

Influence of Teacher Multicultural Awareness and Competence towards Culturally Responsive Teaching Readiness

Beverly B. Vitualla¹ & Felinita III R. Doronio, PhD².

¹Student Researcher, Assumption College of Nabunturan, Davao de Oro, Philippines

²College Faculty, Assumption College of Nabunturan, Davao de Oro, Philippines

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ABSTRACT

This study aimed to determine the influence of multicultural awareness and competence on culturally responsive teaching readiness of teachers at Bunawan District Elementary Schools, Bunawan, Agusan del Sur. The research employed a quantitative descriptive-correlational research design, utilizing a survey questionnaire as the primary data-gathering tool. The respondents were the 121 teachers from the five responding schools. They were chosen using universal sample technique. The data collected were analyzed using statistical methods such as mean, Pearson r, and multiple regression analysis. The results showed that teachers consistently exhibited multicultural awareness, both in terms of self-awareness and cultural awareness. Moreover, the multicultural competence in terms of knowledge was always demonstrated, while the dimensions, skills, and recognition were often demonstrated. Likewise, the culturally responsive teaching readiness in terms of personal readiness was always practiced, while professional readiness was often practiced. Furthermore, both multicultural awareness and competence have a significant relationship with culturally responsive teaching readiness. Moreover, the dimension of multicultural awareness, namely cultural awareness, significantly predicts culturally responsive teaching readiness. Meanwhile, the dimensions of multicultural competence, skill, and recognition were the significant predictors of culturally responsive teaching. These results highlight the essential role of teachers' awareness and competence in fostering a high level of readiness to integrate culturally responsive teaching strategies with the students.

Keywords: elementary education, multicultural awareness, multicultural competence, culturally responsive teaching readiness, descriptive - correlation

INTRODUCTION

Effective utilization of Culturally Responsive Teaching (CRT) of teachers is crucial for significantly closing achievement gaps and fostering higher levels of student engagement and cultural competence among diverse learners. However, teachers utilizing CRT methods continually encounter persistent obstacles that prevent it from being implemented fully as classroom pedagogy. This includes a deficiency in adequate professional development, scarcity of culturally focused materials, and pressures from institutions toward standardized content as opposed to pedagogical variability. This is confirmed by the study of Masunungure and Maguvhe (2025), which showed that teachers in culturally and linguistically diverse classrooms are hindered by poor training and little coordination with concerned stakeholders, thereby curtailing the capacity of diverse learners to be addressed effectively.

In Thailand, amidst the increased of cultural diversity in Thai classrooms, Thai teachers still face challenges in exhibiting full preparedness for culturally responsive teaching (CRT) as Chang and Viesca (2022) revealed in their critical review of research on culturally responsive pedagogy that Thai teacher preparation programs often fall short in equipping educators with the skills needed to address cultural diversity meaningfully. Results revealed that most CRT initiatives focus on surface-level cultural awareness rather than transformative practices that disrupt systemic inequities.

In the same context as the Philippines, particularly in the Cordillera Region, elementary school teachers emphasized that cultural responsiveness is not typically decoded to responsive, steady pedagogy in the classroom. As per Salandanan (2025), although teachers themselves appreciate the value of reinforcing indigenous identities, there are inconsistencies in their pedagogical preparation, more specifically, in how to blend local systems of knowledge and community voices into pedagogy.

In this, even if there is cultural diversity in Agusan del Sur, many teachers are still grappling with effectively employing culturally responsive teaching (CRT) practices. In Bunawan District, this challenge is particularly evident in classrooms where learners come from varied linguistic, ethnic, and socioeconomic backgrounds. Despite the richness of cultural diversity, many educators struggle to adapt their teaching strategies, and limited training opportunities and a lack of contextualized teaching resources further hinder the implementation of CRT. As a result, students may feel disconnected from the learning process.

Although earlier studies have confirmed the significance of multicultural competence and sensitivity in developing culturally responsive teaching (CRT), such as the study of Ombasi and Escandallo (2025). However, it focuses mostly on experience and not on measurable determinants of preparation. This lack highlights the need for a large quantitative study that does more than validate theoretical assumptions but also informs policy, teacher education, and institutional benchmarking initiatives.

Theoretical Framework

Theoretical framework of the study was grounded on Banks' Theory of Multicultural Education. Banks (2020) posits that the learning experience to be reshaped to mirror and appreciate cultural difference in favour of equality of learning opportunity on five dimensions: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Culture awareness and knowledge of teachers are underscored by the theory as the core of inclusive, responsive, and socially equitable classrooms.

Within the framework of this research, Banks' theory offers a strong theoretical framework by connecting multicultural awareness (sensitivity of teachers to cultural diversity) and multicultural competence (their capacity to handle it) with their preparedness for culturally responsive teaching. The theory explicates that when teachers are sensitive to and competent in managing cultural diversity, they are likely to enact instructional practices that confirm the identities of students and make learning fair. Therefore, the theory not just constructs the link between the study's variables but also validates the transformative aspect of teachers in designing inclusive education.

Figure 1 depicts the relationship between teachers' Multicultural Awareness and Competence towards Culturally Responsive Teaching Readiness. The interplay between multicultural awareness and multicultural competence significantly influences culturally responsive teaching readiness among elementary educators. When teachers develop self-awareness and cultural awareness, they become more attuned to the diverse identities and experiences of their students, fostering personal readiness to engage inclusively. At the same time, possessing multicultural competence, through knowledge, skills, and recognition, equips teachers with the professional tools to adapt instruction, affirm cultural backgrounds, and implement equitable teaching strategies.

These two dimensions work together to shape a teacher's overall preparedness, both personally and professionally, to practice culturally responsive teaching. As such, the stronger the awareness and competence, the more capable educators become in creating learning environments that honor diversity and promote meaningful student engagement.

Statement of the Problem

The purpose of this study was to determine the influence of multicultural awareness and competence on culturally responsive teaching readiness of teachers at Bunawan District Elementary Schools, Bunawan, Agusan del Sur. Specifically, it aimed to answer the following questions:

1. What is the level of multicultural awareness among respondents in terms of:
 - 1.1 Self-Awareness; and
 - 1.2 Culture Awareness?

2. What is the level of multicultural competence among the respondents in terms of:
 - 2.1 Knowledge;
 - 2.2 Skill;
 - 2.3 Recognition?
3. What is the level of culturally responsive teaching readiness among respondents in terms of:
 - 3.1 Personal Readiness; and
 - 3.2 Professional Readiness?
4. Is there a significant relationship between multicultural awareness and culturally responsive teaching readiness among respondents?
5. Is there a significant relationship between multicultural competence and culturally responsive teaching readiness among respondents?
6. Which indicators in multicultural awareness can predict culturally responsive teaching readiness?
7. Which indicators in multicultural competence can predict culturally responsive teaching readiness?

Null Hypotheses

The following hypotheses were formulated and tested at the 0.05 level of significance.

H01: There is no significant relationship between multicultural awareness and culturally responsive teaching readiness among respondents.

H02: There is no significant relationship between multicultural competence and culturally responsive teaching readiness among respondents.

H03: No indicator in multicultural awareness can predict culturally responsive teaching readiness.

H04: No indicator in multicultural competence can predict culturally responsive teaching readiness.

METHODOLOGY

This chapter addresses the methods employed in the study. The components encompass research design, research locale, respondents of the study, research instrument, validation of instrument, research procedures, and statistical analysis, and ethical considerations.

Research Design

This research utilized a quantitative descriptive-correlational research design in quantifying the impact of teacher diversity awareness and capability on readiness for culturally responsive teaching. Quantitative research approach is about collecting and analyzing data in numerical form to resolve scientific research problems (Bhandari, 2023). This approach allows researchers to measure variables precisely, identify patterns, and ascertain relationships among factors. This is especially useful in summarizing data using statistical tools, identifying trends, making predictions, and analyzing cause-and-effect relationships. Besides, quantitative research allows generalization from a sample to a larger population, provided appropriate methods of sampling are used.

In addition, Descriptive-correlational research is a quantitative approach used to first describe the variables in a sample and then determine the relationships among them (Creswell & Creswell, 2022). This design was ideal for exploring how teachers' levels of multicultural awareness and competence relate to their readiness to implement culturally responsive teaching practices. Furthermore, this approach supported the identification of potential predictors of culturally responsive teaching readiness, which is essential for informing professional development and policy interventions. Since the goal is to understand existing conditions and relationships rather than establish

causality, the descriptive correlational design offers both methodological rigor and practical relevance for educational research.

Population and Sample

The respondents of this study were the elementary school teachers teaching during School Year 2025–2026 in the Bunawan District Elementary Schools, Bunawan, Agusan del Sur. The total population consisted of 121 teachers distributed across five large elementary schools, namely: Libertad Elementary School, West Bunawan Central Elementary School, East Bunawan Central Elementary School, Brookside Elementary School, and San Andres Elementary School. To ensure complete representation and equal opportunity for participation, the researcher employed a universal sampling technique, wherein all teachers from the identified schools were included as respondents of the study.

In the conduct of universal sampling, the researcher first coordinated with the district office and school heads of the participating elementary schools to secure the official and updated list of teaching personnel for the specified school year. Upon approval, the research instruments were administered to the entire population instead of selecting a sample subset. The distribution of questionnaires was scheduled in coordination with each school to ensure accessibility and convenience for all teachers. Follow-up distributions were conducted for teachers who were unavailable during the initial administration to guarantee full coverage of the population. This systematic process ensured the inclusiveness, representativeness, and validity of the study’s findings.

The inclusion criteria for participation required that teachers must be actively employed in any of the identified Bunawan District elementary schools during the conduct of the study. This included both regular teachers holding plantilla positions and locally paid teachers assigned to handle elementary pupils. Teachers assigned to non-teaching functions, those handling secondary or non-elementary levels, and those temporarily detailed to Bunawan schools but officially stationed elsewhere were excluded from the study. Additionally, participants who opted to withdraw from the study at any stage were respectfully excluded without any form of penalty or consequence.

Research Instrument

The research instrument used in this study was an adopted and modified questionnaire derived from previously validated instruments in related literature. The questionnaire was composed of three parts, each designed to measure a specific construct relevant to the study. Minor modifications were made to ensure appropriateness to the local context and the characteristics of the respondents, while preserving the integrity and validity of the original instruments.

The first part of the questionnaire measured Teachers’ Multicultural Awareness and was adapted from the study of Awang-Shuib et al. (2017). This section assessed teachers’ awareness across two domains, namely self-awareness and cultural awareness. It consisted of a total of twelve (12) items, with six (6) items allocated to each domain. The second part of the questionnaire focused on Multicultural Competence and was adapted from the instrument developed by Erdem (2020). This section was designed to assess teachers’ competence across three domains: knowledge, skills, and recognition. It consisted of fourteen (14) items, distributed as follows: three (3) items for knowledge, five (5) items for skills, and six (6) items for recognition. The third part of the questionnaire measured Culturally Responsive Teaching Readiness and was adapted from the work of Karataş and Oral (2017). This section examined teachers’ readiness across two dimensions: personal readiness and professional readiness. It comprised a total of twenty-one (21) items, with twelve (12) items under personal readiness and nine (9) items under professional readiness. Responses were obtained using the same four-point Likert scale, ranging from 4 – Strongly Agree to 1 – Strongly Disagree, using the scale below:

Rating Scale	Range of Means	Descriptive Level
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Validation of the Instrument

The research questionnaire underwent a rigorous validation process to ensure its content relevance, clarity, and appropriateness for the target respondents. The instrument was subjected to content validation by five (5) experts in the fields of education and research. This procedure was undertaken to determine whether the items were suitable, comprehensible, and aligned with the objectives of the study. After the expert review, the questionnaire was revised based on the comments, suggestions, and recommendations provided by the validators.

Following the validation process, a pilot test was conducted involving fifteen (15) teachers who were not included in the actual study sample. The purpose of the pilot testing was to evaluate the instrument's clarity, consistency, and accuracy in gathering the required data. The responses from the pilot test were examined carefully to identify ambiguous statements, problematic items, or potential difficulties encountered by the respondents. The reliability of the instrument was subsequently determined using Cronbach's Alpha, the results of which indicated that the questionnaire was reliable. Based on the findings, necessary revisions were made to further improve the instrument. Through this systematic process, the researcher ensured that the final version of the questionnaire was both valid and reliable for actual data collection.

Data Gathering Procedure

Prior to the conduct of the study, the researcher secured approval from the Ethics Review Committee to ensure that the research complied with ethical standards and upheld the rights and welfare of the participants. Once ethical clearance was granted, the researcher ensured that the research instrument had undergone comprehensive validity and reliability testing. Experts were consulted for validation and cross-validation purposes to confirm that the instrument accurately measured the intended variables and was aligned with the objectives of the study. The insights and recommendations of the experts were carefully considered and incorporated to enhance the accuracy, appropriateness, and overall quality of the instrument.

Thereafter, the researcher formally sought permission from the concerned authorities, particularly the school heads of the participating Bunawan District Elementary Schools, namely Libertad Elementary School, West Bunawan Central Elementary School, East Bunawan Central Elementary School, Brookside Elementary School, and San Andres Elementary School. Securing permission was essential to obtain institutional approval, cooperation, and logistical support for the conduct of the study.

Upon approval, the questionnaires were distributed to the respondents at scheduled times in close coordination with the school heads to avoid disruption of teaching duties. Clear and concise instructions were provided to ensure that the respondents fully understood the purpose of the study and the procedure for answering the questionnaire. Adequate time was allotted for the completion of the survey in a comfortable and conducive environment, thereby respecting the school timetable and instructional activities.

After the retrieval of the completed questionnaires, the researcher carefully reviewed each response to ensure accuracy and completeness. The gathered data were then encoded and submitted to a data processor for statistical treatment. Subsequently, the researcher interpreted the results in relation to the study objectives. The findings focused on teachers' multicultural awareness, multicultural competence, and readiness for culturally responsive teaching, and how these variables contributed to the determination of culturally responsive teaching readiness in the identified elementary schools. The results provided meaningful insights into the factors influencing teachers' readiness within the district.

Statistical Treatment

The data collected in the study were analyzed using appropriate statistical tools. The mean was used to answer research problems 1, 2, and 3, which aimed to determine the levels of multicultural awareness, multicultural competence, and culturally responsive teaching readiness of the respondents. Pearson's product-moment correlation coefficient (Pearson r) was employed to answer research problems 4 and 5, which sought to determine the relationships between multicultural awareness and culturally responsive teaching readiness, as well as between multicultural competence and culturally responsive teaching readiness. Multiple linear regression analysis was used to answer research problems 6 and 7, which focused on identifying the significant predictors

of culturally responsive teaching readiness among the domains of multicultural awareness and multicultural competence.

Limitation of the Study

The researcher acknowledged the limitation of this study since it was conducted only within selected elementary schools in Bunawan District, Agusan del Sur, which restricts the generalizability of the findings to other educational contexts or regions. The research also relied solely on self-reported survey questionnaires, which may have introduced response bias, as teachers could provide socially desirable answers regarding their multicultural awareness and teaching readiness. In addition, the study used a descriptive-correlational design, which identifies relationships among variables but cannot establish causation. The absence of qualitative data, such as interviews or classroom observations delimit the results of this study.

Ethical Considerations

The study strictly adhered to established ethical standards in accordance with the guidelines of the Department of Science and Technology–Philippine Health Research Ethics Board (DOST–PHREB). Ethical clearance was secured prior to data collection to ensure the protection of the respondents’ rights, dignity, and well-being. Participation in the study was voluntary, and informed consent was obtained from all respondents after they were adequately informed of the purpose, procedures, duration, potential risks, and benefits of the study. Respondents were assured of their right to withdraw at any point without penalty. Confidentiality and anonymity were maintained throughout the research process, with all data treated securely and used solely for academic purposes in compliance with the Data Privacy Act of 2012. These measures ensured that the study was conducted with integrity, fairness, transparency, and respect for all participants.

RESULTS AND DISCUSSION

This section discusses the results of the study based on data collected from respondents. To clearly present the patterns, trends, and relationships within the data, descriptive analysis and tables are presented.

Table 1. Descriptive Statistics

Variables	Mean	Descriptive Level
Parental Involvement	3.57	Strongly Agree
Self-Awareness	3.54	Strongly Agree
Culture Awareness	3.59	Strongly Agree
Multicultural Competence	3.51	Strongly Agree
Knowledge	3.54	Strongly Agree
Skill	3.49	Agree
Recognition	3.49	Agree
Culturally Responsive Teaching Readiness	3.48	Agree
Personal Readiness	3.51	Strongly Agree
Professional Readiness	3.45	Agree

Shown in Table 1 are the descriptive statistical results of the study. Presented in the table are the variables involved, namely Multicultural Awareness, Multicultural Competence, and Culturally Responsive Teaching Readiness, together with their respective indicators. Also reflected are the means and descriptive levels corresponding to each variable.

Specifically, the multicultural awareness variable obtained an overall mean of 3.57, described as Strongly Agree. This indicates that teachers demonstrate a very high level of awareness of cultural diversity and self-reflection in their teaching context. Among its indicators, self-awareness registered a mean of 3.54, while cultural awareness yielded a slightly higher mean of 3.59, both interpreted as Strongly Agree. This result suggests that teachers are conscious of their own cultural identities and are likewise sensitive to the cultures of their learners, reflecting a strong disposition toward inclusivity and respect for diversity within the classroom.

Similarly, the multicultural competence variable posted an overall mean of 3.51, described as Strongly Agree, signifying that teachers possess a high level of competence in dealing with culturally diverse learners. In terms of indicators, knowledge obtained a mean of 3.54, interpreted as Strongly Agree, indicating that teachers are well-informed about cultural differences, values, and traditions. Meanwhile, skill and recognition both registered a mean of 3.49, described as Agree, suggesting that while teachers are knowledgeable, opportunities remain to further strengthen their practical skills and consistent recognition of cultural diversity in instructional practices.

Lastly, culturally responsive teaching readiness yielded an overall mean of 3.48, described as Agree, indicating that teachers are generally prepared to implement culturally responsive teaching, though readiness is not yet at the same level as awareness and competence. Among its indicators, personal readiness obtained a mean of 3.51, interpreted as Strongly Agree, reflecting teachers' willingness to reflect on biases and embrace diversity. In contrast, professional readiness recorded a slightly lower mean of 3.45, described as Agree, suggesting that while teachers are personally inclined toward culturally responsive teaching, institutional support, training, and professional structures may still need reinforcement.

The results indicate that teachers exhibit very strong multicultural awareness and competence, which serve as foundational elements for culturally responsive teaching. However, culturally responsive teaching readiness, particularly in terms of professional readiness, is comparatively less pronounced. This implies that although teachers are personally and cognitively prepared, systematic professional development and structural support are essential to fully translate awareness and competence into consistent classroom practice.

The findings of this study are supported by existing literature emphasizing the critical role of multicultural awareness and competence in fostering culturally responsive teaching readiness. Gay (2020) stressed that culturally responsive teaching begins with teachers' deep cultural and self-awareness, enabling them to validate learners' identities and challenge dominant norms in education. Likewise, Dagohoy (2025) articulated that multicultural awareness is a strong predictor of inclusive classroom practices, particularly when teachers acknowledge cultural diversity beyond superficial recognition. Moreover, Gorski and Swalwell (2021) highlighted that multicultural competence is essential for equitable teaching, although many educators remain more confident in cultural knowledge than in practical application. In terms of readiness, Sleeter (2021) observed that while teachers may exhibit strong personal commitment to culturally responsive teaching, professional readiness often lags due to limited training and institutional constraints.

Table 2. Correlation Table

Variables	Culturally Responsive Teaching Readiness			
	Correlation Coefficient	p-value	Decision on Ho	Interpretation
Multicultural Awareness	0.222	0.015	Rejected	Significant, Positive Low correlation
Multicultural Competence	0.446	0.000	Rejected	Significant, Positive Moderately Low Correlation

Presented in Table 2 are the correlation statistical results between the predictive variables and the criterion variable, which is culturally responsive teaching readiness. The table shows the correlation coefficient (r-value), p-value, decision on the null hypothesis, and the corresponding remarks for each variable.

Specifically, the correlation between multicultural awareness and culturally responsive teaching readiness obtained a p-value of 0.015, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the relationship between multicultural awareness and culturally responsive teaching readiness is statistically significant. The corresponding r-value of 0.222 reflects a low positive correlation, suggesting that an increase in teachers' multicultural awareness is associated with a corresponding increase in their readiness to implement culturally responsive teaching, although the strength of the association is modest.

Similarly, the correlation between multicultural competence and culturally responsive teaching readiness yielded a p-value of 0.000, which is also less than the 0.05 level of significance; therefore, the null hypothesis was rejected, indicating a statistically significant relationship. The r-value of 0.446 signifies a moderate positive correlation, implying that higher levels of multicultural competence among teachers are associated with higher

levels of culturally responsive teaching readiness. This finding suggests that teachers who possess stronger multicultural knowledge, skills, and recognition are more prepared to translate culturally responsive principles into classroom practice.

Both multicultural awareness and multicultural competence demonstrate statistically significant positive relationships with culturally responsive teaching readiness, indicating that both variables are meaningful contributors to teachers' preparedness for culturally responsive teaching. In comparison, multicultural competence exhibits a stronger correlation with culturally responsive teaching readiness than multicultural awareness, suggesting that while awareness serves as an important foundational element, practical competence plays a more substantial role in shaping teachers' readiness to implement culturally responsive strategies in actual classroom settings.

The findings of this study are strongly supported by existing literature emphasizing the link between teachers' cultural dispositions and their readiness to practice culturally responsive teaching. According to Gay (2020), multicultural awareness enhances teachers' sensitivity to learners' identities, serving as an initial condition for culturally responsive pedagogy. However, Gorski and Swalwell (2021) highlighted that awareness alone is insufficient without the accompanying competence needed to operationalize inclusive practices. Similarly, Ladson-Billings (2023) emphasized that multicultural competence has a more direct influence on teachers' preparedness to implement culturally responsive teaching. Moreover, O'Leary et al. (2020) and Tawazun (2021) noted that teachers who receive sustained training and develop practical multicultural competencies demonstrate higher readiness levels than those who rely solely on cultural awareness.

Table 4. Regression Table

	Culturally Responsive Teaching Readiness		
<i>Domains of Multicultural Awareness</i>	Standardized Coefficients Beta	p-value	Remarks
Self-Awareness	-0.128	0.430	Not Significant
Culture Awareness	0.329	0.045	Significant
<i>Domains of Multicultural Competence</i>			
Knowledge	0.131	0.136	Not Significant
Skill	0.208	0.020	Significant
Recognition	0.273	0.003	Significant

Table 4 presents the regression results identifying which domains of multicultural awareness and multicultural competence significantly predict culturally responsive teaching readiness. The table shows the standardized beta coefficients and p-values used to determine the predictive strength and significance of each domain.

For multicultural awareness, self-awareness did not significantly predict culturally responsive teaching readiness ($\beta = -0.128$, $p = 0.430$), indicating that personal reflection alone does not directly influence readiness. In contrast, cultural awareness significantly predicted readiness ($\beta = 0.329$, $p = 0.045$), suggesting that teachers' understanding of students' cultural backgrounds and contexts plays an important role in preparing them to implement culturally responsive teaching practices. With respect to multicultural competence, knowledge was not a significant predictor ($\beta = 0.131$, $p = 0.136$), while skill ($\beta = 0.208$, $p = 0.020$) and recognition ($\beta = 0.273$, $p = 0.003$) significantly predicted culturally responsive teaching readiness. These findings indicate that applied competencies are stronger determinants of teaching readiness than theoretical knowledge alone.

The results of the regression analysis are supported by existing literature emphasizing that applied cultural awareness and competence are crucial determinants of teachers' readiness for culturally responsive teaching. As asserted by Gay (2020), cultural awareness enables teachers to design instruction that authentically reflects learners' identities, thereby strengthening pedagogical responsiveness. Similarly, Ladson-Billings (2023) emphasized that culturally responsive teaching becomes effective when teachers move beyond self-awareness toward validating and sustaining students' cultural experiences. Moreover, Gorski and Swalwell (2021) argued that multicultural competence must be action-oriented, stressing that skills and recognition are essential in translating awareness into equitable practice. This is reinforced by Santoro (2020) and Tawazun (2021), who

found that practical instructional skills and cultural affirmation are stronger predictors of readiness than theoretical knowledge alone.

CONCLUSION AND RECOMMENDATIONS

This study determined the levels of multicultural awareness, multicultural competence, and culturally responsive teaching readiness of teachers; examined the relationships among these variables; and identified which domains significantly predict culturally responsive teaching readiness. Findings revealed that teachers demonstrated very high multicultural awareness, particularly in self-awareness and cultural awareness, and high multicultural competence, especially in cultural knowledge. Teachers were also generally ready to implement culturally responsive teaching, with stronger personal readiness than professional readiness. Correlation analysis showed that both multicultural awareness and multicultural competence are significantly related to culturally responsive teaching readiness, with multicultural competence exhibiting a stronger relationship. Regression analysis further revealed that cultural awareness, skill, and recognition significantly predict culturally responsive teaching readiness, while self-awareness and knowledge did not emerge as significant predictors. These findings indicate that culturally responsive teaching readiness is better explained by teachers' applied, practice-oriented capacities than by reflective awareness or theoretical understanding alone.

The study recommends that school administrators and instructional leaders design and implement school-based professional development programs that emphasize practical application of culturally responsive teaching strategies, rather than conceptual discussion alone. Teachers should be provided with opportunities for coaching, mentoring, and classroom-based demonstrations that strengthen multicultural skills and recognition practices. Curriculum planners and teacher education institutions are encouraged to enrich pre-service and in-service training by embedding experiential learning, community immersion, and culturally responsive pedagogy workshops to move beyond awareness toward competence. Education supervisors and policymakers, particularly at the division level, should ensure continuous monitoring and institutional support systems that strengthen teachers' professional readiness, enabling sustained and effective implementation of culturally responsive teaching across diverse classroom contexts.

Finally, future researchers may expand the study by including teachers from different districts, regions, or educational levels to improve the generalizability of the findings. This study also recommended to incorporate qualitative methods such as interviews, focus group discussions, and classroom observations to gain a deeper understanding of how culturally responsive teaching is practiced in actual classroom settings. Teacher training institutions and school administrators may use the findings to design professional development programs focused on enhancing multicultural awareness, communication skills, and cultural recognition. Future studies may examine other factors influencing culturally responsive teaching readiness, such as teaching experience, school climate, administrative support, and access to multicultural instructional resources.

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