensitivity**  
**in Terms of Cultural Awareness**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Recognize the importance of cultural background in shaping students' attitudes and behaviors	3.56	HM
Update their awareness of cultural diversity to improve teaching performance.	3.56	HM
Adjust my teaching approaches to accommodate diverse cultural learning style.	3.56	HM
Respect and acknowledge my students' cultural backgrounds and traditions in the classroom	3.55	HM
Show sensitivity to students' languages, beliefs, and practices when delivering lesson.	3.54	HM
Encourage students to share their cultural experiences and perspectives in class.	3.51	HM
Promote inclusiveness and equal opportunities for students regardless of cultural differences.	3.50	HM
Demonstrate awareness of cultural taboos and sensitive issues that may affect classroom interaction.	3.50	HM
Avoid stereotypes and biases when dealing with students from different culture.	3.48	MM
Integrate cultural diversity into teaching strategies and classroom discussion.	3.47	MM
<b>Composite Mean</b>	<b>3.53</b>	<b>Highly Manifested</b>

*College instructors demonstrate a high level of cultural awareness (composite mean = 3.53, highly manifested), especially in acknowledging how students' cultural backgrounds affect learning and in updating their knowledge to improve teaching. However, lower scores in applying this awareness and preventing biases highlight a gap between understanding and practice. Overall, instructors demonstrate strong cultural consciousness but need for continued professional development to enhance inclusive teaching.*

**Table 2**  
**College Instructors' Manifestation of Cultural Sensitivity**  
**in Terms of Understanding**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Acknowledge that cultural diversity is an important factor in effective teaching.	3.65	HM
Connect subject matter to real-life situations that reflect cultural diversity.	3.61	HM
Apply cultural knowledge when selecting teaching strategies and materials.	3.58	HM



Explain lessons in a way that considers diverse cultural perspectives.	3.58	HM
Show a deep understanding of the role of culture in shaping students' identity and learning.	3.58	HM
Create a learning environment that values and respects cultural differences.	3.56	HM
Demonstrate a clear understanding of students' cultural differences in classroom management.	3.56	HM
Recognize how cultural background influences students' participation and performance.	3.56	HM
Adjust instructions when cultural misunderstandings arise in class.	3.52	HM
Interpret classroom behaviors with consideration of students' cultural context.	3.51	HM
<b>Composite Mean</b>	<b>3.57</b>	<b>Highly Manifested</b>

*The assessment shows that college instructors possess a very high level of cultural understanding (composite mean = 3.57, highly manifested), with widespread agreement that they value cultural diversity in teaching. They excel in recognizing how culture influences effective instruction and in linking lessons to diverse real-world situations. Nonetheless, slightly lower scores in interpreting student behavior and modifying instruction reveal some difficulties in practical application. Overall, instructors show strong cultural awareness, with room for growth through professional development.*

**Table 3**  
**College Instructors' Manifestation of Cultural Sensitivity in Terms of Acceptance and Respect**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Accept students regardless of their cultural beliefs and traditions.	3.73	HM
Treat all students fairly without showing cultural favoritism.	3.64	HM
Demonstrate consistent respect for the cultural values and identities of all students.	3.63	HM
Encourage mutual respect among students from diverse backgrounds.	3.62	HM
Maintain professionalism when addressing culturally sensitive issues.	3.62	HM
Respect differences in students' languages, values, and practices.	3.61	HM
Show empathy towards students whose cultural practices differ from the majority.	3.57	HM
Avoid discriminatory remarks or actions in the	3.55	HM

classroom.

Value the unique contributions of students from different cultures.	3.55	HM
Support inclusive classroom activities that honor cultural diversity.	3.50	HM
<b>Composite Mean</b>	<b>3.60</b>	<b>Highly Manifested</b>

*The assessment shows that college instructors exhibit a very high level of acceptance and respect (composite mean = 3.60, highly manifested), which is the highest among the measured dimensions. They consistently demonstrate inclusivity, fairness, and respect for students from diverse cultural backgrounds, especially by accepting students regardless of their beliefs and treating everyone equitably. The uniform responses and strong scores across all indicators indicate a well-established culture of respect, with no notable gaps in practice.*

**Table 4**  
**College Instructors' Manifestation of Cultural Sensitivity in Terms of Adaptation and Integration**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Adapt teaching methods to suit students' diverse cultural learning styles.	3.67	HM
Infuse cultural examples and perspectives into classroom discussions.	3.60	HM
Enhance communication style to ensure inclusivity among culturally diverse students.	3.58	HM
Adjust classroom management techniques to respect cultural practices.	3.58	HM
Incorporate culturally relevant activities into the lessons.	3.58	HM
Integrate cultural awareness in assessment and evaluation practices.	3.58	HM
Continuously adapt teaching practices to strengthen cultural sensitivity.	3.56	HM
Modify instructional materials to reflect cultural diversity.	3.56	HM
Encourage collaborative learning among students from different cultural backgrounds.	3.55	HM
Include students' cultural experiences in class projects and activities.	3.54	HM
<b>Composite Mean</b>	<b>3.58</b>	<b>Highly Manifested</b>

*The assessment shows that college instructors display a high degree of adaptation and integration (composite mean = 3.58, highly manifested), with strong consensus that they modify*

*teaching strategies to suit diverse cultural backgrounds. They are particularly effective at tailoring methods to different learning styles and embedding cultural perspectives into their lessons. Slightly lower ratings in collaborative and experiential activities highlight small areas for potential growth. Overall, instructors exhibit strong cultural responsiveness, with room for further improvement through ongoing intercultural practices.*

**Table 5**  
**College Instructors' Manifestation of Cultural Sensitivity in Terms of Competence**

Indicators	Weighted Mean	Verbal Interpretation
Apply appropriate teaching strategies for students with different cultural backgrounds.	3.71	HM
Sustain professional growth by enhancing knowledge of cultural competence.	3.63	HM
Deliver lessons effectively while respecting cultural diversity	3.61	HM
Demonstrate cultural competence in handling diverse classroom situations.	3.60	HM
Use culturally responsive communication skills in teaching	3.60	HM
Serve as a role model of cultural competence for students and colleagues.	3.58	HM
Display problem-solving skills when cultural conflicts arise in class.	3.56	HM
Facilitate discussions that promote intercultural understanding.	3.56	HM
Implement inclusive classroom policies that address cultural diversity.	3.56	HM
Evaluate students regardless of their cultural background.	3.53	HM
<b>Composite Mean</b>	<b>3.59</b>	<b>Highly Manifested</b>

*The assessment indicates that college instructors have a high level of cultural competence, with a composite mean of 3.59, indicating it is highly manifested. There is strong consensus that they possess the skills necessary for culturally responsive teaching. They excel at using suitable strategies for diverse learners and are committed to ongoing professional development. Slightly lower scores in policy implementation and consistency highlight areas where improvement is possible. Overall, instructors demonstrate strong cultural capabilities, with room to enhance inclusive practices further.*

**Table 6**  
**Influence of Cultural Sensitivity on the Teaching Performance of College Instructors Relative to Planning and Preparation**

Indicators	Weighted Mean	Verbal Interpretation
------------	---------------	-----------------------



Align teaching methods with students' cultural needs.	3.70	H
Consider cultural factors when choosing teaching strategies.	3.59	H
Organize instructional materials that reflect cultural sensitivity	3.58	H
Prepare assessments that are fair and culturally sensitive	3.57	H
Design lesson plans that integrate diverse cultural perspective.	3.56	H
Integrate cultural examples into subject content.	3.55	H
Anticipate challenges related to cultural differences in learning.	3.54	H
Establish learning objectives that highlight respect for diversity.	3.54	H
Plan classroom activities that promote intercultural collaboration.	3.54	H
Select resources that represents varied cultural viewpoints.	3.54	H
<b>Composite Mean</b>	<b>3.57</b>	<b>High</b>

*The assessment shows that cultural sensitivity has a strong impact on instructors' planning and preparation (composite mean = 3.57, high), shaping how they design lessons, select strategies, and prepare materials for diverse learners. Instructors are strongest in aligning teaching methods with students' cultural needs and in considering cultural factors in decision-making. Slightly lower scores in promoting intercultural activities and using diverse resources indicate minor areas for improvement. Overall, instructors demonstrate strong culturally responsive planning, with a need for continued support to ensure consistent application.*

**Table 7**  
**Influence of Cultural Sensitivity on the Teaching Performance of College Instructors**  
**Relative to Classroom Environment**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Build an inclusive classroom atmosphere that values diversity.	3.69	H
Encourage teamwork among students from different cultures.	3.64	H
Promote respect and inclusiveness among students.	3.62	H
Ensure equal opportunities for participation among all students.	3.60	H
Resolve cultural misunderstandings in a respectful manner.	3.59	H
Set rules and expectations that respect cultural	3.59	H

differences.

Recognize cultural events when appropriate in classroom activities.	3.57	H
Establish a classroom climate that welcomes cultural diversity	3.56	H
Maintain a safe environment free from discrimination.	3.56	H
Manage student behaviour regardless of cultural background.	3.54	H
<b>Composite Mean</b>	<b>3.60</b>	<b>High</b>

*The assessment indicates that cultural sensitivity strongly influences the classroom environment (composite mean = 3.60, high), shaping how instructors create inclusive and respectful learning spaces. Instructors are strongest at fostering environments that value cultural diversity and encouraging collaboration among students from different backgrounds. Overall,*

**Table 8**  
**Influence of Cultural Sensitivity on the Teaching Performance of College Instructors**  
**Relative to Instruction**

Indicators	Weighted Mean	Verbal Interpretation
Adjust lessons when cultural misunderstandings occur.	3.65	H
Motivate students through connections to their cultural backgrounds.	3.65	H
Apply teaching strategies suitable for diverse learners.	3.63	H
Assess students with culturally responsive methods.	3.63	H
Deliver instruction clearly while respecting cultural differences.	3.61	H
Encourage students to share cultural perspectives during lesson.	3.61	H
Explains lesson using culturally relevant examples.	3.61	H
Ensures instruction remains inclusive and culturally responsive.	3.60	H
Integrate intercultural dialogue in class discussions.	3.59	H
Use teaching aids that reflect cultural diversity.	3.58	H
<b>Composite Mean</b>	<b>3.62</b>	<b>High</b>

*instructors demonstrate a strong commitment to inclusivity in the classroom.*

*The assessment shows that cultural sensitivity has a high impact on classroom instruction (composite mean = 3.62, high), with strong integration of culturally responsive practices.*

*Instructors excel at adjusting lessons to address cultural misunderstandings and at connecting content to students' backgrounds, while also applying inclusive strategies and assessments. Slightly lower scores on the use of culturally diverse teaching aids suggest minor areas for improvement. Overall, instructors effectively implement inclusive and responsive instruction.*

**Table 9**  
**Relationship Between the Manifestation of Cultural Sensitivity in Terms of Awareness and Teaching Performance of College Instructors**

Variables	p-values	r-values	Interpretation	Decision	Verbal Interpretation
Planning and preparation	.018	.734	Strong Relationship	Reject Ho	Significant
Classroom environment	-.037	.483	Moderate Relationship	Reject Ho	Significant
Instruction	-.019	.717	Strong Relationship	Reject Ho	Significant

*The results show significant relationships between cultural awareness and the teaching performance of college instructors. Planning and preparation ( $r = .734$ ,  $p = .018$ ) and instruction ( $r = .717$ ,  $p = -.019$ ) indicate strong positive relationships, while classroom environment ( $r = .483$ ,  $p = -.037$ ) shows a moderate positive relationship. These findings imply that cultural awareness contributes to effective planning, classroom management, and instructional delivery.*

**Table 10**  
**Relationship Between the Level of Cultural Sensitivity in Terms of Understanding and Teaching Performance of College Instructors**

Variables	r-values	p-values	Interpretation	Decision	Verbal Interpretation
Planning and preparation	.144	.032	Weak Relationship	Failed to Reject Ho	Significant
Classroom environment	.089	.095	Very Weak Relationship	Failed to Reject Ho	Not Significant
Instruction	.094	.076	Very Weak Relationship	Failed to Reject Ho	Not Significant

*The results indicate that cultural understanding has a weak but significant positive relationship with planning and preparation ( $r = .144$ ,  $p = .032$ ). However, its relationships with classroom environment ( $r = .089$ ,  $p = .095$ ) and instruction ( $r = .094$ ,  $p = .076$ ) are positive but not statistically significant.*

**Table 11**
**Relationship Between the Level of Cultural Sensitivity in Terms of Acceptance and Respect and Teaching Performance of College Instructors**

Variables	p-values	r-values	Interpretation	Decision	Verbal Interpretation
Planning and preparation	-.001	.991	Very Strong Relationship	Reject Ho	Significant
Classroom environment	.027	.611	Strong Relationship	Reject Ho	Significant
Instruction	-.021	.691	Very Strong Relationship	Reject Ho	Significant

*The results show significant relationships between cultural acceptance and respect and teaching performance. Planning and preparation ( $r = .991$ ,  $p = -.001$ ) and instruction ( $r = .691$ ,  $p = -.021$ ) indicate very strong positive relationships, while classroom environment ( $r = .611$ ,  $p = .027$ ) shows a strong positive relationship. These findings suggest that acceptance and respect toward cultural diversity enhance the teaching performance of college instructors.*

**Table 12**
**Relationship Between the Level of Cultural Sensitivity in Terms of Adaptation and Integration and Respect and Teaching Performance of College Instructors**

Variables	p-values	r-values	Interpretation	Decision	Verbal Interpretation
Planning and preparation	.066	.218	Weak Relationship	Failed to Reject Ho	Not Significant
Classroom environment	.067	.208	Weak Relationship	Failed to Reject Ho	Not Significant
Instruction	.027	.607	Strong Relationship	Failed to Reject Ho	Significant

*The results show that adaptation and integration have no significant relationship with planning and preparation ( $r = .218$ ,  $p = .066$ ) and classroom environment ( $r = .208$ ,  $p = .067$ ), both showing weak positive correlations. However, instruction ( $r = .607$ ,  $p = .027$ ) shows a strong significant positive relationship. This implies that adaptation and integration are more evident during instructional delivery than in lesson preparation and classroom management.*

**Table 13**  
**Relationship Between the Level of Cultural Sensitivity in Terms of Competence and Respect and Teaching Performance of College Instructors**

Variables	p-values	r-values	Interpretation	Decision	Verbal Interpretation
Planning and preparation	.018	.734	Strong Relationship	Reject Ho	Significant
Classroom environment	-.042	.435	Moderate Relationship	Reject Ho	Significant
Instruction	.037	.488	Moderate Relationship	Reject Ho	Significant

*The results show significant relationships between cultural competence and teaching performance. Planning and preparation ( $r = .734$ ,  $p = .018$ ) indicates a strong positive relationship, while classroom environment ( $r = .435$ ,  $p = -.042$ ) and instruction ( $r = .488$ ,  $p = .037$ ) show moderate positive relationships. These findings imply that cultural competence contributes to inclusive classroom practices and effective instruction among college instructors.*

**Table 14**  
**Challenges Encountered by College Instructors in Strengthening Cultural Sensitivity and Teaching Performance**

Indicators	Weighted Mean	Verbal Interpretation
Lack of necessary training to use culturally sensitive techniques.	3.67	SA
Limited institutional support in creating strategies that are responsive to cultural differences.	3.64	SA
Limited time to incorporate multicultural perspective due to the demands of the curriculum.	3.64	SA
Additional workload to modify lesson to diverse students.	3.62	SA
Communication challenges when interacting to students from diverse origins.	3.61	SA
Lack of culturally appropriate educational tools and materials.	3.61	SA
Difficulty aligning inclusive strategies with standardized test.	3.59	SA
Managing culturally diverse student behavior.	3.59	SA
Addressing cultural needs in online learning setting.	3.55	SA
Recognizing personal cultural prejudice in the classroom.	3.54	SA
<b>Composite Mean</b>	<b>3.61</b>	<b>Strongly Agree</b>

*The assessment shows that college instructors strongly agree that they face significant challenges in strengthening cultural sensitivity and teaching performance (composite mean = 3.61, Strongly Agree). The main barriers include a lack of training, limited institutional support, and time constraints. Difficulties aligning inclusive assessment, managing diverse behaviors,*



*and addressing cultural needs in online learning were also noted. Overall, the findings highlight the need for enhanced professional development and stronger institutional support to improve culturally responsive teaching.*

### **Discussion**

The findings of the study revealed that cultural sensitivity significantly contributes to the teaching performance of college instructors in Congressional District 1, Batangas. Instructors who demonstrated cultural awareness, understanding, acceptance and respect, adaptation and integration, and competence were more likely to create inclusive, respectful, and engaging learning environments for students from diverse cultural backgrounds. These culturally responsive practices positively influenced classroom interaction, communication, and student participation, which are essential components of effective teaching performance.

The results further support existing literature emphasizing that culturally sensitive and responsive teaching improves classroom climate, instructional delivery, and student engagement. Instructors who recognize and value students' cultural identities are better able to employ inclusive teaching strategies that address the diverse needs of learners. The study also highlights the importance of planning and preparation, classroom environment, and instruction in promoting equitable and meaningful learning experiences.

Moreover, the findings suggest that institutional support plays an important role in strengthening cultural sensitivity among college instructors. Professional development programs, seminars, workshops, and training related to culturally responsive teaching may help instructors enhance their cultural competence and instructional effectiveness. However, challenges such as limited training opportunities, lack of instructional resources, workload demands, and institutional constraints may hinder the consistent integration of culturally responsive practices in higher education classrooms.

To address these concerns, the study proposed "Building Bridges: A Resource Guide on Cultural Sensitivity and Effective Teaching Practices in Higher Education" as an output of the study. The resource guide aims to assist college instructors in strengthening culturally responsive teaching practices and promoting inclusive and effective learning environments in higher education institutions.

### **Conclusion**

Based on the findings of the study, it was concluded that cultural sensitivity is significantly related to the teaching performance of college instructors in Congressional District 1, Batangas. College instructors who exhibit high levels of cultural awareness, understanding, acceptance and respect, adaptation and integration, and competence are more capable of creating inclusive, respectful, and effective learning environments that enhance student engagement, participation, and academic success.



The study further concluded that culturally responsive teaching positively influences instructional delivery, classroom management, and interpersonal relationships between instructors and students. However, despite the positive manifestation of cultural sensitivity among instructors, challenges such as insufficient training, limited institutional support, and lack of culturally responsive resources still affect the consistent implementation of inclusive teaching practices.

In light of these findings, the study recommends the implementation of faculty development programs, seminars, and training workshops focused on cultural sensitivity and culturally responsive teaching. Furthermore, the proposed output entitled “Building Bridges: A Resource Guide on Cultural Sensitivity and Effective Teaching Practices in Higher Education” may be utilized to support college instructors in strengthening inclusive teaching practices and improving the overall quality of instruction in higher education institutions.

References:

**A. BOOKS**

- Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. Scholastic.
- Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy Baker-Bell, A. (2020). Linguistic justice: Black language, literacy, identity, and pedagogy. Routledge.
- Right Where We Belong: How Refugee Teachers and Students Are Changing the Future of Education Dryden-Peterson, S. (2022). Right where we belong: How refugee teachers and students are changing the future of education. Harvard University Press.

**B. UNPUBLISHED MATERIALS**

- Carandang, C. M. (2024). Multicultural education in Philippine schools: Challenges and opportunities in the implementation of culturally responsive pedagogy [Doctoral dissertation, University of Negros Occidental – Recoletos]. <https://www.recoletos.edu.ph/phd-theses>
- Chavez, L. (2022). Cultural competence and teaching strategies in multicultural classrooms: A case study in Metro Manila [Master's thesis, University of the Philippines Diliman]. <https://www.researchgate.net/publication/359832255>
- Dizon, A. C. (2023). The impact of cultural awareness training on the teaching practices of secondary school teachers in Batangas [Master's thesis, Batangas State University]. <https://www.batstateu.edu.ph/theses/impact-of-cultural-awareness>
- Miranda, T. S. (2020). Examining the integration of Filipino cultural heritage in the K-12 curriculum: A study of teacher perspectives [Master's thesis, University of Santo Tomas]. <https://www.ust.edu.ph/research/academic-theses>
- Pangilinan, K. A. (2021). Culturally responsive teaching in the Philippines: An exploration of K-12 educators' practices and beliefs [Master's thesis, Ateneo de Manila University]. <https://pdfs.semanticscholar.org/072b/3f6c0d144db70e3b3a37da2f9>
- Reyes, A. E. (2021). Evaluating the effectiveness of cultural competence training for teachers in enhancing student performance [Master's thesis, University of Cebu]. <https://www.cebuthesis.edu.ph/cultural-competence-training>
- Santos, F. J. (2022). Exploring the role of teachers' cultural sensitivity in promoting inclusive education in public high schools in Quezon Province [Master's thesis, University of Batangas]. <https://www.ub.edu.ph/theses/teacher-cultural-sensitivity>

Soriano, J. (2020). Examining cultural integration in Philippine education. SSRN Electronic Journal. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3687890](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3687890)

### C. JOURNALS, MAGAZINES, PERIODICALS

- Brackett, A. M., & Willett, T. (2023). The influence of culturally responsive teaching on student engagement. *Teaching and Teacher Education*. <https://www.sciencedirect.com/science/article/pii/S0262210223000000>
- Culajara, A. R. (2021). Competency level of MAPEH teachers in teaching performing arts based on K to 12 curriculum in secondary public schools. ResearchGate. <https://www.researchgate.net/publication/355706287>
- Culajara, A. R. (2021). Developmental model of intercultural sensitivity. ResearchGate. <https://www.researchgate.net/publication/318430742>
- Daing, C. (2020). The role of Filipino culture in education. ResearchGate. <https://www.researchgate.net/profile/Crisanto>
- Duro, S., Kim, J., & Lin, P. (2023). Investigation of the relationship between cultural sensitivity and effectiveness levels among nursing students. *International Journal of Education and Practice*, 11(3). <https://ejournals.org/ijelt/wpcontent/uploads/sites/57/2023/12/An-Investigation-of-Cultural-Sensitivity.pdf>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). CULTURAL COMPETENCE IN EDUCATION: STRATEGIES FOR FOSTERING INCLUSIVITY AND DIVERSITY AWARENESS. *International Journal of Applied Research in Social Sciences*, 6(3), 383–392. <https://doi.org/10.51594/ijarss.v6i3.895>
- Elbashir, A. (2024). An investigation of cultural sensitivity and its impact on teaching and learning. *International Journal of English Language and Translation*, 12(3), <https://ejournals.org/ijelt/wp-content/uploads/sites/57/2023/12/An-Investigation-of-Cultural-Sensitivity.pdf>
- Gonzales, J. R., & Santos, M. A. (2023). Cultural sensitivity and classroom management of teachers. *International Journal of Research Publications*, 103(2), 55–62. <https://www.researchgate.net/publication/353329197>
- Ladson-Billings, G. (2021). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review*. [https://www.teachingworks.org/images/files/CRP\\_remix\\_HER.pdf](https://www.teachingworks.org/images/files/CRP_remix_HER.pdf)
- Padillo, G. G., Manguilimotan, R. P., Capuno, R. G., & Espina, R. C. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice*, 9(3), 497–506. <https://doi.org/10.18488/journal.61.2021.93.497.506>
- Peña, R. (2020). Cultural education in the Philippines: An impact assessment. ResearchGate. <https://www.researchgate.net/publication/341100427>
- Sammu, K. G. (2025). The role of teachers' cultural competence in promoting educational equity. ResearchGate. <https://www.researchgate.net/publication/390582561>
- UP College of Education. (2024). *Philippine Journal of Education Studies*. <https://educ.upd.edu.ph/wp-content/uploads/2024/04/PJES-DOI-04162024.pdf>

### D. LEGAL DOCUMENTS

APRIL 2, 2019, CMO No. 2 Series of 2019 – Integration of Indigenous People' (IP) Studies/Education into the Relevant Higher Education Curricula. <https://chr-observatories.uwazi.io/api/files/1574908730387elfz0kjpgd2a.pdf>

- MARCH 11, 2022, RA No. 11650 - Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act".  
<https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/94483>
- October 15, 1986, The 1987 Constitution of the Republic of the Philippines - Article XIV – Education, Science and Technology, Arts, Culture, and Sports.  
<https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/45/25572>
- MAY 18, 1994, RA No. 7722 - Higher Education Act of 1994 Section 8 (Functions and Responsibilities of CHED)  
<https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/2333>

### E. ELECTRONIC SOURCES

- Anuas, M., Nasri, N. M., & Alias, N. (2024). The challenges of implementing cultural-based teaching in remedial education: Analyses and recommendations. ResearchGate.  
[https://www.researchgate.net/publication/381070038\\_The\\_challenges\\_of\\_implementing\\_cultural\\_based\\_teaching\\_in\\_remedial\\_education\\_analyses\\_and\\_recommendations](https://www.researchgate.net/publication/381070038_The_challenges_of_implementing_cultural_based_teaching_in_remedial_education_analyses_and_recommendations)
- Baron, J. V. (2023). Level of cultural sensitivity and its influence on teachers' performance. *Journal of Social, Humanity, and Education*, 3(4), 271–283.  
<https://doi.org/10.35912/jshe.v3i4.1392>
- Chen, X. (2025). Cultural sensitivity and inclusivity in teaching: International students' views on faculty competence. *International Journal of Education and Practice*, 13(2), 504–519.  
<https://doi.org/10.18488/61.v13i2.4069>
- Garcia, K. A., & Pantao, J. G. (2021). Cultural sensitivity and classroom management of teachers. *International Journal of Professional Development, Learners and Learning*, 3(1), ep2108.  
<https://doi.org/10.30935/ijpdll/11093>
- Gao, X. (2020). Teachers' perceptions of effective strategies for developing intercultural competence. *Global Chinese*, 6(2). <https://doi.org/10.1515/glochi-2020-0017>
- Gocke, M. (2026, January 14). 5 Culturally responsive teaching strategies. Northeastern University Graduate Programs. <https://graduate.northeastern.edu/knowledge-hub/culturally-responsive-teaching-strategies/>
- Gómez Yepes, T., Navarro, L., & Ruiz, J. (2023). Validation of the intercultural sensitivity scale in the Spanish context. *Journal of Intercultural Communication Research*, 52(2), <https://files.eric.ed.gov/fulltext/EJ1263261.pdf>
- Gutiérrez, F., Torres, L., & Bernal, R. (2024). Enacting culturally relevant pedagogy when “Mathematics has no color”: Epistemological contradictions. *Teaching and Teacher Education*, 138, 104014.  
<https://www.sciencedirect.com/science/article/pii/S1747938X24000149>
- Im, S. (2022). Multicultural education and the development of students' socio-emotional competence. *Journal of Social, Humanity, and Education*, 2(4).  
<https://goodwoodpub.com/index.php/jshe/article/view/1392>
- Lemana II, H. E., Waluyo, B., & Ahmad, C. V. (2025). Cultural sensitivity and teaching competence: Examining Thai students' satisfaction with non-native English-speaking teachers. *Journal of Education Culture and Society*.  
<https://doi.org/10.15503/jecs2025.2.697.714>



- Quitolbo, M. (2024). Language and culture in online learning: A study on digital inclusivity among teachers. *Languae: Journal of Linguistics and Education*, 8(1), <https://online-journal.unja.ac.id/languae/article/download/34332/19126/117234>
- Salvaña-Piansay, A., & General, L. T. (2025b). Classroom Environment and Professional Development as Predictors of Teaching Performance. *European Journal of Education Studies*, 12(3). <https://doi.org/10.46827/ejes.v12i3.5859>
- Sari, H., & Yüce, E. (2024). Multilingualism and teaching barriers in higher education: Cultural perspectives on language diversity. *International Journal of Educational Research*, 14(1), <https://www.sciencedirect.com/science/article/pii/S1747938X24000149>
- Tanduyan, K. S. (2025). Cultural awareness and sensitivity on inclusive education practices in the mainstream classroom. *International Journal of Social Science and Human Research*, 08(03). <https://doi.org/10.47191/ijsshr/v8-i3-42>
- University of Indianapolis. (2023). Cultural diversity and classroom management in higher education. Indiana ScholarWorks Repository. <https://scholarworks.indianapolis.iu.edu/server/api/core/bitstreams/be9e7d33-bb2a-4613-93e9-32cb0968f90e/content>
- Van Diggele, C., Burgess, A., & Mellis, C. (2020). Planning, preparing and structuring a small group teaching session. *BMC Medical Education*, 20(S2), 462. <https://doi.org/10.1186/s12909-020-02281-4>
- Walden University. (2022). Developing cultural competence in higher education: Instructor experiences and institutional barriers [Doctoral dissertation, Walden University]. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=14430&context=dissertations>
- Yüce, E., & Sari, H. (2023). Challenges and benefits of multicultural education for promoting equality in diverse classrooms. *Journal of Multicultural Studies*, 7(3), [https://www.researchgate.net/publication/371962321\\_Challenges\\_and\\_Benefits\\_of\\_Multicultural\\_Education\\_for\\_Promoting\\_Equality\\_in\\_Diverse\\_Classrooms](https://www.researchgate.net/publication/371962321_Challenges_and_Benefits_of_Multicultural_Education_for_Promoting_Equality_in_Diverse_Classrooms)