Original Research Article

Cultural Values and Intercultural Sensitivity Among College of Teacher Education Students

ABSTRACT

Most university and college students are susceptible to prejudice, stereotype, or even discrimination towards individuals or groups of people from different cultures. This confluence of concerns has occurred both within and outside the educational sector. As a result of this alarming predicament, this study entitled Cultural Values and Intercultural Sensitivity Among College of Teacher Education examines and determines the relationship between cultural values and intercultural sensitivity among College of Teacher Education students officially enrolled for the Academic Year 2022–2023 in the University of Mindanao in Matina, Davao City. With a total population of 2,054 students in the College of Teacher Education program, the researchers obtained a total of 324 respondents, which was calculated using the Raosoft sample size calculator. This study used convenience sampling and a descriptive correlational research design. The Mean, Standard Deviation, and Pearson Product Correlation were utilized as statistical techniques. The overall findings show that the level of cultural values and intercultural sensitivity of the College of Teacher Education students are both high. Finally, the study's overall results affirm that cultural values have a significant (direct) relationship with the intercultural sensitivity of the College of Teachers Education students at the University of Mindanao. It concludes that students better understand and appreciate cultural diversity. In this sense, future educators have practical intercultural communication skills and collaboration among people of diverse cultural backgrounds. Thus, it creates an inclusive and equitable environment for civically competent individuals in a pluralistic society.

Keywords: education, cultural values, intercultural sensitivity, college of teacher education students, convenience sampling, Philippines

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1. INTRODUCTION

Most university and college students have this so-called spirit of prejudice, stereotypes, or even discrimination against individuals or groups of people with distinct cultures. Individuals with similar backgrounds can still struggle to connect personally, even more so with people from different cultural backgrounds. A low level of identity maintenance seen in 45% to 50% of the respondents, this shows that many students lack sensitivity, have difficulty accepting differences with others, and regard their culture as the most important. It also suggests that how students value cultural differences can significantly impact how people interact with each other. People may have difficulty connecting with someone with a different cultural background and values, causing them to feel a sense of distance and a lack of sensitivity [1-3].

A student failing to recognize the necessity of being sensitive to others' cultures can have far-reaching implications for the school community, as confusion and lack of acceptance contribute to further inequality and marginalization. Research findings demonstrate that 98.01% of students with the lowest level of intercultural sensitivity considered their own culture the most important. Accordingly, those who have low levels of intercultural sensitivity often have little understanding of other cultures; they are not adept at adjusting their behaviour to the people that surround them; they have a hard time relating to people from different cultures; and there is a lack of maturity in dealing with differences that leads to the emergence of conflict [4-6].

Contrarily, when an individual has a robust intercultural sensitivity, people have a more hospitable, open-minded attitude toward other cultures, resulting in a reduction in pre-interpretation and judgment of others based on their cultural values. The lack of intercultural sensitivity affects student interactions in school and everyday interactions among people from different cultures. Therefore, it shows that intercultural sensitivity still needs to be improved because students experience difficulty adapting to a distinct cultural environment and become inclined to it quickly due to their low levels of intercultural sensitivity [7].

Del Villar [8] conducted a study in the Philippines to determine which aspects, characteristics, and circumstances of Filipino college students significantly impact their cultural sensitivity. The researcher stated that exposure to various cultures, such as having friends abroad and conversing with them, greatly influenced intercultural sensitivity. The same researcher surveyed 15 multinational corporations in the Philippines to determine how interculturally sensitive Filipinos are. In circumstances that require intercultural communication, an interculturally sensitive person communicates and obtains constructive and gentle responses with an evident sense of respect. This study indicated that 72.05% of Filipinos showed high sensitivity ratings of 93.60 (SD = 8.5). Most respondents showed a highly positive feeling toward recognizing and comprehending different cultures. Consequently, Filipinos also promote appropriate and efficient behavior and attitude in intercultural communication.

Moreover, the notion of a heterogeneous approach of students among deserted and isolated individuals with unique ethnic bounds is undeniably observed among students of colleges and universities due to a lack of intercultural sensitivity. The predecessors passed down a set of principles and ideas from generation to generation wherein traditions, rituals, and beliefs are embodied in a culture's values. Cultural values provide meaning to someone's identity, and knowing those can help someone develop sensitivity and awareness of what they take into consideration. It is well acknowledged that cultural and individual values and conventions have a significant role in communication. Hence, a person's cultural values can be indicated by their ability to engage in intercommunity and intergenerational linkages, recognition of diverse cultural values, awareness of cultural loss, and preservation of traditions and customs [9-11].

An interculturally sensitive person will adapt effectively to cultural differences. People need to approach others well despite opposing beliefs as long as they prioritize understanding and sensitivity over judgment. Intercultural sensitivity is an attitude expressing openness to interaction with groups from distinct cultures; it is how people respond well to cultural differences. Intercultural sensitivity is essential to fostering social cohesion and conversation between cultures in a global and multicultural context in today's diverse and globalized society. Thus, intercultural sensitivity is practiced through interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness due to being open-minded to differences [12-14].

The theory anchored to this present study is Cultural Dimensions Theory founded by Geert Hofstede (1980) within the individualism-collectivism framework. This dimension has gotten the most attention regarding the theory's conjecture about how people approach other diverse and unique cultures' matters regarding their group views about roles in their sociocultural sphere. Individualism and collectivism concepts have been applied to studying values used to analyze cultural variations. The theory emphasizes that it is essential to understand both cultural values and perspectives of collectivism and individualism to be comfortable interacting with them as a multicultural workforce. Hence, the theory purports that value judgments toward individuals manifest their cultural views in a social environment. This framework can help students recognize potential conflicts. To comprehend cultural values concerning intercultural sensitivity, people need to learn about the individualistic and collectivistic backgrounds of others and be willing to change their behaviors in response [15-16].

Intercultural sensitivity is vital in reducing cultural barriers between cultures that interact. People communicate with one another, cultures blend, the global economy expands, international education advances, and research is frequently carried out across cultural and national boundaries. In this light, sensitivity to cultural differences is integral to an individual's ability to communicate interculturally [17].

However, to the best of the researcher's ability, no existing descriptive correlational studies have been conducted about the College of Teacher Education students' cultural values and their relation to

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intercultural sensitivity in Davao City, specifically at the University of Mindanao. Similar studies such, as those of Del Villar [8]only highlighted a few regarding intercultural sensitivity in the educational setting in the Philippines. They were too focused on multinational corporations where Filipino workers were the target participants. Although the studies measure intercultural sensitivity, they did not include cultural values as another variable. This gap calls for researchers to conduct descriptive correlational studies to shed light on the need to study further the relationship between cultural values and intercultural sensitivity, which could have practical implications for future educators for teaching and learning in diverse classrooms.

The relevance of this study is to raise the College of Teacher Education students' ability to reduce cultural barriers between cultures they interact. Education students need to consider how cultural variations impact people's interactions and establish exceptional views, personalities, and relations with others [18]. Students need to be taught how to build favorable treatment towards people from different cultures with diverse cultural values. Hence, the results and findings of the study will primarily benefit the College of Teacher Education students and teaching personnel at the University of Mindanao. Consequently, they will be motivated to acquire the study results for improvement and knowledge that would encourage them to modify and adjust their approach when dealing with people from distinct cultural backgrounds and circumstances. Lastly, this will benefit future researchers as this study could be a source of information that nourishes any study that needs valid justification and logical claims.

Taking action on the appeal for cross-cultural understanding calls for recognizing factors that support or foster the development of intercultural sensitivity. Considering this, the present study examines and determines a correlation between cultural values and intercultural sensitivity among College of Teacher Education students at the University of Mindanao. The researchers hypothesized that cultural values do not significantly correlate with intercultural sensitivity. Furthermore, this seeks to answer the level of cultural values among College of Teacher Education students regarding intercommunity and intergenerational linkages, recognition of diverse cultural values, awareness of cultural loss, and preservation of traditions and customs; the level of intercultural sensitivity among the College of Teacher Education students regarding interaction engagement, respect for cultural differences, interaction confidence, enjoyment, and interaction attentiveness;andif there is a significant relationship between Cultural Values and Intercultural Sensitivity among College of Teacher Education students.

2. METHODOLOGY

2.1 Research Respondents

The study's respondents are undergraduate College of Teacher Education students from Mindanao in Matina, Davao City, Philippines. With a total population of 2,054 students in the College of Teacher Education program, the researchers obtained a total of 324 respondents, which was calculated using the Raosoft sample size calculator. In this study, the researchers used the convenience sampling method, wherein the respondents were selected face-to-face and online based on their convenience, accessibility, and willingness to participate. According to Emerson [19], convenience sampling is advantageous when the population is too large to survey its entirety. This method involves choosing respondents who are readily available and willing to participate rather than selecting them randomly. This sampling method helps the researchers access the sampling population and collect data for a quick gain of desired population size of the study.

The respondents included in this study were the students enrolled in the College of Teacher Education program who agreed to participate in the study regardless of the majors they were currently taking. On the other hand, the respondents excluded from this study were those students not enrolled in the College of Teacher Education program. The respondents' availability and willingness to participate in the study were considered. The researchers ensured that their responses were kept confidential to safeguard their privacy.

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2.2Research Instruments

In data gathering, the researchers adapted and modified a survey questionnaire as a research instrument for the study. Each researcher's dependent and independent variable comprises one survey questionnaire adopted from an existing international research study. For the independent variable, a study entitled "Assessing cultural values: Developing an attitudinal scale" by Andy Choi, Franco Papandrea, & Jeff Bennett[20] and the study entitled "Measuring Intercultural Sensitivity of Thai University Students: Impact of Their Participation in the US Summer Work Travel Program" by Nichaya Wattanavorakijkul[21] for the dependent variable. The questionnaires have undergone pilot testing with a Cronbach alpha and level of .952 for Cultural Values and .968 for Intercultural Sensitivity. This excellent reliability indicates that each participant's response values for a group of questions are in agreement, thereby implying a strong and consistent relationship among the survey questionnaire items of Cultural Values and Intercultural Sensitivity. Furthermore, the Likert Scale was used in the assessment of responses that used a 5-point scale ranging from 1-5. Together with this, the survey questionnaire included indicators determining the level of cultural values and intercultural responsibility of the respondents.

The descriptive range interpretation for Cultural Values shows that if the weighted scale is 5, its mean range is quantified as 4.20 to 5.00, indicating that its descriptive rating is Very High, which means that the level of Cultural Values is always manifested. If the weighted scale is 4, its mean range is quantified as 3.40 to 4.19, indicating that its descriptive rating is High, which means that the level of Cultural Values is often manifested. If the weighted scale is 3, its mean range is quantified as 2.60 to 3.39, indicating that its descriptive rating is Moderate, which means that the level of Cultural Values is sometimes manifested. If the weighted scale is 2, its mean range is quantified as 1.80 to 2.59, indicating that the level of Cultural Values is Low, which means that the level of Cultural Values is rarely manifested. If the weighted scale is 1, then its mean range is quantified as 1.00 to 1.79, indicating that its descriptive rating is Very Low, which means that the level of Cultural Values is not manifested.

The descriptive range interpretation for Intercultural Sensitivity shows that if the weighted scale is 5, its mean range is 4.20 to 5.00, indicating that its descriptive rating is Very High, which means that the level of Intercultural Sensitivity is always manifested. If the weighted scale is 4, its mean range is quantified as 3.40 to 4.19, indicating that its descriptive rating is High, meaning that the Intercultural Sensitivity level is often manifested. If the weighted scale is 3, its mean range is quantified as 2.60 to 3.39, indicating that its descriptive rating is Moderate, meaning that the Intercultural Sensitivity level is sometimes manifested. If the weighted scale is 2, its mean range is quantified as 1.80 to 2.59, indicating that the level of Cultural Values is Low, which means that the level of Intercultural Sensitivity is rarely manifested. If the weighted scale is 1, then its mean range is quantified as 1.00 to 1.79, indicating that its descriptive rating is Very Low, meaning that the Intercultural Sensitivity level is not manifested.

2.3 Design and Procedures

The study employed a quantitative descriptive correlational research design to determine the relationship between cultural values and intercultural sensitivity among College of Teacher Education students for an explicit understanding of the study's goal. According to Feyisa [22], quantitative research is primarily an inferential approach looking for a relationship between variables. It is conceptually and methodologically intended to extrapolate results from a sample to a broader population. According to Raed, J., & Sawsan, A. [23], a descriptive correlational is a descriptive correlational study that is much more appropriate to define the relationship between two or more variables. It allows one to describe the variables and the relationship that emerges between the variables without seeking any causal links. It also allows one to express the view of the matter's current state of affairs.

In collecting the data, the researchers followed the data gathering protocol in which they asked for approval to conduct a study by crafting a formal letter and seeking the endorsement of the Dean of the College of Teacher Education to confirm the credibility and legitimacy of the study's accreditation. Thenceforth, the researchers then went through the informed consent process. The researchers asked the research respondents for their consent, willingness, and availability to answer the survey

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questionnaire without unethical pressure or disrespect. Because of the nature of the study and the difficulty in approaching the population of interest, the researchers used convenience sampling to select respondents face-to-face and online.

Furthermore, the researchers used Google Forms as an online platform for the survey questionnaire. Google Forms is a reliable online platform for creating online survey forms disseminated to the study's respondents, as the data has been conducted online. Similarly, the researchers utilize printed survey questionnaires for face-to-face data collection. While this method allowed the researchers to collect data from a sufficient number of respondents, it is essential to note that the results may only partially represent the population of interest [24]. The researchers followed the ethical measures and guidelines of the data gathering from the school's mandate down to the responsible research personnel of the CTE research office.

The researchers used the statistical tool Microsoft Excel to create a tally of the data gathered. The researchers have turned it over to the statistician for a conclusive and accurate computation. The researchers provided a table to interpret the data based on its standardized measure for detailed data analysis. This study used the mean to determine the College of Teachers Education students' cultural values and intercultural sensitivity levels. While standard deviation refers to the level of dispersion of the cultural values and intercultural sensitivity of the College of Teachers Education students, as the researchers sought to determine the relationship between the two variables, Pearson Product Moment Correlation (r) provides a statistical technique for measuring the relationship of the continuous variable. It was used to interpret the data and determine the significant relationship between cultural values and intercultural sensitivity.

3. RESULTS AND DISCUSSION

3.1 Level of Cultural Values of College of Teacher Education Students

Table 1 shows the level of Cultural Values among College of Education students as gauged through the following indicators: Intercommunity and Intergenerational Linkages, Recognition of Diverse Cultural Values, Awareness of Cultural Loss, and Preservation of Traditions and Customs. The overall mean is 4.46 or Very High with an SD value of .38, which indicates that the Cultural Values of College of Teacher Education students are always manifested. Among the indicators, the Recognition of Diverse Cultural Values has the highest mean of 4.65, or Very High, with an SD value of .43. This means that the College of Teacher Education students' recognition of diverse cultural values is always manifested. Meanwhile, Awareness of Cultural Loss has the lowest mean of 3.81 or High with an SD value of .94. This means that the College of Teacher Education students' awareness of cultural loss is often manifested.

Results show that the overall level of cultural values of the College of Teacher Education students of the University of Mindanao is very high. It means that the students could manifest their ability to foster intercommunity and intergenerational linkages, recognize the diversity of cultural values, awareness of cultural loss, and preservation of traditions and customs. The indicator that gained the highest mean is the recognition of diverse cultural values, which pertains to acknowledging and appreciating the values associated with different cultural groups. It implies that despite diversity and differences, most of the College of Teacher Education students deeply recognize and appreciate different cultural values, particularly in recognizing that different cultural values can help individuals identify themselves and understand the world. It also suggests that the College of Teacher Education students can recognize and adapt the need to learn and care about cultural heritage, especially to the diverse cultural context in educational settings.

The result conforms to the study of Suchodoletz, A., & Hepach, R. (2021), [10] stating that cultural values provide meaning to someone's identity, and knowing those can help someone develop sensitivity and awareness of what they take into consideration. In addition, the study conducted by Johnson, G., Karabon, A., & Derrick, A. [25] showed that most teachers demonstrated a very high level of recognition and appreciation of the cultural values of their students. Teachers strongly agreed that they valued their cultural diversity and incorporated diverse cultural materials into their instruction.

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Meanwhile, results show that the indicator that gained the lowest mean is the awareness of cultural loss. It indicates that education students need to be aware of the cultural loss experienced in every aspect of cultural life. However, the results showed that the awareness of the cultural loss of the College of Teacher Education students is high and often manifested, which means that the students are still aware of the cultural loss and the potential threats it may have on society, even if they are not wholly aware of the significance or value of their entire cultural heritage. It also suggests that despite the lowest mean value among other indicators, education students are mindful of cultural loss issues and have expressed some level of concern about the importance of their cultural heritage and the potential consequences of losing it.

The study conducted by Reed [26] indicated that many students had a low awareness of cultural loss. Specifically, students scored low on the range of the Awareness of Cultural Loss Scale, which measures the extent to which individuals are aware of the erosion of cultural traditions, practices, and knowledge. They suggested that schools and educational institutions prioritize decolonizing and indigenizing education and engage in ongoing critical reflection and dialogue to promote cultural humility and accountability. It indicates that awareness of cultural loss is a significant challenge that requires collaborative and transformative efforts in the teaching and learning process to promote cultural awareness, revitalization, and social justice.

Moreso, the result of the overall cultural values conforms to the research study of Kafadar, T. [27], which indicated that high cultural values could also contribute to an overwhelming sense of connection and identity in the classroom. Students who felt a strong connection to their cultural heritage and identity were likelier to feel connected to their school community and have a positive sense of belonging. It suggests that high cultural values can positively affect educational settings, including improved academic achievement, increased engagement, and a greater sense of belonging.

Table 1. Cultural Values of College of Teacher Education Students

Indicators	Mean	SD
Intercommunity and Intergenerational Linkages	4.57	.46
Recognition of Diverse Cultural Values	4.65	.43
Awareness of Cultural Loss	3.81	.94
Preservation of Traditions and Customs	4.48	.58
Overall	**4.46**	**.38**

3.2 Level of Intercultural Sensitivity of College of Teacher Education Students

Table 2 shows the level of intercultural sensitivity among college of teacher education students as gauged through the following indicators: Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness. The overall mean of intercultural sensitivity is 4.44, or Very High, with an SD value of .40, which indicates that the intercultural sensitivity of the College of Teacher Education students' is always manifested. Among the indicators, Respect for Cultural Differences has the highest mean of 4.55, or Very High, with an SD value of .44. This means that the College of Teacher Education students' respect for cultural differences is always manifested. On the other hand, Interaction Confidence has the lowest mean of 4.25 or Very High, with an SD value of .62. This means that the College of Teacher Education students' confidence when interacting with people from different cultures is always manifested.

Results show that the overall level of intercultural sensitivity of the College of Teacher Education students of the University of Mindanao is very high. It means that the students could manifest their ability to foster interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness when interacting with people from different cultures. The indicator that gained the highest mean is respect for cultural differences, which pertains to a sense of regard for and appreciation of cultural variations. It implies that despite the differences and contrasting beliefs, the College of Teacher Education students respect the ways and values of

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individuals from various cultures, listen to differing judgments or opinions, and think that individuals from distinct cultural backgrounds are enthusiastic to consider new ideas and open-minded. Each difference needs to be appreciated and valued. Consequently, the College of Teacher Education students have very high respect for cultural differences, making it one of the chief indicators of the accomplishment of intercultural sensitivity and inclusive learning process as they believe that no culture is better than the other.

The findings affirmed that respect towards different cultures is present in teacher education degree programs incorporating coursework and experiences focused on cultural diversity[28]. The study of Bayar, A., & Karaduman, H. [29] examined the impact of respect for cultural differences on student outcomes. They found out that schools with a strong emphasis on cultural diversity had higher rates of academic achievement among students of color, and education students with more positive attitudes towards cultural diversity were more accepting, sensitive, and able to work effectively with individuals from different cultures.

Meanwhile, results show that interaction confidence is the indicator that gained the lowest mean. It indicates that education students could be assertive in connecting with individuals from differing cultural backgrounds. However, results showed that the interaction confidence of the College of Teacher Education students is very high and always manifested, which means that the respondents generally feel confident in their ability to connect with other individuals of distinct backgrounds, even if they may not feel as confident as they do in other areas. It also suggests that the students are generally confident in their social abilities, which involves knowing what words are right to convey when connecting with individuals from various cultures. However, there is room for improvement in specific areas related to interactions with others. Hence, a very high mean value for Interaction Confidence indicates that students are knowledgeable about handling situations despite the differences in values and customs among people in the interaction.

The study conducted by Zhao, Y., Zheng, Z., Zhou, L., & Pan, C. [30] found that interaction confidence was positively associated with academic achievement among students from different cultural backgrounds and was associated with the development of positive relationships between students and teachers from different cultures. Additionally, a study conducted by Catania, M., & Matera, C.[31] found that individuals who reported high levels of interaction confidence were also more likely to engage in intercultural communication, exhibit positive attitudes towards individuals from unique cultural backgrounds, and were more likely to demonstrate culture-sensitive attitudes and behaviors.

Moreover, the result of the overall level of intercultural sensitivity conforms to the study by Carbonel, K., & Tajor, V. [32], which indicated that the respondents possessed high levels of intercultural sensitivity, both in the overall score and in the individual subscales. It suggests that the respondents know about different cultural behaviors, accept diversity, and adapt to new cultural environments. A similar study conducted by Del Villar [8] using the same ISS instrument yielded high scores among students at the University of the Philippines, suggesting that this may be attributed to the Philippines' history as a colony of various countries, which has led Filipinos to assimilate different cultures and nationalities. Not to mention, the globalization trend has made Filipinos more aware of cultural encounters.

Table 2. Level of Intercultural Sensitivity of College of Teacher Education Students

Indicators	Mean	SD
Interaction Engagement	4.52	.47
Respect for Cultural Differences	4.55	.44
Interaction Confidence	4.25	.62
Interaction Enjoyment	4.33	.54
Interaction Attentiveness	4.47	.52
Overall	**4.44**	**.40**

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3.3 Correlation between Cultural Values and Intercultural Sensitivity Among College of Teacher Education Students

Table 3 shows the correlated variables: Cultural Values and Intercultural Sensitivity. In Table 3, the College of Teacher Education students' cultural values and its indicators manifested a significant relationship with intercultural sensitivity, as follows: (1) Intercommunity and Intergenerational Linkages with a computed r(324) = .474, p = .000 indicating a significant relationship, (2) Recognition of Diverse Cultural Values with an r(324) = .485, p = .000 indicating a significant relationship, (3) Awareness of Cultural Loss with an r(324) = .292, p = .000 indicating a significant relationship, and (4) Preservation of Traditions and Customs with an r(324) = .511, p = .000 indicating a significant relationship.

Utilizing Pearson's product-moment correlation, the overall score for cultural values and intercultural sensitivity manifest to be positively correlated, r(324) = .622, p = .000. With that, the p-value of the correlational coefficient of the two variables is ≤ 0.05, which led to a significant relationship between variables and a rejection of the null hypothesis. Thus, it is notable to state that there is a significant relationship between Cultural Values and Intercultural Sensitivity among College of Teacher Education Students at the University of Mindanao. With this, the relationship between the two variables is described as a moderately positive correlation.

In this sense, Cultural Values and their indicators are significant to the Intercultural Sensitivity of the College of Teacher Education students. Accordingly, the notion that every student has a different treatment towards other diverse people of identity is in accordance with the level of cultural values a student has. To highlight significant pairs of correlation, the indicator within the independent variable, which is the Awareness of Cultural Loss, has a negligible correlation with the dependent variable's indicator, namely Interaction Attentiveness, for having an $r(324) = .088$, $p = .113$ which implies that there is no significant relationship. Hence, based on the statistical results, only Cultural Values indicators, namely, Inter-community and Intergenerational Linkages, Recognition of Diverse Cultural Values, and Preservation of Traditions and Customs,can affect the students' Intercultural Sensitivity. Consequently, students' level of Intercultural Sensitivity among other people of a distinct culture, specifically Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, and Interaction Enjoyment, has a significant relationship and direct (positive) correlation to Cultural values.

The positive correlation between Cultural Values and Intercultural Sensitivity conforms with the results from the study by Liu [33]. The study found a 90.4% rate of respondents who are students expressing regard for distinct values and 85.4% of respondents representing regard for the actions of individuals from other unique backgrounds culturally. This statistic suggests that most students have a strong awareness and appreciation of cultural values and intercultural sensitivity. Indeed, fostering positive culturally contextualized values in the educational aspect is necessary for promoting multicultural aims and developing functionally intercultural sensitive individuals in a pluralistic society. Moreso, the overall result confirms that it is pivotal for education students to give importance to cultural differences, consider their beliefs in their own culture, and translate them into how they treat other people of distinct cultures.

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Table 3: Statistical significance between Gender and Development Awareness and Gender-sensitive Pedagogical Practices.

Intercultural Sensitivity	**Cultural Values**				
	Intercommunity and Intergenerational Linkages	Recognition of Diverse Cultural Values	Awareness of Cultural Loss	Preservation of Traditions and Customs	**Overall**

Interaction Engagement	.492*	.538*	.132*	.462*	.570*
Respect for Cultural Differences	.434*	.496*	.167*	.416*	.534*
Interaction Confidence	.208*	.177*	.415*	.310*	.400*
Interaction Enjoyment	.276*	.270*	.311*	.344*	.427*
Interaction Attentiveness	.453*	.388*	.088*	.502*	.490*
Overall	.474*	.485*	.292*	.511*	**.622***

**Significant at .05 level.*

4. CONCLUSION

The following conclusion is formed based on the study's preliminary findings:

The level of Cultural values of the College of Teachers Education students is very high, which means that Intercommunity and Intergenerational Linkages, Recognition of Diverse Cultural Values, Awareness of Cultural Loss, and Preservation of Traditions and Customs are always manifested in the students. On the other hand, the level of Intercultural Sensitivity of the College of Teachers Education students is also very high, which means that Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness are always manifested in the students.

The overall results affirm that cultural values have a significant direct relationship with students' level of intercultural sensitivity. It conforms with Hofstede's Cultural Dimensions theory under the collectivism-individualism framework, which states that individuals from cultures that place a high value on collectivism are likelier to exhibit intercultural sensitivity. These cultural values promote social interactions, cooperation, and respect for others, aiding cross-cultural communication and understanding. Contrarily, individuals from cultures that prioritize individualism, self-expression, and competition may need help with sensitivity to other cultures. Individual interests and aspirations may be prioritized over collective unity in these cultural norms, which can lead to a lack of regard for others and empathy for those from other cultural backgrounds.

The relationship between the Cultural values and Intercultural Sensitivity of the College of Teachers Education at the University of Mindanao is significant to each other with a positive (direct) relationship. However, the indicator under Cultural Values, namely Awareness of Cultural Loss, has negligible correlation and no significant relationship with the indicator under Intercultural Sensitivity, which is Interaction Attentiveness. This suggests that the two indicators are not correlated to each other. However, it is essential to note that this does not necessarily affect the significant relationship between the two variables.

Drawn from these conclusions, the researchers noted some of the crucial recommendations written as follows:

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Considering the significant relationship between cultural values and intercultural sensitivity among college of teacher education students, the researchers recommend the implementation of cultural fair activities in the classrooms or throughout the university where students and teachers can showcase the diversity represented by the different cultures through inclusiveness, respect, and celebration because it provides an educational value and an understanding of cultural preservation and those unique historical legacies. Such an event exposes students and teachers to different cultures' challenges, losses, and preventative measures for preserving and protecting cultural heritage. Additionally, cultural fair activities offer teachers, students, and future researchers a platform to ascertain different cultures' customs, heritage, and traditions. In light of this, cultural heritage preservation could be demonstrated through various activities, displays, lectures, and workshops tackling cultural loss's impact on individuals and society.

Furthermore, although there is a high level of interaction confidence in the College of Teacher Education, it gained the lowest mean among other intercultural sensitivity indicators. Hence, the College of Teacher Education may continue enhancing opportunities for intercultural interactions through cross-cultural training of organizations or departments for future educators to supply them with social skills, confidently interact with students from various backgrounds, and promote intercultural sensitivity in the classroom. Workshops may include opportunities like immersing students in teaching strategies and activities that strive to achieve the need to understand and respect differences in terms of values, ideologies, traditions, and open-mindedness to controversial issues that would enable students to articulate questions, take part in discussions, and look into different viewpoints to consider without fear of being criticized or discriminated.

The College of Teacher Education teaching personnel may continue their participation in cultural and informative workshops/seminars to experience, model, promote, and effectively educate cultural values and intercultural sensitivity in the classroom based on that experience so students would, in turn, be encouraged to participate in such activities. Finally, the researchers recommend that future researchers may further study other factors, mechanisms, trends, and patterns that emerge between variables. Further research would help create or find new ideas, practical activities, interventions, and pedagogical approaches in the body of knowledge promoting intercultural sensitivity.

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