Semestral Cultural Competence Training and Monthly Professional Development Activities for Filipino Teachers Handling Diverse Cultural Backgrounds

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Abstract- For educators all throughout the US, the value of ethnic diversity in the classroom is growing. Educational system in Latin Americans, Hispanics, Mexican Americans, Asian Americans, and Indian Americans are just a handful of the many ethnic groups that make up its long-standing diversified community. Its population has grown significantly in recent years, particularly because of the environment being transformed by increased migration. Despite their academic excellence and exceptional attributes, Filipino teachers in the United States are mostly uninformed about culturally responsive pedagogy, which includes culturally responsive teaching. Adopting diversity and creating culturally inclusive schools should be the top priorities if we want them to be efficient and competent. It is also essential to be aware of cultural differences to address the demands of pupils from various ethnic backgrounds. The respondents of the study were the thirty (30) Filipino teachers teaching at Espanola Public Schools; fifteen (15) Filipino teachers from Espanola Valley High School, five (5) from Carlos Vigil Middle School and ten (10) from Elementary Schools. Major findings revealed that trainings were effective to capacitate the Filipino teachers in terms of contextualizing strategies suited for diverse culture and enables the teachers to be equipped with necessary backgrounds in dealing with learners coming from different cultural backgrounds. Recommendations raised to allow district to allocate time for immersion for Filipino teachers to blend and study work ethics in their respective schools, that the district must plan on additional training that will enable Filipino teachers to be aware of providing challenging activities for diverse students to deliver culturally relevant lessons, and that the district must work collaboratively with others.

Indexed Terms- Semestral Cultural Competence, Diverse Cultural Backgrounds, Diversified Communities

I. INTRODUCTION

The first step toward a more understanding and peaceful society is realizing that there are many various races, ethnicities, and civilizations living on this planet. Contrary to popular belief, our differences are what bring us together as people rather than what separates us. Hammond et al. (2017) contend that to foster student competencies such in-depth knowledge of difficult material, critical thinking, complex problem solving, effective communication and teamwork, and self-direction, more advanced teaching methods are required. In turn, teachers must learn and perfect the instructional techniques necessary to impart these abilities, which calls for effective professional development (PD). Research has found that many professional development programs, however, don't seem to be helping instructors' practices or students' learning to change.

Are Filipino teachers' abilities and teaching quality improved by monthly professional development events and semester-long cultural competency training for students from a variety of cultural backgrounds? People are better able to hone their talents and skills in an environment that values diversity of culture. Having a variety of opinions and skills enables one to pick up knowledge from a wider range of coworkers. Additionally, it can improve one's capacity for problem-solving and raise enjoyment and productivity. This innovative attitude and encouragement to contribute can fuel success in a setting where all voices are heard (Thomas, 2020). Thomas went on to say that cultivating the ideals of cooperation and respect between educational

institutions and their staff members depends on cultural variety. Studies have demonstrated the benefits of having a multicultural workforce.

By bringing together people from different backgrounds you will see a more diverse series of solutions to issues and approaches to teaching diverse learners. It's not always an easy road to creating a culturally diverse workplace. These are just some of the issues to handle: preconceptions from underrepresented cultures on being marginalized, misinterpretation across cultures and languages, the intricacies of employment law, and conflicting working styles and etiquette.

According to Kampen (2020), a school environment that values diversity in the classroom can have a positive effect on the school community. When this takes place, a school community develops a setting that is safe, encouraging, and serves a purpose for both students and staff. This enables children to develop both intellectually and socially. Connecting with classmates, coworkers, and neighbors from different backgrounds and skill sets is essential in today's more fractured society. Diversity encourages kids to think differently and develops their critical-thinking abilities as well as their empathy.

II. STATEMENT OF THE PROBLEM

This study was conducted to find out if semestral cultural competence training and monthly professional development activities will strengthen the skills and boost the quality of teaching of Filipino teachers in handling students with diverse cultural backgrounds. It answers the following questions:

1. What is the profile of the teacher respondents in terms of:
1.1 sex;
1.2 civil status;
1.3 age;
1.4 years of teaching;
1.5 educational attainment;

2. What is the level of effectiveness of semestral cultural competence training and monthly professional development activities of Filipino teachers in handling students with diverse cultural backgrounds in terms of the following:

2.1 Inclusive Learning Environment
2.2 Culturally Competent Teachers/Educators
2.3 Increases Knowledge Base
2.4 Effective Teaching Practices
2.5 Changing Needs of Students.

3. What problems and difficulties are experienced by Filipino teachers in Semestral cultural competence training and monthly professional development activities in handling diverse students with diverse cultural backgrounds?
3.1 professional etiquette
3.2 conflicting Working Styles Across Teams
3.3 professional communication or Misinterpretation
3.4 prejudice or negative cultural stereotypes

4. How are the semestral cultural competence training and monthly professional development activities implemented and monitored?
4.1 Orientation on the Use of Materials to be used.
4.2 Incorporation of Diversity in the Lesson Plan
4.3 Joint Planning
4.4 Provide Guidance on Responding to Insensitivity
4.5 Multicultural Skill, Mentoring and Collaboration

5. What strategies and initiatives are incorporated in semestral cultural competence training and monthly professional development activities to handle students with diverse cultural backgrounds?
5.1 Assessing Cultural Competence
5.2 Evaluating Culturally Responsive Teaching
5.3 Evaluating Teaching Strategies

6. Is there a significant relationship between the effects of cultural competence training of respondents and the profile?

7. Is there a significant relationship between the problems and difficulties experienced by the respondents and the profile?

8. Is there a significant difference between the effects of cultural competence training of respondents when grouped according to the profile?

9. Is there a significant difference between the problems and difficulties experienced by the

respondents when grouped according to the profile?

III.   LITERATURE REVIEW

According to research, student outcomes are improved when the teaching staff is representative of the student community, particularly for at-risk student populations. To prevent their prejudices and attitudes from having a negative impact on the pupils' education, teachers should be aware of the backgrounds of their students. Understanding students' cultural and ethnic backgrounds is a strategy in creating a supportive academic environment because culture plays a crucial role in learning. Culture, language, race, and ethnicity are all aspects of cultural competence. Diverse groups of interested parties and organizations have different definitions of cultural competence in education. Cultural competence is defined by the National Education Association (NEA) as "the ability to successfully teach children who come from cultures other than our own"2. Cultural competence entails interpersonal awareness, cultural understanding, and a sense of ethical responsibility.
Cultural competency is the capacity to instruct students from cultures other than our own successfully. Effective cross-cultural teaching is based on a combination of personal and interpersonal awareness and sensibilities, a body of cultural knowledge, and a set of skills (Moore, 2021). The typical American classroom is a melting pot of students from different backgrounds and who hold a variety of beliefs. With at least 10% of their class, it is very likely that teachers will have nothing in common culturally. Therefore, one needs more than just subject-matter expertise to qualify as a successful instructor. They must be able to recognize and incorporate cultural differences into their basic values in addition to being able to accept them.

Learning environment that is inclusive. According to Misty (2020), it is the capacity to adapt instruction to meet the requirements of every learner, including those who progress more slowly and those who benefit from enrichment activities. Students advance on a variety of learning levels even in a normal general education classroom. The instructor must deliver activities and lessons that adhere to the same standards using a variety of ideas and methods in order to fulfill the requirements of every learner. In addition to helping students who learn at varying speeds, inclusive instruction also considers the wide range of racial and socioeconomic backgrounds present in American classrooms. It engages all types of learners and guarantees that every student is making progress. According to research, not every child learns in the same way. Some people learn best by using graphics, graphs, and photos, while others learn best by listening to information. For some students, learning new abilities is best processed through hands-on activities that let them manipulate and grip objects. We are learning more about the sensory requirements of students, and it is essential for these students to receive sensory input while learning. This ongoing study emphasizes the significance of continuously understanding student needs and putting instructional strategies into practice to support each child's learning (Francis 2021).

While finding what works for the kids in the educational environment is the main objective of an inclusive classroom, there are some general concessions that may be made to help the teacher and guarantee an inclusive atmosphere. Build Relationships - Getting to know the children and creating good relationships with each child is one of the most crucial steps you can do to ensure the inclusive classroom is effective. This could take the shape of unofficial surveys to determine how students learn best, observations of how students interact in class, or one-on-one dialogues to understand the needs of the individual students. Provide Difficult Activities for Each Level - The days of sitting a child aside with a coloring sheet while everyone else worked on their project are long gone.

Culturally sensitive educators and teachers. A teacher must intentionally give lessons that are culturally appropriate to engage pupils in the learning process. Due to standards and testing requirements, culturally responsive teaching may appear challenging at first, but it is important and useful. In the sections that follow, we'll explore how incorporating cultural elements into your classes will increase student engagement and go over doable strategies for keeping your classroom culturally relevant.

Knowledge Base Expands as a Result of Professional Development. No educator, regardless of their level of expertise and experience, is an expert. Growing is a constant process. A strong system of efficient professional development equips instructors with fresh information and abilities they may use in the classroom. Teachers must maintain an open mind and be eager to learn new things because their job is one that is continuously changing.

Expands Understanding of Effective Teaching Practices. As we get more knowledge about the talents and stages of brain development in children, teaching methods are continually changing. It's crucial for teachers to be informed of new developments and comprehend how our growing understanding of children's brains affects what they do in the classroom (Francis, 2021).

Adapt to Changing Needs of Students. The demands of pupils change as our understanding of teaching does. Students' expectations and views vary as the world does. For instance, in a world when everyone has access to Google, how should professors modify their research requirements? How do they stop the dissemination of incorrect information on social media? Keeps Teachers Informed of Curriculum Changes and Other Elements That Affect Students are just two examples among many. Teachers must keep up with changes in the curriculum, new classroom setups, and any other elements that can have an impact on students in addition to new teaching techniques, new student needs, and new mandates. The COVID-19 epidemic serves as a fantastic case study for the need for teachers to be flexible and quick-thinking. Teachers practically overnight

Different understandings of professional etiquette. Additionally, coworkers from various cultures may bring with them different attitudes, values, behaviors, and business etiquette to the workplace. In a multicultural workplace, they can be stimulating and even useful, but they can also lead to misunderstandings or bad blood amongst team members.

Conflicting Working Styles Across Teams. Various working methods and outlooks on the job can reflect different cultural values and exacerbate existing disparities. Conflicting work methods might hinder productivity if they are not acknowledged and considered.

Professional communication can be misinterpreted or difficult to understand across languages and cultures. The risk of missed communication between multilingual coworkers exists even if good translations are crucial for effective marketing. Language barriers are only one issue. Even in a workplace where everyone speaks English, it may be difficult to understand different accents or idioms used by native speakers.

Integration across multicultural teams can be difficult in the face of prejudice or negative cultural stereotypes. Overcoming this can be difficult, especially if there are hidden preconceptions across the cultures that make people reluctant to cooperate. Negative cultural stereotypes can have a major negative impact on productivity and corporate morale. For example, the long-standing hostility between the British and French or the Germans and Poles can occasionally seep into the workplace.

Although stereotypes like the idea that Americans are self-assured or that Asians are brilliant are not always negative, they are all oversimplifications that can be restrictive or polarizing in the workplace. While overt discrimination and stereotyping are major issues, it might be more difficult to combat ingrained and unintentional cultural biases in the workplace.

These are some of the issues and challenges faced by Filipino teachers in Semestral cultural competence training and Monthly professional development activities in handling diverse students with diverse cultural backgrounds, according to Katie Reynolds' article titled 13 Benefits and Challenges of Cultural Diversity in the Workplace.

Different perspectives on business etiquette. Additionally, coworkers from various cultures may bring with them different attitudes, values, behaviors, and business etiquette to the workplace. In a multicultural workplace, they can be stimulating and even useful, but they can also lead to misunderstandings or bad blood amongst team members. To manage students from varied cultural

backgrounds, the following tactics and efforts can be implemented into monthly professional development events and semestral cultural competence training:

Instruction on how to use the materials. Introduce the materials for various pupils and conduct a walk-through with the teachers. One strategy for incorporating diversity in the classroom is to use different learning and teaching materials. exposing kids to content that encompasses various perspectives and points of view. Different ethnicities, races, languages, skills, socioeconomic origins, and current events should be represented in the materials (Aaron, 2008).

Guide teachers to *incorporate Diversity in the Lesson Plan*. Cultural awareness can be promoted in the classroom, but you need also make sure your lesson plan takes diversity into account. For instance, enlarge history classes to include information outside of American history and culture. Alternately, make cross-cultural allusions and comparisons in your courses and homework to encourage personal connections among students from various origins. There are many ways you can incorporate cultural awareness and diversity into your lesson plan, and they will vary depending on the cultures represented in your classroom and the course you're teaching. One excellent strategy is to bring in diverse speakers to add varying points of view and real-life context to different subjects. No of the subject, make an effort to communicate and relate lessons to current events.

Allow for *Joint Planning.* Staff members should have the chance to collaborate on plans and share opinions on how their personal histories and beliefs affect their job as part of professional development. Participants can support one another in modifying education by exchanging ideas on how to incorporate multicultural methods and resources into school programming (Kampen,2020).

Don't Just Talk about Cultural Competence, *Practice It.* Not only should facilitators talk about culturally sensitive methods, they need also put them into practice. Therefore, professional development should appeal to a wide range of cultural perspectives and integrate a variety of materials and activities to help staff identify their own biases and develop skills to confront inequity in education. Districts cannot expect staff to develop cultural competence if those teaching them to do so do not "practice what they preach."

Provide Guidance on Responding to Insensitivity. Staff members require direction on how to respond to acts or comments that are culturally insensitive or discriminatory in a way that is instructional rather than punitive. In order to notice the effects and take action to be more inclusive and tolerant of other cultures, educators will need practice in dissecting the implicit biases or prejudices in students' or peers' conduct.

Multicultural Skill, Mentoring and Collaboration. Multicultural skills develop from individuals' cultural awareness and cultural knowledge. Participants discussed their personal teaching experiences and acknowledged the need for more training in order to successfully teach a diverse student body. Reviewing lesson plans and student profiles also revealed the requirement for skill development. The aim of becoming culturally competent, according to Povenmire-Kirk, Bethune, Alverson, and Gutmann Kahn (2015), is to acquire a skill set. The skill set would let instructors employ culturally acceptable methods while interacting with families and students from various ethnic origins. The success of preservice teachers is attributed to the development of multicultural competencies. For multicultural education, Cross, Bazron, Dennis, and Isaacs (1989) defined five fundamental skill categories. The five fundamental skill areas identified by Cross et al. were
• understanding and accepting of individual differences; • self-awareness; and • knowledge of the diversity of differences.

According to the article Four Indicators to Evaluate Culturally Responsive Teaching Network for Educator Effectiveness from October 21, 2020, the monthly professional development activities and semester-long cultural competence training are carried out and overseen by the following: Assessing Cultural Competence. In order to develop cultural competency, self-reflection or self-assessment can be a helpful beginning point and ongoing practice. Understanding various cultural viewpoints can be facilitated by developing awareness of one's own presumptions, perceptions, and understandings of other cultures. A person or organization can examine how well they

serve a variety of groups by conducting a self-assessment. They can also use the exercise to find areas for improvement and training.

Evaluate Culturally Responsive Teaching through Classroom Observations. Including a Range of Perspectives in the Teaching. A teacher that excels in this area would frequently and forcefully analyze the contributions made by various national, regional, and ethnic groups to the curriculum, the social and cultural variety within the content, the likelihood of prejudice, and the perspectives from many cultures. To help students develop a variety of social and cultural perspectives, the instructor will combine the viewpoints of many people. Teachers will engage students in techniques to identify whether bias is present in representations and situations, and they will encourage students to communicate their personal viewpoints as they relate to other perspectives. Students will be expected to demonstrate their awareness of regional and global concerns relevant to the discipline during class activities.

Demonstrating Multicultural Respect. Strong teachers in this area will make clear connections throughout lessons that are pertinent to practically every student's culture. Routines and processes will unmistakably show that the workplace is a multicultural one, and the setting itself will have many representations of other cultures. Respect for all students shall be continuously taught and exhibited by the instructor, and students will exhibit respect for people from other cultures.

Facilitating Positive Student-Student Relationships. In the classroom, the instructor employs techniques that encourage students to be polite and socially adept. This indicator measures how well kids are doing in terms of social skills (conflict resolution, kindness, helpfulness, cooperation, and encouragement). A variety of research-based teaching techniques would be used, and every chance to encourage social competency in pupils would be taken. Students in the classroom will nearly always engage positively and show goodwill to one another when a teacher is good at this. The following are some possible teaching methods for Indicator 5.3: promoting prosocial values; recognizing and praising kindness; giving students opportunities to help others; ensuring that everyone participates in activities; highlighting an individual's

strengths to the group; coaching friendship skills; valuing diverse personalities; teaching compromise; and encouraging.

Communicating Respect and Dignity. The instructor is considerate of the cultural, gender, intellectual, and physical disparities in their interactions with the students. The best teaching in this situation would communicate with pupils in a variety of ways that are sensitive to their cultural, gender, intellectual, and physical diversity. The use of gender-neutral language, addressing the needs of students whose first language is not standard English, taking into account different cultural backgrounds, accommodating physical disabilities, and framing communication in various ways so that students with various intellectual abilities can understand are some strategies. Teachers that excel in this area will assist pupils in communicating respectfully for disparities in physical, intellectual, gendered, and cultural backgrounds.

Evaluate if Teaching Strategies are effective through observations and students feedback. Effective teaching methods for addressing various learners' needs will vary based on the specific requirements of the pupils, hence there is no universally applicable solution to this problem. However, there are a few general concepts to keep in mind, such as adopting a range of teaching strategies, making accommodations or modifications as necessary, and fostering an inclusive learning atmosphere. Additionally, it's critical to recognize your own preconceptions and presumptions regarding diverse kids and to take steps to dispel them (Yusiff, 2022).

IV. RESEARCH METHODOLOGY

- Research Design

This research was descriptive correlational and purposive. The type of research is determined by the amount and quality of the data. In general, it is uncontrolled. Due to the behavior of the data that was obtained, research cannot be manipulated, and neither can the research outcomes. The information is true and error-free. Surveys or questionnaires were employed to record the responses of respondents while employing the survey method.

- Research Respondents

The respondents of the study were the thirty (30) Filipino teachers teaching at Espanola Public Schools; fifteen (15) Filipino teachers from Espanola Valley High School, five (5) from Carlos Vigil Middle School and ten (10) from Elementary Schools.

- Research Environment

Española Public School District #55 (EPSD) or Española Public Schools (EPS) is a school district based in Española, New Mexico, USA. It includes sections of Rio Arriba County and Santa Fe County. Española Public Schools, through family and community collaboration and partnerships, engage all students in meaningful learning experiences. These experiences will meet the highest academic and ethical standards in a caring, collaborative, creative, and safe learning environment.

Española Valley High School provides relevant and challenging learning experiences that enhance and expand students' potential to adapt and meet the demands of the changing times. Its vision is committed to ensure academic success and life-long learning skills for all students to become independent, functional, productive, and globally competitive citizens. Its core values are: Believe, Adapt, Persevere and Community.

Carlos F. Vigil Middle School's mission is to teach all students to become wise leaders. Its faculty manages robust teaching and learning cycles, and students thrive in a continually cohesive environment. Its vision is to provide a safe and enjoyable haven for all, universally promoting fairness, kindness, developing talents, and allowing all to find rich meaning in everyone's lives.

Eutimio Tim Salazar III/Fairview Elementary School vision is to prepare the students to pursue their aspirations and contribute to the world. Its mission is to provide students with educational and socio-emotional learning experiences, so they are college and career ready.

- Research Instrument

This study made use of 2 sets of survey questionnaires divided into 2 parts. The first section deals with the profile of the teachers. Part II focuses on the effectiveness of semestral cultural competence training and monthly professional development activities in strengthening the skills and boosting the quality of teaching of Filipino teachers in handling students with diverse cultural backgrounds.

- Research Procedure

The survey questionnaire was in google form and sent to the Filipino teachers to answer. Clear instructions on how to answer the survey questionnaire online were given and clearly done. Gathered data was treated with utmost confidentiality. Then, data was gathered, and tabulation followed.

- Ethical Consideration

Respondents were made to understand the purpose of the study and no information would be disclosed without permission. Their permission to be respondents was sought. Only those who were willing to share vital information were considered as informants. Those who declined to be part of the study were given the freedom and were not forced to join as respondents. It was further emphasized that should they feel, they should discontinue answering the questionnaire, they were free to do so because their being respondents to this research was purely voluntary.

V. DATA ANALYSIS

The data were exported into the Statistical Package for Social Sciences (SPSS) which was used for data manipulation and analysis. Specifically, the mean was used to analyze the common perceptions of respondents on struggles and coping strategies, chi-square test were used for the relationship between the independent and independent variables, t-test, and F test ANOVA were used to find the difference in perceptions when respondents were grouped according to selected profile variables.

VI. DISCUSSIONS

Majority of the respondents were female Filipino teachers teaching in the Espanola District (24 or 92.31%) who were already married (20 or 76.92%) and under the age bracket from 40-49 (52.85%) and 50-59 (23.08%) while most of them have been teaching between 21-25 years. In terms of educational attainment, most of the teachers have master's degree

and with units in post doctorate studies (20 or 76.92%).

For the level of effectiveness of semestral cultural competence training and monthly professional development activities of Filipino teachers in handling students with diverse cultural backgrounds in terms of the *Inclusive Learning Environment* which focus on building relationship, rigorous activities, providing opportunities for collaborative learning which allows supports the respondents rated the activity as *Highly Effective* (Cx=Highly Effective). *Culturally Competent Teachers/Educators,* the training was able to enhance the ability of teachers to employ culturally responsive and relevant teaching pedagogies (Cx= 3.19 Effective). While the monthly training was able to provide and *increase knowledge of Filipino* teachers and empower them to implement new learning (Cx=3.46 Highly Effective). It is very evident that the training for Filipino teachers was able to *Effectively established Teaching Practices* by staying up to date on new information which impacted to the student's learning (Cx=3.58 Highly Effective). While in catering to the *Changing Needs of Students* the teachers were able to cope with the standards of the curriculum by adapting students' expectations of the subjects (Cx=3.31 Highly Effective).

In terms of problems and difficulties are experienced by Filipino teachers in Semestral cultural competence training and monthly professional development activities in handling diverse students with diverse cultural backgrounds. Most of the teachers experienced and observed different attitudes, values, behaviors, and *etiquett*e problems that leads to misunderstanding or ill feelings with one another from the students with different cultural backgrounds (Cx=2.60, Often).

In terms of *conflicting Working Styles Across Teams* most of the students belonged top different cultural backgrounds manifested different working styles and attitudes that leads them to conflicting approached to individual work (Cx=2.52, Often*). For Misinterpretation and Professional Communication,* lost communication and language barriers were considered Often (2.54) experienced by teachers. And in terms of *Prejudice or Negative Cultural Stereotypes* often (2.52) teachers do experienced prejudices

between culture and negative stereotyping from fellow teachers. This elaborates that most of the Filipino teachers observed problems in terms of dealing with fellow students with different cultural backgrounds.

Most of the respondents believed that semestral cultural competence training and monthly professional development activities implemented and monitored through *orientation on the use of materials* in terms of walking through on the lessons and by considering the learners' varied viewpoints (Cx=3.00, Much). *Incorporation of diversity in the lesson plan* while connecting the lessons to the real-world issues (Cx=2.94, Much) was also perceived as much evident and implemented. While constant *Joint Planning* was also observed through exchange of feedback and sharing of ideas to incorporate multicultural techniques (Cx=3.67, A great deal) perceived to be strictly observed in the preparation of the curriculum. While *Providing Guidance on Responding to Insensitivity* was also observed to address cultural insensitivity and prejudices (Cx=3.13, Much) was practiced. Lastly, *mentoring and collaboration* perceived to be a great deal like additional training and personalized mentoring perceived to be necessary to constantly manage Filipino teachers to become more competent and responsive to the needs of the students with multicultural orientations.

For strategies and initiatives are incorporated in semestral cultural competence training and monthly professional development activities to handle students with diverse cultural backgrounds teachers were asked to perform *self-reflection and self-assessment* to constantly monitor their progress and points for improvements. *Evaluating Culturally Responsive* Teaching was also evident through communication with respect and dignity. This elucidates that the culture pf respect and trust was also established to successfully hone teachers to be more diverse in their strategies as they engage learners. While evaluating teaching strategies were constantly done to constantly update and contextualized teaching strategies according to the needs of the learners.

In terms of evaluating of effective teaching strategies as a result for the monthly professional training of Filipino teachers, the use of effective teaching strategies utilizing variety of methods and

modifications to contextualized learning experiences to different learners were evident as always (Cx=3.46, Always).

There is a significant relationship between the effects of cultural competence training specifically on creating an inclusive learning environment the to the years of teaching, x^2=17.37, cv=15.51, df=8, Educational attainment x^2=18.59, cv=15.51, df=8, and Status, x^2=13.32, cv=9.49, df=4. This clarifies that the ability of the Filipino teachers to create an inclusive learning environment can be influenced by the preparations in terms of experience, educational qualifications, and the status of life. While the ability to be more culturally competent teachers in dealing with diverse learners can be also influence with their status of life of being single or married. In providing teachers new knowledge and skills is also dependent with the educational attainment of teachers, x^2=0.70, cv=9.49, df=4. This means that the ability of the teachers to accumulate knowledge and skills will also differ on educational background.

There is significant difference between the effects of cultural competence training of respondents in terms of Orientation and the use of materials when grouped according to the years of teaching. This means that the years of teaching of Filipino teachers may lead to varied utilization of the use of instructional materials to support learning. While a significant difference is also existed on how Filipino teachers assess the cultural competence training and monthly professional activities when grouped according to age.

CONCLUSIONS

1. Teachers must design tough activities for each level in the inclusive learning environment at their own pace so that each student is continually pushed to realize his or her full potential. This makes learning more meaningful for pupils, and academic rigor makes sure they are pushed to grow in knowledge and skill. Furthermore, holding pupils to rigorous and high academic standards aids in the growth of soft skills like analytical thinking and practical application.
2. There is a need for teachers to give culturally relevant teachings and use more culturally responsive teaching strategies. These build a

potent link between classroom lessons and the various student backgrounds, encouraging beneficial and successful learning.
3. When putting the lesson into practice, teachers must take the students' perceptions and expectations into account.
4. To comprehend professionalism and be aware of the ethics upheld in the district, teachers should have the chance to immerse themselves in the educational system with varied cultural perspectives.
5. Teachers must incorporate diversity into lesson plans and guidance on handling insensitivity more thoroughly.
6. It is necessary to evaluate teachers' cultural sensitivity. Active listening, empathy, and effective involvement are three cultural competency skills that can be used to foster a friendly atmosphere and foster an understanding of the similarities and differences between cultures.
7. It is important to assess culturally responsive teaching, especially when it comes to incorporating different viewpoints into lessons.
8. The experience, education, and socioeconomic position of the Filipino teachers may have an impact on their capacity to foster an inclusive learning environment.
9. Filipino teachers may employ instructional resources to promote learning in a variety of ways depending on how long they have been teaching. When Filipino teachers are categorized according to age, there is also a considerable difference in how they rate the cultural competence training and monthly professional events.

RECOMMENDATIONS

1. That the district must regularly plan on additional training that will allow Filipino teachers to be cognizant of providing rigorous activities for diverse students to reach their full potential.
2. That the school must schedule a quarterly professional development to focus on strategies on how to employ and deliver culturally responsive relevant lessons.
3. That when implementing the diversity lesson, the school must take the kids' perceptions and expectations into account. Teachers and students need time to collaborate before the start of the

school year. In this manner, they can jointly organize the objectives of a teaching lesson, learning activities, and the alignment of instructional materials with assessments and assessments with learning goals.

4. That the district must allocate time of immersion to Filipino teachers to blend and study work ethics in their respective schools.

5. To intensify incorporation of diversity in the lesson plan, teachers should be given time to look for materials such as references and analogies to other cultures in their lessons and assignments to help students with diverse backgrounds personally connect.

6. That the administrators must Evaluate Culturally Responsive Teaching especially on Incorporating Various Perspectives into Instruction quarterly using standardized measures.

7. That the district will allow significant and realistic experiences of teachers, allowing teachers to advance in education, and support develop socioeconomic status of Filipino teachers to capacitate and foster an inclusive learning environment.

8. That the district must provide Filipino teachers with equal opportunities regardless of their experience level or age for them to be equally capable and effective when using applicable pedagogical methods in a setting with a. highly diverse learning environment.

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