

Multicultural Classrooms: Cultural Sensitivity of Primary Grade Teachers in Sarangani District

Jerlyn H. Languido¹

¹Rizal Memorial Colleges, Inc.

Publication Date: 2026/06/17

Abstract: This study explored the experiences of primary grade teachers in managing cultural sensitivity in multicultural classrooms in Sarangani District, along with their coping mechanisms and insights for strengthening culturally responsive teaching practices. A qualitative research design, specifically a phenomenological approach, was used to capture the lived experiences of teachers in culturally diverse learning environments. The participants were twelve (12) Key Stage 1 teachers of Sarangani District selected through purposive sampling, representing small, medium, and large school contexts. These teachers handle learners from diverse cultural groups, including Muslim, B'laan, Manobo, Bisaya, and Indonesian backgrounds. Findings revealed three major themes: integrating cultural sensitivity into teaching, fostering an inclusive classroom environment, and challenges in implementing cultural sensitivity. Teachers cope with these challenges through instructional adjustments, emotional regulation, reflective practice, collaboration, and the use of culturally responsive and contextualized learning materials. They also strengthen relationships and communication to promote inclusivity and active learner participation. The study further identified key insights emphasizing the need to strengthen capacity-building on culturally responsive pedagogy and language inclusion strategies, as well as to develop collaborative learning communities for reflection and resource sharing. It is recommended that teachers, school leaders, and DepEd officials enhance continuous professional development programs, institutionalize collaborative practices, and provide culturally relevant instructional materials to support diverse learners. Future researchers may further examine the long-term impact of culturally responsive teaching on learners' academic achievement, engagement, and socio-cultural development in multicultural classroom settings.

Keywords: *Multicultural Classrooms, Cultural Sensitivity, Primary Grade Teacher.*

How to Cite: Jerlyn H. Languido (2026) Multicultural Classrooms: Cultural Sensitivity of Primary Grade Teachers in Sarangani District. *International Journal of Innovative Science and Research Technology*, 11(6), 480-491. <https://doi.org/10.38124/ijisrt/26jun478>

I. INTRODUCTION

In culturally diverse classrooms such as those in Sarangani District, where learners come from Muslim, B'laan, Indonesian, and Bisaya Manobo backgrounds, primary grade teachers face the important task of fostering learning environments that respect and value each child's unique culture, tradition, and belief. Cultural sensitivity in teaching is essential to ensure that instructional content, classroom interactions, and language use do not offend or marginalize any group, but instead promote inclusivity and mutual respect. However, teachers often encounter challenges in aligning the curriculum with the diverse cultural realities of their learners. This study, therefore, seeks to explore the experiences of primary grade teachers in practicing cultural sensitivity in multicultural classrooms, with the aim of understanding how they adapt their teaching approaches to uphold respect for diversity and promote

harmonious learning among learners of varied cultural and religious backgrounds.

Around the world, multicultural education has become a key concern as classrooms increasingly include learners from diverse linguistic, religious, and cultural backgrounds. In these contexts, cultural sensitivity, the ability of teachers to respect, value, and respond to students' cultural differences, has been identified as essential for inclusive and effective teaching. In a study conducted in Thailand, Charoensilp (2023) emphasized that teachers' intercultural sensitivity, including respect for cultural differences and interaction confidence, significantly influences their ability to implement culturally responsive teaching practices. This suggests that teachers who consciously recognize and value cultural diversity are better equipped to create respectful and engaging learning environments that meet the needs of all learners, regardless of background.

Furthermore, scholars continue to highlight a global gap between teachers' awareness of cultural diversity and their actual classroom practices. Similarly, Baidoo-Anu, et.al (2023) from Ghana revealed that although many K–12 teachers demonstrate sensitivity toward culturally diverse students and families, they seldom employ culturally responsive instructional or assessment methods.

The Philippines, increasing attention has been directed toward how teachers cultivate cross-cultural competence and culturally responsive practices to meet the needs of learners from diverse cultural and linguistic backgrounds. Tudayan, et.al (2024), in Mindanao, emphasized the importance of teachers' attitudes toward cultural diversity, flexibility in teaching, and knowledge of learners' backgrounds to promote inclusivity in the classroom. This highlights the growing recognition in Philippine teacher education institutions, especially in Mindanao, of the need to prepare educators who can respect and respond effectively to the cultural diversity of their students.

Furthermore, Edilo, et.al. (2022), in Western Visayas, disclosed that while teachers value culturally inclusive teaching, many feel underprepared to adapt lessons to the lived experiences and traditions of indigenous and minority learners. Similarly, Lasco (2021), in Southern Luzon, noted that teachers often struggle to design culture-sensitive learning materials due to the absence of localized content and insufficient institutional support. These reveal that while Filipino teachers value cultural inclusivity, the persistent lack of training, contextualized materials, and support mechanisms remain major barriers to fully realizing culturally sensitive education in the country.

In Sarangani District, the researcher observed that primary grade teachers face considerable challenges in addressing the diverse cultural and linguistic backgrounds of their learners, who come from Muslim, B'laan, Indonesian, Bisaya, and Manobo communities. Classrooms in the district are highly multicultural, yet teachers often struggle to ensure that their teaching practices, learning materials, and classroom interactions remain culturally sensitive and respectful of the learners' distinct traditions, beliefs, and languages. Moreover, many teachers have limited access to training or resources that support culturally responsive pedagogy. Recognizing these challenges, the researcher was motivated to conduct this study to explore how teachers in Sarangani District practice cultural sensitivity in multicultural classrooms and how such practices can be strengthened to promote inclusivity and mutual respect.

II. METHOD

This study employed a qualitative phenomenological research design to explore and understand the lived experiences of primary grade teachers in practicing cultural sensitivity within multicultural classrooms in the Sarangani District. A phenomenological approach was deemed appropriate because it seeks to capture the essence of participants' experiences, perceptions, and meanings attached to a particular

phenomenon. In this study, the approach enabled the researcher to gain an in-depth understanding of how teachers navigate culturally diverse learning environments composed of learners from different linguistic, religious, and cultural backgrounds. Through the exploration of participants' lived experiences, the study generated rich insights into the ways teachers promote cultural sensitivity, address cultural differences, and foster inclusive classroom practices.

The study utilized purposive sampling in selecting its participants. This sampling technique was considered appropriate because it allowed the researcher to identify individuals who possessed firsthand experiences and substantial knowledge relevant to the phenomenon under investigation. The participants consisted of twelve (12) Key Stage 1 teachers handling Kindergarten to Grade 3 learners in the Sarangani District, Division of Davao Occidental. These teachers were purposively selected based on their direct involvement in teaching learners from diverse cultural backgrounds, enabling them to provide meaningful perspectives regarding the practice of cultural sensitivity in multicultural classrooms.

To enhance the credibility, validity, and trustworthiness of the findings, environmental triangulation was employed. This was achieved by gathering data from teachers teaching in different school settings and learning environments. The inclusion of participants from various schools allowed the researcher to compare and validate perspectives across diverse educational contexts. Through this process, similarities and differences in participants' experiences were examined, strengthening the consistency and authenticity of the findings.

The primary data-gathering instrument used in this study was the in-depth interview. This method served as the principal tool for obtaining rich, detailed, and meaningful qualitative data from the participants. The interview guide was designed to elicit comprehensive accounts of the teachers' experiences, challenges, coping mechanisms, and insights related to practicing cultural sensitivity within multicultural classrooms. The use of in-depth interviews enabled participants to freely express their perspectives and provide detailed descriptions of their experiences, thereby contributing to a deeper understanding of the phenomenon under study.

The data gathered from the twelve (12) teacher-participants were analyzed using a systematic and rigorous thematic content analysis. The researcher carefully reviewed and examined the interview transcripts, identifying significant statements and extracting insights directly related to the research questions. These statements were coded and organized into categories, sub-themes, and overarching themes that reflected recurring patterns across participants' experiences. Following the thematic content analysis approach described by King (2004), as cited in Dawadi (2020), the analysis considered both manifest content, which pertains to explicit meanings expressed by participants, and latent content, which refers to the

underlying meanings embedded within their narratives. This process facilitated a comprehensive interpretation of the data and enabled the development of meaningful conclusions grounded in the participants' lived experiences.

III. RESULTS AND DISCUSSIONS

In the context of Sarangani District, primary grade teachers experienced the complexities of managing cultural sensitivity within multicultural classrooms composed of learners from diverse cultural, linguistic, and religious backgrounds, including Indigenous Peoples (IP), Christian, Muslim, and Indonesian learners. These diverse classroom settings exposed teachers to varying languages, traditions, beliefs, values, and patterns of social interaction, all of which influenced learners' participation and engagement in classroom activities. As they navigated these cultural differences, teachers encountered challenges in promoting fairness, inclusivity, mutual respect, and effective communication while ensuring that instructional practices remained responsive to the needs of all learners. Despite these challenges, teachers continuously adapted their approaches to foster culturally respectful and supportive learning environments. Presented below are the themes, sub-themes, and significant statements that emerged from the participants' narratives, illustrating their lived experiences in managing cultural sensitivity within multicultural classrooms.

➤ *Integrating Cultural Sensitivity into Teaching Practices*

This theme reflects the deliberate efforts of primary grade teachers to recognize, respect, and value the diverse cultural backgrounds of their learners within multicultural classrooms. It highlights how teachers intentionally integrate cultural sensitivity into their instructional practices by creating inclusive learning environments where all learners feel accepted, respected, and encouraged to participate regardless of their ethnicity, language, religion, or cultural traditions. Teachers demonstrated heightened awareness of learners' varying beliefs, customs, experiences, and perspectives when planning lessons, selecting learning materials, managing classroom interactions, and delivering instruction. By embedding cultural sensitivity into their teaching practices, teachers fostered a learning environment that was both supportive and responsive to diversity. Consequently, learners became more confident in expressing themselves, more actively engaged in classroom activities, and more respectful of classmates from different cultural backgrounds. These culturally responsive practices contributed to the promotion of harmony, inclusivity, mutual understanding, and meaningful learning experiences within multicultural classrooms.

➤ *Incorporating Learners' Cultural Backgrounds in Instruction.*

The findings under the sub-theme Incorporating Learners' Cultural Backgrounds in Instruction indicate that teachers across different school environments intentionally integrate learners' cultural identities into classroom instruction to

promote meaningful and inclusive learning experiences. Teachers in large schools demonstrated deliberate efforts to incorporate diverse cultural perspectives and experiences into lesson delivery, while those in medium schools adapted their instruction when they recognized cultural gaps or learner disengagement. Similarly, teachers in small schools emphasized the use of culturally sensitive and inclusive examples that reflected the backgrounds of their learners. These findings suggest a shared commitment among teachers to connect learning with students' cultural experiences, supporting the view that culturally responsive teaching enhances learner engagement and relevance by drawing upon learners' cultural knowledge and lived realities (Gay, 2020).

Although teachers shared a common goal of cultural inclusion, variations were evident in how these practices were implemented across school contexts. Teachers in large schools tended to integrate cultural elements more systematically within lesson planning and instructional content, whereas teachers in medium schools often employed adaptive strategies based on classroom observations and emerging learner needs. In contrast, teachers in small schools focused on ensuring cultural sensitivity through the careful selection of neutral and inclusive examples. These differences suggest that the implementation of culturally responsive practices is influenced by contextual factors such as classroom diversity, teaching experiences, and available resources. Nevertheless, the findings consistently demonstrate that incorporating learners' cultural backgrounds remains a fundamental strategy for fostering inclusive and meaningful learning environments, reinforcing the context-dependent nature of culturally responsive teaching practices (Sleeter, 2020).

➤ *Adapting Teaching Strategies to promote Inclusivity.*

The findings under the sub-theme Adapting Teaching Strategies for Inclusivity demonstrate that teachers intentionally modify their instructional practices to address the diverse cultural backgrounds, learning needs, and classroom realities of their learners. Across different school environments, teachers employed various strategies to ensure that all learners could participate meaningfully in classroom activities. Teachers in large schools implemented structured instructional adjustments that promoted equitable participation, while those in medium schools emphasized learner engagement through flexible communication and opportunities for cultural expression. In small schools, teachers focused on individualized accommodations that supported inclusion and responsiveness to learners' unique cultural circumstances. These findings indicate a common commitment among teachers to creating inclusive learning experiences through differentiated instructional practices, supporting Tomlinson's (2021) assertion that effective differentiation involves modifying instruction to address learners' diverse needs, interests, and backgrounds.

While the goal of inclusivity was consistently evident across all school contexts, differences emerged in how teachers enacted these adaptations. Teachers in large schools tended to employ content- and activity-based modifications, such as providing flexible tasks and using culturally inclusive learning materials. In contrast, teachers in medium schools focused more on communicative and participatory adjustments, including the use of learners' mother tongue and encouraging the sharing of cultural experiences during lessons. Meanwhile, teachers in small schools adopted more individualized and culturally sensitive approaches, often providing alternative tasks or modifying activities to ensure that learners felt respected and included. These variations suggest that although inclusive instruction is a shared practice, its implementation is shaped by the specific cultural dynamics and needs present within each classroom setting. Such findings reinforce Hammond's (2020) view that culturally responsive teaching requires instructional flexibility and responsiveness to learners' cultural identities to ensure equitable and meaningful learning opportunities for all students.

➤ *Respecting Cultural and Religious Diversity in Classroom Activities.*

The findings under the sub-theme Respecting Cultural and Religious Diversity in Classroom Activities indicate that teachers across different school environments consciously ensure that classroom instruction and learning activities are responsive to the cultural and religious beliefs of their learners. Teachers demonstrated sensitivity by modifying lessons, avoiding potentially offensive content, and providing alternative learning tasks when necessary. In large schools, teachers employed structured accommodations to address cultural and religious considerations, while those in medium schools focused on adjusting lessons in response to learners' needs and levels of comfort. Similarly, teachers in small schools emphasized flexibility and inclusivity by allowing alternative forms of participation and carefully considering learners' cultural backgrounds. These findings highlight a shared commitment among teachers to creating respectful and inclusive learning environments, consistent with UNESCO's (2021) assertion that inclusive education should uphold cultural diversity and ensure learners' participation without discrimination or cultural harm.

Although teachers demonstrated a common concern for respecting cultural and religious diversity, variations were evident in how these practices were implemented across school contexts. Teachers in large schools tended to adopt more systematic and structured approaches, including the provision of alternative activities and the deliberate exclusion of culturally sensitive content from instruction. In contrast, teachers in medium schools often relied on situational adjustments and responsiveness to learners' reactions and experiences. Meanwhile, teachers in small schools generally employed preventive strategies by using neutral examples and flexible instructional approaches to minimize the possibility of cultural conflict. These differences suggest that while respect

for cultural and religious diversity is a shared educational value, its implementation is influenced by contextual factors such as classroom composition, available resources, and school environment. The findings support Banks' (2021) view that culturally responsive teaching requires intentional instructional adaptations that promote equity, respect, and inclusion for learners from diverse cultural backgrounds.

IV. FOSTERING AN INCLUSIVE AND CULTURALLY RESPONSIVE

➤ *Classroom Environment*

This theme highlights how teachers intentionally cultivate learning environments where all learners, regardless of their cultural, religious, or linguistic backgrounds, feel respected, valued, and safe to participate. Primary grade teachers foster inclusivity by promoting equality, cooperation, empathy, and mutual respect among learners within multicultural classrooms. Through culturally responsive interactions and classroom practices, teachers encourage learners to appreciate diversity and develop positive relationships with peers from different cultural backgrounds. The participants' narratives reveal that inclusivity is strengthened through respectful communication, flexible opportunities for participation, and the establishment of classroom norms that uphold acceptance and appreciation of diversity. Teachers consistently demonstrate cultural sensitivity by discouraging discrimination, promoting mutual understanding, and ensuring that every learner is given equitable opportunities to engage in the learning process. The different dimensions of this theme are further elaborated through the sub-themes presented below.

➤ *Encouraging Learner Expression Through Language and Culture.*

The findings under the sub-theme Encouraging Learner Expression through Language and Culture indicate that teachers across different school environments actively support learners' expression by recognizing and valuing their linguistic and cultural identities. Teachers encouraged learners to communicate using their mother tongue and incorporated culturally responsive communication practices that enabled them to participate more confidently in classroom activities. In large schools, teachers emphasized the role of language in promoting understanding and participation, while those in medium schools provided learners with greater flexibility in expressing their ideas through their preferred language. Similarly, teachers in small schools implemented strategies to bridge language differences and facilitate meaningful communication. These findings suggest that teachers intentionally employ language-inclusive practices to enhance learner participation and engagement, supporting the view that multilingual and culturally responsive approaches promote comprehension and meaningful classroom interaction among diverse learners (Garcia & Wei, 2020).

Although teachers shared a common commitment to supporting learner expression, differences emerged in the ways these practices were implemented across school contexts. Teachers in large schools tended to use more structured and teacher-directed strategies, such as translating instructions and simplifying language to improve understanding. In contrast, teachers in medium schools adopted more learner-centered approaches by allowing students greater autonomy in choosing how they expressed their thoughts and experiences. Meanwhile, teachers in small schools employed more contextualized and adaptive strategies, including seeking support from parents or community members to address communication barriers and strengthen cultural connections. These variations indicate that while language inclusivity is a shared goal, its implementation is shaped by the unique needs and realities of each school environment. The findings further support Cummins' (2021) assertion that affirming learners' linguistic identities through multilingual practices strengthens both academic engagement and social inclusion within culturally diverse classrooms.

➤ *Promoting Mutual Respect and Cultural Awareness Among Learners.*

The findings under the sub-theme Promoting Mutual Respect and Cultural Awareness among Learners reveal that teachers across different school environments intentionally cultivate respect, understanding, and appreciation for cultural diversity within their classrooms. In large schools, teachers actively integrate discussions and activities that encourage learners to recognize and value the beliefs, traditions, and perspectives of their classmates. In medium schools, teachers emphasize respectful interactions and guide learners in appreciating cultural differences through collaborative classroom experiences. Similarly, teachers in small schools promote cultural awareness by consistently reinforcing respect, acceptance, and empathy in daily classroom interactions. Across all contexts, teachers demonstrate a shared commitment to fostering an environment where diversity is recognized as a strength and where learners are encouraged to develop positive relationships with peers from different cultural backgrounds. These findings support Banks' (2021) view that multicultural education promotes respect for diversity and helps learners develop the knowledge, attitudes, and skills necessary to interact effectively in culturally diverse settings.

Despite this common commitment, variations were evident in how teachers promoted mutual respect and cultural awareness across school environments. Teachers in large schools tended to employ more structured approaches, such as integrating cultural topics into lessons and facilitating discussions about diversity. In medium schools, efforts were often centered on encouraging respectful communication and cooperation among learners during classroom activities. Meanwhile, teachers in small schools relied more on everyday interactions and personalized guidance to address cultural misunderstandings and reinforce inclusive behaviors. These differences suggest that while the promotion of mutual respect is a shared educational goal, the strategies used are influenced

by classroom dynamics, learner diversity, and school context. Nevertheless, the findings consistently indicate that teachers play a crucial role in nurturing cultural awareness and fostering harmonious relationships among learners in multicultural classrooms.

➤ *Strengthening Relationships and Collaboration with Stakeholders.*

The findings under the sub-theme Strengthening Relationships and Collaboration with Stakeholders reveal that teachers across different school environments actively engage parents, families, and community members to better understand learners' cultural backgrounds and support culturally inclusive classroom practices. Teachers recognize that meaningful collaboration with stakeholders provides valuable insights into learners' beliefs, traditions, languages, and lived experiences, enabling them to make more informed instructional decisions. In small schools, teachers emphasized direct and personal communication with parents as a primary means of understanding and supporting learners. In medium schools, collaboration centered on maintaining open communication with families to ensure that instructional practices aligned with learners' cultural contexts and expectations. Meanwhile, teachers in large schools also demonstrated stakeholder engagement, although it was often integrated into broader instructional planning and learner support systems. These findings suggest that collaboration with stakeholders is a vital component of culturally responsive teaching, supporting Epstein's (2021) assertion that strong school-family-community partnerships enhance student learning and promote inclusive educational practices by connecting home and school experiences.

Although stakeholder collaboration was evident across all school contexts, differences emerged in the nature and extent of these partnerships. Teachers in small schools tended to engage in more personal and frequent interactions with families, often relying on parents' insights to guide instructional decisions and address learners' needs. In medium schools, collaboration was more consultative, with teachers actively seeking feedback from families to improve cultural responsiveness within the classroom. In contrast, teachers in large schools adopted a more structured and systematized approach, embedding stakeholder engagement within existing instructional and support frameworks rather than relying solely on individualized communication. These variations indicate that while teachers share a common commitment to involving stakeholders in the educational process, the form and intensity of engagement are influenced by the unique characteristics and resources of their school environments.

V. CHALLENGES IN IMPLEMENTING CULTURAL SENSITIVITY IN TEACHING PRACTICES

The main theme, Challenges in Implementing Cultural Sensitivity in Teaching Practices, highlights the various difficulties encountered by teachers in ensuring that classroom instruction and interactions consistently respect and respond to the diverse cultural, religious, and linguistic backgrounds of their learners. These challenges include language barriers and communication difficulties, limited access to culturally relevant instructional resources, differences in cultural beliefs and practices, and the demands of balancing curriculum requirements with culturally responsive teaching. Teachers also face the challenge of avoiding unintentional bias while creating equitable learning opportunities that accommodate the needs of all learners. Navigating these complexities requires teachers to exercise cultural awareness, flexibility, and sensitivity in their instructional decisions and classroom management practices. Despite these obstacles, participants remained committed to fostering inclusive, respectful, and supportive learning environments through patience, understanding, and culturally responsive approaches. The specific dimensions of these challenges are further explored in the sub-themes presented below.

➤ *Addressing Language Barriers and Communication Gaps in Multicultural Classroom.*

The findings under the sub-theme Addressing Language Barriers and Communication Gaps in Multicultural Classrooms reveal that teachers across different school environments encounter considerable challenges in facilitating effective communication and ensuring learner comprehension within linguistically diverse classrooms. Teachers reported difficulties in delivering instruction, explaining concepts, and maintaining learner engagement when students possessed varying levels of language proficiency and spoke different mother tongues. In large schools, teachers highlighted the complexities of teaching learners from multiple linguistic backgrounds, while those in medium schools emphasized challenges related to instructional delivery and learner understanding. Similarly, teachers in small schools experienced difficulties in ensuring comprehension due to language differences among learners. These findings suggest that language diversity remains a significant challenge in multicultural classrooms, supporting García and Kleyn's (2021) assertion that multilingual learning environments require intentional language-support strategies to bridge communication barriers and facilitate meaningful learner participation.

Although teachers shared similar experiences regarding language-related challenges, variations emerged in the ways they addressed these communication gaps. Teachers in large schools often relied on translation and strategic language switching to facilitate understanding among learners. In medium schools, teachers tended to focus on adjusting the pace of instruction, providing repeated explanations, and clarifying

concepts to accommodate varying levels of comprehension. Meanwhile, teachers in small schools commonly employed simplified instructions and contextual cues to support learner understanding, particularly when linguistic resources were limited. These differences indicate that while language barriers are a common concern across multicultural classrooms, the strategies used to address them are shaped by the specific characteristics of the school environment, learner population, and available resources. The findings support Pacheco and Miller's (2022) view that linguistic diversity requires context-responsive communication strategies, as teachers must continually adapt their instructional approaches to ensure equitable access to learning for all learners.

➤ *Managing Limited Resources and Time Constraints in Culturally Responsive Teaching.*

The findings under the sub-theme Managing Limited Resources and Time Constraints in Culturally Responsive Teaching reveal that teachers across different school environments encounter considerable challenges in preparing and delivering culturally responsive instruction due to limited instructional resources and insufficient time for lesson adaptation. Teachers reported that developing culturally inclusive learning materials, modifying lessons to accommodate diverse learners, and ensuring cultural relevance require substantial time and effort. In large schools, participants emphasized the extensive workload involved in adjusting instructional materials and planning inclusive classroom activities. Teachers in medium schools highlighted difficulties in balancing culturally responsive practices with the time demands of daily instruction, while those in small schools pointed to the scarcity of culturally appropriate teaching resources. These findings indicate that resource limitations and time constraints significantly affect teachers' ability to implement culturally sensitive teaching practices, supporting the OECD's (2021) assertion that educators in diverse learning environments often face challenges related to workload demands and inadequate instructional resources.

Although these challenges were commonly experienced across all school contexts, differences emerged in the specific nature of the constraints faced by teachers. In large schools, concerns centered primarily on managing the time and effort required to adapt lessons and develop inclusive instructional materials for diverse learners. Teachers in medium schools were more focused on balancing lesson modifications with the practical demands of classroom instruction and limited teaching time. Meanwhile, teachers in small schools were particularly affected by the lack of readily available culturally responsive resources, often requiring them to create or improvise their own materials.

These variations suggest that while limited resources and time are shared challenges, their impact differs according to school context and the support systems available to teachers. The findings align with Darling-Hammond et al. (2020), who emphasized that disparities in instructional resources and time allocation can hinder teachers' capacity to effectively

implement inclusive and culturally responsive pedagogical practices, particularly in diverse and resource-constrained educational settings.

➤ *Balancing Curriculum Requirements with Cultural Knowledge Limitations.*

The findings under the sub-theme Balancing Curriculum Requirements with Cultural Knowledge Limitations reveal that teachers across different school environments experience challenges in aligning mandated curriculum requirements with the diverse cultural backgrounds of their learners. Participants reported difficulties in integrating culturally relevant content into lessons while ensuring compliance with prescribed learning competencies and instructional standards. Teachers also acknowledged limitations in their own cultural knowledge, which sometimes made it challenging to determine whether instructional materials, examples, or classroom activities were culturally appropriate and responsive. In large schools, teachers emphasized the complexity of incorporating cultural understanding into structured lessons, while those in medium schools highlighted the need to carefully adapt instruction to prevent cultural misalignment. Similarly, teachers in small schools expressed concerns about maintaining cultural appropriateness while meeting curriculum expectations. These findings suggest that the demands of the curriculum and limitations in cultural knowledge can constrain the implementation of culturally responsive teaching, supporting UNESCO's (2021) assertion that rigid curriculum structures may limit teachers' capacity to adapt learning experiences to diverse cultural contexts.

Although teachers shared similar concerns regarding curriculum demands and cultural understanding, variations emerged in how these challenges were experienced and addressed across school environments. Teachers in large schools were particularly concerned with selecting culturally appropriate examples and avoiding the misrepresentation of learners' cultural identities. In medium schools, teachers focused on modifying classroom activities and instructional approaches to better align with learners' cultural practices and experiences. Meanwhile, teachers in small schools encountered a combination of curriculum rigidity and limited exposure to diverse cultural perspectives, requiring them to make ongoing adjustments to ensure inclusivity. These differences indicate that while all teachers navigate the tension between curriculum expectations and cultural responsiveness, the nature of their challenges is shaped by their specific teaching contexts and levels of cultural exposure. The findings support Bennett's (2020) argument that culturally responsive education requires educators to continually balance standardized curriculum requirements with an evolving understanding of learner diversity, underscoring the importance of curriculum flexibility and sustained cultural competence development.

Meanwhile, the second research question explores the coping mechanisms employed by primary grade teachers in addressing the challenges of maintaining cultural sensitivity

within multicultural classrooms. Teaching in culturally diverse learning environments requires educators to navigate various challenges, including language barriers, limited culturally responsive instructional resources, differing cultural and religious beliefs, and the need to balance curriculum requirements with inclusive teaching practices. In response to these challenges, teachers adopt a range of adaptive strategies that enable them to foster respectful, equitable, and culturally responsive learning environments while meeting the diverse needs of their learners. These coping mechanisms reflect teachers' commitment to promoting inclusivity, strengthening positive relationships, and ensuring that cultural differences are respected and valued within the classroom. The themes and sub-themes that emerged from the participants' narratives regarding their coping mechanisms are presented below.

VI. ADOPTING INSTRUCTIONAL PRACTICES TO ADDRESS CULTURAL DIVERSITY CHALLENGES

This theme highlights how primary grade teachers adapt their instructional practices to address the challenges of cultural diversity in multicultural classrooms. Teachers intentionally modify learning materials, activities, teaching strategies, and classroom interactions to ensure that instruction is inclusive, culturally relevant, and respectful of learners' diverse backgrounds. They employ differentiated approaches, provide flexible opportunities for learner participation and expression, and respond sensitively to communication barriers, cultural differences, and varied learning needs. Through these adaptive practices, teachers foster inclusive learning environments that promote engagement, equitable participation, intercultural understanding, and meaningful learning experiences for all learners.

➤ *Modifying Instruction to Meet Diverse Culture Needs.*

The findings reveal that primary grade teachers intentionally modify their instruction by selecting culturally relevant materials and adapting lesson plans to ensure that learners from diverse cultural backgrounds are represented and included in the learning process. In large school environments, participants emphasized the deliberate integration of cultural representation into instruction as a means of promoting inclusivity. Similarly, teachers in medium schools demonstrated instructional flexibility through differentiated strategies that accommodated learners' varying cultural experiences and learning needs. While teachers in large schools focused more on lesson preparation and material selection, those in medium schools placed greater emphasis on adapting instructional delivery. Despite these differences, both groups reflected a strong commitment to culturally responsive teaching.

The findings further indicate that teachers modify classroom activities and maintain cultural neutrality to avoid excluding or offending learners, a practice particularly evident among participants from small school environments. These

accounts suggest that teachers in smaller settings prioritize sensitivity and inclusivity when making instructional decisions. Triangulation across large, medium, and small school contexts consistently demonstrates that teachers adapt their instructional practices to respond to cultural diversity, although the specific approaches vary according to classroom conditions, available resources, and learner needs. Overall, modifying instruction emerged as a vital practice that enables teachers to create equitable, inclusive, and meaningful learning experiences for all learners. This finding is supported by Hollie (2021), who emphasizes that culturally responsive teaching requires continuous instructional adjustment to address learners' cultural and linguistic needs, and Milner (2021), who highlights the importance of instructional adaptation in promoting equity and meaningful learning in diverse classrooms.

➤ *Integrating Positive Values and Cultural Respect in Instruction.*

The findings indicate that primary grade teachers intentionally integrate values such as respect, inclusivity, and cultural understanding into their instructional practices to ensure that learners from diverse backgrounds feel recognized, respected, and valued. This practice is particularly evident among participants from large school environments, where values integration is embedded within daily teaching rather than treated as a separate instructional component. Similarly, teachers in small school settings promote fairness and respect by using neutral and inclusive examples that acknowledge cultural diversity. These findings suggest that teachers across different contexts deliberately incorporate positive values into instruction as a means of fostering cultural sensitivity and preventing bias in the classroom.

Furthermore, the findings show that teachers reinforce inclusivity by adapting instructional activities to respect learners' cultural beliefs, traditions, and practices. This is especially apparent in small school environments, where teachers place considerable emphasis on aligning instruction with learners' cultural identities. While teachers in large schools focus on embedding respect and cultural awareness across subject areas, those in small schools prioritize neutrality and inclusiveness in instructional examples. In medium school environments, values integration is reflected through practices that promote fairness and responsiveness to learners' diverse needs, demonstrating consistency across contexts. Triangulation of perspectives reveals strong convergence in the promotion of respect, inclusivity, and cultural awareness, with differences emerging only in the strategies employed. These findings are supported by Ladson-Billings (2021), who emphasizes that culturally relevant teaching promotes respect and equity through the integration of values within instruction, and Gay (2020), who highlights that embedding cultural values in teaching fosters mutual respect and meaningful learning among diverse learners.

➤ *Implementing Inclusive Teaching Strategies in Multicultural Classrooms.*

The findings reveal that primary grade teachers implement inclusive teaching strategies by providing learners with meaningful opportunities to participate in classroom activities through flexible and culturally responsive approaches. This practice is evident across different school environments, where teachers intentionally create learning experiences that accommodate learners' diverse cultural and linguistic backgrounds. In large school settings, teachers promote participation through structured and inclusive learning opportunities, while teachers in medium schools place greater emphasis on language-based inclusivity to encourage learner engagement and expression. These findings suggest a shared commitment to ensuring that all learners can participate meaningfully regardless of cultural or linguistic differences.

Moreover, the findings indicate that inclusive teaching extends beyond participation by incorporating learners' perspectives, experiences, and feedback into instruction. This is particularly evident in small school environments, where teachers adopt more learner-centered approaches to make learning relevant and responsive to students' needs. Triangulation across small, medium, and large school contexts demonstrates strong consistency in the belief that inclusivity requires instructional flexibility, responsiveness, and active learner involvement. While teachers in large schools focus on providing structured choices, those in medium schools emphasize language inclusivity, and teachers in small schools prioritize learner feedback and participation, these differences reflect variations in implementation rather than contradictions in perspective. Overall, the findings underscore the importance of inclusive teaching strategies in promoting equitable learning experiences and ensuring that all learners feel valued, respected, and heard within multicultural classrooms. This is supported by Florian (2021), who emphasizes that inclusive pedagogy extends learning opportunities to all learners without exclusion.

VII. STRENGTHENING RELATIONSHIPS AND COMMUNICATION

This theme highlights how primary grade teachers strengthen relationships and communication among learners, parents, colleagues, and other stakeholders to support cultural sensitivity in multicultural classrooms. Teachers promote open communication, mutual respect, empathy, and collaboration to better understand the diverse cultural backgrounds, experiences, and needs of their learners. Through positive interactions and meaningful partnerships, they create a supportive and inclusive learning environment where learners feel valued, respected, and comfortable expressing themselves. Strong relationships also enable teachers to address cultural differences more effectively, build trust among classroom members, and encourage cooperation among stakeholders. As a result, these practices foster cultural understanding, strengthen inclusivity, and contribute to a harmonious and

responsive classroom environment.

➤ *Building Positive Teacher-Learner Relationships.*

The findings reveal that building positive teacher-learner relationships serves as an important coping mechanism for teachers in strengthening communication and supporting culturally responsive practices within multicultural classrooms. Across large school environments, teachers emphasized the importance of understanding learners' backgrounds, experiences, and cultural identities to establish meaningful connections that inform instructional decisions. In medium school settings, teachers highlighted the value of maintaining consistent communication with learners and their families to better understand their needs and foster trust. Meanwhile, participants from small schools emphasized learner voice and active engagement, reflecting a more learner-centered approach to relationship building. These findings suggest that teachers intentionally cultivate relationships as a means of promoting inclusion, understanding, and meaningful participation among learners from diverse cultural backgrounds.

Triangulation of perspectives reveals both commonalities and variations in how teachers build relationships across school contexts. While all participants recognized the importance of understanding learners' cultural backgrounds, teachers in large schools relied more on structured approaches, such as parent conferences and learner profiling, to gather relevant information. In contrast, teachers in medium schools emphasized ongoing communication with families, whereas those in small schools focused more on direct interaction with learners and the incorporation of their feedback into classroom practices. Despite these differences, a consistent pattern emerged: positive relationships are strengthened through intentional communication, trust-building, and cultural understanding. These relationships contribute to greater learner engagement, participation, and inclusion, supporting the findings of Pianta (2021), who highlights that positive teacher-student relationships enhance academic engagement and development, and Bryk (2020), who emphasizes that relational trust among teachers, learners, and families is fundamental to effective learning environments.

➤ *Promoting Language Inclusivity in Classroom Communication.*

The findings reveal that promoting language inclusivity is a significant coping mechanism employed by teachers to strengthen communication and support meaningful participation in multicultural classrooms. Across large school environments, teachers emphasized the use of common or familiar languages to facilitate clearer instruction and improve learner understanding. In medium school settings, participants highlighted language adaptation as an effective strategy for addressing communication barriers and ensuring that learners can actively engage in classroom activities. Similarly, teachers in small school environments utilized flexible translation practices, allowing learners to use their mother tongue when necessary to support comprehension and expression. These

findings demonstrate a shared recognition that language inclusivity is essential in creating equitable learning opportunities and fostering effective communication among culturally and linguistically diverse learners.

Triangulation of perspectives reveals both similarities and variations in how teachers implement language-inclusive practices across school contexts. While all participants acknowledged the importance of accommodating learners' linguistic needs, teachers in large and medium schools tended to adopt more structured approaches, such as using common dialects or adapting instructional language to enhance understanding. In contrast, teachers in small schools relied more on situational translation and flexible communication strategies that responded directly to learners' immediate needs. Despite these differences, a common pattern emerged: teachers intentionally use language-inclusive practices to reduce communication barriers, encourage participation, and create a more supportive learning environment. These findings are supported by García and Wei (2020), who emphasize that recognizing and utilizing learners' linguistic resources promotes meaningful engagement and inclusion, and Cummins (2021), who highlights that affirming learners' linguistic identities strengthens both participation and academic success in culturally diverse classrooms.

➤ *Establishing a Positive and Supportive Classroom Environment.*

The findings reveal that establishing a positive and supportive classroom environment serves as an important coping mechanism used by teachers to strengthen relationships and communication, particularly in supporting learners' comprehension in Science. Across large school environments, teachers emphasized the importance of clear classroom rules and shared values in promoting respect, order, and harmonious interactions among learners. In medium school settings, participants highlighted the role of relational trust and rapport-building, indicating that emotional safety is central to effective classroom climate. Meanwhile, teachers in small school environments emphasized psychological safety and learner comfort as essential foundations for active participation and engagement. These findings suggest that across all contexts, teachers consistently prioritize respect, safety, and openness as core elements of a supportive learning environment.

Although there is a shared commitment to fostering positive classroom climate, variations emerge in how this is operationalized across school contexts. Teachers in large schools tend to rely on structured rules and established behavioral expectations to maintain order, while those in medium schools focus more on strengthening interpersonal relationships and trust between teachers and learners. In contrast, teachers in small schools prioritize emotional inclusivity and learner comfort, ensuring that students feel secure and supported in expressing themselves. Despite these differences, the findings consistently demonstrate that a supportive classroom environment enhances learner

engagement, participation, and comprehension. These findings are supported by Hamre (2021), who emphasizes that positive classroom environments significantly improve student engagement and academic outcomes, and Wentzel (2020), who highlights that teacher–student relationships and a sense of belonging strongly contribute to learner motivation and success.

VIII. MANAGING CULTURAL SENSITIVITY THROUGH REFLECTIVE PRACTICE AND EMOTIONAL REGULATION.

Managing cultural sensitivity through reflection and emotional regulation highlights how teachers cope with culturally complex classroom situations by developing greater self-awareness, composure, and intentionality in their responses. Teachers recognize that cultural differences, communication gaps, and diverse belief systems may lead to misunderstandings or emotional tension in the classroom; thus, they deliberately pause, reflect on their actions, and regulate their emotions to maintain fairness and respect. Through reflective practice, they critically examine their instructional decisions, identify potential biases, and make necessary adjustments to ensure that all learners feel valued and included. Emotional regulation further enables teachers to respond constructively to challenges, transforming potential conflicts into opportunities for learning and strengthening relationships. Together, reflection and emotional regulation foster a supportive and culturally responsive classroom environment that promotes both academic engagement and positive interpersonal interactions.

➤ *Regulating Emotions.*

The findings reveal that regulating emotions is a crucial coping mechanism used by teachers in managing cultural sensitivity within diverse classroom settings. Teachers consistently emphasized the importance of maintaining emotional control during conflicts to ensure fairness, prevent escalation of misunderstandings, and uphold respectful interactions in the classroom. Across contexts, emotional regulation is closely linked to teachers' ability to remain impartial, think before reacting, and prioritize resolution over blame. While the specific approach varies depending on school context, the overarching pattern shows that emotional regulation is central to sustaining culturally sensitive and well-managed classroom environments.

Triangulation of findings indicates strong convergence across school environments in recognizing emotional regulation as essential for effective classroom management and cultural sensitivity. Similarities are evident in teachers' shared practices of staying calm, avoiding reactive responses, and maintaining professional composure when handling culturally sensitive situations. However, differences emerge in the strategies used to manage emotions, with some teachers relying more on structured impartiality, others on emotional restraint, and others on reflective practices such as mindfulness. These

variations suggest that emotional regulation is context-dependent, shaped by classroom demands and school environment, yet consistently applied as a core coping strategy. These findings are supported by Gross (2021), who explains that cognitive reappraisal and response modulation are key processes in effective emotional regulation, and Mayer (2020), who emphasizes that emotional intelligence, particularly self-regulation, is essential for maintaining positive interpersonal relationships and sound decision-making in complex social settings such as classrooms.

➤ *Resolving Cultural Conflicts through Respectful Communication.*

The findings reveal that resolving conflicts is a key coping mechanism used by teachers in managing cultural sensitivity within diverse classroom environments, particularly in situations where misunderstandings arise from differences in beliefs, language, and cultural practices. Teachers consistently emphasize fairness, active listening, and reconciliation as central principles in addressing classroom conflicts. While approaches vary across contexts, the overall pattern shows that teachers aim to maintain respectful communication and restore harmony through constructive interaction rather than punitive responses. Across school environments, conflict resolution is guided by the shared goal of sustaining a culturally sensitive and inclusive learning atmosphere.

Triangulation of findings indicates both convergence and variation in teachers' approaches to resolving cultural conflicts. Similarities are evident in their shared commitment to listening to all perspectives, avoiding blame, and prioritizing the restoration of positive relationships among learners. However, differences emerge in the structure and level of teacher involvement in the resolution process. Teachers in large schools tend to use more formalized and structured conflict resolution strategies, while those in medium schools act as guided mediators who facilitate student negotiation and problem-solving. In contrast, teachers in small schools emphasize open dialogue and peer understanding, allowing learners to actively participate in resolving misunderstandings. These findings are supported by Thompson (2021), who highlights that restorative approaches in education focus on repairing relationships and promoting accountability rather than punishment, and Johnson (2020), who emphasizes that effective conflict resolution strategies in classrooms strengthen collaboration, trust, and social cohesion among learners.

➤ *Strengthening and Professional Collaboration for culturally Responsive Teaching.*

The findings reveal that reflection and professional collaboration serve as essential coping mechanisms for teachers in managing cultural sensitivity within diverse classroom settings. Teachers consistently engage in reflective practices to evaluate and improve their instructional approaches, particularly in relation to culturally responsive teaching. While reflection is present across all contexts, its emphasis varies, with some teachers focusing on structured lesson evaluation,

while others engage in more experiential and practice-based reflection rooted in daily classroom interactions. Overall, reflective practice enables teachers to continuously refine their strategies to better respond to the cultural and learning needs of their students.

Furthermore, professional collaboration emerges as a complementary coping mechanism that strengthens teachers' capacity to address cultural diversity effectively. Teachers across school environments reported engaging with colleagues, mentors, and professional development opportunities to enhance their instructional practices. In large school settings, collaboration is often formalized through trainings and seminars, while in medium schools it typically occurs through peer sharing and informal consultation. In small schools, collaboration is more personalized and experience-driven, often based on close professional relationships. Despite these variations, there is a shared understanding that reflection combined with collaboration enhances instructional effectiveness and cultural responsiveness. These findings are supported by Kolb (2021), who emphasizes that experiential learning through reflection fosters continuous professional growth, and Vangrieken (2020), who highlights that teacher collaboration improves instructional quality and supports adaptive teaching in diverse educational contexts.

Finally, the key insights of the study are to strengthen structured capacity-building programs on culturally responsive pedagogy and language inclusion strategies, and to develop collaborative learning communities for reflection and culturally inclusive resource development. While teachers already demonstrate commitment through adaptive instructional strategies and reflective practices, these efforts require more structured and sustained institutional support to ensure consistency and long-term impact. Strengthening culturally responsive teaching calls for continuous professional development, collaborative engagement among teachers, and the development of culturally appropriate instructional materials that reflect the lived experiences of learners from diverse cultural groups, including Muslim, B'laan, Manobo, Bisaya, and Indonesian communities. Overall, the study emphasizes the importance of moving toward a more systematic approach to culturally responsive education that extends beyond individual teacher initiative. Ultimately, it underscores that teachers' adaptive capacities can be further enhanced through structured training, shared resources, and stronger institutional collaboration to promote inclusivity, equity, and respect for cultural diversity in multicultural learning environments.

REFERENCES

- [1]. Baidoo-Anu, D., Gyamerah, K., Mahama, I., & Ofori-Sasu, E. (2023). Towards classroom inclusivity: Exploring K–12 teachers' sensitivity to cultural diversity. *Cultura y Educación*, 35(4), 938–975. <https://doi.org/10.1080/11356405.2023.2200590>
- [2]. Banks, J. A. (2021). *Diversity, equity, and excellence: Culturally responsive education in global perspective*. Teachers College Press.
- [3]. Bryk, A. S. (2020). Improving schools as organizations. <https://consortium.uchicago.edu>
- [4]. Cummins, J. (2021). *Rethinking the education of multilingual learners: A critical analysis of theoretical concepts*. Multilingual Matters. <https://doi.org/10.21832/CUMMIN6978>
- [5]. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- [6]. Dawadi, S. (2020). Thematic analysis approach: A step-by-step guide for ELT research practitioners. *Journal of NELTA*, 25(1–2), 62–71. <https://doi.org/10.3126/nelta.v25i1-2.49731>
- [7]. Dela Cruz, M. C., Manera, D. P., Ramirez, J. C., Macato, M. C., Catbagan, A. G., & Tulawie, R. A. (2023). Bridging cultures in the classroom: Culturally responsive education in Philippine higher learning institutions. *International Journal of Culture and Humanity Research*, 2(3), 87–101. <https://ijchr.net/journal/article/view/202>
- [8]. Edilo, J., Evarado, O. J., Jr., & Callaman, R. (2022). Culturally responsive self-efficacy of mathematics teachers: Input for self-efficacy building enhancement. *International Journal of Innovative Research in Education*, 9(1), 105–113. <https://doi.org/10.18844/ijire.v9i1.8975>
- [9]. Epstein, J. L. (2021). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429430006>
- [10]. Florian, L. (2021). *The SAGE handbook of special education* (2nd ed.). SAGE Publications.
- [11]. García, O., & Kleyn, T. (2021). *Translanguaging with multilingual students: Learning from classroom moments*. Routledge. <https://doi.org/10.4324/9780429441057>
- [12]. García, O., & Wei, L. (2020). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-41779-7>
- [13]. Gay, G. (2020). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- [14]. Gross, J. J. (2021). Emotion regulation: Current status and future prospects. <https://doi.org/10.1037/emo0000851>
- [15]. Hammond, Z. (2020). *Culturally responsive teaching and the brain*. Corwin Press.
- [16]. Hamre, B. K. (2021). Classroom processes and student outcomes. <https://www.apa.org>
- [17]. Hollie, S. (2021). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success* (2nd ed.). Shell Education.

- [18]. Johnson, D. W. (2020). *Reaching out: Interpersonal effectiveness and conflict resolution*. <https://www.cooperation.org>
- [19]. Kolb, D. A. (2021). *Experiential learning: Experience as the source of learning and development*. <https://doi.org/10.4324/9781003029617>
- [20]. Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- [21]. Lasco, M. T. (2021). Exploring teachers' development of a culture-sensitive lesson in mathematics through modular approach (Doctoral dissertation, De La Salle University). https://animorepository.dlsu.edu.ph/etdd_scied/3/
- [22]. Mayer, J. D. (2020). Emotional intelligence: A new ability model. <https://doi.org/10.1037/0000165-000>
- [23]. OECD. (2021). *Teaching for the future: Effective classroom practices to transform education*. OECD Publishing. <https://doi.org/10.1787/5a0c0f9b->
- [24]. Pacheco, M. B., & Miller, M. E. (2022). Teaching multilingual learners: Instructional strategies for diverse classrooms. *TESOL Quarterly*, 56(3), 845–868. <https://doi.org/10.1002/tesq.3098>
- [25]. Pianta, R. C. (2021). Enhancing relationships between children and teachers. <https://www.casel.org>
- [26]. Sleeter, C. E. (2020). Critical race theory and the teacher education curriculum. *Multicultural Perspectives*, 22(2), 65–73. <https://doi.org/10.1080/15210960.2020.1735322>
- [27]. Thompson, M. J. (2021). *Restorative practices in education: Building relationships and resolving conflicts*. <https://www.iirp.edu>
- [28]. Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD
- [29]. Tudayan, J. L. P., Ogoy, J. I. N., & Pangngay, J. J. (2024). Developing a cross-cultural competence scale for pre-service teachers: A Filipino case study. *Philippine Social Science Journal*, 6(4), 43–50. <https://doi.org/10.52006/main.v6i4.869>
- [30]. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- [31]. Vangrieken, K. (2020). Teacher collaboration: A systematic review. <https://doi.org/10.1016/j.tate.2020.103123>