

Culturally Responsive Teaching Self-Efficacy among Education Students: A Cross-Sectional Analysis

Manuel E. Caingcoy
Bukidnon State University, Philippines
ORCID: 0000-0002-3862-1561

ABSTRACT

Culturally responsive teaching self-efficacy (CRTSE) has emerged as a critical topic in the preparation of prospective teachers. Its significance has increased over time in teaching and scientific discourse. However, previous research on the CRTSE has yielded conflicting results. This cross-sectional study examined the CRTSE of education students in a teacher education institution in the Philippines. The study was conducted immediately after the participants completed the course, which is referred to as Bukidnon Cultural Studies, with Strategies in Teaching Indigenous People, which promotes culturally responsive teaching. Using a 40-item scale, forty-four education students participated in a self-assessment through purposive sampling. The results revealed that education students were highly capable or efficacious in culturally responsive teaching, except in areas such as assessment and the native language. The cross-sectional analysis revealed a significant difference in CRTSE scores between students majoring in the Filipino and English languages, particularly in terms of the classroom environment. These findings indicated that those majoring in Filipino were more capable of creating a culturally responsive classroom environment than their counterparts were. Conversely, there was no significant difference in the CRTSE scores of male and female secondary college students. These findings have specific implications for future directions.

Keywords: culturally responsive teaching, degree program, ethnicity, gender, self-efficacy

INTRODUCTION

Culturally responsive teaching self-efficacy (CRTSE) has become a crucial topic in the preparation of pre-service teachers for a fulfilling career. Its significance was established in seminal works by Siwatu (2005, 2007) and his colleagues (Siwatu et al., 2011a, 2011b, 2011c). Since then, appreciation for the CRTSE has grown steadily within the teaching profession and scientific discourse. This appreciation has gradually expanded over the years to different regions, including Asia.

Recognizing its importance, numerous efforts and interventions have been implemented to help schools prepare pre-service teachers for CRTSE through extended clinical experience (Putman et al., 2023), online language immersion (Courtney, 2023), teaching simulations (Christensen & Knezek, 2025), engaged and asset-based teacher preparation (Paulick et al., 2024), and identity projects (Pevac-Zimmer et al., 2024). Therefore, teacher education institutions must ensure that pre-service teachers are equipped with the necessary abilities to effectively implement culturally responsive teaching practices (Siwatu, 2007). This can be achieved by integrating CRT practices into teacher education curricula. Such integration is possible when there is structural support for pre-service teachers (Bayraklı, 2026). Recent findings underscore the significance of supporting CRTSE development through ongoing, context-sensitive strategies that promote equity and culturally affirming practices in diverse school settings (Manchanda et al., 2026).

Previous CRTSE studies, even those conducted by Siwatu and his colleagues, have produced varied findings. Pre-service teachers were found to be efficacious in helping students feel like important members of the classroom and in developing positive and personal relationships with their students. However, they were less efficacious at communicating with English Language Learners (Siwatu, 2007). In another study, prospective elementary school teachers were found to be efficacious at using a variety of teaching and instructional methods, communicating with parents, and developing positive and trusting relationships with learners (Siwatu et al., 2009). An explanatory mixed methods study by Siwatu (2011b) reported disparities among pre-service teachers' exposures relevant to culturally responsive teaching. Those with high self-efficacy indicated that most of the tasks or practices in the scale were covered by teachers in their methods

courses, whereas those with low self-efficacy reported that only a few of the tasks and practices were covered in non-methods courses.

Research on mixed-methods has yielded the following findings: 1) teacher candidates from both urban immersive residency programs and traditional programs hold moderate CRTSE beliefs; 2) urban immersive residency programs provide a supportive community of practice for teacher candidates, fostering their development in culturally responsive teaching; and 3) residents of urban immersive programs demonstrate a clear understanding of culturally responsive teaching (Sutphin, 2022). In the context of the Philippines, a mixed-methods inquiry revealed that Filipino Pre-service teachers were more efficacious at teaching principles and practices involving pedagogical skills, professional competence, and personal attributes. However, they demonstrated low self-efficacy in terms of the cultural dimensions of the CRTSE during their teaching internships (Cabauatan, 2025).

Middle school mathematics teachers were found to be moderately efficacious in their ability to implement culturally responsive teaching practices (Young et al., 2019). Additionally, Cruz et al. (2020) reported that teachers were more confident in building personal relationships with students and establishing trust. However, they perceived themselves as less confident in areas requiring specific cultural knowledge, such as validating students in their native language, teaching students about their culture's contributions to curricular topics, and serving exceptional learners from diverse backgrounds (Chu & Garcia, 2021).

This study examines the culturally responsive teaching self-efficacy of secondary education students who completed a course on cultural studies. Specifically, it compares their CRTSE on the basis of their gender and degree programs. To some extent, the study investigates whether these students have become efficacious in implementing culturally responsive teaching after taking the course. Additionally, it aims to contribute to the ongoing discussion about the CRTSE of pre-service teachers, particularly the conflicting results found in previous research.

This study is grounded in the construct of culturally responsive teaching self-efficacy (CRTSE), as developed by Siwatu (2007), Siwatu et al. (2009), and Siwatu et al. (2011a, 2011b, 2011c). CRTSE refers to beliefs in their confidence to execute specific teaching practices and tasks associated with teachers who are believed to be culturally “responsive” (Siwatu, 2005, p. 8; Siwatu, 2007, p. 1090). Specifically, it encompasses the tasks and practices within the framework of culturally responsive teaching. These tasks and practices are categorized into eight dimensions: 1) instruction, strategies, and curriculum; 2) obtaining student information; 3) school and home culture; 4) assessment; 5) the classroom environment; 6) communication; 7) the native language; and 8) trust and rapport. While the seminal work of Siwatu (2005) and subsequent research have established the concept of the CRTSE, they did not provide explicit definitions or descriptions

for each of these dimensions. This study is also grounded in the idea proposed by Evans (2017) that having more experience with diverse students and completing more diverse courses can better prepare educators to teach diverse learners. It is assumed in this inquiry that education students were exposed to topics and discussions related to diversity and the diverse backgrounds of learners during their coursework in Bukidnon Cultural Studies with Strategies in Teaching IP.

RESEARCH METHOD

This study employed a cross-sectional method to investigate the culturally responsive teaching self-efficacy of education students from a state university in the Philippines. The cross-sectional method was appropriate for comparing the CRTSE based on their gender and degree programs. This approach aimed to determine whether these categorical variables played a significant role in developing their ability or confidence to demonstrate culturally responsive teaching tasks and practices.

Participants

Through purposive sampling, the study involved 44 education students enrolled in the course Bukidnon Cultural Studies with Strategies for Teaching Indigenous People during the second semester of the 2024–2025 academic year. The sample comprised 13 males and 31 females; among them, 32 students were pursuing a Bachelor of Secondary Education major in English, while 12 were taking a Bachelor of Secondary Education major in Filipino. These individuals voluntarily participated in the study and provided informed consent during the data collection process.

Research instrument

The study adopted the 40-item scale developed by Siwatu (2007) on Culturally Responsive Teaching Self-Efficacy. Its items were derived from the literature and were validated through factor analysis. The dimensions, along with their corresponding indicators, are as follows: instruction, strategies, and curriculum (13 items); obtaining student information (8 items); trust and rapport (6 items); home versus school culture (4 items); assessment (3 items); communication (2 items); native language (2 items); and the classroom environment (2 items). Originally, the scale used a continuum from 0 to 100, where 0 indicated no confidence and 100 indicated complete confidence in implementing culturally responsive teaching tasks and practices. In this study, a 5-point (1–5) Likert scale was used, with 1 indicating not capable at all and 5 indicating highly capable.

Data collection

The instrument was administered after the final examination for the course Bukidnon Cultural Studies with Strategies for Teaching Indigenous People. All the students enrolled in this course were included as participants. The instrument was completed voluntarily as a form of self-assessment. When the 40-item scale was completed, there were no incorrect responses. Therefore, the responses were solely based on their self-belief and confidence in performing the tasks and practices.

Data Analysis

Descriptive statistics (means and standard deviations), parametric tests (Levene's test, independent samples), and nonparametric tests (the Mann–Whitney U test for independent samples) were used to analyze the data and achieve the study objectives. Parametric inferential statistics were applied with caution because of the lack of randomization in selecting participants. In such circumstances, a nonparametric test was conducted as a cross-check to verify the results obtained from the parametric tests.

RESULTS AND DISCUSSION

Largely, education students reported being highly capable and efficacious in most tasks and practices related to instruction, strategy, and curriculum, except for three indicators (28, 29, 30). These indicators involve critically examining the curriculum for negative cultural stereotypes, modeling classroom tasks that enhance English language understanding, and designing a lesson that demonstrates how a cultural group uses mathematics. In these areas, education students may benefit from additional guidance from their mentors to prepare them for their future teaching careers.

The results in Table 1 indicate that education students can enact the tasks and practices of culturally responsive teaching with high confidence and capability. This is supported by the overall mean score, which is interpreted as highly capable. This implies that education students may have had experiences that led them to develop confidence in their abilities related to instruction, teaching strategies, and the curriculum. One such experience was their exposure to the course, Bukidnon Cultural Studies with Strategies in Teaching Indigenous People. This experience highlights the need to utilize appropriate pedagogies when diverse learners from different cultural backgrounds are taught. The course included discussions on culturally responsive curricula, culturally responsive lessons, and culturally responsive activities.

On the one hand, the findings above align with those of a previous study reporting that prospective elementary school teachers were efficacious in using a variety of teaching and instructional methods (Siwatu et al., 2009). In another investigation, pre-service teachers were found to have been exposed to an in-depth

culturally responsive teaching epistemology; additionally, they were very confident in their ability to employ culturally relevant teaching practices (Fitchett et al., 2012). These results also affirm an inquiry that reported that Filipino pre-service teachers were more efficacious in terms of teaching principles and practices involving pedagogical skills, professional competence, and personal attributes (Cabauatan, 2025). On the other hand, the results above contradict those of earlier research indicating that middle school mathematics teachers were only moderately efficacious in their ability to implement culturally responsive teaching practices (Young et al., 2019).

Table 1: Self-Efficacy in Instruction, Strategies and Curriculum

ISC Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[1] adapt instruction to meet the needs of my students.	4.43	.62	Highly capable
[6] implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.	4.25	.61	Highly capable
[11] use a variety of teaching methods.	4.32	.86	Highly capable
[14] use my students' prior knowledge to help them make sense of new information.	4.36	.81	Highly capable
[26] help students develop positive relationships with their classmates.	4.50	.79	Highly capable
[27] revise instructional material to include a better	4.39	.62	Highly capable
[28] critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.	4.18	.81	Capable
[29] design a lesson that shows how other cultural groups have made use of mathematics	3.68	.88	Capable
[30] model classroom tasks to enhance English Language learners' understanding.	4.19	.88	Capable
[35] use examples that are familiar to students from diverse cultural backgrounds.	4.45	.73	Highly capable
[38] use the interests of my students to make learning meaningful for them.	4.52	.63	Highly capable
[39] implement cooperative learning activities for those students who like to work in groups.	4.45	.66	Highly capable
[40] design instruction that matches my students' developmental needs.	4.41	.79	Highly capable
Overall Mean	4.32	.53	Highly capable

Note. *M* = mean, *SD* = standard deviation.

The second dimension pertains to obtaining student information in every classroom. Such information guides teachers in designing culturally responsive teaching, assessment, and selection of instructional materials. The results indicated that education students are highly capable or efficacious in terms of the six indicators in Table 2, except with one indicator for obtaining information about students' home lives. The overall mean score suggests that these students can demonstrate most of the tasks and practices of culturally responsible teaching with high confidence and capability. The results may imply that education students are aware of the important responsibility for cultural responsiveness. They can accomplish these tasks through interviews, surveys, checklists, or questionnaires, which can provide education students with valuable data and information about each learner.

Table 2: Self-Efficacy in Obtaining Student Information

OSI Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[2] obtain information about my students' academic strengths.	4.36	.81	Highly capable
[3] determine whether my students like to work alone or in a group.	4.55	.63	Highly capable
[4] determine whether my students feel comfortable competing with other students.	4.20	.79	Highly capable
[8] obtain information about my students' home life.	4.07	.90	Capable
[16] obtain information about my students' cultural background.	4.37	.69	Highly Capable
[21] obtain information about my students' academic weaknesses.	4.34	.69	Highly capable
[34] use a learning preference inventory to gather data about how my students like to learn.	4.34	.71	Highly capable
[37] obtain information regarding my students' academic interests.	4.32	.61	Highly capable
Overall Mean	4.32	.80	Highly capable

Table 3 presents the culturally responsive teaching self-efficacy of education students in terms of school and home culture, represented by four indicators that reflect specific tasks and practices. Among these indicators, only one is identified as a task that education students are highly capable of performing: using learners' cultural backgrounds to make learning more meaningful. The remaining indicators are only moderately capable. However, the overall mean score supports the indicator with the highest response.

In general, it appears that education students are highly capable of demonstrating culturally responsive teaching in terms of school and home culture. These results may imply that they can effectively perform tasks or demonstrate the

practices expected of them to balance home and school cultures, while supporting cultural maintenance among learners without discriminating against anyone based on their cultural background. As Karatas (2020) states, “Being a culturally responsive teacher requires having certain personal and professional competencies, such as avoiding discrimination and respecting cultural differences” (p. 1). These findings contrast with the claim that Filipino pre-service teachers demonstrated low self-efficacy in terms of the cultural dimensions of the CRTSE (Cabauatan, 2025).

Table 3: Self-Efficacy in terms of School and Home Culture

SHC Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[5] identify ways that the school culture (e.g. values, norms, and practices) is different from my students’ home culture.	4.18	.90	Capable
[13] use my students’ cultural background to help make learning meaningful.	4.45	.63	Highly capable
[15] identify ways how students communicate at home may differ from the school norms.	4.16	.75	Capable
[17] teach students about their cultures’ contributions to science.	4.02	.82	Capable
Overall Mean	4.20	.56	Highly capable

Table 4: Self-Efficacy in terms of Assessment

Assessment Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[7] assess student learning using various types of assessments.	4.23	.83	Highly Capable
[23] identify ways that standardized tests may be biased toward linguistically diverse students.	4.07	.93	Capable
[33] identify ways that standardized tests may be biased toward culturally diverse students.	4.18	.81	Capable
Overall Mean	4.16	.76	Capable

The data in Table 4 reveal that education students are moderately capable of demonstrating these tasks and practices for culturally responsive teaching in terms of assessment. Among the three indicators, one has the highest response, interpreted as highly capable: assessing students' learning by employing varied types of assessment. In their respective degree programs, education students are exposed to two courses. One addresses traditional assessments, while the other focuses on alternative assessment strategies. However, the other indicators suggest that they are only moderately capable, which is consistent with their overall efficacy. This may imply that they require additional guidance on how to identify

bias in standardized tests. These tasks necessitate more technical knowledge. Discussions about bias are common in assessment courses, especially in traditional types of assessment where validity and reliability are crucial. Malo-Juvera et al. (2018) reported that teachers exhibited low self-efficacy in identifying cultural bias in curricula.

Overall, the education students appeared highly capable or efficacious in all the tasks and practices related to culturally responsive teaching in terms of the classroom environment. Specifically, they can demonstrate a high ability to ensure that the classroom environment has a fair representation of different cultures, where no dominant culture emerges in the interaction between learners or between learners and the teacher, and by fostering positive relationships among students. To meet the expectations under this dimension, education students need to plan and manage their classes effectively on the basis of the student information they gathered through various data collection methods. Information regarding learner diversity is crucial in creating a classroom environment that is welcoming to all students.

Table 5: Self-Efficacy in terms of the Classroom Environment

CE Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[19] design a classroom environment using displays that reflect a variety of cultures.	4.36	.78	Highly Capable
[26] help students develop positive relationships with their classmates.	4.50	.79	Highly Capable
Overall Mean	4.43	.64	Highly Capable

Previous studies have shown that pre-service teachers are efficacious at developing positive and personal relationships with their students (Siwatu, 2007). Additionally, prospective elementary school teachers were shown to be efficacious at developing positive and trusting relationships with learners (Siwatu et al., 2009). Moreover, Cruz et al. (2020) reported that teachers were more confident in building personal relationships with students. Recent findings indicate that teacher candidates are more efficacious in their ability or ability to build relationships with learners (Greenlees et al., 2024). These findings contribute to the existing empirical evidence by reinforcing previous claims.

Similarly, education students considered themselves highly capable or efficacious in demonstrating the tasks and practices of culturally responsive teaching in terms of communication. More specifically, they are highly capable of communicating with parents about the child's educational progress and the child's achievements. These results suggest that these education students are proficient in communication, likely because of their enrollment in programs that focus on language learning for secondary education.

It is stated that “being a culturally responsive teacher requires having certain personal and professional competencies, such as... having good communication skills” (Karatas, 2020, p. 1). Additionally, prospective elementary school teachers were reported to be efficacious at communicating with parents (Siwatu et al., 2009). Conversely, pre-service teachers were reported to be less efficacious at communicating with English Language Learners (Siwatu, 2007). These conflicting findings can serve as a starting point for future research.

Table 6: Self-Efficacy in terms of Communication

Com. Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[24] communicate with parents regarding their child’s educational progress.	4.45	.63	Highly Capable
[31] communicate with the parents of English Language learners regarding their child’s achievement.	4.20	.83	Highly Capable
Overall Mean	4.38	.62	Highly Capable

Table 7: Self-Efficacy in terms of Native Language

NL Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[18] greet English Language Learners with a phrase in their native language.	4.07	.97	Capable
[22] praise English Language Learners for their accomplishments using a phrase in their native language.	4.11	.92	Capable
Overall Mean	4.09	.84	Capable

Like the assessment dimension, education students demonstrated only moderate capability or some efficacy in actualizing the tasks and practices of culturally responsive teaching related to the native language. With respect to both indicators, they were only moderately capable of greeting learners with a phrase in their native language and praising them for their accomplishments using a phrase in their native language. Even though these students are learning languages, they still find it challenging to use the native languages of their learners. The province of Bukidnon, where most of them come from, is multicultural, with many ethnic tribes within the locality. These cultural communities speak their own tongues. It would be difficult for education students to familiarize themselves with all the dialects or different languages of learners in the classroom. This scenario is becoming increasingly common in most classrooms today as communities where schools are located become more diverse in socioeconomic and cultural aspects. In the study by Cruz et al. (2020), teachers deemed themselves less confident in

areas that involved specific cultural knowledge, such as validating students in their native language. To some extent, the results above confirm this report.

The education students reported themselves being highly capable or efficacious in demonstrating the tasks and practices of culturally responsive teaching, particularly in building trust and rapport with learners. This overall self-assessment is supported by individual indicators, where they also deemed themselves highly capable. Additionally, they were particularly effective at helping students feel like important members of the class. Previous research has shown that participants were efficacious at helping students feel like important members of the classroom (Siwatu, 2007). In another investigation, teachers were very confident in building trust in classrooms (Cruz et al., 2020).

Table 8: Self-Efficacy in terms of Trust and Rapport

TR Indicators	<i>M</i>	<i>SD</i>	Qualitative Description
[9] build a sense of trust in my students.	4.48	.76	Highly capable
[10] establish positive home-school relations.	4.30	.79	Highly capable
[12] develop a community of learners when my class consists of students from diverse backgrounds.	4.27	.82	Highly capable
[20] develop a personal relationship with my students.	4.32	.80	Highly capable
[25] structure parent-teacher conferences so that the meeting is not intimidating parents.	4.39	.72	Highly capable
[32] help students feel like important members of the classroom.	4.64	.72	Highly capable
Overall Mean	4.40	.58	Highly capable

Table 9 compares the culturally responsive teaching self-efficacy of male and female education students. The results revealed no significant difference in CRTSE between male and female participants in terms of instruction, strategies, and curriculum ($t(42) = -.761, p > 0.05$), obtaining student information ($t(42) = -.614, p > 0.05$), school and home culture ($t(42) = -.986, p > 0.05$), assessment ($t(42) = -.178, p > 0.05$), classroom environment ($t(42) = -1.630, p > 0.05$), communication ($t(42) = -.728, p > 0.05$), native language ($t(42) = .512, p > 0.05$), or trust and rapport ($t(42) = -.098, p > 0.05$). To verify these results, the Mann–Whitney U test for independent samples was conducted (see Tables 10 and 11). However, the results still revealed no significant difference in the CRTSE scores of male and female education students across dimensions. This is evident in their very close mean ranks, although the female group consistently has a larger sum of ranks. No p-values (Asymp. Sig) were less than 0.05 or 0.01. Lewis-Pratl (2021) reported no significant difference in the CRTSE among pre-service teachers when their gender was considered. These findings are consistent with the results of the present study.

Conversely, Caingcoy et al. (2022) reported that gender played a significant role in the development of culturally responsive teaching.

Table 9: Levene’s Test and T Test Comparing the CRTSE of Male and Female Students

Dimensions	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
ISC	Male	13	4.22	.48	1.454	.235	-.761	42	.451
	Female	31	4.35	.55					
OSI	Male	13	4.24	.53	.197	.660	-.614	42	.543
	Female	31	4.25	.54					
SHC	Male	13	4.07	.57	.000	.998	-.986	42	.330
	Female	31	4.25	.54					
Ass	Male	13	4.12	.51	4.502	.040	-.178	42	.859
	Female	31	4.17	.84					
CE	Male	13	4.53	.77	.214	.646	-1.630	42	.111
	Female	31	4.53	.56					
Com	Male	13	4.26	.66	.139	.712	-.728	42	.471
	Female	31	4.41	.60					
NL	Male	13	4.19	.59	5.151	.028	.512	42	.612
	Female	31	4.04	.93					
TR	Male	13	4.38	.52	.557	.460	-.098	42	.992
	Female	31	4.40	.61					

Table 10: Mean Ranks and Sum of Ranks

Dimensions	Gender	<i>N</i>	Mean Rank	Sum of Ranks
ISC	Male	13	19.69	256.00
	Female	31	23.68	734.00
OSI	Male	13	20.69	269.00
	Female	31	23.26	721.00
SHC	Male	13	19.77	257.00
	Female	31	23.65	733.00
Ass	Male	13	20.92	272.00
	Female	31	23.16	718.00
CE	Male	13	18.08	235.00
	Female	31	24.35	755.00
Com	Male	13	20.46	266.00
	Female	31	23.35	724.00
NL	Male	13	23.19	301.50
	Female	31	22.21	688.50
RT	Male	13	21.42	278.50
	Female	31	22.95	711.50

Table 11: Mann–Whitney U test results comparing the CRTSE scores of male and female education students

Test Statistics	ISC	OSI	SHC	Ass	CE	Com	NL	TR
Mann-Whitney U	165.000	178.000	166.000	181.000	144.000	175.000	192.500	187.500
Wilcoxon W	256	269	257	272	235	266	688.500	278.500
Z	-.941	-.609	-.928	-.539	-1.559	-.711	-.240	-.364
Asymp. Sig.(2-tailed)	.346	.542	.353	.590	.119	.477	.811	.716

Table 12: Levene’s Test and T Test- Comparing the CRTSE of Education Students majoring in Filipino and English Language

Dimensions	Degree Program	N	M	SD	F	Sig.	t	df	Sig.
ISC	BSEd English	32	4.25	.53	.613	.438	-1.219	42	.230
	BSEd Filipino	12	4.47	.49					
OSI	BSEd English	32	4.26	.57	1.409	.242	-1.139	42	.261
	BSEd Filipino	12	4.47	.42					
SHC	BSEd English	32	4.14	.58	1.729	.196	-1.096	42	.279
	BSEd Filipino	12	4.35	.44					
Ass	BSEd English	32	4.12	.68	2.295	.137	-4.87	42	.629
	BSEd Filipino	12	4.25	.95					
CE	BSEd English	32	4.31	.68	2.199	.146	-2.086	42	.043
	BSEd Filipino	12	4.75	.39					
Com	BSEd English	32	4.37	.64	.528	.472	.000	42	1.000
	BSEd Filipino	12	4.37	.56					
NL	BSEd English	32	4.10	.83	.034	.854	.234	42	.816
	BSEd Filipino	12	4.04	.89					
TR	BSEd English	32	4.36	.59	.016	.900	-.614	42	.543
	BSEd Filipino	12	4.48	.55					

Table 12 compares the culturally responsive teaching self-efficacy of students pursuing the BSEd English and BSEd Filipino programs. The results indicate a significant difference in culturally responsive teaching self-efficacy in

terms of the classroom environment ($t(42) = 2.086, p < 0.05$), with Filipino majors demonstrating greater capability or efficacy than their counterparts did. Primarily, the former group is equipped with Filipino language teaching and learning, while the latter group is equipped with English language teaching and learning. Cultural responsiveness is inherently connected to understanding the roots of education. In this context, the Filipino language is intertwined with Filipino culture. Therefore, it is not surprising that Filipino majors can effectively demonstrate culturally responsive teaching, particularly in tasks and practices related to the classroom environment.

Table 13: Mean Ranks and Sum of Ranks between Male and Female CRTSE

Dimensions	Degree Program	N	Mean Rank	Sum of Ranks
ISC	BSEd English	32	21.03	673.00
	BSEd Filipino	12	26.42	317.00
OSI	BSEd English	32	21.23	679.50
	BSEd Filipino	12	25.88	310.50
SHC	BSEd English	32	20.92	669.50
	BSEd Filipino	12	26.71	320.50
Ass	BSEd English	32	21.53	689.00
	BSEd Filipino	12	25.08	301.00
CE	BSEd English	32	20.06	642.00
	BSEd Filipino	12	29.00	348.00
Com	BSEd English	32	22.67	725.50
	BSEd Filipino	12	22.04	264.50
NL	BSEd English	32	22.78	729.00
	BSEd Filipino	12	21.75	261.00
RT	BSEd English	32	21.88	700.00
	BSEd Filipino	12	24.17	290.00

Tables 13 and 14 further present the results of the Mann–Whitney U test to verify whether there is a significant difference in the CRTSE of education students from the two-degree programs. As shown in Table 14, both groups consistently have very close mean ranks, except in the classroom environment, where the mean rank of the Filipino group is greater (29.00) than that of the English group (20.06). The Mann–Whitney U test revealed a significant difference in the CRTSE of students from the two-degree programs, particularly in terms of the classroom environment ($U = 114.000, p < .01, p < .05$). Therefore, there is consistent evidence that Filipino majors are more efficacious than their counterparts in demonstrating tasks and practices related to the classroom environment are.

Table 14: Mann–Whitney U test results comparing the CRTSE of BSEd English and BSEd Filipino students

Test Statistics	ISC	OSI	SHC	Ass	CE	Com	NL	TR
Mann-Whitney U	145.000	151.000	141.000	161.000	114.000	186.000	183.500	172.500
Wilcoxon W	673.000	679.500	669.500	689.000	642.000	264.500	261.000	700.000
Z	-1.242	-1.075	-1.353	-.834	-2.167	-.151	-.245	-.533
Asymp. Sig(2-tailed)	.214	.282	.176	.404	.030	.880	.806	.594
Exact sig. (1-tailed)	.224 ^b	.290 ^b	.186 ^b	.427 ^b	.040 ^b	.886 ^b	.825 ^b	.612 ^b

Chahar Mahali et al. (2022) investigated differences in the CRTSE between junior and senior pre-service teachers. The study reported no significant differences in CRTSE levels between senior and junior pre-service teachers. This empirical evidence supports the findings presented above. However, the independent variable in that research was year level, not degree program. Although Filipino majors were in their third year, English majors were still in their first year at the time the data were collected. A systematic literature review, covering 14 literature sources, revealed that the CRTSE varies across pre-service teachers' specializations. The mean scores were lower for content specialists than for general education majors. Specifically, scores were more consistent for elementary and secondary majors than for general education majors (Young & Young, 2021).

CONCLUSIONS

This cross-sectional study examined the culturally responsive teaching self-efficacy of education students at a teacher education institution in the Philippines. It compared the CRTSE of students based on gender and degree programs. The results revealed that education students were highly capable or efficacious in culturally responsive teaching after completing the cultural studies course, except in the assessment and native language dimensions. Additionally, the study revealed no significant differences in the CRTSE scores between male and female education students. However, there was a significant difference in their CRTSE based on degree programs, with those enrolled in the Filipino program demonstrating greater capability or efficacy than their counterparts in terms of the classroom environment did. It was concluded that the participants are reasonably prepared to perform the tasks and practices of culturally responsive teaching, as indicated by their high self-reported efficacy or capability.

The present study has the following limitations. First, it did not randomly select a sample from the population, as it included all members of intact groups. Second, the sample size was relatively small. Third, data collection could have been conducted both before and after taking the Bukidnon Cultural Studies with Strategies in Teaching IP course. Finally, some dimensions of the CRTSE scale are not adequately represented by the indicators.

IMPLICATIONS

The findings and limitations have the following implications for future directions. There is a need to administer self-assessments both before and after Bukidnon Cultural Studies is completed with Strategies in Teaching IP courses. This would allow for a comparison of their CRTSE, with any increase potentially attributed to their exposure to the said course. Researchers could further trace the CRTSE of these students through surveys, focus group discussions, or interviews after they complete the program and when they are hired for teaching positions. Future researchers should also increase the sample size for subsequent inquiries on the CRTSE among education students.

Additionally, a new scale of culturally responsive teaching self-efficacy with equal representation of indicators across dimensions is needed. Teachers in other subjects may consider integrating culturally responsive teaching, particularly in topics that can enhance students' understanding and appreciation of the native language and culturally responsive assessment.

REFERENCES

- Bayraklı, H. (2026). The experiences shaping culturally responsive teaching self-efficacy among pre-service special education teachers: Implications for teacher education. *Teaching and Teacher Education*, 169, 105292. <https://doi.org/10.1016/j.tate.2025.105292>
- Cabauatan, L. Jr. I. (2025). Philippine preservice teachers' culturally responsive teaching self-efficacy: a mixed-method inquiry. *Multicultural Learning and Teaching*. <https://doi.org/10.1515/mlt-2024-0009>
- Caingcoy, M. E., Lorenzo, V. I. M., Ramirez, I. A. L., Libertad, C. D., Pabiona, Jr., R. G., & Mier, R. M. C. (2022). Assessing Practice Teachers' Culturally Responsive Teaching: The Role of Gender and Degree Programs in Competence Development. *IAFOR Journal of Cultural Studies*, 7(1), 21-35. <https://doi.org/10.22492/ijcs.7.1>
- Chahar Mahali, S., & Seigny, P. R. (2022). Multicultural Classrooms: Culturally Responsive Teaching Self-Efficacy among A Sample of Canadian Preservice Teachers. *Education and Urban Society*, 54(8), 946-968. <https://doi.org/10.1177/00131245211062526>

- Chu, S. Y., & Garcia, S. B. (2021). Collective teacher efficacy and culturally responsive teaching efficacy of in-service special education teachers in the United States. *Urban Education, 56*(9), 1520-1546. <https://doi.org/10.1177/0042085918770720>
- Christensen, R., & Knezek, G. (2025). Impact of Teaching Simulations on Resilience, Empathy and Culturally Responsive Teaching Self-Efficacy in Career Technology Teacher Preparation Students. *International Journal of Technology in Education, 8*(1), 104-122. <https://orcid.org/0000-0003-4724-9375>
- Courtney, M. B. (2023). Nurturing self-efficacy for culturally responsive teaching through online language immersion. *Journal for Multicultural Education, 17*(4), 419-426. <https://doi.org/10.1108/JME-11-2022-0154>
- Cruz, R. A., Manchanda, S., Firestone, A. R., & Rodl, J. E. (2020). An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education, 43*(3), 197-214. <https://doi.org/10.1177/0888406419875194>
- Evans, K. (2017). *Examining the culturally responsive teaching self-efficacy of teacher candidates in Hawaii* [Doctoral dissertation, Walden University]. Walden Dissertations and Doctoral Studies. <https://scholarworks.waldenu.edu/dissertations/3345>
- Fitchett, P. G., Starker, T. V., & Salyers, B. (2012). Examining culturally responsive teaching self-efficacy in a preservice social studies education course. *Urban Education, 47*(3), 585-611. <https://doi.org/10.1177/0042085912436568>
- Greenlees, L. O., Lara, D. N., Carrizales, D., & Beach, W. (2024). Teacher Candidates' Culturally Responsive Teaching Self-Efficacy and Attributional Development: A Multi-Methods Study. *Teacher Educators' Journal, 17*, 126-152. <https://doi.org/10.1037/lat0000061>
- Karatas, K. (2020). The competencies of the culturally responsive teacher: What, why and how? *Inquiry in Education, 12* (2), 1–23. <https://digitalcommons.nl.edu/ie/vol12/iss2/2>
- Lewis-Pratl, K. (2021). *Special Education Preservice Teachers Culturally Responsive Teaching Self-Efficacy: A Mixed Methods Study* [Doctoral dissertation, Illinois State University]. Theses and Dissertations. <https://doi.org/10.30707/ETD2021.20220215070317480935.999988>
- Manchanda, S., Lee, K., Tsui, J., & Yang, C. (2026). Beyond Belief: A Phenomenological Study of the Reflective and Relational Roots of Culturally Responsive Teaching Self-Efficacy. *School Psychology Review, 1*-13. <https://doi.org/10.1080/2372966X.2026.2629229>
- Malo-Juvera, V., Correll, P., & Cantrell, S. (2018). A mixed methods investigation of teachers' self-efficacy for culturally responsive instruction.

- Teaching and Teacher Education*, 74, 146-156.
<https://doi.org/10.1016/j.tate.2018.05.003>
- Pevcec-Zimmer, S., Juang, L. P., & Schachner, M. K. (2024). Promoting awareness and self-efficacy for culturally responsive teaching of pre-service teachers through the identity project—a mixed methods study. *Identity*, 1-19. <https://doi.org/10.1080/15283488.2024.2344086>
- Paulick, J., Quinn, A. M., & Blain, C. D. (2024). Developing culturally responsive teaching self-efficacy through engaged, asset-based teacher preparation. *Teaching Education*, 35(1), 61-81.
<https://doi.org/10.1080/10476210.2023.2215166>
- Putman, S. M., Cash, A. H., & Polly, D. (2023). Development of teacher education candidates' self-efficacy for culturally responsive teaching through extended clinical experiences. *Action in Teacher Education*, 45(2), 142-158. <https://doi.org/10.1080/01626620.2023.2180111>
- Siwatu, K. O., Frazier, P., Osaghae, O. J., & Starker, T. V. (2011c). From maybe I can to yes I can: Developing preservice and in-service teachers' self-efficacy to teach African American students. *Journal of Negro Education*, 80(3), 209-222. <https://www.jstor.org/stable/41341129>
- Siwatu, K. O. (2011b). Preservice teachers' culturally responsive teaching self-efficacy-forming experiences: A mixed methods study. *The Journal of Educational Research*, 104(5), 360-369.
<https://doi.org/10.1080/00220671.2010.487081>
- Siwatu, K. O. (2011a). Preservice teachers' sense of preparedness and self-efficacy to teach in America's urban and suburban schools: Does context matter?. *Teaching and Teacher Education*, 27(2), 357-365.
<https://doi.org/10.1016/j.tate.2010.09.004>
- Siwatu, K. O., Polydore, C. L., & Starker, T. V. (2009). Prospective Elementary School Teachers' Culturally Responsive Teaching Self-Efficacy Beliefs. *Multicultural Learning and Teaching*, 4(1), 1-15.
<https://doi.org/10.2202/2161-2412.1040>
- Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23(7), 1086-1101. <https://doi.org/10.1016/j.tate.2006.07.011>
- Siwatu, K. O. (2005). *Exploring the factors that influence preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs*. [Doctoral dissertation, The University of Nebraska-Lincoln]. The University of Nebraska - Lincoln ProQuest Dissertations & Theses.
<https://digitalcommons.unl.edu/dissertations/AAI3180818>
- Sutphin, L. M. (2022). *Examining the Culturally Responsive Teaching Self-Efficacy of Teacher Candidates in Urban Immersive Residency Programs* [Doctoral Dissertation, Old Dominion University]. Teaching & Learning

Theses and Dissertations.

https://digitalcommons.odu.edu/teachinglearning_etds/76

- Ulbricht, J. (2025). *Conditions for culturally responsive teaching among in-service and pre-service teachers* [Doctoral dissertation, Martin-Luther-Universität Halle-Wittenberg]. Dissertation Halle (Saale).
- Young, J., & Young, J. (2021). A systematic review of culturally responsive teaching self-efficacy using confidence intervals. *Multicultural Learning and Teaching*, 18(2), 251-280. <https://doi.org/10.1515/mlt-2021-0011>
- Young, J. R., Young, J. L., Fox, B. L., Levingston Jr, E. R., & Tholen, A. (2019). We would if we could: Examining culturally responsive teaching self-efficacy in a middle school mathematics methods course. *Northwest Journal of Teacher Education*, 14(1), 3. <https://doi.org/10.15760/nwjte.2019.14.1.3>

MANUEL E. CAINGCOY, PhD, is an accredited professor in Educational Administration at Bukidnon State University. His research interests include educational leadership, advocacy, cultural responsiveness in education, research capability, and education for sustainable development.

Email: manuelcaingcoy@buksu.edu.ph
