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RESEARCH ARTICLE

TEACHING PRACTICES AND CULTURAL INTELLIGENCE AS PREDICTORS OF CULTURAL RESPONSIVENESS OF PUBLIC SCHOOL TEACHERS

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Abstract

The study determined the singular and combined influence of teaching practices and cultural intelligence on cultural responsiveness among public school teachers in Lupon West District. A quantitative research design using a descriptive-correlational technique was utilized. There were 324 respondents in the study who were selected using a stratified random sampling technique. The study utilized an adopted, modified, and validated survey questionnaire. In analyzing the data, mean, person r , and linear regression were employed. The findings revealed that the levels of teaching practices, cultural intelligence, and cultural responsiveness of the respondents were very high. Furthermore, there were significant relationships between teaching practices and cultural responsiveness and between culture intelligence and cultural responsiveness. The findings also revealed that teaching practices and cultural intelligence have a significant singular and combined influence on cultural responsiveness. Hence, teaching practices and cultural intelligence of the public school teachers in Lupon West District predict their cultural responsiveness.

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Introduction:-

Cultural responsiveness in schools is deemed vital in culturally diverse nations, including the Philippines. However, this remains a battle cry for many teachers as they struggle to respond to cultural diversity. Racism and student diversity cause many teachers to struggle to respond to culturally diverse classrooms (Nortvedt et al., 2020). Racism, as a result of multiculturalism, has long been a problem in many schools. Many Indigenous Peoples (IPs) in the country still worry about sending their children to schools and are still in need of a responsive education. This is because of teachers' lack of knowledge and skills in teaching IP learners and their cultural attitudes and prejudices (Sari & Yüce, 2020). Nortvedt et al. (2020) also explained that the lack of cultural responsiveness is because teachers are not fully ready to handle differences due to a lack of orientation on inclusiveness, training, and management style. These circumstances suggest that cultural responsiveness is still a recurring challenge in many schools in the Philippines.

Additionally, the status of cultural responsiveness in schools helps evaluate how teachers understand the importance of responsive education. Academic curricula must mirror cultural diversity and ensure inclusion and equal learning opportunities for all learners (Nortvedt et al., 2020). Given this need, teachers are challenged to address the problems. Hence, linking learners' cultural identities to the subject matter may be done to promote understanding of cultures as teachers' pedagogies demonstrate their understanding of the learners' cultural backgrounds as a humanistic factor that needs to be addressed. (Tanase, 2020; Hutchinson & McAlister-Shields, 2020).

On the other hand, teaching practices play an essential role in cultural responsiveness. Through culturally responsive teaching practices, teachers respond equally to all learners inside the classroom in conformity with the Department of Education's aims for cultural inclusivity. In addition, teaching practices mirror teachers' cultural intelligence and understanding of the learners' culture and how they react to multicultural situations, manifested by their pedagogies. If teachers know their learners' cultures, they can use teaching practices that address needs and differences. Moreover, teachers' cultural intelligence helps shape their cultural responsiveness. Their knowledge of a particular culture's specific practices enables them to exhibit culturally sensitive and appropriate behaviors. Suazo and Montenegro (2018) stressed that teachers' cultural intelligence and teaching practices that exhibit cultural responsiveness can facilitate the teaching of IP learners.

Teachers' cultural responsiveness varies depending on their teaching practices and cultural intelligence. By looking into how teaching practices and cultural intelligence influence teaching practices, there can be a basis for understanding the extent of cultural responsiveness of public school teachers. Studies have yet to investigate the condition of multicultural education in the country at the micro and macro levels, which may blur one's perception of cultural diversity and result in poorly implemented policies (Munalim, 2019). In Lupon West District in the Division of Davao Oriental, no studies have been conducted on teachers' teaching practices, cultural intelligence, and cultural responsiveness. As a district with students from diverse cultural roots, it is necessary to conduct a study as its results may provide information on cultural responsiveness in schools.

The primary objective of this study was to determine the singular and combined influence of teaching practices and cultural intelligence on cultural responsiveness. Specifically, this paper aimed to describe the level of teaching practices of the respondents in terms of curriculum and instruction, leadership, assessment, professional learning, collaboration, and school climate; to ascertain the level of cultural responsiveness of the respondents in terms of establishing inclusion, developing attitude, enhancing meaning, and engendering competence; to measure the level of cultural intelligence of the respondents; to establish the significance of the relationship between teaching practices and cultural responsiveness and cultural intelligence and cultural responsiveness; and to determine the singular and combined influence of teaching practices and cultural intelligence on cultural responsiveness.

On the other hand, this study hypothesized at a .05 level of significance that there is no significant relationship between teaching practices and cultural responsiveness and cultural intelligence and cultural responsiveness, and there is no singular and combined influence of teaching practices and cultural intelligence on cultural responsiveness.

The transmission of learning in a culturally responsive classroom can heavily depend on the teachers' teaching practices. Teaching practices are the decisions and actions taken by the teacher or school, in general, to facilitate student learning. According to Francisco and Celon (2020), teachers employ specific and suitable instructional strategies to aid learners in becoming self-directed, and the evidence of student assessment is a pivotal element of effective teaching practices. Hence, if the teaching practice gives equal opportunities to all learners, it reflects cultural responsiveness.

Effective teaching practices can bridge learning gaps and achieve educational outcomes. According to Barni et al. (2019), teachers' confidence in their teaching practices, which includes the capacity to manage responsibilities, plays an essential role in students' achievement and the workplace. Several factors may affect teaching practices. Among those factors are balance in content and pedagogical knowledge, language skills, training and experiences, tasks and responsibilities, professional development, personal values and motivation, classroom management, student engagement, and educational attainment (Sevimel & Subasi, 2018; Şahin & Gürbüz, 2020; Soe, 2018; Barni et al., 2019).

In terms of impact on student's academic performance, structured teaching practices to support learning goals, suitable metacognitive instruction, and a positive learning space allow teachers to engage learners in the lesson, contributing to learners' high performance (DeJaeghere et al., 2021). The ideas of Tomaszewski et al. (2022) revealed that teaching practices in terms of effective learning time have a strong direct impact on the reading achievement of the learners and an indirect impact via improved positive behavior, attendance, and homework behavior. Additionally, Zhu and Kaiser (2022) suggested that creating classrooms with social-emotional support can directly help improve students' self-efficacy, which can support students' acquisition of knowledge of subject matter.

In other words, teaching practices that are differentiated based on the context of learning impact students' performance in the classroom.

With the demands to address multiculturalism in the classroom, a need for teachers to better understand how culture works in different situations arises. Cultural Intelligence enables people to obtain a better perception of cultures and select individuals who can function effectively along with other people from different cultural backgrounds, establishing interpersonal affairs and sharpening creativity and innovation (Jyoti et al., 2018; Istrate, 2019; Randstad, 2020) built on the idea of Bioecological Theory of Intellectual Development by Urie Bronfenbrenner in 1994. Moreover, personality traits and experiences have been identified as antecedents of cultural intelligence since they are wide-ranging and relatively constant and affect decision-making (Liao & Thomas, 2020), which influences the development of cultural intelligence.

There are four (4) intelligences or capabilities comprising cultural intelligence, which, according to Gozzoli and Gazzaroli (2018), are not necessarily correlated to one another. As explained by Jurásek and Potocký (2020) and Růth and Netzer (2020), these include motivational intelligence that draws from the desire to learn and unlearn one culture to be able to learn a new one fully, the cognitive intelligence that involves obtaining knowledge of a specific pattern of human behavior, the meta-cognitive intelligence that covers the knowledge and skill to learn and accurately add or replace one's cultural knowledge when it is lacking or incorrect, and the behavioral intelligence that allows an individual to alter and employ proper verbal and nonverbal responses to avoid a culturally awkward interaction.

Cultural intelligence has impacts and contributions as an innovative approach. It helps develop cross-cultural capabilities and innovation, awareness of diverse work settings, adaptability, and social and relational capital in the case of multi-ethnic societies (Fan et al., 2020; Kouassi, 2018; Istrate, 2019; Baluku et al., 2019), and enables leaders to develop their competencies by helping them evaluate themselves and gain knowledge on how to select employees (Růth & Netzer, 2019) properly. In the academe, cultural intelligence helps students to develop openness to diversity and collaboration, brings a competitive advantage among students in an inclusive setting, and capacitates international students so they can easily comprehend and interact with others who have different cultural backgrounds (Min et al., 2019; Tu et al., 2019; Hartini et al., 2017; Jurásek & Potocký, 2020).

As multiculturalism continues to surge, classrooms in the twenty-first century have welcomed more learners from diverse cultural backgrounds. Learners' academic achievement may heavily depend on the teachers' cultural responsiveness. This is why the United Nations Educational, Scientific, and Cultural Organization advocates inclusive schools as the most powerful means of creating an inclusive society. Cuffee (2020) stated that, according to the U.S. Census Bureau, racial minorities will comprise considerable numbers in the population by 2060. On this note, schools must ensure students develop a positive and healthy outlook toward cultural diversity. Teachers should understand cultural profiles as humanistic factors that must be addressed, preached, and modeled through pedagogies (Hutchinson & McAlister-Shields, 2020).

Cultural responsiveness in the classroom promotes positive relationships between teachers and learners from different cultural backgrounds. It is an effective tool for cultural inclusivity as it fosters acceptance and tolerance of cultural differences. Culturally responsive teaching asserts that teachers should be responsive to the learners they teach and must adhere to the philosophy of CRT to foster equity in education (Bonner et al., 2017; Gierhart, 2019). Cuffee (2020) also linked culturally responsive teaching by citing the attributes: (1) nurtures significant connections with the learners and parents; (2) believes that all learners can progress scholastically, notwithstanding their cultural or linguistic background; (3) emboldens active instruction that adheres to cooperative learning; (4) increases student interest and eagerness to learn and gain academic accomplishment; and (5) links instruction with students' diverse cultural backgrounds.

Furthermore, there is an interrelation between teaching practices, cultural responsiveness, cultural intelligence, and cultural responsiveness. Teaching practices and cultural responsiveness can be correlated as substantiated by the notions that teachers with high levels of efficacy in their teaching practices are most likely to manifest cultural responsiveness as they are positively correlated (Callaway, 2017; Samuels, 2018) and specifically, assessment, as a part of teaching practices, can be linked to cultural responsiveness (Herzog-Punzenberger et al., 2020) as teachers provide equal assessment opportunities.

Cultural intelligence and cultural responsiveness can be correlated as teachers' metacognitive bits of intelligence as part of the former correlate to the latter since teachers understand the importance of self-awareness in their knowledge of the learners' culture (Reintjes, 2019). This can also be corroborated by Costa (2019), who explained that as cultural intelligence increases, the pre-referral processes, including the teachers' skills in giving instructions, manifest cultural responsiveness.

Also, teaching practices and cultural intelligence can be correlated since establishing effective communication and developing desirable teaching attitudes with the students are linked to cultural bits of intelligence (Alev & Kara, 2021), and enhancing teacher's cultural intelligence may result in success in teaching practices (Reintjes, 2019).

Based on the plethora of literature cited, teaching practices, cultural intelligence, and cultural responsiveness have been included in studies exploring different problematic issues. Likewise, many studies explored the correlation between teaching practices to cultural responsiveness, cultural intelligence to cultural responsiveness, and the correlation between teaching practices and cultural responsiveness, which all revealed significant findings. However, a limited number of recent studies can elaborate on the relationships of the variables at hand. Nonetheless, other factors may be considered to generate new information to explain the problematic issue and produce additional literature.

Theoretically, this study is primarily anchored on the Sociocultural Learning Theory by Vygotsky (1978), which believes that human development is a socially facilitated process (Mcleod, 2023) wherein culture consistently affects cognitive development by affecting human behavior (Kurt, 2020). This illustrates how culturally diverse learners learn from their teachers and how their experiences in their environment shape their acquisition of information and necessitate teachers' teaching practices and cultural intelligence to manifest cultural responsiveness in the classroom. In other words, this theory supports the association of teaching practices and cultural intelligence with cultural responsiveness.

In addition, this study is supported by "Culturally Responsive Teaching," an instructional delivery concept developed and popularized by Ladson-Billings (1995), which accentuates the knowledge, dispositions, and abilities of teachers who accept cultural and linguistic roots in the teaching and learning environment (Faircloth, 2013). This instructional delivery model exemplifies the need to mirror cultural responsiveness to teaching practices. Teachers should be trained in the use of teaching practices that complement the cultural diversity of learners. The "Culturally Responsive Teaching" supports the explicit correlation between teaching practices and cultural responsiveness.

Also, the researcher cited the "Educultural Wheel Framework" by Macfarlane (2004) to support the study, which stresses the development of meaningful interactions between teachers and students. This framework is built around five (5) interrelated factors, namely: (1) building relationships; (2) ethics of caring; (3) teacher effectiveness; (4) ethics of bonding; and (5) school morale, tone, pulse (Asil, 2017). This framework stresses the importance of teachers developing cultural intelligence to respond effectively to learners with different cultural profiles. The "Educultural Wheel Framework" supports how cultural intelligence shapes teachers' interaction with culturally diverse learners in the classroom as a manifestation of their cultural responsiveness.

The conceptual framework illustrates the relationship between the variables. The first independent variable is teaching practices based on the publication of the Oregon Department of Education, with the following six (6) indicators: curriculum and instruction, which are the instructional practices that help implement the curriculum. Leadership, which is the practices related to leadership and management of the school assessment, which are the practices and strategies to assess and enhance student learning and the effectiveness of the curriculum, professional Learning which are the development programs teachers undertake as provided by their schools, collaboration which are the practices that foster a collaborative environment, including strategies to meet shared goals in school, and school Climate which are the practices when it comes to establishing holistically conducive learning environment.

The second independent variable is cultural intelligence based on the study of Báez (2012) with four (4) indicators such as motivational intelligence, which is the extent of the eagerness and confidence to learn new concepts of different cultures and work with culturally varied people, the cognitive intelligence which is the knowledge of other people's cultures and cultural relativity, the meta-cognitive intelligence which is the degree of preparedness and assessment of their interactions with culturally diverse people, and the behavioral intelligence is the extent of the flexibility and use of different behaviors and abilities when involved in multiculturally varied situations.

On the other hand, the dependent variable is cultural responsiveness, based on the validated questionnaire by Rhodes (2017) with the following four (4) indicators. Establishing Inclusion refers to the teachers' practices in creating an environment that fosters a culture of respect, connectedness, collaboration, and equal and equitable treatment among all learners from diverse cultural backgrounds. Developing an Attitude pertains to the teachers' beliefs and practices that enable the learners to develop a productive attitude toward the learning process by considering the learners' cultural backgrounds, personal experiences, prior knowledge, and decision-making skills throughout the learning process. Enhancing Meaning emphasizes the teachers' practices and principles that address the learners' engagement in reflective and critical learning strategies despite cultural differences. Engendering Competence refers to the teachers' practices that enable the learners to demonstrate their proficiency and use contextual assessment strategies based on their cultural backgrounds and experiences.

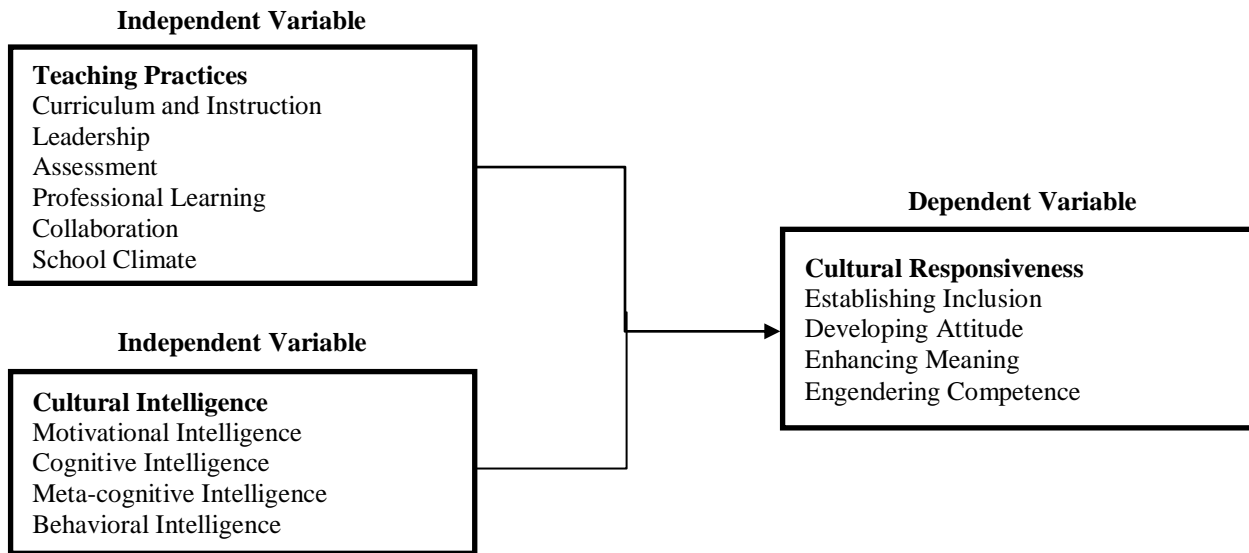


Figure 1:- Conceptual Framework of the Study.

In Lupon West District of the Division of Davao Oriental, no research has yet been conducted that explores the relationship among teaching practices, cultural intelligence, and cultural responsiveness. As a locale with culturally diverse learners, it is necessary to study the extent of the variables and their relationships to generate information that can lead to advantages, most especially that academic curricula have to mirror cultural inclusion and schools have to complement the programs of the Department of Education in response to the need for cultural inclusivity.

This study will provide social significance as the results can provide information about cultural responsiveness in schools or cultural inclusion in a grander scheme. This will provide readers with additional perspectives on cultural inclusion, assess their cultural bits of intelligence, and reflect on their practices to help normalize and tolerate cultural differences in the community. Additionally, the results can inform the readers of the actions that can be done to promote cultural responsiveness.

At the global level, this study can provide useful information on the status of cultural inclusivity in a specific area that readers worldwide can read about, learn from, or even use as a basis for decision-making. Also, the results can enrich the existing literature relating to culture in education as it will explain and support existing theories concerning the need for cultural relevance in schools worldwide.

Specifically, the teachers will benefit from this study as the primary implementers of teaching practices, cultural intelligence, and cultural responsiveness. They will be informed on how they can effectively respond to learners' cultural differences through proper actions or better complement the Department of Education policies to integrate cultural inclusivity in schools. Through the results, teachers can help the agency develop or sustain programs to institutionalize cultural tolerance fully. Future researchers can use the results as a guide to support their study. Additionally, the findings can be used to substantiate existing theories that incorporate culture in various contexts.

Method:-

This section discusses the methodology, including the research respondents, materials and instruments, and the research design and procedure used in this study.

Research Respondents

The respondents of this study were public elementary and secondary school teachers assigned in the schools belonging to Lupon West District in the Schools Division of Davao Oriental. These teachers were permanent employees of the Department of Education.

The total population of public school teachers in Lupon West District was 412. In particular, school 129329 had 51, school 129330 had 43, school 129325 had 16, school 129327 had 16, school 129323 had 15, school 129324 had 13, school 129332 had 11, school 129321 had 8, school 129328 had 8, school 129331 had 8, school 129319 had 8, school 129318 had 6, school 129326 had 5, school 129322 had 4, school 129310 had 4, school 205505 had 4, school 304319 had 109, school 304321 had 46, school 304320 had 20, school 304337 had 18, and school 305516 had 4. The target sample size of this study was 314 respondents, which was computed with a confidence level of 97 percent and a margin error of 3 percent, using Raosoft as a sample size calculator; however, 324 respondents responded to the survey, which was discussed by the researcher and adviser and was eventually counted in since it was justifiable. This study used Stratified Random Sampling wherein the respective schools were the strata.

The respondents were licensed professional teachers, aged 22 to 50 years old, teaching for at least one (1) year in a public school. Non-teaching personnel and school heads were excluded since their tasks did not include classroom teaching. Volunteers and substitute teachers were also not included in the survey since their length of service and status of employment could affect their stay in DepEd. Senior citizens were also excluded for their convenience. The respondents were given the discretion to continue or withdraw their participation without any penalty if any circumstances that could influence their response, such as conflict of beliefs, lack of resources, and time, among others, arose. The study was done from February 1 to May 31, 2023.

This study was conducted in Lupon West District, Lupon, Davao Oriental. The schools that were included in the study were the respondents' workstations. A number of members of several cultural groups were enrolled in the public schools in the research locale. Although teachers in schools commonly used inclusive teaching practices and cultural intelligence, cultural responsiveness was not guaranteed to be consistently observed since inclusive education covers other areas of diversity. All measures or investigations have yet to be conducted in the schools belonging to the research locale.

Materials and Instrument:-

The researcher used three (3) adopted and modified survey questionnaires covering the three variables of the study. The first survey questionnaire for teaching practices as the first independent variable was adopted from the 'Teaching Practices Survey' developed by the Oregon Department of Education, which covered six (6) indicators, namely: (1) Curriculum and Instruction; (2) Leadership; (3) Assessment; (4) Professional Learning; (5) Collaboration; and (6) School Climate. The second survey questionnaire for cultural intelligence was developed by Ang and Van Dyne (2015) and covered four (4) indicators, namely: (1) Motivational Intelligence; (2) Cognitive Intelligence; (3) Meta-cognitive Intelligence; and (4) Behavioral Intelligence. The third survey questionnaire for cultural responsiveness was adopted from the validation study by Christy M. Rhodes (2017), which covered four (4) indicators, namely: (1) Establishing Inclusion, (2) Developing Attitude, (3) Enhancing Meaning, and (4) Engendering Competence.

In determining data on the level of the teaching practices, cultural intelligence, and cultural responsiveness of the respondents, the researcher used the following scale wherein means ranging from 4.25 – 5.00 was 'very high,' which means the measures are always manifested,' 3.40 – 4.19 was 'high' which means 'the measures are often manifested'; 2.60 – 3.39 was 'moderate' which means 'the measures are sometimes manifested'; 1.80 – 2.59 was 'low' which means 'the measures are seldom manifested'; and 1.00 - 1.79 was 'very low' which means 'the measures are almost never manifested.'

Internal and external experts validated the survey questionnaire with a mean score of 4.5 and a descriptive equivalence of 'excellent.' The validators suggested several modifications and improvements for the final instrument

to fit the respondents' context. After the revisions were made, the researcher subjected the survey questionnaire to pilot testing, which resulted in a Cronbach Alpha score of .851 for teaching practices, .896 for cultural intelligence, and .942 for cultural responsiveness, which means the instrument was highly reliable.

Research Design and Procedure

This quantitative study used a descriptive-correlational research design. The researcher opted for a quantitative study to measure the extent of the variables and their relationships. According to Riddell (2018), correlations of variables can be established as to their extent and direction by quantitatively studying their associations. A descriptive design was used to measure the level of each variable in this study. This research design describes a group's present conditions and behavior relating to the variables being studied (Williams, 2021; Ansari et al., 2022). A correlational design was also used in the study as it systematically studies and detects trends in data (Williams, 2021) and ascertains the relationship between variables that cause the change in one to create a certain change in the other (Ansari et al., 2022).

In collecting the data from the respondents for the study, the researcher first subjected the survey questionnaire to validation to ensure its validity. Then, the researcher improved the instrument based on the suggestions of the validators. After the revision, the researcher submitted it to the University of Mindanao Ethics Review Committee (UMERC) for evaluation. With the approval of the UMERC, the researcher then asked permission to conduct a study in the Schools Division of Davao Oriental. As soon as permission was granted, the researcher secured consent from the Public School District Supervisor and the school heads to administer a survey. Afterward, the researcher contacted the respondents and gave them access to the survey questionnaire. As soon as the respondents finished responding, the researcher expressed gratitude. Subsequently, the obtained data were consolidated and tallied by the researcher and subjected to statistical analysis.

More specifically, in this study, the researcher, with the help of the statistician, made use of statistical tools in analyzing the data, such as 'mean' which was used to determine the respondents' level of teaching practices, cultural intelligence, and cultural responsiveness, 'person r' which was utilized to determine the correlation among the variables, and 'linear regression' which was used to determine the singular influence of teaching practices on cultural responsiveness and cultural intelligence on cultural responsiveness and the combined influence of teaching practices and cultural intelligence on cultural responsiveness.

Regarding ethical considerations, the researcher followed proper guidelines to ensure no issues were committed. The study was evaluated and validated by the University of Mindanao Ethics Review Committee (UMERC) and was granted the Certificate of Approval with the certificate number 2022-400. Before the administration of the survey, the researcher explained to respondents that their participation was voluntary, confidential, and safe and provided details of the study for them to understand its purpose and significance. Regarding academic conventions, the researcher used plagiarism grammar checkers and reliable sources to avoid plagiarism and ensure accuracy. The researcher guaranteed that the actual results were specified truthfully. This study met the guidelines of the Department of Education and was conducted with the agency's permission. Lastly, the researcher worked closely with the research adviser and panelists to ensure that the publication of the study would contribute to the academic community.

Results and Discussion:-

The section contains a discussion on the presentation, analysis, and interpretation of the data obtained from the respondents of this study.

Level of Teaching Practices

This study revealed that the measures of teaching practices are always manifested by the respondents as the level of teaching practices obtained a standard deviation of 0.33 and an overall mean of 4.37 with a descriptive level of very high, as shown in Table 1. Specifically, results show that the assessment obtained a standard deviation of 0.35 and the highest mean ($\bar{x} = 4.47$) with a descriptive level of very high. On the other hand, leadership has a standard deviation of 0.41 and the lowest mean ($\bar{x} = 4.29$), with a descriptive level of very high.

Based on the data shown, it can be interpreted that the respondents always manifested teaching practices in terms of curriculum and instruction, leadership, assessment, professional learning, collaboration, and school climate in their respective schools. This means that the public school teachers in Lupon West District are always engaged in

activities and have always demonstrated behaviors represented by the indicators of teaching practices as specified above.

Table 1:- Level of Teaching Practices.

Indicators	SD	Mean	Descriptive Level
Curriculum and Instruction	0.39	4.37	Very High
Leadership	0.41	4.29	Very High
Assessment	0.35	4.47	Very High
Professional Learning	0.38	4.31	Very High
Collaboration	0.36	4.39	Very High
School Climate	0.39	4.38	Very High
Overall	0.33	4.37	Very High

The findings corresponded to the statement that suitable instructional strategies, student assessment (Francisco & Celon, 2020), confidence, and capacity to manage responsibilities (Barni et al., 2019) are reflected by effective teaching practices as they are consistent with the indicators cited in the study. The findings also support that teaching practices are influenced by the balance in content and pedagogical knowledge, language skills, training and experiences, tasks and responsibilities, professional development, personal values and motivation, classroom management, student engagement, and educational attainment (Sevimel & Subasi, 2018; Şahin & Gürbüz, 2020; Soe, 2018; Barni et al., 2019).

Level of Cultural Intelligence

As presented in Table 2, the measures of cultural intelligence are always manifested by the respondents as the level of cultural intelligence obtained a standard deviation of 0.38 and an overall mean of 4.27, which is very high. Specifically, motivational intelligence obtained a standard deviation of 0.45 and the highest mean value ($\bar{x} = 4.31$), which is very high. On the other hand, cognitive intelligence has a standard deviation of 0.45 and the lowest mean ($\bar{x} = 4.21$), which is also very high.

Table 2:- Level of Cultural Intelligence.

Indicators	SD	Mean	Descriptive Level
Motivational Intelligence	0.45	4.31	Very High
Cognitive Intelligence	0.45	4.21	Very High
Meta-cognitive Intelligence	0.43	4.30	Very High
Behavioral Intelligence	0.44	4.25	Very High
Overall	0.38	4.27	Very High

Based on the data, it can be interpreted that the respondents always manifested teaching practices in motivational intelligence, cognitive intelligence, meta-cognitive intelligence, and behavioral intelligence. This suggests that the public school teachers in Lupon West District have always demonstrated actions and behaviors represented by the indicators of cultural intelligence.

The findings affirm that cultural intelligence allows people to understand cultures better and select individuals who can function effectively with diverse people in establishing interpersonal affairs and sharpening creativity and innovation (Jyoti et al., 2018; Istrate, 2019; Randstad, 2020). This also agrees that cultural intelligence develops competencies, cross-cultural capabilities and innovation, diverse work settings, adaptability, and social and relational capital (Rüth & Netzer, 2020; Fan et al., 2020; Kouassi, 2018; Istrate, 2019; Baluku et al., 2019).

Level of Cultural Responsiveness

As shown in Table 3, the measures of cultural responsiveness are always manifested as the level obtained a standard deviation of 0.37 and an overall mean of 4.31, which is very high. Specifically, establishing inclusion got a standard deviation of 0.41 and the highest mean ($\bar{x} = 4.45$), which is very high, while developing attitude got a standard deviation of 0.48 and the lowest mean ($\bar{x} = 4.20$), which is still very high.

Table 3:- Level of Cultural Responsiveness.

Indicators	SD	Mean	Descriptive Level
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Establishing Inclusion	0.41	4.45	Very High
Developing Attitude	0.48	4.20	Very High
Enhancing Meaning	0.51	4.25	Very High
Engendering Competence	0.43	4.33	Very High
Overall	0.37	4.31	Very High

Based on the data, the respondents always manifested cultural responsiveness in establishing inclusion, developing attitudes, enhancing meaning, and engendering competence. This means that the public school teachers in Lupon West District have always or consistently demonstrated actions and behaviors represented by the abovementioned indicators.

These findings agree that cultural responsiveness is manifested through providing academic and socio-emotional development and acculturative experience, creating culturally responsive lessons, and understanding learners' cultural profiles (Gierhart, 2019; Hutchinson & McAlister-Shields, 2020) as these factors are consistent with the indicators. Additionally, the respondents' responses reflect that being a culturally responsive teacher means responding to the learners and fostering equity (Bonner et al., 2018; Gierhart, 2019).

Relationship between Teaching Practices and Cultural Responsiveness

As shown in Table 4.1, the significance of the relationship between teaching practices and cultural responsiveness got an overall r-value of .864 and a significant value ($p=.000<0.05$), suggesting a positive correlation and a significant relationship between teaching practices and cultural responsiveness; hence, the null hypothesis is rejected, and as teaching practices increase, so does cultural responsiveness.

Table 4.1:- Significance of the Relationship between Teaching Practices and Cultural Responsiveness.

Teaching Practices	Cultural Responsiveness				Overall
	Establishing Inclusion	Developing Attitude	Enhancing Meaning	Engendering Competence	
Curriculum and Instruction	.703** .000	.584** .000	.600** .000	.659** .000	.772** .000
Leadership	.662** .000	.542** .000	.615** .000	.624** .000	.743** .000
Assessment	.751** .000	.559** .000	.581** .000	.621** .000	.760** .000
Professional Learning	.675** .000	.591** .000	.545** .000	.629** .000	.740** .000
Collaboration	.715** .000	.572** .000	.581** .000	.620** .000	.754** .000
School Climate	.716** .000	.545** .000	.521** .000	.529** .000	.699** .000
Overall	.815** .000	.656** .000	.666** .000	.711** .000	.864** .000

As revealed by the data, all indicators of teaching practices and cultural responsiveness are positively correlated and have significant relationships. This suggests that the behaviors and actions of the public school teachers in Lupon West District regarding their teaching practices manifest their cultural responsiveness. Hence, the more they demonstrate effective teaching practices in the classroom, the more culturally responsive they become toward their culturally diverse learners.

These results agree with and can be corroborated by the statement that teachers with a high level of efficacy in their teaching practices in the classroom are most likely to manifest cultural responsiveness (Callaway, 2017; Samuels, 2018). Additionally, Herzog-Punzenberger et al. (2020) specifically stated that assessment methodologies can be linked to cultural responsiveness as part of teaching practices. It can be understood from the statement that when public school teachers are religious in implementing effective teaching practices in the classroom, they can be culturally responsive as their teaching behavior and practices can reflect how they effectively respond to their learners' different racial and cultural backgrounds.

Relationship between Cultural Intelligence and Cultural Responsiveness

Presented in Table 4.2 are data on the test results on the significance of the relationship between cultural intelligence and cultural responsiveness. Based on the data, the overall r-value of .793 and the significant value ($p=.000<0.05$) suggest a positive correlation and significant relationship between cultural intelligence and cultural responsiveness. This suggests that when cultural intelligence increases, cultural responsiveness also increases. Therefore, the second null hypothesis of the study at a .05 level of significance is rejected.

These results revealed that the indicators of cultural intelligence and the indicators of cultural responsiveness have positive correlations and significant relationships. This implies that the practices of the public school teachers in Lupon West District that demonstrate their cultural intelligence reflect their cultural responsiveness. Hence, when they effectively use their cultural intelligence in dealing with their culturally diverse learners, they also establish cultural responsiveness in the classroom.

Table 4.2:- Significance of the Relationship between Cultural Intelligence and Cultural Responsiveness.

Cultural Intelligence	Cultural Responsiveness				Overall
	Establishing Inclusion	Developing Attitude	Enhancing Meaning	Engendering Competence	
Motivational Intelligence	.667** .000	.589** .000	.601** .000	.572** .000	.739** .000
Cognitive Intelligence	.447** .000	.413** .000	.356** .000	.421** .000	.497** .000
Meta-cognitive Intelligence	.624** .000	.553** .000	.525** .000	.593** .000	.697** .000
Behavioral Intelligence	.631** .000	.538** .000	.591** .000	.554** .000	.705** .000
Overall	.713** .000	.631** .000	.619** .000	.646** .000	.793** .000

The findings confirmed Reintjes's (2019) conclusion that teachers' metacognitive bits of intelligence are linked to teaching practices since teachers understand the importance of self-awareness in their knowledge of the learners' culture. Furthermore, Costa (2019) also explained that as cultural intelligence increases, the pre-referral processes, including the teachers' skills in giving instructions, manifest cultural responsiveness.

Significance of the Influence of Teaching Practices on Cultural Responsiveness

Presented in Table 5.1 is data on the influence of teaching practices on cultural responsiveness. The obtained significant value ($p=.000<0.05$) indicates that teaching practices significantly influence cultural responsiveness. Hence, the null hypothesis at a .05 significance level that teaching practices do not singularly influence cultural responsiveness is rejected.

Table 5.1:- Significance of the Influence of Teaching Practices on Cultural Responsiveness.

Cultural Responsiveness					
Teaching Practices (Indicators)	B	β	t	Sig.	
Constant	.250		.027	.979	
Curriculum and Instruction	.181	.260	5.625	.000	
Leadership	.149	.197	4.416	.000	
Assessment	.118	.140	2.749	.006	
Professional Learning	.197	.119	2.455	.015	
Collaboration	.091	.190	3.982	.000	
School Climate		.096	2.166	.031	
R	.868				
R ²	.753				
ΔR	.748				
F	160.722				
ρ	.000				

Specifically, the data revealed that curriculum and instruction, leadership, and collaboration obtained p-values of .000, suggesting that these indicators significantly influence cultural responsiveness. Even so, all indicators have significant values that are less than the alpha value, which means they all influence cultural responsiveness relatively. Therefore, the public school teachers in Lupon West District manifest cultural responsiveness as influenced by their teaching practices.

The findings support the notion of the cited instructional delivery concept developed and popularized by Gloria Ladson-Billings (1995), the 'Cultural Responsive Teaching,' which believes that culture needs to be reflected in innovative teaching practices that cater to the learners' racial, ethnical, cultural, and linguistic backgrounds. It is also affirmed that a high level of efficacy in teaching practices is most likely to manifest cultural responsiveness (Callaway, 2017; Samuels, 2018).

Additionally, there is a consistency between the findings of the study and the theoretical and empirical evidence because it was revealed that when public school teachers employ teaching practices that effectively cater to the racial, ethnic, or cultural roots of the learners, they become culturally responsive to their culturally diverse learners.

Significance of the Influence of Cultural Intelligence on Cultural Responsiveness

Presented in Table 5.2 is data on the influence of cultural intelligence on cultural responsiveness. The obtained significant value ($p=.000<0.05$) signifies that cultural intelligence significantly influences cultural responsiveness. Hence, the null hypothesis at a .05 level of significance that cultural intelligence does not singularly influence cultural responsiveness is rejected.

Specifically, it was revealed that the indicators motivational intelligence, meta-cognitive intelligence, and behavioral intelligence gained p-values of .000, which suggests that they significantly influence cultural responsiveness. In contrast, cognitive intelligence gained a p-value of .040, a close alpha value (0.05). Nonetheless, all indicators have significant values less than the alpha value, which means they all influence cultural responsiveness relatively. Hence, it can be inferred that when the public school teachers in Lupon West District demonstrate cultural intelligence, they also manifest cultural responsiveness in the classroom.

Table 5.2:- Significance of the Influence of Cultural Intelligence on Cultural Responsiveness.

Cultural Responsiveness					
Cultural Intelligence (Indicators)		B	β	t	Sig.
Constant		.833		6.289	.000
Motivational Intelligence		.348	.418	10.120	.000
Cognitive Intelligence		.046	.078	2.067	.040
Meta-cognitive Intelligence		.196	.226	4.770	.000
Behavioral Intelligence		.220	.257	5.436	.000
R	.829				
R ²	.687				
ΔR	.683				
F	174.945				
ρ	.000				

The results support the “Educultural Wheel Framework” by Macfarlane (2014), which focuses on the meaningful interactions of teachers and students in terms of building relationships, ethics of caring, teacher effectiveness, bonding, and school morale, tone, and pulse. The influences of cultural intelligence indicators reflect the factors that link it to cultural responsiveness. The findings also agree that cultural intelligence develops cross-cultural capabilities, innovation, diverse work settings, adaptability, and social and relational capital (Fan et al., 2020; Kouassi, 2018; Istrate, 2019; Baluku et al., 2019).

Significance of the Combined Influence of Teaching Practices and Cultural Intelligence on the Cultural Responsiveness

Shown in Table 5.3 is the combined influence of teaching practices and cultural intelligence on cultural responsiveness. The significant value ($p=.000<0.05$) obtained suggests that teaching practices and cultural intelligence significantly influence cultural responsiveness. Hence, the null hypothesis is rejected.

Table 5.3:- Significance of the Combined Influence of Teaching Practices and Cultural Intelligence on Cultural Responsiveness.

Cultural Responsiveness					
Teaching Practices and Cultural Intelligence (Indicators)		B	β	t	Sig.
Constant		-.106		-.839	.402
Curriculum and Instruction		.170	.178	4.217	.000
Leadership		.118	.129	3.189	.002
Assessment		.130	.123	2.694	.007
Professional Learning		.052	.052	1.191	.235
Collaboration		.118	.113	2.636	.009
School Climate		.064	.068	1.703	.090
Motivational Intelligence		.197	.237	6.702	.000
Cognitive Intelligence		.027	.046	1.525	.128
Meta-cognitive Intelligence		.038	.044	1.098	.273
Behavioral Intelligence		.102	.119	3.005	.003
R	.900				
R ²	.810				
ΔR	.804				
F	133.205				
ρ	.000				

In particular, the indicators of teaching practices such as curriculum and instruction, leadership, assessment, and collaboration gained significant values of less than 0.05. In contrast, professional learning and school climate gained significant values greater than 0.05. Specifically, the indicators of cultural intelligence, such as motivational intelligence and behavioral intelligence, gained significant values that were less than 0.05. On the other hand, cognitive intelligence and meta-cognitive intelligence gained significant values that were greater than 0.05. Nonetheless, it can be inferred that the public school teachers' teaching practices and cultural intelligence in Lupon West District make them culturally responsive toward their culturally diverse learners.

Significance of the Overall Influence of Teaching Practices and Cultural Intelligence on Cultural Responsiveness

Presented in Table 5.4 is the data on the overall influence of teaching practices and cultural intelligence on cultural responsiveness. The obtained significant value ($p=.000<0.05$) shows that teaching practices and cultural intelligence overall influence cultural responsiveness. This means that the study's null hypothesis that the independent variables, teaching practices, and cultural intelligence, do not significantly influence the dependent variable, cultural responsiveness, is rejected.

Specifically, teaching practices have a p-value of .000, which is less than 0.05, and cultural intelligence also has a p-value of .000, which is less than 0.05. These results suggest that teaching practices and cultural intelligence significantly influence cultural responsiveness. Hence, it can be inferred that the manifestations of the teaching practices and cultural intelligence of the public school teachers in Lupon West District predict their cultural responsiveness towards their culturally diverse learners.

Table 5.4:- Significance of the Overall Influence of Teaching Practices and Cultural Intelligence on Cultural Responsiveness.

Cultural Responsiveness					
(Variables)		B	β	t	Sig.

Constant		-.069		-.539	.590
Teaching Practices		.706	.619	15.527	.000
Cultural Intelligence		.303	.320	8.031	.000
R	.888				
R ²	.788				
ΔR	.787				
F	597.876				
p	.000				

The findings on the combined and overall influences support the Sociocultural Learning Theory by Lev Vygotsky (1978), which illustrates how learners learn from their teachers and experiences. Based on the results, teaching practices and cultural intelligence significantly influence cultural responsiveness, which is linked to the premise of the theory that human development is a socially facilitated process (McLeod, 2023) and that culture impacts cognitive development by affecting human behavior (Kurt, 2020). Also, a high level of efficacy in teaching practices manifests cultural responsiveness (Callaway, 2017; Samuels, 2018), and as cultural intelligence increases, the pre-referral processes, including the teachers' skills in giving instructions, become a manifestation of cultural responsiveness (Costa, 2019). In short, culturally diverse learners learn when teachers show cultural responsiveness through their teaching practices and cultural intelligence.

Conclusion and Recommendation:-

Concerning the objectives of the study, the researcher came up with the following conclusions. The level of teaching practices is very high as all its indicators obtained very high ratings, with assessment as the highest. The level of cultural intelligence is very high since all its indicators obtained very high ratings, with motivational intelligence being the highest. It was also determined that the level of cultural responsiveness is very high as all its indicators garnered very high ratings, with establishing inclusion being the highest. These results suggest that the public school teachers in the West District always manifest teaching practices, cultural intelligence, and cultural responsiveness.

Also, it is concluded that teaching practices have a significant relationship with cultural responsiveness, which means that teaching practices influence cultural responsiveness. Similarly, cultural intelligence has a significant relationship with cultural responsiveness, which means that cultural intelligence influences cultural responsiveness. The relationship between teaching practices and cultural responsiveness and cultural intelligence and cultural responsiveness presumed that when public school teachers increase their teaching practices and cultural intelligence, they also increase their cultural responsiveness. On top of that, teaching practices and cultural intelligence significantly influence cultural responsiveness, which leads to the conclusion that teaching practices and cultural intelligence are substantial predictors of cultural responsiveness.

Finally, it is concluded that the findings of the study are consistent with the Sociocultural Learning Theory by Vygotsky (1978), the 'Cultural Responsive Teaching' by Ladson-Billings (1995), and the "Educultural Wheel Framework" by Macfarlane (2004) underpinning the study since teaching practices and cultural responsiveness were found to be correlated to cultural responsiveness.

Given the results and conclusions, the researcher offers the following recommendations. Teachers may sustain their very high levels of teaching practices, cultural intelligence, and cultural responsiveness by acquiring more relevant knowledge and skills on culturally responsive teaching through their schools' Learning Action Cells (LAC) and training so they may learn more about strategies that foster cultural responsiveness and apply it in their teaching since teaching practices and cultural intelligence significantly influence cultural responsiveness. Teachers may also determine the cultural roots of their learners through dialogues with parents. Also, teachers may seek interventions that will capacitate them on leadership, cognitive intelligence, developing attitude as part of teaching practices, cultural intelligence, and cultural responsiveness, respectively, since they need to improve more on the said indicators.

Additionally, it is suggested that the Department of Education may continue to implement initiatives that train teachers to be more culturally responsive. The agency may create policies to augment programs like Indigenous Peoples Education (IPEd) and Arabic Language and Islamic Values Education (ALIVE). School curricula may be contextualized to allow teachers to integrate culture into the subject, promoting a sense of inclusion. The agency

may also provide teachers with training on leadership, cognitive intelligence, and developing attitudes to gain more knowledge about such. Members of cultural groups may be invited to consultative meetings to provide significant insights for them to be best represented in school programs and materials.

Lastly, continuous knowledge generation is an essential pursuit in the research community. Hence, it is recommended that future studies be conducted to explore facets of teaching practices, cultural intelligence, and cultural responsiveness that were not included in this paper. Studies that navigate variables that can predict cultural responsiveness may be done to establish a strong foundation for cultural inclusivity in the academe or even in other fields and to investigate more on the indicators in the current study's respondents need to improve.

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