

Intercultural Competence and Resiliency among Filipino Teachers in the State of Alaska

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Abstract. The intercultural competence and resilience of Filipino teachers navigate cultural differences and challenges of teaching in a diverse and remote environment in the global context. This study explored the intercultural competence and resilience of Filipino teachers working in Alaska, focusing on their ability to adapt and thrive in a culturally diverse and often challenging environment. Specifically, it answered the level of assessment on intercultural competence and teachers' resiliency, and the significant relationship between teachers' intercultural competence and resilience. This study employed a correlational research design with 100 teachers surveyed through random sampling. The study utilized a patterned and modified two-part instrument on intercultural competence of teachers and resilience scale instrument. The findings reveal that Filipino teachers in Alaska demonstrated a high level of intercultural competence and high level of resilience. Teachers' intercultural competence on knowledge and attitudes had significant relationship towards resilience among all areas. However, only social resilience resulted in significant relationship between intercultural competence on skills. Teachers with high levels of intercultural competence are better equipped to manage the challenges and stressors of adapting to a new cultural environment, contributing positively to their overall resiliency. It is recommended that educational institutions and policymakers support the continued development of intercultural competence and resilience among Filipino teachers in Alaska, enhancing their effectiveness and well-being in their professional roles.

Keywords: intercultural competence, resilience

Introduction

The education landscape is becoming increasingly diverse, with teachers from various cultural backgrounds contributing to the multicultural learning environment. In the State of Alaska, the presence of Filipino teachers has been steadily growing, bringing their unique perspectives and experiences into the classrooms. As these educators navigate the challenges of teaching in a different cultural context, it is essential to understand their intercultural competence and resilience (Montalbano & Montalbano, 2023). Moreover, intercultural competence and resiliency are two crucial attributes that are increasingly being recognized as essential for teachers, especially those working in diverse cultural settings such as the state of Alaska. This quantitative study focuses on Filipino teachers in Alaska, a unique demographic that brings their own cultural experiences into the multicultural Alaskan educational context.

The increasing globalization and multiculturalism in today's society have resulted in a growing number of individuals from different cultural backgrounds migrating to foreign countries. This phenomenon has also been observed among Filipino teachers who have chosen to pursue their teaching careers in America. As they navigate through the challenges of living and working in a new cultural environment, it is crucial to understand the intercultural competence and resiliency levels of Filipino teachers in America (Antonio, 2023). Intercultural competence refers to an individual's ability to effectively interact and communicate with people from diverse cultural backgrounds. It involves having a deep understanding and appreciation of different cultural norms, values, and beliefs, as well as the ability to adapt and adjust one's behavior accordingly. Intercultural competence plays a vital role in promoting effective cross-

cultural interactions and fostering harmonious relationships within multicultural settings (Felisilda, 2023).

Intercultural competence is a dynamic, ongoing process that involves not only understanding and respecting cultural differences but also adapting teaching methods and curricula to be culturally responsive. For Filipino teachers, this may involve incorporating elements of their own culture into the classroom, fostering a multicultural learning environment. Additionally, these teachers must also understand and respect the diverse cultures of their Alaskan students, which can range from various Native Alaskan cultures to a host of other ethnicities present in the state. Intercultural competence refers to the ability to effectively communicate, interact, and collaborate with individuals from different cultural backgrounds. It encompasses knowledge, skills, attitudes, and behaviors that enable individuals to navigate cultural differences and build meaningful connections. Resiliency, on the other hand, pertains to the ability to adapt, bounce back, and thrive in the face of challenges and adversity (UNESCO, 2021).

The intercultural framework of Pastori et al. (2018) follows the definition of *global competences* of the OECD (2018) which refers to the ability to examine local, global, and intercultural issues in order to understand and value the perspectives and world views of others, to engage in open and constructive dialogue with people from different cultures and to act for collective well-being and sustainable development. In addition, Pastori et al. (2018) include a focus on multilingualism as a resource with potential benefits for individuals and society in line with the work of the Council of Europe.

Resiliency, on the other hand, refers to an individual's ability to bounce back and adapt positively to challenging situations. It involves the capacity to overcome adversity, maintain emotional well-being, and thrive in the face of various stressors. Resiliency is particularly important for Filipino teachers in America, as they encounter numerous challenges related to language barriers, cultural differences, and adjusting to a new educational system (Romjin et al., 2021). Resiliency plays a significant role in the lives of these teachers. Living and working far from home, Filipino teachers need to cope with a variety of stressors, including cultural shock, language barriers, and the physical distance from their families and support systems. Their ability to bounce back from these challenges, to adapt and thrive in their new environment, speaks volumes about their resilience.

Understanding the resilience of Filipino teachers in Alaska can have significant implications for educational institutions and support systems. The insights gained from this study can inform the development of targeted interventions and professional development programs that foster resilience among teachers in multicultural settings. By recognizing and nurturing the resilience of Filipino teachers, educational institutions can create a more inclusive and supportive environment that benefits both the teachers and their students. Resilience is a critical factor in the lives of Filipino teachers in Alaska, as they face numerous challenges and adversities while navigating a new cultural and educational landscape. This quantitative study aims to explore the resilience of these teachers, highlighting their ability to cope, adapt, and thrive in the face of these challenges.

This study assessed the intercultural competence and resiliency levels of Filipino teachers in America. By understanding their intercultural competence, we can identify the strengths and areas for improvement in their ability to navigate cultural differences and effectively interact with students, colleagues, and the broader community. Additionally, exploring their resiliency levels will provide insights into their psychological well-being and their capacity to overcome challenges and thrive in their teaching profession. This study uses a quantitative approach, which allows for a deep, contextual understanding of the experiences of these teachers. Through methods such as interviews and observations, this research aims to explore the lived experiences of Filipino teachers in Alaska, focusing on how they navigate the

challenges of cultural differences and how they demonstrate resiliency in the face of these challenges. It aims to understand how they draw upon their cultural strengths, personal resources, and support networks to overcome obstacles and maintain their motivation and passion for teaching.

The findings of this study will contribute to the existing body of knowledge on intercultural competence and resiliency among Filipino teachers in America. It will shed light on the unique experiences and challenges faced by this specific group and provide valuable insights for educational institutions, policymakers, and teacher training programs. Ultimately, the study aims to enhance the support and resources available to Filipino teachers in America, facilitating their successful integration into the American educational system and fostering their professional growth and well-being (Macapagong et al., 2023). Additionally, this research may shed light on the importance of self-care practices and the cultivation of a positive mindset among Filipino teachers in Alaska. It may explore how they engage in activities that promote physical and mental well-being, such as participating in cultural events, seeking out social support, and engaging in hobbies that provide a sense of familiarity and comfort.

Literature Review

Intercultural Competence

Increasing teachers' intercultural competences in teacher preparation programs and through professional development discusses the effectiveness of professional development efforts in raising teachers' intercultural competences. It highlights that while these efforts can be effective, some studies indicate that participants did not grow as much as initially expected (Romjin et al., 2021). Intercultural competence for teachers, educators, and social workers explores the intercultural competences needed by teachers, educators, and social workers. It provides insights into the specific competences required in these professions (Martorana et al., 2021). Furthermore, insights into teachers' intercultural and global competence emphasize the importance of teachers having intercultural and global competences to support diverse students. It discusses the skills, abilities, and attitudes necessary for teachers to be qualified in terms of intercultural competence (Papadopoulou, et al., 2022).

Knowledge

A window to the future of intercultural competence in tertiary education provides a summary of existing definitions of intercultural competencies and broadly defines them as the competences (knowledge, skills, and attitudes) needed to improve human interactions across differences (Sabet & Chapman, 2023). Cultural competence dimensions and outcomes explore intercultural competency and its components, including attitude, awareness, knowledge, and skill. It assesses intercultural competence literature in the business context (Alizadeh & Chavan, 2019). A review of collaboration through intercultural competency development analyzes scientific evidence from 2016 to 2023 on intercultural competency development and international collaboration in higher education. It may provide insights into the knowledge component of intercultural competence (Guillén-Yparrea & Ramí-rez-Montoya, 2023b).

Cultural Self-Awareness

Cultural self-awareness, defined as the understanding of one's cultural background, values, and biases, plays a critical role in fostering effective intercultural interactions and promoting empathy (Alcock & Hatzipanagos, 2022). As educators and professionals work within increasingly diverse environments, their knowledge of cultural self-awareness has become essential to effectively address cultural dynamics in the workplace and classroom. Studies indicate that individuals with a high level of cultural self-awareness are better equipped to recognize cultural assumptions, enabling them to adjust behaviors in ways that reduce misunderstandings and enhance cross-cultural relationships (Lee & Dwyer, 2022). For instance, Sulaiman and Hussin (2022) emphasize that teachers' understanding of their cultural

backgrounds helps them to identify and mitigate implicit biases, which can influence their interactions with students from diverse cultural backgrounds.

In the field of education, cultural self-awareness among teachers has been linked to greater student engagement and inclusivity. Teachers who engage in self-reflection and gain awareness of their cultural frameworks are more capable of building culturally responsive teaching practices that validate students' diverse cultural identities (Bormann & Dörfler, 2021). Reflecting on one's own cultural biases and understanding how these may shape interactions with students is essential to creating an inclusive and equitable learning environment (Chen & Starosta, 2020). Teachers who prioritize cultural self-awareness are also shown to develop higher levels of cultural competence, which improves their ability to foster positive relationships in multicultural settings (Hwang & Kwon, 2021).

Cultural Worldview Frameworks

Understanding cultural worldview frameworks is essential to developing intercultural competence, as it involves recognizing and appreciating the cultural perspectives that influence beliefs, values, and behaviors (Montalbano & Montalbano, 2023). Cultural worldview frameworks refer to the systems of assumptions and values that shape how individuals perceive and interact with the world, and they differ significantly across cultures. Teachers, particularly those working in culturally diverse settings like Alaska, benefit from a knowledge of these frameworks, as it equips them to bridge cultural differences with students from various backgrounds (Antonio, 2023). Research has shown that awareness of cultural worldview frameworks enables teachers to foster a more inclusive and respectful environment by understanding the cultural dynamics at play in their classrooms (Felisilda, 2023).

In recent years, the emphasis on cultural worldview frameworks has expanded in teacher education to include strategies for fostering resilience in diverse educational settings (Pastori et al., 2018). Teachers who possess a strong understanding of cultural worldview frameworks are better able to build resilience in challenging environments by appreciating and adapting to the cultural dimensions of their students' experiences. This understanding is particularly relevant for Filipino teachers in Alaska, who may encounter cultural norms and perspectives distinct from their own, impacting classroom dynamics and expectations. As Romjin et al. (2021) point out, knowledge of these frameworks supports educators in creating culturally responsive teaching practices that align with students' lived experiences, thereby enhancing both student engagement and teacher effectiveness.

Skills

According to Guillén-Yparrea and Ramí-rez-Montoya (2023b), the requisite skill sets are essential for fostering successful collaborations across diverse cultural contexts. An examination of Collaboration via Intercultural Competency Development scrutinizes scientific findings spanning from 2016 to 2023 concerning the development of intercultural competencies and international collaboration within higher education. Furthermore, the study of Sabet and Chapman (2023) delved particularly into the skills aspect of intercultural competence, offering valuable insights into the specific abilities required to foster effective cross-cultural interactions. Exploring the Future of Intercultural Competence in Higher Education presents a comprehensive overview of the diverse definitions of intercultural competencies, establishing them as a combination of competences including knowledge, skills, and attitudes essential for enhancing interactions among individuals from varied cultural backgrounds.

Successively, Guillén-Yparrea and Ramí-rez-Montoya (2023a) illuminate the skills imperative for intercultural competence, offering valuable insights into the competency's requisite for effective cross-cultural interactions and collaborative endeavors on a global scale. Unlocking international collaboration delineates an extensive analysis of scientific literature

spanning from January 2016 to June 2022, focusing on intercultural and global competencies cultivated to foster international professional collaboration.

Empathy

Empathy is a fundamental component of intercultural competence, as it allows individuals to understand and share the feelings of others, particularly those from diverse cultural backgrounds. In educational settings, empathy skills enable teachers to connect more deeply with students, creating an environment that values each student's unique cultural experiences and perspectives (Chen & Starosta, 2020). This skill is especially important for Filipino teachers in Alaska, where classrooms often consist of students from various cultural and ethnic backgrounds, including Indigenous communities. Research by Sulaiman and Hussin (2022) highlights that teachers who cultivate empathy skills are better equipped to navigate the cultural dynamics in their classrooms, fostering a climate of respect and inclusivity that benefits both students and educators.

Empathy not only contributes to stronger interpersonal connections but also enhances teachers' resilience by enabling them to manage cultural stressors more effectively. Teachers who practice empathy are often more adaptive, and able to manage cross-cultural challenges and conflicts with greater emotional stability (Lee & Dwyer, 2022). In diverse environments like Alaska, empathy skills can help Filipino teachers build meaningful relationships with students and colleagues from different cultural backgrounds, which supports resilience and overall well-being (Hwang & Kwon, 2021). This connection between empathy and resilience is supported by Bormann and Dörfler (2021), who found that empathetic teachers were better able to handle the emotional demands of teaching, ultimately resulting in a more positive and sustainable teaching experience.

Verbal and Non-Verbal Communication

Effective verbal and non-verbal communication skills are integral to intercultural competence, as they facilitate clearer understanding and build trust across diverse cultural contexts. Verbal communication, which includes language use, tone, and clarity, plays a key role in how teachers convey expectations, provide feedback, and foster open discussions (Papadopoulou et al., 2022). Filipino teachers in Alaska, for instance, often encounter students with varied linguistic backgrounds, necessitating sensitivity to both language barriers and cultural nuances in communication (Go et al., 2020). Studies indicate that educators who are proficient in culturally sensitive verbal communication can enhance student engagement and promote a learning environment that respects linguistic diversity (Angoluan et al., 2020). This skill is particularly critical in multicultural classrooms, where direct language may need to be adjusted to match students' cultural communication styles.

Non-verbal communication, which includes gestures, facial expressions, eye contact, and body language, is equally important in intercultural settings, as it often conveys attitudes and emotions that words cannot. Teachers who are attuned to non-verbal cues are better able to read students' emotional responses and adapt their teaching methods accordingly, which is especially valuable in classrooms with culturally diverse students (Li, 2023). For Filipino teachers in Alaska, understanding cultural variations in non-verbal communication is essential, as certain gestures or forms of eye contact may carry different meanings across cultures (Felisilda, 2023). Research by Cahilog et al. (2023) found that teachers skilled in non-verbal communication are more effective at creating rapport and minimizing misunderstandings in culturally diverse classrooms, ultimately supporting both student engagement and teacher resilience.

Attitudes

Intercultural competencies in higher education analyzes scientific evidence on intercultural competencies in higher education from January 2016 to August 2021. It highlights the relevance of intercultural competencies in teaching language, international experiences,

virtuality, and collaborative learning (Guillén-Yparrea & Ramí-rez-Montoya, 2023a). A review of collaboration through intercultural competency development examines the content of scientific evidence from 2016 to 2023 on intercultural competency development and international collaboration in higher education. It provides insights into the relationship between intercultural competency and collaboration (Guillén-Yparrea & Ramí-rez-Montoya, 2023b). Furthermore, intercultural competencies are the keys to international collaboration which describes a systematic literature review analyzing scientific evidence from January 2016 to June 2022. It explores the development of communication skills and intercultural awareness as crucial factors for collaboration and addressing complex social issues (Guillén-Yparrea & Ramí-rez-Montoya, 2023a).

Curiosity

Curiosity, defined as the desire to explore and understand unfamiliar cultural perspectives, is a critical attitude in developing intercultural competence (Chen & Starosta, 2020). Research has shown that a curious mindset enables individuals to approach cultural differences openly, fostering greater understanding and reducing biases (Alcock & Hatzipanagos, 2022). For Filipino teachers working in the culturally diverse state of Alaska, curiosity plays an essential role in understanding the varied backgrounds and worldviews of their students. As teachers engage with unfamiliar cultural norms, a curious attitude allows them to adapt more effectively, which, in turn, promotes a more inclusive and culturally responsive classroom environment (Sulaiman & Hussin, 2022). This openness to learning about others enhances their ability to interact effectively across cultures, an essential aspect of intercultural competence.

Curiosity also contributes significantly to resilience in multicultural settings by encouraging adaptability and ongoing learning. Teachers who are curious are more likely to seek new information, engage with different cultural practices, and view challenges as opportunities for growth, which strengthens their ability to handle diverse educational environments (Lee & Dwyer, 2022). Bormann and Dörfler (2021) argue that a curious attitude allows educators to remain engaged and motivated despite the complexities of multicultural classrooms. Filipino teachers in Alaska, in particular, benefit from this approach as curiosity helps them to overcome cultural stressors, enhance their resilience, and maintain positive relationships with students from various backgrounds. Through curiosity, teachers not only enhance their cultural knowledge but also cultivate emotional resilience by building meaningful connections in the classroom.

Openness

Openness, characterized by a willingness to embrace new ideas and experiences, is a foundational attitude for intercultural competence, enabling individuals to approach diverse cultural contexts with acceptance and flexibility (Romjin et al., 2021). This attitude is particularly beneficial for Filipino teachers in Alaska, who often interact with students from a variety of cultural backgrounds, including Indigenous communities and immigrants. Research indicates that an open mindset encourages teachers to learn from their students' perspectives, creating a culturally responsive and inclusive classroom environment (Martorana et al., 2021). By fostering openness, teachers become more adaptable and better equipped to handle the complexities of multicultural education, where cultural misunderstandings or unfamiliar traditions may arise (Sabet & Chapman, 2023).

Openness also enhances teachers' resilience by promoting adaptive coping strategies in challenging educational settings. Teachers who maintain an open attitude are more likely to view cultural challenges as learning opportunities, which can mitigate the stress associated with cross-cultural interactions and enhance their emotional resilience (Felisilda, 2023). For Filipino teachers in Alaska, openness enables them to manage cultural dissonance constructively, fostering a supportive and understanding classroom climate. According to Antonio (2023),

teachers who practice openness are better able to maintain motivation and persistence despite obstacles, contributing to both their personal resilience and the overall well-being of their students.

Resiliency

The resiliency and well-being of Filipino public school teachers during the pandemic times examined the resiliency and well-being of Filipino public school teachers during the pandemic. It explores the challenges they faced and their coping strategies (Felisilda, 2023). "Resilience and Sense of Self-Efficacy among Filipino Educators During the 2019 Coronavirus Pandemic" delves into the resilience and self-efficacy experienced by Filipino educators amidst the challenges brought about by the pandemic. The study aims to explore the factors that contribute to their resilience and well-being during this unprecedented time (Antonio, 2023). Filipino teachers' compartmentalization ability, emotional intelligence, and Performance examine the compartmentalization ability, emotional intelligence, and performance of Filipino teachers. It explores their ability to manage personal issues and maintain good performance in the classroom (Go et al., 2020).

Professional

The study of Hascher et al. (2021) delved into the complex realm of teacher well-being and resilience, with a particular focus on understanding professional resiliency among educators. By synthesizing existing research findings and theories, the authors crafted an integrative model aimed at comprehensively elucidating the multifaceted factors that play a role in shaping teacher well-being and resilience. Through this integrative model, the study sought to provide a nuanced understanding of the interplay between various personal, professional, organizational, and contextual factors that contribute to the overall resilience and well-being of teachers. This holistic approach allows for a more comprehensive examination of the challenges faced by educators and the protective factors that can help mitigate the negative impacts of stressors within the educational environment.

Furthermore, Angoluan et al. (2020) conducted a study focusing on the resilience levels among elementary school teachers in the Philippines and the implications of these findings for employee training and development initiatives. The study likely offers valuable insights into the professional resiliency of Filipino teachers by exploring the factors that contribute to their resilience in the face of various challenges encountered within the educational context.

Emotional

According to Li's study (2023), the focus is on examining the mediation effect of teacher resilience and emotion regulation on teacher well-being. The research highlights the crucial role that emotion regulation plays in promoting the overall well-being of educators. By investigating the interplay between teacher resilience, emotion regulation, and well-being, the study provides insights into how teachers' ability to regulate their emotions influences their resilience levels and, subsequently, their overall sense of well-being. Successively, Felisilda's study (2023) delves into the resilience and well-being of Filipino public school teachers during the challenging times of the pandemic. By examining the experiences of these educators, the research aims to shed light on the various challenges they encountered and the coping strategies they employed to navigate through these unprecedented circumstances. Through an exploration of the resilience and well-being of Filipino public school teachers, the study contributes valuable insights into the impact of the pandemic on educators' mental health and professional functioning.

Motivational

In a nutshell, Cahilog et al. (2023) conducted a study focusing on exploring the motivations and challenges faced by Filipino teachers who choose to leave the Department of Education (DepEd) for overseas opportunities. This research likely offers valuable insights into the motivational factors that impact teachers' resiliency, particularly in the context of their

decision to pursue career opportunities abroad. By investigating the reasons behind teachers' decisions to leave their current positions within the DepEd, the study sheds light on the underlying motivations that drive individuals to seek employment opportunities overseas. In their study, Zara et al. (2022) delve into the concept of pedagogical resilience among teachers in the Philippines, specifically focusing on how educators build resilience in their pedagogy during the challenges posed by the pandemic. This research likely offers valuable insights into the motivational aspects of teachers' resilience by examining the factors that drive educators to adapt and innovate in their teaching practices despite adversities.

Social

In the study conducted by Go et al. (2020), the focus is on examining Filipino teachers' compartmentalization ability, emotional intelligence, and performance. The research explores the extent to which teachers are able to separate personal issues from their professional responsibilities and maintain high levels of performance in the classroom. In their study, Hascher et al. (2021) explored the intricate domain of teacher well-being and resilience, with a specific emphasis on understanding the professional resiliency exhibited by educators. Through a meticulous synthesis of existing research findings and theories, the authors developed an integrative model aimed at providing a comprehensive understanding of the diverse factors influencing teacher well-being and resilience.

In conclusion, fostering intercultural competence among educators entails a multifaceted approach that encompasses awareness, knowledge, and skills. Awareness involves recognizing and understanding cultural differences, while knowledge entails a deep understanding of diverse cultural backgrounds and contexts. Skills are essential for effectively navigating intercultural interactions and promoting inclusivity within educational settings. Similarly, the development of a comprehensive resiliency for teachers should consider various dimensions, including professional, emotional, motivational, and social aspects. Professional resiliency involves adaptability and growth in the face of challenges, while emotional resilience enables teachers to manage stress and maintain well-being. Motivational resilience drives educators' commitment to their profession, while social resilience relies on support networks and collaborative relationships. By integrating these dimensions into strategies for teacher development and support, educational institutions can empower educators to thrive in diverse and challenging environments, ultimately enhancing the quality of education for all students.

Statement of the Problem

The study aimed to gauge the level of Filipino teachers' intercultural competence and resiliency in the State of Alaska for the school year 2023 – 2024. Specifically, the study sought to answer the following questions:

1. How do the respondents assess their level of intercultural competence in terms of knowledge on cultural self-awareness and cultural worldview frameworks; skills on empathy, verbal and non-verbal communications; and attitudes on curiosity and openness?
2. What is the respondents' level of resiliency on the following aspects: professional, emotional, motivational, and social?
3. Is there a significant relationship between teachers' intercultural competence and their resiliency?

Theoretical Framework

This study is anchored on the Social Cognitive Theory, proposed by Albert Bandura. This emphasizes the role of observational learning, self-efficacy, and self-regulation in shaping individuals' behavior and development. It can be applied to understand how Filipino teachers in America acquire intercultural competence through observing and modeling the behaviors of

others, as well as how their self-efficacy beliefs and self-regulatory processes influence their resilience in navigating cross-cultural challenges. Furthermore, acculturation theory is also anchored as this theory focuses on the psychological and sociocultural adaptation of individuals when they encounter a new cultural environment. It can be applied to understand how Filipino teachers in America navigate the process of acculturation, including the strategies they employ to balance their original cultural identity with the host culture, and how this influences their intercultural competence and resilience.

The applicability of social cognitive career theory in predicting life satisfaction of university students developed a model based on SCT to examine the factors influencing the life satisfaction of university students. The findings highlight the relevance of SCT in understanding and predicting life satisfaction outcomes in this population (Mohd-Rasdi & Ahrari, 2020). In another study on the applications and applicability of Social Cognitive Theory in information science research, Middleton et al. (2018) explored the applications of SCT in the context of employee-led workplace learning and innovative work behavior. It provides insights into workplace information literacy, knowledge management, and the relationship between information behaviors and innovation.

Bridging the gap between theory and applied research in acculturation, Ahn and Lee (2023) discussed the interdisciplinary nature of acculturation theory and its application in various fields such as psychology, public health, anthropology, sociology, business, education, and communication. It highlights the contributions of prominent scholars in the conceptualization of acculturation. Choy et al. (2021) examined acculturation strategies and their impact on mental health. This study aimed to examine the correlation between different types of acculturation strategies (integration, assimilation, separation, and marginalization) and their effects on mental health conditions such as depression, anxiety, and post-traumatic stress disorder (PTSD).

Scope and Limitations

This study limits its conduct on the intercultural competence and resiliency among 100 Filipino teachers in the state of Alaska during the School Year 2023-2024. It focused on assessing intercultural competence through three key variables: knowledge (cultural awareness and cultural view framework), skills (empathy, verbal, and non-verbal communication), and attitudes (curiosity and openness). Additionally, it assessed teachers' resiliency aspects on professional, emotional, motivational, and social. Moreover, it assessed intercultural competence and resiliency within the school year 2023-2024.

Methodology

Research Design

This study employed a correlational research design to collect the necessary data and information on teachers' intercultural competence and resilience. Correlational research is a non-experimental research method used to determine the strength and direction of the relationship between two or more variables without manipulating them (Creswell & Creswell, 2018). In this case, the variables of interest were teachers' intercultural competence and their resilience. Descriptive research is a type of quantitative study that is used to define traits or functions, according to Fluet (2020). He continued by saying that this kind of study's research issue or problem should be precise and explicit. Data for this study was gathered using questionnaires. It is a conclusive quantitative research technique used to test particular hypotheses and explain properties or functions (Vieira et al., 2020).

Study Setting

The research setting for this study is focused on Filipino teachers working in Alaska, USA. The study aimed to explore the resiliency of Filipino teachers in this specific district and understand how they navigate the challenges and demands of their profession within an American educational context. The State of Alaska is known for its diverse student population and commitment to providing quality education. The district comprised several elementary, middle, and high schools, each with its own unique characteristics and educational programs. The research involved collaborating with Filipino teachers from various schools within the district to ensure a representative sample.

Data were collected through surveys to gain insights into the resiliency levels of Filipino teachers in the State of Alaska. By conducting this research in the State of Alaska, the study aimed to contribute to the existing knowledge on the resiliency of Filipino teachers within the context of an American school district. The findings will provide valuable insights for the district administration, school leaders, and policymakers to develop targeted strategies and interventions that support the well-being and resilience of Filipino teachers in the State of Alaska.

Study Population and Sampling Technique

The respondents for this study were Filipino teachers who were currently employed in the State of Alaska, USA, for the Academic Year 2023-2024. These teachers were of Filipino nationality and had chosen to pursue their teaching careers in the State of Alaska. As Filipino teachers in an American school district, they may encounter unique challenges related to cultural adaptation, language proficiency, and navigating the American educational system. However, they also bring their strengths, such as their cultural heritage, teaching approaches, and dedication to fostering inclusive and multicultural learning environments. The random sampling technique was employed to select the Filipino teachers who participated in this study. Random sampling, also known as probability sampling, is a method that ensures every individual in the population has an equal chance of being selected, which reduces selection bias and enhances the generalizability of the findings (Taherdoost, 2019). This sampling technique is widely recognized as one of the most effective methods for ensuring a representative sample, especially in correlational studies where the goal is to examine the relationship between variables without interference from external confounding factors (Etikan & Bala, 2018).

Table A: Distribution of Respondents

Name of School Districts	Population
North Slope Borough School District	32
Lower Kuskokwim School District	33
Fairbanks Northstar Borough School District	14
Anchorage School District	5
Bering Strait School District	13
Nothwest Arctic Borough School District	3
Total	100

Research Instruments

The research questionnaire is designed to gather valuable insights into the intercultural competence and resiliency among Filipino teachers in the State of Alaska, USA. The questionnaire is divided into two parts: The first section of the questionnaire consists of a modified instrument designed to quantitatively assess the intercultural competence of teachers. It is based on the Intercultural Competence Self-Assessment Checklist by the Central Vancouver Island Multicultural Society, with several key modifications. These include the adjustment of the original rating system to a four-point Likert scale (capstone, proficient, developing, and benchmarking), as well as the addition of specific subsections that evaluate teachers' awareness, knowledge, and skills in intercultural competence, areas that were not explicitly addressed in the original checklist. The second part of the questionnaire focuses on measuring teachers' resilience, using an adapted instrument from the study titled *Development and Validation of Vietnam Teachers' Resilience Scale: A Four-Factor Model* (Nguyet & Thang, 2023). The modifications to the questionnaire include adjusting the original resilience rating to a four-point Likert scale (exemplary, proficient, developing, novice) and narrowing the assessment to four specific areas of resilience: professional, emotional, motivational, and social, which may differ from the original focus of the Vietnam Teachers' Resilience Scale.

Statistical Treatment of Data

The statistical treatment of the study involved different methods to address each research problem. For Problems 1 and 2, which aimed to assess the levels of intercultural competence and resilience among teachers, the Means and Standard Deviation were calculated to determine the average scores and the variability of responses, providing a clear understanding of the central tendencies and dispersion within the data. For Problem 3, which focused on testing the significant relationship between intercultural competence and resilience, the Pearson r correlation coefficient was employed. This statistical test measured the strength and direction of the linear relationship between the two variables, allowing the study to determine whether a significant correlation exists between teachers' intercultural competence and their resilience.

Ethical Consideration

Ensuring the privacy and anonymity of teachers who participated in this research is paramount. When respondents are confident that their identities and personal information will be kept confidential, they are more likely to engage honestly and openly. To address these ethical concerns, several measures were implemented. First, informed consent was obtained from all participating teachers, clearly outlining the study's purpose, data collection process, and the use of their information. Teachers were assured of their right to withdraw from the study at any time without facing any consequences. Second, data de-identification was emphasized, with participants asked to remove or replace any personally identifiable information (such as names, school names, or contact details) during analysis and reporting. Third, the collected data was securely stored, employing encryption where needed and restricting access to authorized personnel only, to prevent accidental disclosure to unauthorized parties. Finally, ethical approval was sought from URSSC Research Technical Committee and obtained clearance from the said committee, ensuring that the research design and data handling procedures adhered to established ethical standards and guidelines.

Results and Discussion

Problem 1. How do the respondents assess their level of intercultural competence in terms of knowledge on cultural self-awareness and cultural worldview frameworks; skills on empathy and verbal and non-verbal communications; and attitudes on of curiosity and openness?

Table 1: Summary Distribution of Respondents' Level of Assessment in terms of Intercultural Competence

	Indicators	Mean	SD	Interpretation
	Knowledge	2.67	0.76	High
	Skills	2.87	0.80	High
	Attitudes	3.26	0.61	Very High
	Overall	2.93	0.72	High
Legend:	3.26-4.00 = Capstone /Very High	1.76-2.50 = Developing/ Low		
	2.51-3.25 = Proficient/ High	1.00-1.75 = Benchmarking /Very Low		

Table 1 presents the summary distribution of respondents' level of assessment in terms of intercultural competence with an overall mean of 2.93 (SD=0.72) described as **high** which indicates that Filipino teachers are generally proficient in cultural competence across all the evaluated dimensions. This rating indicates a positive evaluation of teachers' ability to engage with diverse cultures and foster an inclusive classroom environment. Although categorized as high, this score also reveals areas for potential improvement, signaling that while teachers possess a foundational level of intercultural competence, there is still room for development in specific practices and strategies.

The findings imply that educational institutions should continue to invest in professional development focused on enhancing teachers' intercultural skills. This could include training that addresses specific dimensions of cultural competence where teachers may feel less confident. Furthermore, integrating more culturally responsive practices into the curriculum can help elevate the overall proficiency of teachers in engaging with diverse student populations. By providing teachers with the tools and support needed to enhance their intercultural competence, schools can create a more inclusive and enriching educational experience for all students.

The assessment reveals an important opportunity for growth in intercultural competence within the educational landscape. While the overall proficiency rating reflects a solid foundation, it emphasizes the necessity for ongoing reflection and enhancement of teaching practices. By prioritizing the development of intercultural skills, educators can better prepare students for an increasingly diverse and interconnected world. This focus not only enriches the educational experience but also fosters a culture of understanding and respect, essential for promoting social cohesion and global citizenship among future generations.

The overall mean reflects a strong foundation in cultural competency, essential for fostering an inclusive and supportive classroom environment. To further develop these skills, the teacher could engage in more targeted professional development focused on specific aspects of cultural competence, such as advanced communication strategies of cultural frameworks. This continued growth could lead to even higher proficiency levels, potentially moving towards the capstone category (Ladson-Billings, 2021).

Moreover, the indicator, **Attitudes**, got the highest mean score of 3.26 (SD=0.61) described as **very high**. This result suggests that respondents view teachers as open-minded and receptive to diverse perspectives, which is a critical component of intercultural competence. Such a positive assessment indicates that teachers are effectively cultivating an

environment that encourages curiosity and respect for different cultures, thereby enhancing students' learning experiences. This strong score reflects the importance of openness as a foundational attitude in fostering intercultural understanding within the classroom.

The very high mean score for attitudes implies that schools should continue to promote and support the development of this quality among teachers. Training programs that emphasize the importance of maintaining an open attitude towards diverse cultural perspectives can further enhance teachers' effectiveness in creating inclusive classrooms. Additionally, fostering a school culture that values openness can contribute to positive interactions among students, encouraging them to engage with one another's backgrounds and experiences more readily.

The important emphasis on openness within the assessment underscores its vital role in shaping intercultural competence. This finding suggests that teachers who exemplify open attitudes can serve as role models for their students, inspiring them to embrace diversity and engage in constructive dialogue about cultural differences. Ultimately, prioritizing openness not only enriches the educational environment but also prepares students to thrive in a multicultural society, promoting understanding and collaboration across diverse communities.

The teacher's strong empathy skills are an important asset in creating a positive and inclusive classroom environment. To build on this strength, the teacher could explore ways to further integrate empathy into the curriculum, such as through activities that promote perspective-taking or discussions on social and emotional learning. Additionally, the teacher could mentor colleagues or lead professional development sessions focused on enhancing empathy in teaching, contributing to a more empathetic school culture (Banks, 2019).

However, the indicator, **Knowledge**, got the lowest mean score of 2.67 (SD=0.76) described as **high** suggests that while the teacher is proficient in understanding their cultural identity and how it influences their teaching, there may be room for further development. This score suggests that while teachers possess a relatively good understanding of their own cultural identities, there remains a noticeable gap in their awareness compared to other dimensions of intercultural competence. The lower score indicates that teachers may not be fully leveraging their cultural self-awareness in their teaching practices, which is essential for fostering deeper connections with students and understanding their diverse backgrounds.

The findings highlight the need for targeted professional development focused on enhancing cultural self-awareness among teachers. Workshops and training sessions that encourage reflection on personal cultural identities and biases can help educators better recognize how their backgrounds influence their teaching. By improving cultural self-awareness, teachers can create more inclusive and empathetic classroom environments, ultimately benefiting student engagement and learning outcomes.

The lower mean score for knowledge on cultural self-awareness emphasizes the importance of ongoing self-reflection in the journey toward intercultural competence. This finding suggests that even proficient teachers may need to deepen their understanding of how their cultural perspectives shape their interactions with students. By fostering greater self-awareness, educators can more effectively navigate cultural dynamics in the classroom, leading to richer, more meaningful exchanges with students from diverse backgrounds. Enhancing this dimension of intercultural competence will not only improve teaching practices but also support the development of a more inclusive educational environment.

To enhance cultural self-awareness, the teacher could engage in reflective practices, such as journaling or participating in workshops focused on self-awareness and bias recognition. Understanding one's cultural lens is crucial for effectively navigating diverse classroom environments and avoiding potential biases. By deepening their cultural self-awareness, the teacher can improve their ability to create a truly inclusive and equitable learning environment (Rogers et al., 2021).

Problem 2. What is the respondents' level of resiliency on the following aspects: professional, emotional, motivational, and social?

Table 2: Summary Distribution of Respondents' Level of Assessment on Resiliency

	Indicators	Mean	SD	Interpretation
	Professional	3.09	0.67	High
	Emotional	3.16	0.66	High
	Motivational	3.03	0.65	High
	Social	2.60	0.59	High
	Overall	2.97	0.64	High
Legend:	3.26-4.00 = Exemplary /Very High	1.76-2.50 = Developing/ Low		
	2.51-3.25 = Proficient/ High	1.00-1.75 = Novice /Very Low		

Table 2 shows the summary distribution of respondents' assessment on resiliency. The overall mean resilience score of 2.97 (SD=0.64), interpreted as **"High"**, suggests that Filipino teachers in Alaska generally exhibit a solid level of resilience across professional, emotional, motivational, and social dimensions. This high resilience score indicates that teachers are relatively well-equipped to handle the stresses and challenges associated with their roles, especially in a multicultural setting. Their resilience likely supports their ability to maintain commitment and adaptability, benefiting both their teaching effectiveness and the classroom environment. Enhancing resilience further could involve targeted professional development in stress management and adaptive coping strategies, reinforcing their resilience across all areas. This foundational resilience enables teachers to navigate diverse classroom challenges and helps maintain a supportive environment for students.

In an interview, one prominent theme that emerged from interviews is the importance of community and support networks among Filipino teachers. They described how their shared cultural background fosters a sense of camaraderie and mutual support, which contributes significantly to their resilience. For instance, teachers shared anecdotes about how they come together to celebrate successes, share resources, or offer emotional support during difficult times. This collective approach to resilience highlights the significance of social bonds and cultural connections, reinforcing the notion that resilience is often a communal effort rather than an individual endeavor.

Achieving a high overall rating is commendable, but aiming for excellence involves identifying and addressing specific areas where improvements can be made. This could involve setting goals for higher engagement in community activities, enhancing emotional resilience strategies, and improving social interactions and relationships within the school environment (Darling-Hammond et al., 2020).

Moreover, the highest mean score is for *Emotional Resilience*, with a mean of 3.16 (SD=0.66), categorized as **"High"**. This result indicates that teachers possess a commendable capacity for managing stress and maintaining emotional balance in their professional environment. Emotional resilience is particularly valuable for teachers working in diverse cultural contexts, as it helps them handle emotional demands without compromising their effectiveness or well-being. A high level of emotional resilience suggests that teachers are likely able to regulate their emotional responses effectively, allowing them to remain patient, empathetic, and supportive with students from varied backgrounds. Schools could capitalize on this strength by promoting wellness programs, such as mindfulness training and emotional regulation workshops, further solidifying this key aspect of resilience and providing ongoing support for emotional well-being.

In an interview, Filipino teachers articulated how their cultural background plays a significant role in shaping their emotional resilience. For example, they shared insights into the Filipino value of *pakikipagkapwa-tao* (concern for others), which emphasizes building relationships and connections with students and colleagues. This cultural foundation empowered teachers to approach emotional challenges with a sense of empathy and understanding, recognizing that their emotional responses can significantly impact their students' learning experiences. Teachers described how their commitment to creating a nurturing environment motivates them to remain patient and compassionate, even when faced with difficulties.

The teacher's proficiency in emotional resilience can be leveraged to mentor peers or develop professional development programs focusing on emotional well-being. Continuing to build on these strengths can help in sustaining a positive and supportive classroom environment, especially during high-stress periods (Tait, 2020).

However, the lowest mean score is for *Social Resilience*, with a mean of 2.60 (SD=0.59), which, while still in the “**High**” category, is lower than the other dimensions. This suggests that while teachers are generally resilient, there may be challenges in building or sustaining social connections within the teaching environment, especially in culturally diverse or isolated settings. Social resilience is essential for fostering collaboration, sharing resources, and gaining social support, all of which contribute to a positive and cohesive school culture. To strengthen social resilience, schools could encourage more community-building activities and peer support networks, fostering a sense of connection and collaboration among teachers. These efforts could help create a more robust support system that enhances social resilience, thereby enriching the overall resilience profile of teachers working in multicultural settings.

In an interview, interview responses revealed that Filipino teachers face unique challenges in establishing social connections, particularly in culturally diverse or geographically isolated environments. They shared experiences of feeling disconnected from colleagues due to differences in cultural backgrounds or teaching philosophies. Some teachers expressed concerns about navigating communication styles that vary across cultures, which hinder collaboration and relationship-building. These narratives highlighted the importance of fostering an inclusive environment that acknowledges and celebrates cultural diversity, thereby enhancing social resilience.

To enhance social resilience, the teacher could focus on strategies to improve relationships with colleagues, parents, and community members. This might include participating in additional collaborative projects, seeking feedback to better understand social dynamics, or engaging in more community-building activities. Improving social resilience can contribute to a more cohesive and supportive school environment (Gu & Day, 2019).

Problem 3. Is there a significant relationship between teachers' intercultural competence and their resilience?

Table 3: Result of the Test on Relationship between the Teachers' Intercultural Competence and Resilience

Teachers' Intercultural Competence	Teachers' Resilience				OVERALL <i>r-value</i> <i>p-value</i>
	Professional <i>r-value</i> <i>p-value</i>	Emotional <i>r-value</i> <i>p-value</i>	Motivational <i>r-value</i> <i>p-value</i>	Social <i>r-value</i> <i>p-value</i>	
Knowledge	0.544 0.001 S	0.631 0.000 S	0.341 0.013 S	0.410 0.036 S	0.481 0.012 S

	0.044	0.245	0.047	0.435	0.192
Skills	0.663	0.381	0.648	0.000	0.422
	NS	NS	NS	S	NS
	0.592	0.490	0.723	0.527	0.582
Attitudes	0.000	0.038	0.003	0.038	0.001
	S	S	S	S	S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 3 shows the result of the test on relationship between the teachers' intercultural competence and resilience. The findings indicate that teachers' intercultural competence, specifically in knowledge and attitudes, is positively and significantly correlated with their resilience across professional, emotional, motivational, and social dimensions. However, the correlation between intercultural skills and resilience is largely non-significant except in the case of social resilience. These results suggest that teachers' understanding (knowledge) and receptiveness (attitudes) towards cultural diversity are critical factors in their resilience. The strong relationships imply that enhancing knowledge and cultivating positive attitudes towards intercultural competence could be strategic approaches to building resilience among teachers. Professional development programs should emphasize knowledge and attitudinal growth, as these areas appear foundational for helping teachers navigate the challenges associated with working in multicultural environments.

This aligns with previous research by Steinmann (2019), who similarly found that a deeper understanding of cultural nuances and diversity positively impacted teachers' ability to navigate challenges and maintain resilience in diverse educational settings. However, the study also revealed that intercultural skills did not show significant correlations with resilience dimensions, highlighting the need for further investigation into the specific role of skills in promoting teacher resilience. These findings underscore the importance of intercultural knowledge and attitudes in enhancing teachers' resilience and overall well-being, emphasizing the significance of cultural competence in educational contexts.

Moreover, the highest r-value is found between *attitudes* and *motivational resilience* ($r = 0.723$, $p < 0.05$), suggesting a robust link between a positive intercultural outlook and sustained motivation. This high correlation implies that teachers with open, curious attitudes toward cultural diversity are likely more driven and resilient in their professional roles. Positive attitudes toward intercultural competence may enhance teachers' sense of purpose, particularly when working with culturally diverse students, as it can align with a desire for inclusivity and meaningful impact. Educational institutions can leverage this insight by fostering positive attitudes through workshops that promote curiosity, cultural exploration, and openness. This approach could further enhance teachers' motivational resilience, empowering them to approach their roles with enthusiasm and resilience in the face of challenges.

This finding aligns with research by Nguyen (2020), who found that teachers with positive attitudes towards diversity reported higher levels of job satisfaction and commitment to their work. Positive attitudes toward intercultural competence may enhance teachers' sense of purpose, particularly when working with culturally diverse students, as it can align with a desire for inclusivity and meaningful impact. This finding reinforces the importance of fostering a positive and inclusive school environment where teachers feel supported and empowered to embrace diversity. Educational institutions can leverage this insight by fostering positive attitudes through workshops that promote curiosity, cultural exploration, and openness. This approach could further enhance teachers' motivational resilience, empowering them to approach their roles with enthusiasm and resilience in the face of challenges.

However, the lowest correlations are associated with *intercultural skills* and resilience, where only the relationship with social resilience is significant ($r = 0.435$, $p < 0.05$). The

generally low, non-significant correlations suggest that while intercultural skills (such as empathy and communication) are valuable, they may not directly contribute to professional, emotional, or motivational resilience. However, the significant relationship with social resilience highlights that these skills are still beneficial for building and maintaining supportive networks within multicultural environments. This finding suggests that although intercultural skills may not directly enhance all dimensions of resilience, they do contribute to teachers' ability to foster positive relationships, a key aspect of resilience in diverse settings. To support teachers' overall resilience, training could incorporate both skill-based practices (for social resilience) and strategies focused on knowledge and attitudes, providing a more comprehensive approach to enhancing resilience across multiple dimensions.

This finding suggests that although intercultural skills may not directly enhance all dimensions of resilience, they do contribute to teachers' ability to foster positive relationships, a key aspect of resilience in diverse settings. To support teachers' overall resilience, training could incorporate both skill-based practices (for social resilience) and strategies focused on knowledge and attitudes, providing a more comprehensive approach to enhancing resilience across multiple dimensions (Horwood et al., 2021).

Conclusion

Filipino teachers in Alaska had high level of intercultural competence, with strong attitudes of openness. Similarly, their resilience levels were rated high in emotional resilience. Importantly, significant relationships were observed between key indicators of intercultural competence on knowledge and attitudes and resilience in all aspects of professional, emotional, motivational, and social. Teachers with high levels of intercultural competence are better equipped to manage the challenges and stressors of adapting to a new cultural environment, contributing positively to their overall resiliency.

Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. Schools or institutions are encouraged to offer programs aimed at strengthening teachers' social connections. Organizing team-building activities, peer-support groups, or culturally inclusive events can foster a more cohesive teaching community and improve social adaptability.
2. Schools could introduce reflective workshops and cross-cultural training that encourage self-exploration and recognition of one's cultural identity, helping teachers understand their cultural influences in a deeper way.
3. Administrators are suggested to design targeted training that focuses on active listening, recognizing nonverbal cues, and developing empathy could help teachers better manage cross-cultural interactions and improve their personal resilience.
4. School leaders are requested to provide mentorship programs and create safe spaces for emotional exchange that can allow teachers to practice empathy in meaningful ways, strengthening its link to resilience.
5. The Alaskan – Filipino Community is requested to offer specialized communication workshops, such as culturally sensitive communication techniques and conflict resolution, could help teachers enhance their communication skills and connect them more effectively to their resilience, especially in challenging situations.

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