

Level of cultural sensitivity and its influence on teachers' performance

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Abstract

Purpose: The primary goal of this study was to analyze the level of cultural sensitivity and its impact on the performance of secondary school teachers in Buayan District, Division of General Santos City. This study attempted to identify correlations between cultural sensitivity and secondary teacher performance.

Research methodology: The research design of this study was descriptive-correlative. Since the design is descriptive, it provides a full discussion and explanation of teachers' cultural sensitivity and its impact on their performance. Furthermore, the study's methodology aimed to identify significant correlations between the variables under investigation. The mean and Pearson product-moment correlations were the statistical measures employed to evaluate the hypotheses.

Results: The findings revealed a significant, moderate, and direct relationship between cultural sensitivity and teacher performance. Consequently, strengthening teachers' cultural sensitivity may improve their performance.

Limitations: This study was limited to three (3) Buayan District Public Secondary Schools. The variables under consideration were narrowed down because cultural sensitivity is only concerned with the value system, belief system, decision making, and cross-cultural communication. On the other hand, teachers' performance variables focused only on the teaching and learning processes, student outcomes, and community involvement.

Contribution: The findings of this study provide information on teachers' levels of cultural sensitivity as a foundation for improving their performance and developing a curriculum for teaching in various cultures.

Novelty: This study's originality focuses on its factors, which integrate cultural sensitivity and teachers' performance. This research aids in determining the impact of teachers' cultural sensitivity on their performance.

Keywords: *Cultural Sensitivity, Teachers' Performance, Level, Influence*

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1. Introduction

Cultural sensitivity is a fundamental difficulty for an education system in which many cultures coexist, especially in the twenty-first century. Today's world is diverse, and this diversity manifests itself in a variety of ways, including gender, religion, race, and even cultural affiliation. As a result, various beliefs, points of view, and activities are suggested. As a result, everyone's behavior, particularly in schools, is distinctive and influenced by their cultural heritage.

Today's schools have a diverse variety of cultural, ethnic, religious, and socioeconomic groups, necessitating multicultural education programs that show an understanding and respect for the diversity

of children and adolescents. Students' opinions on the school environment are influenced by cultural differences in authority, academic and social values, self-regulatory and peer regulation techniques, and teachers' classroom management (Navita, 2014).

The Philippines, a culturally varied country with over 134 ethnic groups (De Vera, 2007), is projected to experience issues among instructors as a result. As a result, teachers should accept the diversity of each student, which is unavoidable in multicultural settings. Consequently, teachers should prioritize cultural sensitivity (Hughes & Hood, 2007) because it may affect their performance. Cultural awareness allows teachers to perceive the big picture and may alter the quality of teaching (Gunawardena, Wilson, & Nolla, 2003), especially in places such as schools where there is a diverse group of students.

In the Philippines, the educational system does not adequately address multicultural education, which is thought to be a problem that has plagued many other countries. For example, the country's classrooms are home to people from many different ethnic groups, such as the tri-people of Mindanao, which include Christians, Lumads, and Muslims (Santos, 2009). It is expected that with these diverse cultural, social, and religious orientations, there are instances where students are not treated equally and equitably by their teachers in terms of subject matter, classroom discussion, cultural and religious education, and other things.

In a more culturally varied world, we must connect, communicate, create relationships, and work effectively with people of various cultural and ethnic origins. As a result, the goal of this study is to determine the relationship between cultural sensitivity and teacher performance among secondary teachers in General Santos City's Buayan district, which has not been studied previously. Buayan district, one of the districts of the General Santos City division, is one of the districts that have a diverse group of learners, considering that the area's location is home to different groups of people with different cultures, beliefs, religions, and traditions. Therefore, the study is relevant and timely and aims to provide specific solutions to a perennial problem in Mindanao: the harmonization of people toward peace.

1.1 Research questions

As the literature suggests, a culturally sensitive teacher can help improve the performance of students and enhance interactions with students' families by utilizing their cultural competency. As such, students can be empowered in return, and student performance is one of the indicators of teacher performance. Therefore, this study aimed to examine the level of cultural sensitivity of teachers, as well as their level of performance, and to determine whether there are significant relationships between the mentioned variables.

Specifically, this study sought to answer the following questions:

1. What is the level of cultural sensitivity of teachers in terms of
 - 1.1. values system;
 - 1.2. belief systems;
 - 1.3. decision-making; and
 - 1.4. cross-cultural communication?
2. What is the level of teachers' performance in the following areas?
 - 2.1. Teaching and learning processes
 - 2.2. students' outcomes; and
 - 2.3. community involvement?
3. Is there a significant relationship between the level of cultural sensitivity and teacher performance?

1.2 Aim and Objectives

This study sought to evaluate the association between cultural sensitivity and teacher performance in Buayan District, the division of General Santos City:

1. To examine teachers' cultural sensitivity in terms of value systems, belief systems, decision-making, and cross-cultural communication.

2. Examine the level of performance of teachers in terms of the teaching and learning processes, student results, and community involvement.
3. Determine the significance of the association between cultural sensitivity and teacher performance.

1.3 Research hypotheses

1. There was no significant association between cultural sensitivity and teacher performance.

2. Literature Review and hypothesis/es development

2.1 Multicultural Challenges in the Philippines

Students from various nationalities, cultures, religions, and belief systems share the same classrooms, laboratories, and other school facilities while overcoming language barriers, social stereotypes, and the emotional, psychosexual, and physiological transition from adolescence to adulthood. As a result, the issue of preparation is raised to analyze whether Philippine education has proposed policies, programs, and effective monitoring schemes aimed at creating and providing the most favorable multicultural learning environment for all students.

Multiculturalism in schools has had a tremendous impact on the teaching and learning environment because of changes in the Philippine educational demographic landscape. This is a problem for teachers, Filipinos, local students, foreign students, and school administration as a whole. Host schools must address the readiness of each academic field for student multiculturalism, as well as the policies and guidelines they must follow, logically, and honestly (Sarino, 2012). Furthermore, changes in the teaching and learning environments result in a slew of new personalities and characteristics.

This diversity is also evident in the Philippines. As a multicultural country with many ethnicities, tribes, and cultures, schools feature classrooms with diverse demographic makeup. As a result, teachers are burdened with mind-boggling exercises on how to fulfill the requirements of their culturally varied students. With changing classroom demographics, they modify their management tactics based on their own experiences and cultural understanding to manage their classrooms with cultural sensitivity (Garcia & Pantao, 2021).

Indigenous people, also known as lumad in the Philippines, have a long history of marginalization and prejudice in the educational system. Despite efforts to increase indigenous populations' access to education, substantial problems remain (Cornelio & de Castro, 2016).

In addition, the lack of culturally responsive educational materials and instructional methods is a major issue. Indigenous pupils may struggle to interact with and comprehend content that does not reflect their cultural experiences and perspectives (Cornelio & de Castro, 2016). This can lead to feelings of alienation and indifference in school, both of which can have a negative impact on academic achievement.

2.2 Cultural Sensitivity

Cultural sensitivity is regarded as a necessary ability in today's society; it is also required in any vocation that requires interpersonal interactions (Gunawardena et al., 2003). Cultural sensitivity refers to the ability of teachers to interpret the meanings of students' feelings and language, both expressed and unexpressed, and to be willing to modify themselves on their desire to compromise to achieve a comfortable environment for both sides.

According to De Mooij and Hofstede (2011), cultural sensitivity refers to the quality of being aware of values and belief systems, making decisions, communicating across cultures, and accepting different cultures. Furthermore, cultural sensitivity refers to the ability to function well in diverse cultures. It requires interpersonal communication as well as valuing and respecting variety and being attentive to cultural variations such as values, beliefs, and behaviors (Reich & Reich, 2006). This cultural understanding allows the instructor to view the big picture, which improves teaching and learning outcomes.

According to Garcia and Pantao (2021), cultural sensitivity is a set of attributes that enables a person to learn about and relate to individuals who are different from oneself. Teachers' cultural sensitivity may help deal with this type. One of her main duties is to be mindful of how students feel, and how much they know about them. Teachers must be culturally sensitive and competent to avoid problems caused by culturally insensitive classroom management practices (Gabriel, Woolford-Hunt, & Matthews, 2010). Teachers' struggles with classroom management may be exacerbated by their lack of multicultural intelligence. As a result, instructors' cultural understandings may influence classroom management. As such, climate plays a vital role as it is deemed positive to encourage performance (Phina et al., 2021)

A culturally sensitive person understands that there may be differences between their culture and that of another person and that these differences may affect their relationship and the way they communicate with each other. A culturally sensitive individual would grasp the customs and ways of life of different countries or would try to learn and apply new understanding. Importantly, culturally sensitive individuals strive to be free of prejudices and preconceived notions of other cultures (Sue, 2001).

The increasing variety of school populations necessitates teachers' willingness to apply culturally sensitive management practices when dealing with children. As teachers face more diverse classes, it is necessary to explore and research the factors that influence their classroom management, such as cultural sensitivity (Moro, Pires, Rita, & Cortez, 2020). Through this project, educational leaders and instructors will be able to develop appropriate interventions and capacity-building strategies to best meet the requirements of their children. As culturally sensitive management practices are social interactions, teachers create a structured relationship in the form of actions based on social standards and values that apply to a particular community. Teachers are expected to incorporate a social-educational interaction theme into the classroom so that students can learn about the values, rules, and regulations so that every activity they do will be based on values and norms (Rafid & Khotimah, 2021).

Culturally sensitive teachers typically consider the various cultural backgrounds represented in the classroom, promoting variation and affecting student engagement (Okoye-Johnson, 2011). Additionally, research has shown that culturally sensitive teachers change their teaching methods to support cultural variety and sensitivity (O'Leary et al., 2020). These techniques can be used to build a student-centered classroom that enables students to participate in a purposeful and secure learning environment. Additional characteristics of a culturally sensitive teacher listed by Farinde-Wu, Glover, and Williams (2017) include creating relationships of trust with both parents and students, having the conviction that all students can succeed academically, regardless of their racial or linguistic background, supporting active teaching, which encourages cooperative learning, increasing pupils' academic success, motivation, and passion, and finally, including the cultural context in lessons.

According to Bonner, Warren, and Jiang (2018), although culturally sensitive teaching requires adaptability and work, teachers need to be attentive to the students they are teaching in the classroom since doing so promotes educational equity. Culturally sensitive teachers are aware that diversity includes everyone, not just members, of a specific race or culture. In conclusion, this research supports the notion that culturally sensitive teachers welcome and make sense of the cultural backgrounds of their students.

2.3 Benefits of Culturally Sensitive Teaching

When they first enter school, students are expected to engage in cultural traditions that are frequently extremely different from their own (Souto-Manning & Mitchell, 2010). According to Toppel (2015), one of the most significant benefits of culturally responsive teaching is that it connects students' real-world experiences with literary and academic content studied in the classroom. According to Cummins (2011), research has shown that schools may significantly minimize the negative effects of socioeconomic disadvantages by ensuring that children have access to a rich print environment that encourages equality.

In addition, due to instruction that is culturally aware, students' identities are acknowledged, which in turn impacts their behaviors and performances.

Similarly, Toppel (2015) found that students from various ethnic and cultural backgrounds felt more empowered when their academic learning was tied to real-world experience. In contrast to a traditional classroom, where instruction is usually teacher-directed, a culturally sensitive teacher allows students to approach issues in a way that is relevant to their personal experience. Studies have shown that there is an increase in diversity of all kinds, and teachers must use strategies that are adaptable to the constantly changing student population. Wanless and Crawford (2016) asserted that once instructors begin to incorporate culture into the learning process, the likelihood of creating a friendly classroom environment for students from various backgrounds increases. Consequently, the main benefit of culturally responsive education is that it promotes friendly interactions between educators and pupils from various cultural backgrounds as they engage in all aspects of the learning environment.

The opportunity to eliminate racial or cultural barriers in the classroom and create an inclusive environment for all children is provided through culturally sensitive instruction (Patterson, 2012). Students get the opportunity to express their culture and gain effective community engagement skills through culturally aware training.

2.4 Performance of the Teachers

An effective teacher is at the heart of effective instruction. It is the teacher's responsibility to make every attempt to assist his students in acquiring the knowledge, skills, and attitudes required to become productive, useful, and law-abiding citizens of the community (Labaree, 2018).

A good teacher develops rather than being born (Fulton, 2006). There are many professors in the world, but only a few are excellent. A good teacher develops high-quality students, who are responsible for the country's socioeconomic development. As such, a teacher's mission is to assist individuals in taking responsibility for their learning and to instill a desire to study, comprehend, and demonstrate how to do so.

Educators must recognize disparities in how children learn to develop their strengths. Recognizing students' diversity has special "curriculum consequences because students should be provided with an opportunity to experience learning that addresses a range of intelligence (Eisner, 2004).

The primary goal of evaluating a teacher's performance is to assist employees in improving their performance through feedback and coaching. Teacher repertoires built by the crucible of experience and teaching culture have impacted policymakers' understanding that changing pedagogy necessitates a shift in instructors' beliefs. As the primary implementers of the educational process, teachers should lay the groundwork for effective and high-quality learning in a collaborative atmosphere that fosters classroom community, group cohesiveness, interactive learning, teamwork, and innovative adaptations (Pelones, 2009).

Employee knowledge and ability, employee motivation, and workplace environment all have an impact on performance. When these elements are met, superior results are probable, and the organization is viewed as effective (Seyfarth, 2002).

2.5 Cultural Sensitivity and Teachers' Performance

Migration to other nations is a challenge associated with cultural sensitivity. Cultural competence is required to provide culturally appropriate learning. Various studies have focused on ways to assess and grade instructors' cultural understanding, sensitivity, and competency.

Phuntsog (2001) developed the notion of culturally responsive teaching, which is considered a method for promoting multicultural education in schools. Scholars have recently focused on the need to connect classroom experiences with students' home cultures to improve the social, intellectual, and cultural enrichment of all children. The survey aimed to identify teachers' perspectives on the value of culturally

sensitive teaching in school.

G. Gay (2002) discovered in his study that evaluating the ethnicity (dialect) used to communicate in writing and speaking by teachers suggests that the cultural sensitivity of teachers towards varied pupils has a substantial impact on students' performance.

According to Gardenswartz, Cherbosque, and Rowe (2010), understanding the impact of culture on behavior is an important aspect of emotional intelligence. As a result, cultural awareness and emotional intelligence are essential, as they are linked to one another. Dong, Day, and Collaço (2008) proposed that social intelligence could be used to build and contribute to the development of intercultural awareness.

According to the literature and studies, cultural sensitivity is essential in the teaching-learning process because it helps teach diverse groups of students to fulfill the needs and demands of 21st-century learning.

3. Research Methodology

3.1 Locale of the Study

The study was conducted in three (3) public secondary schools in General Santos City's Buayan district: Buayan National High School, Johnny Ang National High School, and Ligaya High School.

3.2 Methods and Materials

This study employed a descriptive-correlative approach to evaluate the link between two variables: the independent variable, cultural sensitivity, which is composed of value systems, belief systems, cross-cultural communication, and decision-making. The second variable of the study is teachers' performance, which focuses on the teaching and learning process, and students' outcomes and community involvement served as the dependent variables. Because the approach is descriptive, it provides a thorough explanation of the current state of cultural sensitivity among teachers and how it relates to teacher performance.

3.3 Respondents of the Study

Teachers from three (3) public secondary schools in Buayan District, Division of General Santos City, who participated in the study were from Johnny Ang National, Buayan National High School, and Ligaya High School. Random sampling was used to select 225 participants from a total population of 512 teachers.

3.4 Sampling Technique

A random sampling technique was used in the investigation. According to L. Gay (1996) as cited by J. Baron (2022), a small population can be the best sample size for the study when utilizing Slovin's method.

There were 512 teachers in the Buayan district of the General Santos City School Division. The sample size was reduced to 225 respondents using Gay's proposal and Slovin's calculation.

The sample size per school was set proportionally based on the total teacher population in each school and chosen using random sampling via the lottery process.

3.5 Research Instrument

The researcher adapted and modified the cultural sensitivity questionnaire from the study by Escudero (2013) to ensure that it was fitted to the local settings; thus, some of the items were modified to ensure the appropriateness of the statements that measure the cultural sensitivity of the teachers. The following scale was used to measure teachers' level of cultural sensitivity with the inclusion of range, description, and interpretation.

Scale	Range	Description	Interpretation
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5	4.50- 5.00	Always	Very high level indicates that the sensitivity described is very well applied in the school in all cases.
4	3.50- 4.49	Often	Great Level means that the sensitivity is well applied in the school in all cases.
3	2.50- 3.49	Sometimes	Moderate Level indicates that the sensitivity described is fairly applied in the school in all cases.
2	1.50- 2.49	Seldom	Less level means that the sensitivity described is barely applied in the school in all cases.
1	1.00- 1.49	Never	Least Level means that the sensitivity described is not at all applied in the school.

Aside from the questionnaire used to gauge the level of cultural sensitivity of teachers, another questionnaire was also used by the researcher to measure the level of teachers' performance. The contents and criteria of the aforementioned questionnaire were adapted and modified from the Department of Education school year 2017-2018 Individual Performance Commitment and Review Form (IPCRF) with the following scale, range, description, and interpretation:

Scale	Range	Description	Interpretation
5	4.50- 5.00	Always Exhibited	Performance denotes an extraordinary level of accomplishments (Outstanding)
4	3.50- 4.49	Often Exhibited	Performance exceeded expectations. (Very Satisfactory)
3	2.50- 3.49	Sometimes Exhibited	Performance met expectations. (Satisfactory)
2	1.50- 2.49	Seldom Exhibited	Performance failed to meet expectations. (Unsatisfactory)
1	1.00- 1.49	Never Exhibited	Performance consistently fell below expectations. (Poor)

3.6 Data Gathering Procedure

The following procedures were used to collect necessary data:

1. The survey questionnaire was administered to the respondents after permission was obtained from school administrators. The questionnaires were supplied by the researcher, and instructions on how to complete them were provided. The nature and objectives of this study are also described. The surveys were collected by the researcher immediately after the respondents had finished answering them.
2. The respondents were chosen at random to provide an equal and independent probability of being chosen, and they were dispersed proportionally, based on school population, among the three (3) school respondents. The researcher drew a proportionally desired number of samples.

3.7 Statistical Treatment

Various statistical tests were used to assess and interpret the quantitative data collected in this study. A survey questionnaire was used to generate the responses. All tests were performed at a significance

level of 0.05.

1. The mean was used to assess the cultural sensitivity of secondary school teachers in the Buayan district.
2. The Mean was used to determine the level of teacher performance.
3. The Pearson product-moment correlation was used to evaluate whether there was a significant association between instructors' cultural sensitivity and performance.

4. Results and Discussions

Research Question 1: What is the level of teachers' cultural sensitivity in terms of value systems, belief systems, decision-making, and cross-cultural communication?

Cultural sensitivity can be regarded as a predictor of cultural adequacy and a precursor in attitudes toward effective intercultural relationships (Buchtel, 2014). As a result, increased diversity in our schools, ongoing demographic shifts across the country, and the globalization movement require a more in-depth study of culture.

In schools, teachers are responsible for providing students with skills and helping them develop compassion and respect for others and their differences. To spread these skills and values to our students, we must first determine whether the teacher possesses them. Table 1 shows the level of cultural sensitivity of the teachers.

Table 1. Level of Cultural Sensitivity

Cultural Sensitivity	Mean	Description
Values System	4.10	Great Level
Belief System	4.10	Great Level
Decision-Making	3.96	Great Level
Cross-Cultural Communication	4.24	Great Level
Overall Level of Cultural Sensitivity	4.10	Great Level

As seen in the above table, the level of cultural sensitivity of teachers is high, with an overall mean of 4.10. The result further implies that teachers in Buayan District show a great understanding of other cultures, as showcased by the level of their cultural sensitivity. Teachers had a great understanding of value systems (mean = 4.10), belief systems (mean = 4.10), decision-making (mean = 3.96), and cross-cultural communication (mean = 4.24).

As a result, highly sensitive teachers purposefully respond to the needs of their many culturally and ethnically diverse students in their classrooms by implementing student-oriented instructional processes and selecting and delivering ethnically and culturally relevant curricula.

Research Question 2: What is the level of teacher performance?

Educators are constantly looking for new ways to ensure that students learn, understand, and apply the knowledge offered to them because student accomplishment and academic success are the primary motivations for educators. Consequently, teachers will explore new strategies to ensure that learning occurs effectively and efficiently. Required cultural changes must be made inside the classroom, and teachers must have the necessary materials (J. V. Baron & Cruz, 2023) that suit the demands of the diverse learners.

Teachers are central elements of all educational systems. The performance of teachers is vital to the organization, especially to the students who will benefit from that performance.

Furthermore, teachers' performance reflects the Department of Education's aims concerning the setting in which the department was developed based on the teaching and learning process, student results, and community involvement. The table below discusses instructors' levels of success in important areas of the teaching and learning processes, student results, and community involvement.

Table 2. Level of Teachers' Performance

Teachers' Performance	Mean	Description
Teaching and Learning Process	3.86	Very Satisfactory
Student Outcomes	4.58	Outstanding
Community Involvement	3.82	Very Satisfactory
Overall Level of Teachers' Performance	4.09	Very Satisfactory

As shown in Table 2, the overall performance of the teacher was satisfactory and exceeded expectations, with all goals, objectives, and targets fulfilling or exceeding the specified requirements. Thus, teachers in the Buayan district performed well in all aspects of their jobs, whether in the teaching and learning process (mean = 3.86), student results (mean = 4.58), or community involvement (mean = 3.82).

Above all, teachers' performance should be used as a reference for strengthening their teaching skills, recognizing and encouraging teaching excellence, aiding teachers in focusing on student outcomes, and planning community-based activities (Kirchner, Bloom, & Skutnick-Henley, 2008).

Research Question 3: Is there a significant relationship between the level of cultural sensitivity and teacher performance?

Cultural diversity can help teachers succeed. Classrooms in the Philippines are becoming more diverse year after year, implying that cultural diversity in classrooms is becoming an increasingly crucial issue for educators across the educational system. Ignoring diversity challenges is not feasible. Rather, educators should embrace variety and create culturally inclusive classrooms in which all students can thrive. Recall that the success of any teacher is contingent on the success of their students. Table 3 depicts the relationship between instructors' cultural sensitivity and performance.

Table 3. Pearson Correlation on the Level of Cultural Sensitivity and Teachers' Performance of Teachers

Variables	F	r	P- value	Interpretation
Cultural Sensitivity x Teachers' Performance	41.93	0.4749	<.00001	Moderate direct relationship
Level of significance at $\alpha = .05$				

The computed values ($F=41.93$, $p\text{-value} .00001$) and $r=0.4749$ indicated a moderate direct link between cultural sensitivity and teacher performance, as shown in the Table above. As a result, the null hypothesis was rejected.

The findings of the study are consistent with those of a recent study by Junio-Sabio and Manalo (2020), who discovered that cultural sensitivity can influence teachers' productivity and performance. It is also stressed that teachers' grasp of cultural diversity is related to their quality (Roberts & Winters, 2013). Consequently, cultural diversity awareness saw academic achievement improvement and student persistence in school as good indicators of instructors' abilities.

Teachers' cultural diversity awareness may be useful in determining the best strategy for students' achievements, and teachers with high cultural sensitivity imply a strong connection to the community by recognizing the unique customs, beliefs, values, traditions, and practices that exist between people from different cultures, races, and ethnicities, which is necessary for a good and harmonious relationship that will manifest in teachers' achievements. In addition, a teacher as a model must engage in behavior modeling, behavior discussions, and allow students to develop appropriate communication skills (Kuo, Wood, & Williams, 2021) to ensure a culturally sensitive environment.

Cultural sensitivity can also relate to the ability to learn from and respect the cultural background, heritage, and traditions of others. It is the outcome of understanding and acknowledging one's own culture and values, while respecting others. Teachers who understand and display cultural sensitivity can provide meaningful and successful instructions. In contrast, unperceived cultural differences in the classroom frequently lead teachers to choose teaching methods that may conflict with the needs of their students (Whipps-Johnson, 2016).

Consequently, one technique for culturally sensitive educators is to engage in ongoing reflection and identify their own beliefs, values, and behaviors. This introspection allows teachers to have a better awareness of themselves and how their worldviews influence their teaching and shape their students' self-concepts. This allows teachers to assess their preconceptions and suggest methods to enhance their instruction.

Finally, cultural sensitivity precedes cultural competency, and the use of culturally sensitive teaching practices has an impact on teachers' performance.

5. Conclusion

5.1. Summary of findings

This study arrived at the following conclusions:

1. Teachers showed a high level of cultural sensitivity, with a mean score of 4.10. Further, based on the findings, teachers' level of value system had a mean of 4.10, belief system had a mean = 4.10, decision-making gained a mean of 3.96 and a mean of 4.24 for cross-cultural communication. Therefore, teachers' overall cultural sensitivity is described as the Great Level.
2. It was found that the teacher's performance in the teaching and learning process was very satisfactory (mean = 3.86), an outstanding performance in students' outcomes (mean = 4.58), and a very satisfactory performance in community involvement (3.82). The overall performance of teachers under the mentioned criteria was satisfactory, with an overall mean of 4.09.
3. Finally, the study found a moderate direct link between teachers' cultural sensitivity and performance, as demonstrated by the computed values ($F=41.93$, $p\text{-value} .00001$) and $r=0.4749$.

5.2. Conclusion

Cultural sensitivity is a teaching characteristic that influences teachers' practice and effectiveness. On the other hand, cultural awareness is a prerequisite for cultural competency and the use of culturally sensitive teaching practices. Thus, understanding cultural variability as a quality of cultural sensitivity is one of the foundations for creating equitable learning opportunities for all students and improving teacher effectiveness. This study is recommended for further research because of its limitations in terms of the variables and scope.

5.3. Limitation

The scope of this study was limited to three (3) public secondary schools in the Buayan District. The variables under consideration were narrowed down because cultural sensitivity is only concerned with the value system, belief system, decision making, and cross-cultural communication. On the other hand, teachers' performance variables focused only on the teaching and learning processes, student outcomes, and community involvement.

5.4. Suggestion

Cultural sensitivity had a minor impact on instructors' performance. Consequently, student achievement has a significant influence on teacher performance, and the following are strongly advised:

Teachers must become acquainted with fundamental cultural differences by widening their understanding and gaining insight into the difficulties confronting various pupils, families, and communities.

Cultural sensitivity is a teaching characteristic that influences teachers' practice and effectiveness. Additionally, it is a prerequisite for cultural competency and the use of culturally sensitive teaching

practices. Thus, understanding cultural variability as a quality of cultural sensitivity is one of the foundations for creating equitable learning opportunities for all students and improving teacher effectiveness. This study is recommended for further research because of its limitations in terms of the variables and scope. Such self-reflection allows teachers to gain a deeper understanding of themselves, identify how their worldviews influence their teaching, and shape their students' self-concepts.

With culturally diverse students, teachers must employ a variety of multicultural instruction strategies in the classroom. Consequently, teachers must implement activities that foster cultural harmony.

Finally, teachers should create an assessment appropriate for multicultural students. This includes observing students' social and learning habits in all classroom scenarios daily as well as portfolio evaluation.

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