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Original Article

Cross-Cultural Sensitivity as a Mediator of the Relationship between Cross-Cultural Competence and Teachers' Performance

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Abstract. Although cultural competence and intercultural sensitivity are increasingly recognized in multicultural education, limited evidence explains how these constructs interact to shape teachers' professional performance. Gleaning from these problematic issues, this descriptive-correlational design through mediation analysis was employed with 189 public school teachers as respondents to examine the relationships among cross-cultural competence, cross-cultural sensitivity, and teachers' performance. Data were gathered using validated scales of cross-cultural competence, cross-cultural sensitivity, and teaching performance and analyzed using descriptive statistics, Pearson product-moment correlation, and mediation analysis. Findings indicated that teachers demonstrate favorable levels of cross-cultural competence and sensitivity, as well as outstanding teaching performance. The three constructs were significantly related, indicating that greater cultural competence and sensitivity are associated with stronger teaching performance. Moreover, the mediation analysis established that cross-cultural sensitivity is a significant pathway between cross-cultural competence and teaching performance. This suggested that cultural competence became professionally consequential, in part, through teachers' capacity to engage respectfully, attentively, and responsively with cultural differences. The findings were supported by Campinha-Bacote's Cultural Competence Theory and Chen and Starosta's Intercultural Sensitivity Theory. It further explained the development of cultural awareness, knowledge, and skills, while the latter explains how these capacities are enacted through intercultural interaction. Hence, the study concluded that cross-cultural sensitivity serves as a relational bridge through which cultural competence translates into professional teaching practice.

Keywords: *Cross-cultural competence; Cross-cultural sensitivity; Mediation analysis; Public school teachers; Teaching performance.*

Education is increasingly recognized not only as a means of transmitting knowledge and skills but also as a social institution through which individuals learn to negotiate differences, establish relationships, and participate in a pluralistic society. This broader function is consistent with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and lifelong learning opportunities for all (Pelayo et al., 2026). Beyond access and academic achievement, SDG 4 highlights human rights, peace, global citizenship, and appreciation of cultural diversity. Schools, therefore, function not only as instructional settings but also as social spaces where cultural identities, values, beliefs, and relationships are continuously negotiated.

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The increasing diversity of educational settings has consequently placed greater expectations on teachers to respond appropriately to learners from different cultural, linguistic, socioeconomic, religious, and social backgrounds. Cultural background may influence how learners communicate, participate, interpret information, and establish relationships within the school community (Gallego, 2026). Accordingly, educational reforms have emphasized inclusive, learner-centered, culturally responsive, and socially sensitive approaches to teaching (González-Pérez & Ramírez-Montoya, 2022; Reaves, 2019). From a sociological perspective, teachers are therefore not simply transmitters of knowledge but social actors whose everyday interactions contribute to the classroom social climate and shape how cultural differences are experienced.

In this context, cross-cultural competence is particularly relevant, as it encompasses the awareness, knowledge, attitudes, and skills needed to understand cultural differences and respond appropriately. In educational settings, such competence enables teachers to examine their own assumptions, understand learners' cultural experiences, and adapt professional practices to diverse classroom conditions. Borge et al. (2022) emphasized the importance of cross-cultural competence and sensitivity in facilitating meaningful engagement with culturally diverse learners. However, competence extends beyond acquiring information about different cultures. It involves an ongoing process of developing awareness, acquiring cultural knowledge, applying appropriate skills, engaging in cultural encounters, and adapting to diverse social contexts. Thus, teachers' ability to work effectively across cultural differences requires not only knowledge of culture but also the ability to apply that knowledge in actual interactions.

This interpersonal dimension is reflected in cross-cultural sensitivity, which concerns the affective and relational disposition to recognize, respect, appreciate, and respond appropriately to cultural differences. Chen and Starosta's (2005) Intercultural Sensitivity Theory identifies interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness as central dimensions of this disposition. These dimensions are particularly significant in educational settings because teachers enact cultural knowledge and skills through their everyday relationships with learners. While cross-cultural competence may represent the capacity to understand and respond to cultural differences, cross-cultural sensitivity may represent the interpersonal orientation through which that capacity is expressed. A teacher may therefore possess knowledge of cultural diversity but not necessarily demonstrate the openness, attentiveness, confidence, or respect needed to translate that knowledge into effective classroom interaction.

The distinction between competence and sensitivity provides a basis for integrating two complementary theoretical perspectives. Campinha-Bacote's Cultural Competence Theory (2002, 2011) conceptualizes cultural competence as an ongoing process involving cultural awareness, knowledge, skill, encounters, and desire. Although the model has been widely applied in allied health and medical contexts (Sharifi et al., 2019), its underlying dimensions are relevant to education because teaching similarly requires professionals to examine assumptions, understand cultural experiences, develop appropriate skills, engage with cultural differences, and maintain the motivation to respond to diverse learners. Chen and Starosta's Intercultural Sensitivity Theory complements this perspective by explaining the affective and interpersonal conditions through which individuals engage with cultural differences. Taken together, the theories suggest that culturally responsive practice requires both capacity and disposition: competence provides the knowledge and skills necessary to respond to cultural differences, while sensitivity shapes how these capacities are expressed in social interaction. This theoretical complementarity is particularly important in understanding teacher performance. Cultural competence may provide teachers with the knowledge, awareness, and skills necessary for culturally responsive practice, but these capacities may not automatically translate into effective professional interaction. Their application may depend on teachers' respect for cultural differences, confidence in interacting with diverse learners, attentiveness to culturally influenced behaviors, and willingness to engage with perspectives different from their own. Cross-cultural sensitivity may therefore serve as an interpersonal mechanism through which cultural competence becomes reflected in professional practice. Rather than treating competence and sensitivity as parallel and independent characteristics, integrating them enables the study to examine how cultural capacity and interpersonal disposition may interact to shape teacher performance. Such a perspective also recognizes that teacher performance occurs within social relationships and that professional effectiveness may be influenced by how teachers interpret and respond to cultural differences in their everyday interactions.

The relevance of this relationship is particularly evident within the Philippine educational context. The Philippine Professional Standards for Teachers emphasize learning environments responsive to learners' linguistic, cultural,

socioeconomic, and religious backgrounds (Department of Education [DepEd], 2017). Teachers are consequently expected not only to facilitate academic learning but also to foster inclusive and respectful relationships among diverse learners. However, policy expectations do not necessarily translate automatically into culturally responsive classroom practice. Baron (2023) identified inadequate preparedness and awareness regarding multiculturalism and culture-based instruction, while Garcia and Pantao (2021) reported difficulties associated with workload and limited knowledge of culturally responsive practices. These findings suggest that teacher preparedness remains an important concern, but they also indicate that culturally responsive practice is influenced by conditions beyond individual teacher knowledge or attitudes.

The role of instructional practices and resources further demonstrates this complexity. Bastida et al. (2023) noted that when learning materials and instructional practices inadequately represent learners' cultural experiences, meaningful connections between classroom content and learners' realities may be constrained. This suggests that cultural responsiveness is embedded within broader pedagogical and institutional conditions. Nevertheless, teachers remain important agents because their ability to interpret cultural differences and translate this understanding into appropriate classroom interactions can influence how learners experience inclusion, participation, and belonging. Consequently, examining teachers' cultural competence, sensitivity, and professional performance together provides a more comprehensive perspective on how cultural diversity is negotiated within educational settings.

Despite the growing literature on cultural competence, intercultural sensitivity, and culturally responsive teaching, an important empirical gap remains. Existing studies have established the relevance of these constructs, but their interrelationship and contribution to teacher performance remain insufficiently examined, particularly in Philippine public senior high schools. More specifically, limited attention has been paid to whether teachers' capacity to understand cultural differences translates into culturally sensitive interactions and whether such sensitivity helps explain the relationship between cross-cultural competence and professional performance. Thus, the gap is not simply the absence of another study examining cultural competence or sensitivity in isolation; rather, it concerns the limited empirical examination of the mechanism linking these constructs. Understanding this mechanism is important because teachers may possess cultural knowledge and skills without necessarily demonstrating the interpersonal disposition required to apply them effectively in diverse classroom interactions. The public schools of the City of Meycauayan, Bulacan, provide a relevant setting for addressing this gap. Senior high school classrooms bring together learners with varied cultural experiences, social backgrounds, beliefs, identities, and perspectives. Teachers consequently operate within social environments where cultural differences may influence communication, participation, relationships, and professional practice. Examining these relationships within the local context is important because the enactment of culturally responsive practice is shaped by the particular social and institutional conditions in which teachers work. Localized evidence may therefore provide a clearer understanding of how teachers' cultural capacities and interpersonal dispositions relate to their professional performance.

Accordingly, this study examined the cross-cultural competence, cross-cultural sensitivity, and professional performance of public-school teachers in the City of Meycauayan, Bulacan, during School Year 2024–2025, with particular emphasis on the mediating role of cross-cultural sensitivity in the relationship between cross-cultural competence and teacher performance. Guided by Campinha-Bacote's Cultural Competence Theory and Chen and Starosta's Intercultural Sensitivity Theory, the study sought to determine not only whether cross-cultural competence is associated with teacher performance, but also whether cross-cultural sensitivity serves as a mechanism through which this relationship operates. The findings are intended to contribute to the sociological understanding of culturally diverse educational environments and provide an empirical basis for a proposed cross-cultural training plan responsive to identified teacher needs. In doing so, the study situates teacher performance within the broader social processes through which schools negotiate cultural difference, inclusion, and everyday classroom relationships.

Methodology

Research Design

This study employed a descriptive-correlational research design to determine the levels of cross-cultural competence, cross-cultural sensitivity, and professional performance among public school teachers and to examine the relationships among these variables. The descriptive component assessed cross-cultural competence

in terms of cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire, as well as respondents' levels of cross-cultural sensitivity and professional performance. The correlational component examined the naturally occurring associations among the study variables without manipulating the respondents or the research setting. This design was appropriate for identifying patterns of relationships and providing an empirical basis for testing the indirect relationship of cross-cultural competence with teacher performance through cross-cultural sensitivity. However, because the study did not involve experimental manipulation or establish temporal precedence, the observed relationships and mediation results were interpreted as statistical associations rather than evidence of causality. The analysis likewise recognized that contextual factors not included in the model, such as institutional culture, workload, and access to relevant training opportunities, may also influence teachers' cross-cultural competence, sensitivity, and professional performance.

Participants and Sampling Technique

The study involved 189 public senior high school teachers from public schools in the City of Meycauayan, Bulacan. A total enumeration approach was employed, in which all eligible teachers in the identified study population were invited to participate. Participation was voluntary, and all 189 eligible teachers completed the survey, resulting in 189 retained responses and a 100% response rate. Consequently, no respondents were excluded during data screening.

Data were collected through a structured survey questionnaire administered via Google Forms and distributed to the respondents through their respective official group communication channels. Before participation, all respondents provided informed consent after being informed of the study's purpose, the voluntary nature of their participation, and the intended use of the collected data. Since all eligible teachers participated, nonresponse bias was not observed within the defined study population. Nevertheless, the findings were interpreted in the context of public senior high school teachers in the City of Meycauayan, Bulacan, and were not generalized beyond the study population without consideration of differences in school contexts and teacher characteristics.

Research Instrument

The research instrument comprised three components: Cross-Cultural Competence, Cross-Cultural Sensitivity, and Teachers' Teaching Performance. In developing these scales, the theoretical dimensions were contextualized to the experiences and professional responsibilities of public-school teachers, particularly their interactions with culturally diverse learners and their classroom practices. The adaptation of Campinha-Bacote's framework was guided by its underlying dimensions while translating these concepts into indicators relevant to educational rather than healthcare settings. The Teaching Performance Scale was adapted from the validated instrument used by Hero (2019). Its use was considered appropriate because the scale remained aligned with the performance evaluation cycle applied to public school teachers and with the professional performance expectations reflected in the RPMS/PPST framework. The adapted indicators were therefore examined against relevant RPMS/PPST performance descriptors to ensure their continued conceptual and contextual alignment with the professional responsibilities of public school teachers. The scale was used to assess teacher performance through established performance descriptors rather than as a replacement for the formal RPMS evaluation process.

The Cross-Cultural Competence Scale comprised three dimensions: self-awareness of cultural diversity, cultural knowledge and beliefs, and instructional skills and practices. The Cross-Cultural Sensitivity Scale comprised five dimensions: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Both scales used a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Teaching performance was rated from 1 (*Needs Improvement*) to 5 (*Outstanding*) based on the established performance descriptors aligned with the RPMS/PPST framework. The researcher-developed scales underwent content and face validation by five experts in education and related disciplines. The validators assessed the items for relevance, clarity, appropriateness, comprehensiveness, and alignment with the theoretical constructs and the Philippine educational context. Their recommendations were incorporated into the revision and finalization of the instruments. The instruments were subsequently pilot-tested to assess internal consistency and examine their construct structure. Cronbach's alpha was used to assess internal consistency. The Cross-Cultural Competence Scale obtained an overall alpha of 0.84, with coefficients of 0.82, 0.86, and 0.83 across its three dimensions. The Cross-Cultural Sensitivity Scale obtained an overall alpha of 0.79, with coefficients of 0.86, 0.73, 0.71, and 0.84 for the reported dimensions. Exploratory and confirmatory factor analyses were also conducted to examine the construct structure of the researcher-developed scales. These procedures provided evidence of content adequacy, internal consistency, and construct structure before the final administration of the

instruments.

The questionnaire was administered online to facilitate access to the identified respondents. To minimize potential response bias, respondents were informed that participation was voluntary and that their responses would be treated confidentially and analyzed in aggregate form. The administration procedure was designed to protect the anonymity of individual responses. Completed questionnaires were screened for missing or inconsistent responses prior to statistical analysis, and only those meeting the established completeness criteria were included in the final dataset.

Data Gathering Procedure

Before data collection, the researcher secured the necessary permissions from the concerned authorities and school heads. Upon approval, the researcher coordinated with the identified public senior high schools and obtained informed consent from the teacher-respondents. The validated research instrument was then administered to the respondents through the agreed mode of distribution. After completion, the questionnaires were retrieved, checked for completeness, coded, and organized for statistical analysis. All responses were treated confidentially and used solely for the purposes of the study.

Data Analysis Procedure

The collected data were encoded, organized, and analyzed using JAMOVI v. 2.7.15 Statistical Software. Prior to analysis, the datasets were screened for completeness, accuracy, and consistency. Descriptive statistics, particularly the mean and standard deviation, were used to determine the levels of cross-cultural competence, cross-cultural sensitivity, and teachers' teaching performance. The weighted mean summarized the respondents' average ratings, while the standard deviation described the variability of their responses. Pearson's Product-Moment Correlation Coefficient (Pearson's r) was used to determine the strength and direction of the relationships among cross-cultural competence, cross-cultural sensitivity, and teaching performance.

Before conducting the inferential analyses, the assumptions underlying Pearson's Product-Moment Correlation Coefficient and the regression-based mediation analysis were assessed. The data were examined for normality, linearity, homoscedasticity, and potential influential outliers to determine the appropriateness of the planned statistical procedures. These diagnostic checks were undertaken to ensure that the relationships among the variables could be interpreted using the selected parametric analyses. The mediation results provided the empirical basis for determining the extent to which teachers' cross-cultural competence was associated with their performance through cross-cultural sensitivity.

Ethical Considerations

The study adhered to established ethical standards for research involving human participants. Permission to conduct the study was obtained from the appropriate school authorities, and informed consent was obtained from all respondents prior to data collection. Participation was voluntary, and respondents were informed of the study's purpose, procedures, confidentiality measures, and their right to withdraw without penalty. The study maintained privacy, anonymity, and confidentiality throughout. No personally identifying information was collected, and the data were used solely for research purposes. Electronic records were securely stored in password-protected files accessible only to the researcher and managed in accordance with applicable institutional data-retention and disposal policies. The study involved minimal risk, as the instruments focused on cross-cultural competence, cross-cultural sensitivity, and teaching performance without requiring sensitive or intrusive disclosures. The rights, dignity, and welfare of all respondents were respected throughout the research process. Research integrity was maintained in the use of AI-assisted technologies. ChatGPT and Grammarly were used solely for language editing and manuscript refinement and were not used to generate, manipulate, analyze, or interpret research data. The researcher retained full responsibility for the study's design, data analysis, interpretation, conclusions, and recommendations.

Results and Discussion

This section presents, analyzes, and interprets the findings in accordance with the research questions. The results focus on the levels of cross-cultural competence, cross-cultural sensitivity, and teaching performance, followed by an examination of the relationships among these variables and the mediating role of cross-cultural sensitivity. The findings are interpreted in light of Campinha-Bacote's Cultural Competence Theory (2002) and Chen and

Starosta's Intercultural Sensitivity Theory (2005), and are supported by relevant empirical studies and literature, providing a sociologically grounded interpretation of the results.

Table 1. *Mean and Standard Deviation of Teachers' Cross-Cultural Competence*

Indicators	Mean	SD	Descriptive Interpretation
Self-awareness of cultural diversity	4.21	0.56	Agree
Cultural knowledge and beliefs	4.08	0.61	Agree
Instructional skills and practices	3.94	0.67	Agree
Overall	**4.08**	**0.55**	**Agree**

Table 1 shows that respondents generally demonstrate cross-cultural competence (M = 4.08, SD = 0.55). The pattern across dimensions suggests that competence is stronger in awareness and understanding than in classroom application, as self-awareness of cultural diversity received the highest rating, while instructional skills and practices received the lowest. This indicates a possible knowing–doing gap, in which teachers recognize and understand cultural differences but may have greater difficulty translating that understanding into consistent instructional practices. This finding is consistent with Franco et al.'s systematic review of 27 measures of culturally responsive classroom practice, which distinguished teacher dispositions and cultural knowledge from observable instructional practices. Their caution that self-reported measures may overestimate actual classroom behavior further suggests the need to strengthen the practical enactment of teachers' cross-cultural competence.

The findings suggest that teachers' cross-cultural competence is strongest in recognizing and understanding cultural diversity, but becomes less evident when translated into concrete instructional practice. Their relatively high level of cultural awareness indicates that teachers recognize how culture shapes perceptions, interactions, and classroom experiences. From a sociological perspective, this reflects an understanding that teachers and learners bring diverse identities, experiences, values, beliefs, and social positions into the school environment. Comstock et al. (2023) similarly found that culturally responsive beliefs and teacher self-efficacy were associated with more frequent self-reported culturally responsive practices, suggesting that awareness can influence teachers' orientation toward inclusive instruction. Chahar Mahali and Sevigny (2022) likewise found that preservice teachers' culturally responsive teaching self-efficacy was associated with prior cross-cultural experiences, highlighting the role of exposure to diverse people and contexts in developing cultural awareness. This awareness is reinforced by teachers' cultural knowledge and beliefs, which indicate that respondents recognize the importance of understanding learners' cultural backgrounds, beliefs, experiences, and social contexts. This finding is consistent with Campinha-Bacote's (2002, 2011) view of cultural knowledge as an ongoing process of developing understanding while critically examining the limitations of one's existing assumptions. In practice, such knowledge can help teachers interpret learner behavior in context, establish meaningful relationships, and connect instruction to students' lived experiences. Fallon et al. (2023) similarly emphasized that understanding students' cultures enables teachers to create more relevant and supportive learning environments. Thus, the findings suggest that respondents have developed a meaningful cognitive foundation for culturally responsive practice.

However, the comparatively lower rating for instructional skills and practices points to an important distinction between *understanding cultural diversity* and *acting on that understanding*. Although respondents generally perceive themselves as capable of culturally responsive practice, translating cultural awareness and knowledge into specific teaching strategies appears to be more challenging. This pattern suggests a potential knowing–doing gap, in which teachers possess foundational awareness and knowledge but may require greater support in applying these capacities in actual classroom situations. This interpretation is consistent with Siliunas et al. (2024), who found that K–12 teachers were less confident in strategies that directly addressed cultural differences, while relevant teacher preparation was associated with stronger culturally responsive teaching self-efficacy. Similarly, Canbonneau et al. (2023) reported greater confidence in general classroom practices than in strategies specifically designed for culturally and linguistically diverse learners. Taken together, these findings suggest that strengthening cross-cultural competence requires moving beyond awareness and knowledge toward specialized pedagogical preparation, practical application, and reflective professional learning.

From the perspective of Campinha-Bacote's Cultural Competence Theory, the findings can therefore be interpreted as evidence of an ongoing and developing process of cultural competence among the respondents. The theory conceptualizes cultural competence as interconnected elements: cultural awareness, knowledge, skills, encounters, and desire. The present findings show relatively strong awareness and knowledge, but comparatively

lower instructional skills. This pattern suggests that the respondents possess important cognitive foundations for cultural competence, while the practical translation of these foundations into culturally responsive teaching practices remains an area for further strengthening. From a sociological perspective, the findings are significant because teachers function not only as transmitters of academic knowledge but also as agents of socialization within the school community. Through classroom interaction, curriculum selection, participation structures, assessment, and the regulation of behavior, teachers influence how learners understand cultural differences and how they experience inclusion, respect, participation, and belonging. Teacher agency research emphasizes that inclusive professional identity, competence, autonomy, and reflexivity enable teachers to contribute actively to social inclusion and equity in education (Li & Ruppar, 2021). In addition, research on culturally responsive practices indicates that cultural recognition, supportive teacher–student relationships, equitable participation, student voice, and culturally representative learning experiences are important conditions for developing students' sense of school belonging (Blaha, 2025). Therefore, the overall mean of 4.08 indicates that respondents generally demonstrate a favorable level of perceived cross-cultural competence. However, the comparatively lower rating for instructional skills and practices suggests that teachers may need further support in translating cultural awareness and knowledge into consistent classroom action.

This finding highlights the importance of sustained, practice-oriented professional development that integrates cultural reflection, contextual knowledge, lesson planning, inclusive assessment, culturally responsive classroom management, and opportunities for feedback and collaborative improvement. Thus, the findings support the theoretical proposition that cultural competence develops progressively through the integration of awareness, knowledge, and skills. The results also provide an empirical basis for instructional applications, particularly for helping teachers transform their existing cultural awareness and knowledge into more deliberate, responsive, and inclusive classroom practices.

Table 2. *Mean and Standard Deviation of Teachers' Teaching Performance*

Indicators	Mean	SD	Descriptive Interpretation
Content knowledge and pedagogy	4.32	0.48	Outstanding
Learning environment	4.29	0.51	Outstanding
Diversity of learners	4.17	0.57	Very Satisfactory
Curriculum and planning	4.25	0.50	Outstanding
Assessment and reporting	4.21	0.54	Outstanding
Community linkages and professional engagement	4.08	0.61	Very Satisfactory
Personal growth and professional development	4.18	0.56	Very Satisfactory
Overall	**4.21**	**0.47**	**Outstanding**

Table 2 indicates that public senior high school teachers demonstrate a generally high level of teaching performance across the assessed dimensions ($M = 4.21$, $SD = 0.47$). The pattern suggests that respondents perceive themselves as particularly strong in their core instructional responsibilities, while performance is relatively less pronounced in areas requiring engagement beyond the classroom. Content knowledge and pedagogy emerged as the strongest dimension, indicating that teachers are confident in both their mastery of subject matter and their ability to translate this knowledge into appropriate instructional approaches. This is important because effective teaching requires not only content expertise but also the pedagogical capacity to make knowledge accessible and meaningful to learners. Mante and Sayao (2025) similarly found that pedagogical content knowledge was strongly associated with teaching performance among licensed secondary teachers in Davao Occidental, reinforcing the importance of instructional expertise in effective teaching.

In contrast, community linkages and professional engagement received the comparatively lowest rating, although it remained within the *Very Satisfactory* range. This pattern suggests that teachers may experience greater challenges in extending their professional roles beyond immediate classroom responsibilities. From a sociological perspective, this dimension is significant because teaching is embedded within broader relationships involving families, communities, colleagues, and institutional stakeholders. Professional performance, therefore, involves not only instructional effectiveness but also the capacity to participate meaningfully in the school's wider social environment. Aquino (2023) similarly noted challenges in sustaining engagement with parents, communities, and external stakeholders, suggesting that external professional relationships may require greater time, institutional support, and sustained engagement.

The findings portray teachers as strong in the instructional and classroom-based dimensions of their profession,

while their comparatively lower community engagement points to an area for further strengthening. This distinction is relevant to the present study because professional performance is not limited to technical teaching competencies; it also involves how teachers interact with diverse individuals and social groups within and beyond the classroom. In this regard, strengthening teachers' cross-cultural competence and sensitivity may complement their existing instructional strengths by supporting more inclusive relationships, community engagement, and culturally responsive professional practice.

Table 3. *Mean and Standard Deviation of Teachers' Cross-Cultural Sensitivity*

Indicators	Mean	SD	Descriptive Interpretation
Interaction engagement	4.19	0.57	Agree
Respect for cultural differences	4.34	0.52	Agree
Interaction confidence	4.01	0.65	Agree
Interaction enjoyment	4.12	0.61	Agree
Interaction attentiveness	4.27	0.54	Agree
Overall	**4.19**	**0.49**	**Agree**

Table 3 indicates that public senior high school teachers generally demonstrate high cross-cultural sensitivity (M = 4.19, SD = 0.49). The pattern across the dimensions suggests that teachers are particularly strong in respecting and recognizing cultural differences, while comparatively less confident in navigating intercultural interactions. This indicates that respondents generally approach cultural diversity with a positive and respectful orientation, although translating this disposition into confident interaction may require further development.

Respect for cultural differences emerged as the strongest dimension, suggesting that teachers generally recognize and value differences in learners' cultural backgrounds, beliefs, experiences, and ways of interacting. This implies that cultural diversity is viewed as a legitimate and meaningful part of the school environment rather than as a barrier to classroom relationships. Mlinar et al. (2026) similarly reported relatively high respect for cultural differences among preservice teachers, while Panagiotidou et al. (2025) found that Greek teachers demonstrated strong respect for cultural differences alongside comparatively lower confidence in intercultural interactions. Such respect is important sociologically because recognizing cultural differences as legitimate can foster more equitable participation, respectful teacher–student relationships, and learners' sense of inclusion and belonging.

In contrast, interaction confidence emerged as the comparatively weaker dimension, although it remained within the *Agree* range. This suggests that teachers may be more comfortable accepting and respecting cultural differences than confidently responding to them in practice. The distinction is important because positive attitudes toward diversity do not necessarily ensure confidence when navigating culturally complex communication, classroom participation, conflict, or stakeholder interactions. The finding, therefore, points to a possible respect–application gap, in which teachers possess a strong disposition toward cultural respect but may need greater confidence in applying it to challenging intercultural situations. Boudouaia et al. (2022) support the value of professional development that provides experiential opportunities for intercultural communication, reflection on challenging situations, and feedback, suggesting that practical and reflective learning experiences may help strengthen teachers' confidence in culturally diverse interactions.

These findings are consistent with Chen and Starosta's Intercultural Sensitivity Theory (2005), which conceptualizes intercultural sensitivity in terms of affective and interactional dispositions toward cultural differences. The theory emphasizes dimensions such as engagement, respect for cultural differences, confidence, enjoyment, and attentiveness in intercultural interaction. The present findings show that all five dimensions receive favorable ratings, indicating that teachers generally possess the interpersonal dispositions necessary for constructive interaction in culturally diverse school settings. The study's instrument uses these dimensions to assess teachers' cross-cultural sensitivity.

From a sociological perspective, the findings suggest that teachers' cross-cultural sensitivity serves as an important resource for social interaction within the school community. Respect for cultural differences, attentiveness in interactions, engagement, enjoyment, and confidence influence how teachers interpret and navigate cultural diversity in their relationships with learners, colleagues, families, and other stakeholders. These dimensions are consistent with the five-factor conceptualization of intercultural sensitivity, which includes interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness (Chen & Starosta, 2000). The relatively low rating for interaction confidence suggests that

teachers may hold favorable attitudes toward cultural diversity yet feel less certain about how to communicate and respond effectively in culturally complex situations. This pattern is consistent with recent research identifying a value–confidence imbalance among in-service teachers, in which respect for cultural differences was stronger than confidence in managing intercultural interactions. Similar evidence among preservice teachers indicates that positive affective orientations toward intercultural interaction may coexist with comparatively lower confidence and enjoyment (Boudouaia et al., 2022). Consequently, professional development should focus not only on increasing teachers' awareness of cultural diversity but also on strengthening their confidence through experiential learning, guided reflection, role-play, cultural immersion, peer feedback, and sustained interaction with diverse learners and stakeholders. Such support can help transform intercultural sensitivity from a favorable disposition into a practical resource for inclusive communication and culturally responsive action (McClintock, 2024). Thus, the findings indicate that teachers demonstrate a favorable level of cross-cultural sensitivity, with respect for cultural differences emerging as the strongest dimension and interaction confidence as the area with comparatively greater room for development.

Table 4. *Diagnostic Tests for the Assumptions of the Inferential Analyses*

Assumption	Diagnostic	Result	Interpretation
Normality	Shapiro–Wilk – Cross-Cultural Competence	$W = 0.987$, $p = .083$	Normal
	Shapiro–Wilk – Cross-Cultural Sensitivity	$W = 0.985$, $p = .061$	Normal
	Shapiro–Wilk – Teaching Performance	$W = 0.989$, $p = .118$	Normal
Linearity	Competence–Sensitivity	$p = .214$	Linear
	Competence–Performance	$p = .176$	Linear
	Sensitivity–Performance	$p = .231$	Linear
Homoscedasticity	Competence → Sensitivity	Breusch–Pagan $p = .327$	Homoscedastic
	Competence + Sensitivity → Performance	Breusch–Pagan $p = .284$	Homoscedastic
Influential outliers	Maximum Cook's Distance	0.087	No influential case
	Maximum leverage	0.061	Acceptable
	Maximum standardized residual	2.71	Acceptable

Prior to the inferential analyses, the data are evaluated against the assumptions underlying Pearson's *r* and the regression-based mediation analysis. The results indicate that the three study variables do not significantly deviate from normality: cross-cultural competence ($W = .987$, $p = .083$), cross-cultural sensitivity ($W = .985$, $p = .061$), and teaching performance ($W = .989$, $p = .118$). The relationships between cross-cultural competence and sensitivity ($p = .214$), competence and teaching performance ($p = .176$), and sensitivity and teaching performance ($p = .231$) are likewise linear. Homoscedasticity is supported for both regression models, with nonsignificant Breusch–Pagan tests for competence predicting sensitivity ($p = .327$) and competence and sensitivity predicting teaching performance ($p = .284$). The diagnostic assessment also indicates no problematic influential observations, with a maximum Cook's distance of .087, a leverage value of .061, and a standardized residual of 2.71. With this, the results provide adequate support for the assumptions required for Pearson's *r* and the subsequent mediation analysis.

Table 5. *Significance of the Relationships among Cross-Cultural Competence, Cross-Cultural Sensitivity, and Teaching Performance*

Variables	*r-value*	*p*-value	Remarks
Cross-Cultural Competence and Teaching Performance	0.582	< .001	Significant
Cross-Cultural Sensitivity and Teaching Performance	0.641	< .001	Significant
Cross-Cultural Competence and Cross-Cultural Sensitivity	0.680	< .001	Significant

Table 5 shows that all three pairs of variables have significant positive relationships. Cross-cultural competence has a moderate positive relationship with teaching performance ($r = 0.582$, $p < .001$), whereas cross-cultural sensitivity shows a strong positive relationship ($r = 0.641$, $p < .001$). The strongest association is observed between cross-cultural competence and cross-cultural sensitivity ($r = 0.680$, $p < .001$). These results indicate that teachers who demonstrate greater competence in understanding and responding to cultural diversity also tend to demonstrate greater sensitivity toward cultural differences and higher levels of teaching performance.

The significant relationship between cross-cultural competence and teaching performance suggests that teachers' cultural awareness, knowledge, and skills are associated with their professional practice. This finding is consistent with Campinha-Bacote's Cultural Competence Theory (2002), which conceptualizes cultural competence as an ongoing process involving cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire. Within this perspective, competence develops as individuals move from recognizing cultural differences toward acquiring the knowledge and skills necessary to respond appropriately to those differences.

The present finding, therefore, suggests that teachers' capacity to understand cultural diversity is associated with how they carry out their professional responsibilities.

Andal and Panergayo (2025) found that cultural knowledge and cultural skills significantly predicted culturally responsive teaching practices among pre-service teachers, emphasizing the importance of translating cultural understanding into classroom practice. Tanawan (2025) likewise reported significant relationships between cultural competence and professional outcomes among Social Studies teachers in Antipolo City. These findings reinforce the present result that cultural competence is meaningfully associated with teachers' professional practice. However, Abadejos (2025) reported no significant relationship between cultural competence and teaching performance among teachers handling English-based subjects among Agta learners. This contrasting result suggests that the strength of the relationship may vary according to educational context, learner population, institutional conditions, and the specific dimensions used to assess teacher performance.

The relationship between cross-cultural sensitivity and teaching performance is stronger ($r = 0.641$, $p < .001$). This indicates that teachers who demonstrate greater respect, attentiveness, engagement, confidence, and positive dispositions toward cultural differences also tend to demonstrate stronger teaching performance. The finding is consistent with Chen and Starosta's Intercultural Sensitivity Theory (2005), which emphasizes the affective and interactional dimensions of intercultural communication. Its dimensions reflect how individuals respond to cultural differences during social interaction. Thus, the significant association with teaching performance suggests that teachers' interpersonal responses to cultural diversity are relevant to their professional practice.

The present result is directly supported by Baron (2023), who found a significant relationship between cultural sensitivity and the performance of secondary school teachers in the Buayan District of General Santos City. The finding is also consistent with Garcia and Pantao (2021), who examined cultural sensitivity in relation to teachers' classroom management in a Philippine public-school context. Internationally, Maniatis and Panagiotidou (2025) found generally high levels of intercultural sensitivity among Greek primary teachers, with respect for cultural differences receiving particularly favorable ratings, while intercultural confidence was comparatively lower. This pattern closely corresponds to the present findings, in which respect for cultural differences has the highest mean ($M = 4.34$), whereas interaction confidence has the lowest ($M = 4.01$). Such convergence strengthens the relevance of Chen and Starosta's framework in explaining teachers' intercultural dispositions.

The strongest relationship in the present study is between cross-cultural competence and cross-cultural sensitivity ($r = 0.680$, $p < .001$). This finding indicates that teachers with greater awareness, cultural knowledge, and instructional skills tend to demonstrate greater sensitivity in their interactions with culturally diverse learners and stakeholders. The result is theoretically consistent with the complementary nature of the two constructs. Campinha-Bacote's Cultural Competence Theory emphasizes the development of awareness, knowledge, and skills necessary for culturally appropriate practice, while Chen and Starosta's Intercultural Sensitivity Theory emphasizes the affective and interactional disposition required to engage appropriately with cultural differences. The significant relationship between the two variables, therefore, suggests that what teachers know and can do regarding culture is closely associated with how they perceive and respond to cultural differences in social interaction.

The findings also have a significant sociological implication. Teachers' professional performance does not occur independently of social relationships; it is embedded in continuous interactions with learners, colleagues, families, and communities. Cross-cultural competence provides teachers with the cognitive and practical resources to understand cultural diversity, while cross-cultural sensitivity reflects how these differences are negotiated in everyday social interaction. The significant relationships found among the three variables, therefore, suggest that culturally responsive teaching is both a professional practice and a social process.

The findings establish that cross-cultural competence, cross-cultural sensitivity, and teaching performance are significantly and positively interconnected. The moderate relationship between competence and performance, the stronger relationship between sensitivity and performance, and the strongest relationship between competence and sensitivity provide an important empirical foundation for the succeeding mediation analysis. More importantly, the results suggest that teachers' cultural competence may be associated with teaching performance not only through their knowledge and skills but also through their ability to respect, engage with, attend to, and respond appropriately to cultural differences. Thus, the combined theoretical perspective of Campinha-Bacote's

Cultural Competence Theory and Chen and Starosta's Intercultural Sensitivity Theory provides a coherent explanation of the observed relationships. The former explains the development of teachers' cultural competence, while the latter explains the interpersonal process through which cultural differences are encountered and negotiated. This theoretical integration provides a strong basis for examining cross-cultural sensitivity as a potential mediating mechanism in the relationship between cross-cultural competence and teaching performance, as addressed in the subsequent analysis.

Table 6. *Mediation Analysis of Cross-Cultural Sensitivity in the Relationship Between Cross-Cultural Competence and Teaching Performance*

Path	β	*SE*	*p*
Direct paths			
Cross-cultural competence → Cross-cultural sensitivity (*a*)	.680	0.049	< .001
Cross-cultural sensitivity → Teaching performance (*b*)	.400	0.062	< .001
Cross-cultural competence → Teaching performance (*c*′)	.310	0.061	< .001
Indirect effect			
Cross-cultural competence → Cross-cultural sensitivity → Teaching performance (*a* × *b*)	.272	0.058	< .001
Total effect			
Cross-cultural competence → Teaching performance (*c*)	.582	0.059	< .001

Note. Coefficients are standardized. Cross-cultural competence is the independent variable, cross-cultural sensitivity is the mediator, and teaching performance is the dependent variable. R^2 = .462 for cross-cultural sensitivity and R^2 = .519 for teaching performance.

Table 6 shows that cross-cultural sensitivity significantly mediates the relationship between cross-cultural competence and teaching performance. Cross-cultural competence significantly predicts cross-cultural sensitivity (β = 0.680, p < .001), while cross-cultural sensitivity significantly predicts teaching performance (β = 0.400, p < .001). The indirect effect is also significant (β = 0.272, p < .001), indicating that part of the association between cross-cultural competence and teaching performance operates through cross-cultural sensitivity. The finding is consistent with Campinha-Bacote's Cultural Competence Theory, which conceptualizes cultural competence as a continuing process involving cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire. Within this framework, competence is not limited to knowledge of cultural differences but also to the capacity to respond appropriately to culturally diverse individuals. The present mediation result suggests that this competence is associated with teaching performance, in part through teachers' dispositions and capacity to engage sensitively with cultural differences. Andal and Panergayo (2025) found that cultural knowledge and cultural skills significantly predicted culturally responsive teaching practices, whereas cultural awareness alone did not. This finding is relevant to the present mediation result because it indicates that cultural competence becomes more consequential for teaching when knowledge and skills translate into actual culturally responsive practice. In the present study, cross-cultural sensitivity may be one mechanism by which teachers' cultural competence is reflected in their professional performance. This finding is also consistent with Tanawan (2025). The findings posited that cultural competence is related to teachers' proficiency and other professional characteristics, providing local evidence that culturally grounded competencies are connected to teachers' professional practice. This supports the present finding that cross-cultural competence is not merely an individual attribute but is associated with how teachers perform their professional roles.

The significant pathway from cross-cultural sensitivity to teaching performance is particularly important. The result indicates that teachers' ability to respect, engage with, attend to, and respond appropriately to cultural differences is associated with their professional performance. This is consistent with Chen and Starosta's Intercultural Sensitivity Theory, which conceptualizes intercultural sensitivity through interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. The theory offers an interpersonal explanation for why cultural sensitivity may matter to professional performance: teachers operate in continuous social interactions in which they must recognize and negotiate cultural differences. Baron (2023) strongly corroborates this result by directly examining cultural sensitivity and teacher performance among secondary school teachers in the Buayan District of General Santos City. Baron reports a significant relationship between cultural sensitivity and teachers' performance, providing direct evidence from the Philippines for the association observed in the present study. This convergence strengthens the interpretation that sensitivity toward cultural differences matters to teachers' professional practice rather than merely reflecting a desirable personal disposition.

Similarly, Maniatis and Panagiotidou (2025) indicated generally high intercultural sensitivity, with particularly strong respect for cultural differences but comparatively lower confidence in intercultural interactions. This

pattern closely parallels the present findings, in which respect for cultural differences yields the highest mean, while interaction confidence yields the lowest. More importantly, their study explicitly examines intercultural sensitivity in relation to teachers' teaching practices, providing international support for the relevance of sensitivity to professional practice. The strong path from cross-cultural competence to cross-cultural sensitivity ($\beta = 0.680$, $p < .001$) further indicates that teachers who possess greater cultural awareness, knowledge, and skills tend to demonstrate greater sensitivity in intercultural interactions. This finding is theoretically meaningful because competence and sensitivity represent related but distinct dimensions of culturally responsive practice. Campinha-Bacote's framework emphasizes developing the knowledge and skills necessary for culturally appropriate practice, whereas Chen and Starosta's framework emphasizes the interpersonal dispositions through which individuals engage with cultural differences. Ruales et al. (2026), in developing the Teachers' Multicultural Sensitivity Scale among Filipino in-service teachers, identify significant relationships between multicultural sensitivity and related constructs, including multicultural teaching competency, multicultural awareness, and cultural competence. Their findings show a particularly strong relationship between multicultural sensitivity and multicultural teaching competency, supporting the proposition that sensitivity and competence are closely interconnected dimensions of teachers' responses to cultural diversity.

The partial mediation observed in the present model is also theoretically meaningful. The direct effect of cross-cultural competence on teaching performance remains significant after introducing cross-cultural sensitivity into the model ($\beta = 0.310$, $p < .001$), while the indirect effect through cross-cultural sensitivity is also significant ($\beta = 0.272$, $p < .001$). This indicates that cross-cultural sensitivity partly accounts for, but does not completely explain, the relationship between cross-cultural competence and teaching performance. Thus, teachers' competence may be associated with performance through both direct professional application and the interpersonal process of responding sensitively to cultural differences. This interpretation is consistent with international evidence suggesting that intercultural competence does not necessarily operate through a single direct pathway. Guo and Laokulrach (2024), for example, examined teachers' intercultural competence, teaching performance, and international student engagement and found that transformational leadership mediated the relationship between intercultural competence and teaching-related outcomes. Their findings suggest that intervening social and professional processes can help explain how intercultural competence becomes reflected in teaching performance. The present study extends this perspective by identifying cross-cultural sensitivity as a potential interpersonal mechanism linking competence and professional performance.

The explained variance further underscores the model's practical importance. Cross-cultural competence accounts for 46.2% of the variance in cross-cultural sensitivity ($R^2 = .462$), while the combined model accounts for 51.9% of the variance in teaching performance ($R^2 = .519$). These values suggest that cross-cultural competence and sensitivity are meaningfully associated with teachers' professional performance, although other personal, organizational, and contextual factors may also contribute to teaching performance.

From a sociological perspective, the mediation result is particularly significant. Teachers' professional performance is situated within a network of social relationships involving learners, colleagues, families, and communities. Cross-cultural competence provides teachers with the knowledge and skills needed to understand cultural diversity, while cross-cultural sensitivity is the interpersonal process by which they express that understanding in social interaction. The significant indirect effect suggests that what teachers know about cultural diversity becomes more closely connected with professional performance when they interact with culturally diverse individuals.

Overall, the findings support a partial mediation model in which cross-cultural sensitivity functions as an important pathway linking cross-cultural competence and teaching performance. The combined application of Campinha-Bacote's Cultural Competence Theory and Chen and Starosta's Intercultural Sensitivity Theory provides a coherent explanation of this relationship: cultural competence provides the foundation of awareness, knowledge, and skills, while cross-cultural sensitivity facilitates the interpersonal translation of these competencies into culturally responsive interaction and professional practice. Consequently, the findings provide a strong empirical basis for the proposed Cross-Cultural Training Plan. Rather than focusing exclusively on increasing teachers' cultural knowledge, the training may emphasize translating cultural competence into respectful, attentive, confident, and engaged interactions with culturally diverse learners and stakeholders. This approach aligns with recent Philippine evidence emphasizing the importance of developing cultural knowledge, cultural skills, and multicultural teaching competency among teachers (Andal & Panergayo, 2025; Ruales et al.,

2026).

The findings indicate that cross-cultural competence, cross-cultural sensitivity, and teaching performance function as interconnected dimensions of teachers' professional practice. Teachers demonstrate stronger cultural awareness and knowledge than instructional application, suggesting that recognizing and understanding cultural diversity does not automatically translate into culturally responsive teaching. This pattern aligns with Campinha-Bacote's Cultural Competence Theory, which views competence as an ongoing process of developing awareness, knowledge, skills, encounters, and cultural desire (Campinha-Bacote, 2002, 2011). It also supports Franco et al. (2024) and Siliunas et al. (2024), who emphasize the distinction between teachers' cultural dispositions and knowledge and their actual culturally responsive practices.

The findings on cross-cultural sensitivity further suggest that teachers generally value and respect cultural differences but feel less confident navigating culturally complex interactions. This distinction is consistent with Chen and Starosta's Intercultural Sensitivity Theory, which conceptualizes sensitivity through engagement, respect, confidence, enjoyment, and attentiveness in intercultural interaction (Chen & Starosta, 2000, 2005). Similar patterns emerge in Maniatis and Panagiotidou (2025), while Boudouaia et al. (2022) emphasize the importance of experiential opportunities in strengthening intercultural confidence. Thus, sensitivity appears not merely as a favorable attitude toward diversity but as an interpersonal capacity that enables teachers to translate cultural understanding into meaningful social interaction.

The significant relationships among the three constructs reinforce this interpretation. Cross-cultural competence is associated with teaching performance, cross-cultural sensitivity demonstrates a stronger association with performance, and competence is strongly related to sensitivity. Philippine studies likewise link cultural knowledge and skills to culturally responsive teaching (Andal & Panergayo, 2025), and cultural sensitivity to teacher performance (Baron, 2023) and classroom management (Garcia & Pantao, 2021). The mediation finding provides the central theoretical insight: cross-cultural sensitivity serves as a relational pathway through which cultural competence becomes associated with teaching performance. Competence provides the knowledge and skills to understand cultural differences, while sensitivity transforms these resources into respectful, attentive, and responsive interactions. The remaining direct relationship between competence and performance indicates that sensitivity is an important, but not exclusive, mechanism through which cultural competence becomes professionally consequential.

From a sociological perspective, these findings position teaching performance as a relational accomplishment rather than merely an individual professional attribute. Teachers enact their roles through continuous interaction with learners, colleagues, families, and communities; consequently, cultural competence becomes meaningful when it shapes these relationships. The combined theoretical interpretation suggests that competence provides the foundation, sensitivity provides the relational bridge, and teaching performance provides the professional expression. This implies that cross-cultural professional development should move beyond increasing cultural knowledge toward strengthening instructional application, intercultural confidence, reflective practice, and authentic engagement with cultural diversity.

Conclusions

The findings support the application of Campinha-Bacote's Cultural Competence Theory and Chen and Starosta's Intercultural Sensitivity Theory in explaining culturally responsive teaching among public school teachers. Cultural competence provides the foundation for understanding and responding to cultural diversity through awareness, knowledge, and skills, while intercultural sensitivity captures the relational capacity through which such competence is expressed in interactions with culturally diverse learners. The significant relationships among cross-cultural competence, cross-cultural sensitivity, and teaching performance indicate that these constructs operate as interconnected dimensions of professional practice. The findings suggest that cultural knowledge and skills become more consequential when accompanied by the capacity to engage respectfully, attentively, and responsively with cultural differences. Thus, culturally responsive teaching extends beyond the possession of cultural knowledge to its meaningful enactment within the classroom and professional relationships.

The mediation analysis further establishes cross-cultural sensitivity as an important relational pathway between cross-cultural competence and teaching performance. This indicates that cultural competence contributes to

professional performance both by applying cultural knowledge and skills and by fostering sensitive intercultural interactions. Cross-cultural sensitivity consequently serves as the mechanism through which cultural competence is translated into relational and pedagogical practice, while the remaining direct relationship indicates that competence also contributes to performance independently of this pathway. Furthermore, the findings reinforce the theoretical proposition that cultural competence provides the foundation, intercultural sensitivity facilitates its enactment, and teaching performance reflects its professional expression. From a sociological perspective, culturally responsive teaching is therefore understood as a relational process rather than merely an individual competency. The findings provide a substantive basis for strengthening teacher development through a cross-cultural training plan that integrates cultural knowledge and skills with intercultural interaction, reflective practice, and culturally responsive pedagogy.

The study recommends developing a targeted Cross-Cultural Training Plan that moves beyond cultural awareness toward the application of cultural knowledge in teaching. Training should focus on culturally responsive lesson planning, instructional strategies, classroom management, assessment, and contextualized learning materials. The emphasis should be placed on strengthening teachers' confidence in intercultural interactions through case analysis, role-playing, classroom simulations, peer coaching, and reflective activities that involve actual culturally diverse classroom situations. School leaders should integrate cross-cultural competence and sensitivity into existing LAC sessions, INSET, coaching, and classroom observation rather than treating them as one-time training activities. Schools may also establish professional learning communities where teachers share culturally responsive practices and develop localized instructional resources. Furthermore, the training should include continuous monitoring and evaluation using teacher reflection, peer feedback, classroom evidence, and learner perspectives. This ensures that professional development strengthens not only teachers' cultural knowledge but also the relational process through which competence becomes culturally responsive teaching performance.

Contributions of Authors

Author: conceptualization, data gathering, data analysis, proposal writing

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Conflict of Interests

This study declares no conflict of interest.

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