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Research Article

Cultural Competence of Filipino Teachers Teaching Abroad: Implications for Global Education and Inclusive Teaching Practices

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ABSTRACT

The growing movement of Filipino teachers into international education systems has featured the significance of cultural competence to instructional efficiency and professional achievement in multicultural learning environments. This study determined the level of cultural competency of Filipino teachers teaching abroad, specifically in cultural awareness, cultural knowledge, cultural skills, and cultural attitude. A descriptive-correlational study design was utilized to gather data from 600 Filipino teachers working in selected states in the United States: California, Florida, Hawaii, Nevada, and Texas. Data on teachers' cultural competence were collected through a researcher-designed survey questionnaire. The results showed that Filipino teachers reflected a very high level of cultural competency across all dimensions, especially in cultural awareness and adaptability to varied educational situations. The results indicate that Filipino teachers have high intercultural sensitivity, communication skills, and culturally responsive instructional strategies that help them teach effectively in multicultural classrooms. The study also stressed the significance of intercultural training, reflective teaching practice, and institutional support for sustaining culturally responsive education. The results of the study have important implications for teacher education institutions, policymakers, curriculum creators, and foreign school systems trying to promote culturally responsive teaching and global teacher preparation programs.

Keywords: *Culturally responsive teaching, Intercultural competence, Multicultural education, Teachers abroad*

Introduction

The development of globalization and worldwide teacher mobility has had a profound impact on the world's educational systems and

has helped create a more multicultural and diversified educational environment. With the increasing prospects for migration and international employment, teachers are required to

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function effectively in the context of learners from varied cultural, linguistic, ethnic, and social backgrounds. In recent years, the Philippines has been one of the top exporters of teachers in the world to countries like the United States, Thailand, China, and the United Arab Emirates. Filipino teachers are respected for their flexibility, resilience, strong work ethic, English competence, and learner-centered instructional techniques. They are extremely competitive in the global teaching workforce because they can adapt to multiple educational systems and remain professionally effective. Yet, teaching in another country's education system takes more than just teaching skills. Teachers working overseas also need to have significant cultural competence to effectively communicate with learners, parents, colleagues, and administrators from different cultural backgrounds. Teachers in multicultural classrooms are required to provide inclusive learning environments, display intercultural awareness, and apply culturally responsive teaching approaches to foster diversity and equity in education.

Cultural competency is the ability to comprehend, appreciate, respect and communicate with others whose cultures differ from one's own. Cultural competence in education allows teachers to identify the many cultural identities, communication styles, values, beliefs, and learning styles of their learners. Culturally competent teachers are more possible to adopt respectful communication, decrease cultural misunderstandings, and create inclusive classroom environments where learners feel valued and represented. With schools today becoming increasingly multicultural and globally exchanging ideas, intercultural communication ability is becoming a key skill for educators (Caballo, 2024). As schools become more diverse due to globalization and migration, teachers are expected to not only educate well but also promote equality, inclusiveness, and cultural responsiveness in their teaching practice.

Filipino teachers abroad often experience vast disparities in communication techniques, classroom habits, educational expectations, traditions, and cultural norms. In certain nations, students may exhibit behaviors and ways of interacting that are hugely different from

what is usually experienced in Philippine classrooms. Accordingly, Filipino teachers are expected to constantly adapt their teaching approaches, communication styles, classroom management strategies, and instructional approaches while retaining professional performance. Results showed that culturally responsive teachers can adopt positive classroom climates, boost student engagement, and improve learner outcomes (Baecher et al., 2023). Culturally competent teachers are also more effective at managing classroom diversity, responding properly to learner needs, and establishing meaningful relationships with students from diverse cultural backgrounds.

The study indicated that culturally competent teachers are more effective in handling classroom diversity, avoiding cultural misconceptions, and improving inclusive learning experiences (Kada et al., 2025). Also, intercultural competence is a significant factor in teacher resilience, professional flexibility, emotional well-being, and job satisfaction in international educational environments (Villahermosa et al., 2025). Teachers with cultural competence are more comfortable working with new educational systems and more prepared to face the problems of multicultural teaching contexts. Cultural competence also increases teachers' ability to develop strong relationships with kids, parents, and colleagues and to promote collaboration and communication in schools.

Although the deployment of Filipino teachers abroad is increasing, little empirical research has been conducted explicitly on their cultural competence. The existing material emphasizes larger themes of teacher migration, professional identity, instructional competence, and employment experiences, and less so on cultural competence as a key variable. This gap in the literature directs the need to explore how Filipino teachers develop and maintain cultural competency in multicultural educational contexts. The cultural competence of Filipino teachers abroad is important to examine as it gives an idea of their capacity to adjust to culturally varied classrooms and education systems. Considering the degree of their cultural awareness, cultural knowledge, cultural abilities, and cultural attitudes may also strengthen teacher preparation programs,

culturally responsive pedagogy, and professional development efforts targeted for internationally mobile educators.

With the growing diversity in classrooms because of globalization, migration, and international movement of educators are more and more expected to show intercultural awareness and culturally responsive instructional approaches. Cultural competence, according to Campinha-Bacote (2002) is an ongoing process of development that includes cultural awareness, cultural knowledge, cultural skills, cultural interactions, and cultural desire. This concept focuses on the idea that cultural competency is not a destination, but rather a journey that is being developed through meaningful encounters with people of other cultures.

In recent literature, culturally responsive teaching has been identified as a way to provide inclusive and meaningful learning experiences. Sales-Batang et al. (2025) stated that using the learners' cultural background in teaching improves the learners' engagement, participation, and academic success. Similarly, Baecher et al. (2023) found that culturally responsive pedagogy nurtures strong classroom connections and equitable involvement among culturally varied learners. Globalization has also made intercultural competency an important part of teacher education, as teachers are more frequently in contact with students from different linguistic and cultural backgrounds. Then, teacher education institutions are being encouraged to improve multicultural education and intercultural training programs to prepare future educators for global teaching contexts.

Cultural awareness is the ability of a person to notice and understand cultural differences, including values, beliefs, actions, customs, and communication methods. Teachers who are culturally aware are more equipped to grasp the perspectives of students and respond correctly to the various scenarios they will find themselves in the classroom. Research has shown that teachers with evident skills of cultural awareness are more empathetic, less stereotyped, and have better intercultural communication skills (Kada et al., 2025). Besides, Zhou et al. (2024) stated that cultural awareness furthers inclusive learning settings by

adopting mutual respect, understanding, and acceptance among learners from diverse cultural backgrounds. Teacher education institutions can also build cultural awareness among pre-service teachers through the training they provide. Pre-service teachers who engaged in multicultural training activities had higher levels of intercultural sensitivity and global citizenship orientations (Biay & Tenorio, 2024).

Cultural knowledge is knowledge of various cultural customs, traditions, patterns of communication, beliefs, and educational expectations. "Teachers with strong cultural knowledge can better contextualize the lessons and adapt the instructional strategies to match the diverse needs of the learners." Research shows that culturally competent teachers are more successful in engaging students and minimizing cultural conflicts in classrooms (Cancino & Núñez, 2023). In multicultural educational contexts, cultural awareness helps teachers comprehend students' behaviors, learning methods, and communication styles. Likewise, teachers who regularly engage in intercultural learning activities and professional development programs are more skilled in managing a culturally diverse classroom (Agus et al., 2024).

Cultural skills are the practical capacity to engage effectively with people from diverse cultural backgrounds. These abilities include intercultural communication, flexibility, conflict management, and culturally relevant ways of teaching. Filipino teachers working overseas typically adapt their manner of communication, classroom management, and instructional materials to suit the cultural backgrounds of the learners. Filipino teachers in a multicultural classroom were said to adopt adaptive cross-cultural pedagogy to boost students' involvement and efficacy in instruction (Villaver, 2024). Similarly, culturally competent teachers are well suited to offer differentiated instruction and collaborative learning strategies that cater to learners from different cultural backgrounds (Marquez-Tampus, 2025).

Cultural attitude is being open, respectful, accepting, and willing to engage with cultural variety. Positive cultural attitudes are very important for intercultural sensitivity and professional adaptation. Studies have shown that the

favorable attitude of educators toward multiculturalism correlates with their creation of inclusive classroom environments and positive connections with students and colleagues (Basman & Bayram, 2024). Teachers who appreciate diversity also show more buy-in to equity, inclusion and culturally responsive pedagogy. As well, intercultural encounters and reflective teaching techniques have been proven to increase teachers' openness to cultural differences (Akkuş Çakır & Ünlü, 2024).

The study was grounded on the Process of Cultural Competence Model of Campinha-Bacote (2002), which views cultural competence as a process of life-long growth that includes cultural awareness, cultural knowledge, cultural skills, cultural interactions, and cultural desire. The approach focuses that cultural competence is an ongoing development that occurs via interaction with culturally varied persons. Filipino teachers acquire their cultural competence through everyday interactions with multicultural learners, colleagues, and educational institutions in worldwide teaching. The study was also grounded in the Theory of Culturally Responsive Pedagogy, which emphasizes the necessity of integrating learners' cultural identities into teaching methods in a way that allows for inclusive and meaningful learning experiences.

The study sought to measure the level of cultural competency of Filipino teachers teaching overseas, particularly in selected states in the United States. Specifically, it attempted to find out the demographic profile of the respondents in terms of sex, age, teaching assignment, educational attainment, length of teaching experience, kind of school, and status of employment. It also aims to investigate the level of cultural competency of Filipino teachers with respect to cultural awareness, cultural knowledge, cultural skills, and cultural attitude, and to ascertain the significance of the data gathered for teacher education and professional development programs. The investigation was anchored on the null hypothesis that there is no significant association between the demographic profile of the respondents and their level of cultural competency.

Methods

Research Design

This study used a descriptive quantitative research approach to determine the cultural competence of Filipino teachers working overseas. The approach was found adequate since it permitted the researcher to systematically characterize and evaluate teachers' levels of cultural awareness, cultural knowledge, cultural abilities, and cultural attitudes.

Measurable data were collected using a standardized survey questionnaire with a quantitative approach. Quantitative research comprises the collection and analysis of numerical data to objectively investigate variables and discover patterns, connections, and trends (Creswell & Creswell, 2018).

Study Respondents

The subjects of the study consisted of 600 Filipino teachers working in chosen states of the United States, particularly California, Florida, Hawaii, Nevada, and Texas.

Convenience sampling was implemented in the study because of the broad geographic distribution of Filipino teachers across various states. Participants were recruited largely through online professional networks, teacher associations, and social media communities where Filipino educators are known to be engaged. This method enables quick access to respondents and the collection of data from a big sample in an acceptable time.

However, there are some limitations to using convenience sampling. Participation was mostly dependent on the availability of teachers through online platforms and their willingness to answer; in future, the sample may not be representative of the general population of Filipino teachers working in the United States. We may have underrepresented teachers who are less active on social media or who do not belong to online professional networks. Hence, the results should be regarded with caution due to the possible presence of selection bias in the sampling procedure and the restricted generalizability of the results.

Research Tool

The data were acquired using a questionnaire prepared by the researcher based on the elements of cultural competence found in the literature: cultural awareness, cultural knowledge, cultural skills, and cultural attitudes. The questionnaire was divided into two sections. The first portion extracted the respondents' demographic profile, and the second part assessed their level of cultural competence using a four-point Likert scale.

Content validity was established by having the instrument reviewed by experts in educational research, cultural competency, and teacher education. Their recommendations were taken into account in modifying the questionnaire to guarantee the relevance, clarity, and appropriateness of the items. Then, a pilot exam was conducted for Filipino teachers who were not part of the original study. The pilot

testing enabled the researcher to identify and improve confusing statements and to test the reliability of the instrument before it was administered to the target respondents.

Reliability of the questionnaire was tested using Cronbach's alpha coefficient to measure internal consistency of the instrument. The results indicated a very good dependability for all characteristics of cultural competency. Specifically, the derived Cronbach's alpha coefficients for Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Attitude were 0.971, 0.990, 0.978, and 0.992, respectively. Commonly acknowledged reliability standards state that Cronbach's alpha values above 0.90 indicate strong internal consistency. The results indicated that the questionnaire items were very consistent in measuring the constructs they were designed to measure and thus eligible for use in the study.

Table 1. Distribution of Respondents According to State

State	Frequency	Percentage
California	120	20%
Florida	120	20%
Hawaii	120	20%
Nevada	120	20%
Texas	120	20%
Total	600	100%

Table 2. Four-Point Likert Scale Used in the Study

Scale	Range	Interpretation
4	3.26 – 4.00	Very Much Competent
3	2.51 – 3.25	Competent
2	1.76 – 2.50	Less Competent
1	1.00 – 1.75	Not Competent

Gathering Procedure

After obtaining the necessary authorization, the researcher distributed a researcher-designed questionnaire through Google Forms to Filipino teachers teaching in selected states in the United States. Participation was voluntary, and respondents were informed of the purpose of the study. Confidentiality and anonymity were maintained throughout the data collection process, and all responses were used solely for research purposes.

The data were analyzed using descriptive and inferential statistics. Frequency and percentage distributions were used to describe the respondents' demographic profile. Weighted means and rankings were employed to determine the levels of cultural awareness, cultural knowledge, cultural skills, and cultural attitudes. Analysis of Variance (ANOVA) was utilized to test for significant differences in cultural competence across demographic groups at the 0.05 level of significance.

Results and Discussion

Profile of Teacher Respondents

Table 3. Frequency and Percentage Distribution of Teacher Respondents

Demographics	Profile Variable	Frequency	Percentage
Sex	Male	199	33.20%
	Female	401	66.80%
Teaching Position	SPED Teachers	191	31.80%
	High School Teachers	150	25.00%
	Elementary Teachers	139	23.20%
	Middle School Teachers	120	20.00%
School Assignment	Public School Teachers	572	95.30%
	Private School Teachers	28	4.70%

Table 3 presents the frequency and Table 3 shows the frequency and percentage distribution of the teacher respondents in terms of sex, teaching position, and school assignment. Many responders were female teachers, accounting for 401 (66.80%) of the total population, while male teachers represented 199 (33.20%) by sex. This shows that many of the teachers in the research region are females. This data is consistent with reports that women still make up the majority of teachers in the United States, particularly in primary and secondary educational settings (National Center for Education Statistics [NCES], 2023).

In terms of teaching position, the largest group of respondents was SPED teachers with 191 respondents or 31.80%, and high school teachers with 150 respondents or 25.00%. It was found that 139 or 23.20% of the respondents were elementary teachers and 120 or 20.00% were middle school teachers. The

spread shows that the study’s participants came from different types of teaching positions, providing wider coverage across educational levels and types of specializations. Teacher diversity increases the credibility of research in education because teachers with different assignments have different experiences, teaching styles, and professional points of view (Darling-Hammond, 2020).

In terms of school assignment, many of the respondents were public school teachers, 572 or 95.30%, while only 28 or 4.70% were private school teachers. This conclusion recommends that the current survey is largely representative of the views and experiences of teachers in public educational institutions. The preponderance of public-school teachers can be explained by the fact that a vast majority of children and teachers in the United States are enrolled in and employed in public schools, as opposed to private ones (NCES, 2023).

Cultural Awareness

Table 4. Perceived Level of Cultural Competence of Filipino Teachers Teaching Abroad In terms of Cultural Awareness

Cultural Awareness	Weighted Mean	Descriptive Equivalent	Rank
As a Filipino Teacher Abroad,			
1 I recognize that students’ cultural values and behaviors may influence how they express confidence, respect, and participation in class.	3.41	Very much Competent	7
2 I adjust my communication style to be direct depending on the cultural background of my students or colleagues.	3.43	Very much Competent	6
3 I understand that in some cultures, cooperation and group success are valued more than individual achievement.	3.31	Very much Competent	10

Cultural Awareness		Weighted Mean	Descriptive Equivalent	Rank
As a Filipino Teacher Abroad,				
4	I use appropriate forms of address (first names or titles) based on the cultural norms of the people I interact with.	3.46	Very much Competent	4
5	I use different gestures to express feelings and meanings.	3.36	Very much Competent	9
6	I recognize that indirect or vague responses to questions may be culturally appropriate forms of politeness.	3.38	Very much Competent	8
7	I consider that some people may feel more comfortable with formality and hierarchy in professional interactions.	3.49	Very much Competent	1.5
8	I understand that speaking softly or loudly can be a culturally influenced behavior rather than a sign of emotion or personality.	3.47	Very much Competent	3
9	I reflect on how my Filipino cultural background influences my perception and responses to people from other cultural backgrounds.	3.49	Very much Competent	1.5
10	I recognize that students' cultural values and behaviors may influence how they express confidence, respect, and participation in class.	3.44	Very much Competent	5
Overall Weighted Mean		3.42	Very much Competent	

Table 4 displays the level of the respondents' cultural competency in relation to communication and comprehension of cultural influences in the classroom. The weighted mean of 3.42, which is read as "Very Much Competent," means that the teachers generally have a high level of cultural competence in addressing culturally varied learners and classroom conditions. This conclusion may align with the notion that culturally competent teachers are more effective at creating inclusive learning environments, developing relationships, and meeting students' varying cultural requirements (Gay, 2018; Deardorff, 2020).

The highest weighted mean of 3.49 with a rank of 1.5 among the indicators is the indicator "Understands formality and hierarchy in interactions" and "Reflects on the Filipino cultural background". This shows that teachers are very conscious of the necessity of respect, hierarchy, and Filipino cultural values in educational relationships. In Filipino culture, respect for authority, interpersonal harmony, and social interactions are valued, and this may affect teachers' communication strategies and

classroom conduct (Jocano, 2019). Meanwhile, "Understands culturally influenced speaking styles" was placed third with a weighted mean of 3.47, and "Uses culturally appropriate forms of address" was ranked fourth with 3.46. These data gathered indicate that teachers are aware of culturally responsive communicative techniques that are important to develop good teacher-student interactions in multicultural classrooms (Gay, 2018).

On the other hand, the indicator "Understands collectivist cultural values" obtained the least weighted mean of 3.31 but was interpreted as "Very Much Competent." Like the other indicators, "Uses gestures appropriately" (3.36) and "Recognizes indirect communication styles" (3.38) ranked lower. These results might indicate that some elements of nonverbal communication and more profound cultural nuances are still difficult for teachers, especially in culturally mixed classrooms. Intercultural communication theory tells us that variations in communication styles, gestures, and collectivist ideals can dramatically influence classroom interactions and the efficacy of

teachers (Hall, 1976; Deardorff, 2020). Even if the ratings are relatively low, the results nonetheless reflect that the respondents have a high level of competency in detecting and adapting to the cultural variations in the teaching-learning process

Cultural Knowledge

Table 5 shows the cultural knowledge level of the respondents as Filipino teachers abroad. The total weighted mean of 3.37, read as “Very Much Competent,” shows that the respondents had a good awareness of cultural concepts, values, and practices that are important for effective teaching in multicultural situations. This response supports the notion that cultural awareness is an important aspect of teachers’ impact in diverse classrooms, as it enables teachers to comprehend the background, conduct, and educational expectations of the learners (Banks, 2021; Gay, 2018).

The indicator “I understand the basic values and beliefs of the culture in which I am currently teaching” got the highest weighted mean of 3.47, ranked first among the indicators. This shows that the respondents have acquired a good awareness of the cultural foundations of the host country, which is important in developing healthy interactions with learners and the school community. Teachers who are aware of the cultural norms and belief systems of their learners are better able to provide inclusive and respectful learning environments (Deardorff, 2020). The second was the sign “I know the appropriate ways to show respect and courtesy in the host country’s professional settings” with a 3.44 weighted mean. The third

was “I understand how family and community values influence learners’ learning behaviors,” with a 3.42. The responses indicate that teachers are quite sensitive to the impact of culture on professional interactions as well as on the learning habits of students. Research points that family traditions, societal expectations, and cultural values strongly impact students’ attitudes towards learning, communication, and classroom participation (Banks, 2021).

In contrast, the indications “I am knowledgeable about how learners from different cultural backgrounds learn best” and “I am aware of the cultural expectations regarding teacher authority and student participation in my school” got the lowest weighted mean of 3.29, both ranked 9.5. Although these indicators are the lowest, they are nevertheless evaluated as “Very Much Competent,” which means that respondents are still able to deal with cultural diversity in learning and classroom involvement. These somewhat lower rates may reflect that knowledge of culturally responsive pedagogy and differing expectations about authority and participation continues to be an area of professional development for teachers overseas. Gay (2018) states that, according to the philosophy of culturally responsive teaching, students from diverse cultural backgrounds may have various communication styles, ways of participating, and preferred ways of learning, which means that teachers need to constantly adjust their teaching methods. Generally, the data revealed that Filipino teachers abroad are culturally aware and prepared to adapt to culturally diverse educational situations.

Table 5. Perceived Level of Cultural Competence of Filipino Teachers Teaching Abroad In terms of Cultural Knowledge

	Cultural Knowledge	Weighted Mean	Descriptive Equivalent	Rank
	As a Filipino Teacher Abroad,			
1	I understand the basic values and beliefs of the culture in which I am currently teaching.	3.47	Very much Competent	1
2	I am knowledgeable about how learners from different cultural backgrounds learn best.	3.29	Very much Competent	9.5
3	I know the communication styles commonly used by people in my host country.	3.38	Very much Competent	5

Cultural Knowledge		Weighted Mean	Descriptive Equivalent	Rank
As a Filipino Teacher Abroad,				
4	I am aware of the cultural expectations regarding teacher authority and student participation in my school.	3.29	Very much Competent	9.5
5	I understand how family and community values influence learners' learning behaviors.	3.42	Very much Competent	3
6	I am familiar with the host country's educational system, curriculum standards, and teaching practices.	3.34	Very much Competent	7
7	I can identify cultural factors that affect classroom discipline and learner interaction.	3.35	Very much Competent	6
8	I understand how cultural differences shape learners' responses to praise, correction, or feedback.	3.41	Very much Competent	4
9	I know the appropriate ways to show respect and courtesy in the host country's professional settings.	3.44	Very much Competent	2
10	I am aware of cultural traditions, holidays, and customs that are meaningful to learners and their families.	3.33	Very much Competent	8
Overall Weighted Mean		3.37	Very much Competent	

Cultural Skills

Table 6 presents the The perceived level of cultural competency of Filipino teachers teaching abroad in terms of cultural competencies is shown in Table 6. The respondents possess a strong cultural competency that allows them to engage, communicate, and teach in culturally varied educational contexts, as shown by the overall weighted mean of 3.51 or “Very Much Competent.” This conclusion recommends that Filipino teachers abroad are flexible enough to change their behaviors and communication practices to suit the requirements of multicultural learning contexts. This is considered a crucial element of intercultural competency (Deardorff, 2020; Gay, 2018).

The indicator “I show flexibility in working with colleagues from different cultural backgrounds” got the highest weighted mean of 3.57, ranking first. This infers that the respondents are extremely adaptive and able to work

harmoniously with culturally varied coworkers. Adaptability and collaboration are important intercultural abilities that assist teachers in forming strong professional connections and creating inclusive educational settings (Banks, 2021). On the other hand, “I change my verbal communication style (tone, speed, or word choice) when interacting with people from different cultural backgrounds” and “I make an effort to use culturally appropriate greetings and expressions in professional settings” got a rank of 2.5 and a weighted mean of 3.55. These results implied that teachers are highly cognizant of employing culturally responsive communication methods in their professional contacts. To communicate effectively across cultures, people need to change their language, expressions, and interaction styles in order to prevent misunderstandings and promote mutual respect (Hall, 1976).

Table 6. Perceived Level of Cultural Competence of Filipino Teachers Teaching Abroad In terms of Cultural Skills

Cultural Skills		Weighted Mean	Descriptive Equivalent	Rank
As a Filipino Teacher Abroad,				
1	I change my verbal communication style (tone, speed, or word choice) when interacting with people from different cultural backgrounds.	3.55	Very much Competent	2.5
2	I adjust my nonverbal behaviors—such as gestures, facial expressions, or posture—to fit the cultural context of my classroom.	3.53	Very much Competent	4
3	I can adapt my teaching methods to align with the learning styles of learners from diverse cultures.	3.51	Very much Competent	5
4	I vary my classroom management strategies based on learners' cultural expectations.	3.50	Very much Competent	6.5
5	I can easily modify my interactions when communicating with parents or community members from other cultures.	3.49	Very much Competent	8
6	I make an effort to use culturally appropriate greetings and expressions in professional settings.	3.55	Very much Competent	2.5
7	I consciously manage my emotions and reactions to remain respectful in culturally sensitive situations.	3.47	Very much Competent	9
8	I can switch between formal and informal communication styles depending on cultural norms.	3.43	Very much Competent	10
9	I demonstrate flexibility when collaborating with colleagues from different cultural backgrounds.	3.57	Very much Competent	1
10	I use culturally relevant examples and materials to help students connect learning to their cultural experiences.	3.50	Very much Competent	6.5
Overall Weighted Mean		3.51	Very much Competent	

In addition, “I change my nonverbal behaviors like gestures, facial expressions, or posture to match the cultural context of my classroom” had a weighted mean of 3.53, and “I am able to adapt my teaching methods to correspond to the learning styles of learners from diverse cultures” obtained 3.51. The study results reveals the respondents’ capacity to change their teaching approaches and actions to fit the demands of culturally diverse learners. According to culturally responsive teaching theory (Gay, 2018), effective teachers acknowledge that students from different cultural backgrounds may have distinct learning preferences, communication styles, and classroom expectations that necessitate instructional flexibility.

The lowest weighted mean was 3.43, obtained by “I can switch between formal and informal communication styles depending on

cultural norms,” which is still interpreted as “Very Much Competent.” Likewise, “I consciously manage my emotions and reactions to remain respectful in culturally sensitive situations” had a weighted mean of 3.47. The rating is lower, but these results nevertheless show that the respondents are very adept at managing culturally acceptable communication and conduct. Another important aspect of cultural competence is emotional regulation and sensitivity, which help to ensure the professionalism of educators, avoid cultural miscommunications, and enable respectful interactions in multicultural settings (Deardorff, 2020). Overall, the results indicated that Filipino teachers abroad have developed cultural abilities that allow them to teach effectively and develop strong intercultural connections.

Cultural Attitude

Table 7 shows the perceived level of cultural competency of Filipino teachers teaching abroad in terms of cultural attitude. The aggregate weighted mean of 3.60, translated as “Very Much Competent,” reflects that the respondents had a very favorable attitude towards cultural diversity, inclusivity, and intercultural engagement. This means that Filipino teachers

abroad exhibit openness, respect, and awareness of diverse cultures in their professional work. The creation of positive cultural attitudes is seen as an essential part of intercultural competency as it allows teachers to work successfully and respectfully with learners from different cultural backgrounds (Deardorff, 2020; Banks, 2021).

Table 7. Perceived Level of Cultural Competence of Filipino Teachers Teaching Abroad In terms of Cultural Attitude

Cultural Attitude		Weighted Mean	Descriptive Equivalent	Rank
As a Filipino Teacher Abroad,				
1	I value cultural diversity and see it as an opportunity to learn and grow as a teacher.	3.61	Very much Competent	4
2	I enjoy interacting with people from cultures different from my own.	3.57	Very much Competent	7
3	I am open-minded when learners express beliefs or values that differ from mine.	3.59	Very much Competent	5
4	I respect and appreciate cultural practices that are unfamiliar to me.	3.57	Very much Competent	7
5	I am motivated to continuously improve my ability to work with people from other cultures.	3.63	Very much Competent	3
6	I maintain a positive attitude when facing challenges related to cultural differences in the classroom.	3.54	Very much Competent	9.5
7	I believe that every culture contributes valuable perspectives to the learning process.	3.71	Very much Competent	1
8	I encourage mutual respect and understanding among learners from diverse backgrounds.	3.65	Very much Competent	2
9	I feel comfortable teaching in multicultural environments.	3.57	Very much Competent	7
10	I see myself as a teacher who promotes inclusivity and global-mindedness.	3.54	Very much Competent	9.5
Overall Weighted Mean		3.60	Very much Competent	

The indicator “I believe that every culture contributes valuable perspectives to the learning process” received the highest weighted mean of 3.71 and ranked 1st among the indicators. The data directs that the respondents realize that cultural variety is important to strengthen the teaching and learning process. Multicultural education philosophy stresses the importance of many cultural experiences and views in enhancing student learning, critical thinking, and social understanding in the classroom (Banks, 2021). Meanwhile, “I

encourage mutual respect and understanding among learners from diverse backgrounds” came in second with a weighted mean of 3.65, followed by “I am motivated to continuously improve my ability to work with people from other cultures” with 3.63. These emphasized that teachers are extremely devoted to providing inclusive learning environments and to life-long development of their intercultural competence. Teachers who foster mutual respect and cultural understanding help to create better

classroom climates and greater learner engagement in multicultural contexts (Gay, 2018).

In addition, the indicators “I value cultural diversity and see it as an opportunity to learn and grow as a teacher” and “I am open-minded when the learners express beliefs or values that differ from mine” got weighted means of 3.61 and 3.59, respectively. The results show that the respondents are open to new cultural experiences and perspectives, which are important attributes for teachers who work in multicultural contexts. Open-mindedness and openness to learning from cultural differences can help educators become more thoughtful, flexible, and culturally responsive in their pedagogical approaches (Deardorff, 2020).

On the other hand, the indicators “I maintain a positive attitude when facing challenges related to cultural differences in the classroom” and “I see myself as a teacher who promotes inclusivity and global-mindedness” both got the

lowest weighted mean of 3.54, but were still interpreted as “Very Much Competent.” Similarly, “I enjoy interacting with people from cultures different from my own,” “I respect and appreciate cultural practices that are unfamiliar to me,” and “I feel comfortable teaching in multicultural environments” all garnered a weighted mean of 3.57. However, the lower ranks of these data still indicate that the respondents have a positive attitude towards multicultural instruction and intercultural engagement. Culturally responsive teaching theory posits that teachers’ attitudes toward diversity are critical to their ability to construct inclusive classrooms and respond effectively to culturally varied learners (Gay, 2018). The results generalized that Filipino teachers abroad have very positive cultural attitudes that promote effective teaching and amicable interactions in varied educational situations.

Table 8. Summary of the Levels of Cultural Competence

Dimensions	Overall Weighted Mean	Interpretation
Cultural Awareness	3.42	Very Much Competent
Cultural Knowledge	3.45	Very Much Competent
Cultural Skills	3.49	Very Much Competent
Cultural Attitude	3.56	Very Much Competent
Grand Mean	3.48	Very Much Competent

The survey results revealed that Filipino teachers teaching in the United States proved a very high level of cultural competence, as reflected in the overall mean score of 3.48, interpreted as *Very Much Competent*. This points out that Filipino educators possess the ability to understand, appreciate, and effectively respond to cultural diversity in international educational settings. Such competence is increasingly important in contemporary education, where teachers are expected to work effectively with learners from diverse linguistic, cultural, and socioeconomic backgrounds (Deardorff, 2019).

The high level of cultural competence observed among the respondents may be influenced by the multicultural realities of the Philippine educational system. The Philippines is characterized by significant linguistic, ethnic, and cultural diversity, exposing teachers to a

variety of learners, communities, and educational experiences. These interactions may participate to the development of adaptability, intercultural understanding, and sensitivity, which are essential qualities for successful teaching in multicultural environments. Such experiences provide Filipino teachers with opportunities to develop competencies that can be transferred to international educational settings where cultural diversity is prevalent (Deardorff, 2019).

Among the four dimensions of cultural competence, **Cultural Attitude** obtained the highest weighted mean of 3.56. This number revealed that Filipino teachers possess a strong sense of openness, respect, and appreciation for cultural diversity. Positive cultural attitudes serve as a foundation for culturally responsive teaching because they shape how educators

perceive and interact with learners from different cultural backgrounds (Gay, 2018; Civitillo et al., 2019). Teachers who value diversity are more likely to establish inclusive classroom environments, encourage mutual respect among students, and create learning experiences that recognize and celebrate cultural differences (Gay, 2018).

The strong cultural attitudes shown by the respondents may also be associated with the adaptive nature of the Filipino teaching profession. Teachers in the Philippines regularly work with learners who differ in language, ability, socioeconomic status, and cultural background. These experiences often require flexibility, empathy, and responsiveness to individual learner needs. And Filipino cultural values such as *pakikipagkapwa-tao*, respect for others, hospitality, and strong community relationships may support the development of positive attitudes toward cultural diversity. These values may help successful integration into international educational environments and support productive cross-cultural interactions.

Cultural Skills ranked second, with a weighted mean of 3.49. This result reflects that Filipino teachers possess strong abilities in intercultural communication, classroom management, and instructional adaptation. Cultural skills enable teachers to transform their knowledge and attitudes into effective classroom practices that support student engagement and academic achievement (Gay, 2018).

These skills may have developed through years of experience teaching in diverse educational settings where educators are required to modify instruction to accommodate differences in language proficiency, learning styles, and individual learning needs. Such experiences likely strengthen teachers' ability to adjust their communication styles and instructional approaches when working with culturally diverse learners. Previous studies have shown that culturally responsive teaching practices help explain to improved student engagement and classroom effectiveness because they connect instruction to students' cultural experiences and backgrounds (Gay, 2018).

The respondents also displayed a high level of **Cultural Knowledge**, obtaining a weighted mean of 3.45. This data emphasizes that

Filipino teachers possess substantial knowledge of cultural values, communication patterns, traditions, and educational expectations across different cultural groups. Such knowledge allows educators to better understand student behaviors, avoid cultural misunderstandings, and make informed instructional decisions in multicultural classrooms (Deardorff, 2019).

The relatively high score in this dimension may be attributed to continuous professional learning, exposure to diverse educational environments, and the need to understand the culture of host countries when teaching abroad. Teachers who actively seek to learn about cultural differences are often better equipped to establish meaningful relationships with students and families and to provide equitable educational opportunities for all learners. This understanding influences to the development of inclusive classroom environments where students from diverse backgrounds feel valued and respected.

Although **Cultural Awareness** received the lowest weighted mean among the four dimensions (3.42), it remained within the *Very Much Competent* category. This result implied that while respondents generally possess strong awareness of cultural differences, there may still be opportunities for deeper reflection regarding their own cultural beliefs, assumptions, and biases. Cultural awareness involves understanding not only the characteristics of other cultures but also the ways in which one's own cultural background influences perceptions, expectations, and professional practice (Morettini et al., 2018; Moore, 2018).

One possible explanation for the comparatively lower score is that self-awareness requires critical reflection, which can be more challenging than acquiring cultural knowledge or developing positive attitudes toward diversity. Filipino teachers may be highly accepting of cultural differences yet have fewer opportunities to examine how their own cultural identities shape their interactions with students, colleagues, and members of the school community. Morettini et al. (2018) emphasized that cultural competence development requires educators to engage in continuous self-reflection to better understand how personal experiences

and assumptions influence professional practice.

The results showed the importance of strengthening reflective practices within teacher preparation and professional development programs. Pre-departure training for teachers seeking international employment may benefit from activities such as cultural self-assessments, reflective journaling, intercultural case analyses, and discussions about cultural identity. These experiences can encourage educators to examine personal assumptions, recognize unconscious biases, and develop greater cultural humility. Reflective learning opportunities have been found to strengthen intercultural competence by helping teachers better understand themselves and their relationships with culturally diverse learners (Deardorff, 2019; Laughter et al., 2018).

The data from the respondents also have important implications for the Department of Education, teacher education institutions, and international placement agencies. While the respondents supported strong cultural competence generally, continuous efforts to strengthen intercultural preparation remain necessary. Professional development initiatives may focus on intercultural communication, culturally responsive teaching strategies, conflict resolution in multicultural settings, and reflective cultural awareness. Such programs can further improve teachers' readiness for international assignments and support their long-term effectiveness in diverse educational environments.

Therefore, the results indicate that Filipino teachers teaching abroad possess the attitudes, knowledge, skills, and awareness necessary to function effectively in multicultural educational settings. Their strong cultural competence reflects both the diverse educational experiences found within the Philippines and the adaptability that characterizes many Filipino educators. At the same time, the results emphasize the importance of fostering deeper cultural self-awareness through ongoing reflection and professional learning to ensure continued growth as culturally responsive educators in an increasingly interconnected world.

Conclusion and Recommendations

The results of this study revealed that Filipino teachers working abroad had a high level of cultural competence in terms of cultural awareness, cultural knowledge, cultural abilities, and cultural attitudes. These responses showed that they are generally well equipped to work with learners from multiple cultural origins and can adapt to the expectations and practices of diverse educational contexts. International schools have probably helped them develop their capacity to comprehend cultural differences, to communicate successfully with people from different backgrounds, and to develop learning environments in which pupils feel respected and valued.

The study further notes the relevance of cultural competency for inclusive and effective teaching. Teachers who are culturally aware and respectful of diversity are more able to develop meaningful relationships with students, parents, and coworkers. These attributes assist in creating an atmosphere in the classroom where students feel accepted and are encouraged to participate, regardless of their cultural background.

The result of the responses may also assist the Department of Education, teacher education institutions, and international placement agencies in preparing teachers for overseas postings. Pre-departure programs can be enriched by offering training in intercultural communication, cultural adjustment, diversity awareness, and teaching practices for multicultural classrooms. Professional development opportunities related to global education and cross-cultural awareness may assist teachers in further addressing issues faced in international contexts.

Also, the results of this study may be useful to recruitment and placement agencies in developing orientation programs to help teachers have a better understanding of the cultural norms of their host country. Continued support and professional development opportunities after deployment may allow teachers to retain and expand their cultural competency throughout their overseas teaching careers.

The study showed that cultural competence has a vital impact on the success of Filipino

teachers teaching overseas. As educational settings continue to become more varied, the capacity to understand, appreciate, and work well with people from different cultures will remain an important part of great teaching and professional advancement.

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