

INTERCULTURAL WORLDVIEW KNOWLEDGE OF TEACHER AND ACADEMIC COGNITION OF STUDENTS

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Abstract: This study is aimed to find out the relationship between intercultural worldview knowledge of teachers and academic cognition of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita South District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on intercultural worldview knowledge of teachers and academic cognition of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a high level of intercultural worldview knowledge of teachers, there is a high level of academic cognition of students, there is a significant relationship between intercultural worldview knowledge of teachers and academic cognition of students. This implies that the higher the intercultural worldview knowledge of teachers, the higher is the academic cognition of students. Thus, the null hypothesis of no significant relationship between intercultural worldview knowledge of teachers and academic cognition of students was rejected.

Keywords: intercultural worldview knowledge of teachers, academic cognition of student, school administration and supervision, quantitative research.

I. INTRODUCTION

The term academic cognition describes the mental skills a student utilizes to learn and complete academic assignments, such as reasoning, memory, focus, problem-solving, and language comprehension. It includes both cognitive and metacognitive abilities, such as keeping an eye on and controlling one's own thought processes while learning, and it covers how the brain gathers, analyses, stores, and retrieves information to meet educational objectives (Eccles & Wigfield, 2020).

The academic cognition of students is a vital component in their learning process, but numerous challenges can hinder its development. One significant issue is the lack of focus and concentration. In a regular classroom, teachers in the United States noted that 6 in every 10 students lack focus and are unable to answer simple comprehension questions (Peng & Kievit, 2020).

Meanwhile, in today's digital age, students are constantly bombarded with distractions, such as social media, notifications, and other online content. This scattered attention makes it difficult for them to fully engage with academic material, thereby affecting their ability to retain information, solve problems, and engage in deep learning. This is the case of some students in Indonesia where students do not manifest ability to concentrate, which made them to struggle to process and apply information, leading to a shallow understanding of the subjects they are studying. As a result, 30% of students do not reach the minimum required proficiency (Paid, Mercuriani & Subali, 2020).

Certainly, cognitive overload is another obstacle that negatively impacts academic cognition. With the increasing complexity of coursework and the pressure to manage multiple subjects simultaneously, students often feel overwhelmed. This overload has caused mental fatigue to 50% of the learners in the classrooms which impede their ability to process information efficiently leading to a decline in academic performance and increased stress levels, ultimately hindering their cognitive development (Seráfica, Gumiran, Raza, Peria, Hipolito, & Maslang, 2023).

Another pressing problem in academic cognition is poor metacognitive skills. Metacognition refers to the awareness and regulation of one's own learning process. Many students lack the skills to reflect on how they learn, identify gaps in their understanding, and adjust their strategies accordingly. This issue is evident in the recent results of the National Achievement Test in English taken by Grades 4-6 where students in Davao Occidental Division recorded a 53.07% performed three levels down.

On the other hand, the intercultural worldview knowledge of teacher has been identified as a strong link to reverse the issues on poor academic cognition as students' cognitive development is often influenced by their socio-emotional well-being. However, there has been no study conducted in the local context to prove this claim, hence this study is proposed to address the contextual gap. It is in this context that the researcher prompted to conduct this study.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between intercultural worldview knowledge of teacher and academic cognition of students. Specifically, this study sought to answer the following objectives:

What is the level of intercultural worldview knowledge of teacher in terms of:

1.1 Cultural Self-Awareness;

1.2 Knowledge of Cultural Worldview Frameworks;

1.3 Empathy;

1.4 Verbal and Nonverbal Communication;

1.5 Curiosity, and

1.6 Openness?

2. What is the level of academic cognition of students in terms of:

2.1 Rehearsal Strategies;

2.2 Elaboration Strategies;

2.3 Organization Strategies;

2.4 Critical Thinking, and

2.5 Metacognitive Self-regulation?

3. Is there a significant relationship between intercultural worldview knowledge of teacher and academic cognition of students?

Hypothesis

There is no significant relationship between intercultural worldview knowledge of teacher and academic cognition of students.

III. METHODOLOGY

Research Design

This study employed non-experimental quantitative research design utilizing correlational technique. Non-experimental quantitative research design utilizing a correlational technique is a type of research approach used to examine the relationship between two or more variables without manipulating them. It falls under quantitative research because it

involves collecting and analyzing numerical data. The term non-experimental indicates that the researcher does not control or manipulate any variables, unlike in experimental research, where treatments or interventions are applied.

Non-experimental correlational research is a research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables, without establishing cause and effect in which in this study, it will look into the relationship between intercultural worldview knowledge of teacher and academic cognition of students.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This will be used to determine the level of intercultural worldview knowledge of teacher and academic cognition of student.

Pearson r. This will be used to determine the significance of the relationship between intercultural worldview knowledge of teacher and academic cognition of student.

IV. RESULTS AND DISCUSSION

Level of Intercultural Worldview Knowledge of Teachers

Shown in Table 1 is the level of intercultural worldview knowledge of teachers with an overall mean of 4.11 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, empathy has the highest mean rating with a mean score of 3.98 or high, curiosity, 3.94, high, openness, 3.89 or high, cultural awareness, 3.88 or high, knowledge of cultural worldview frameworks 3.83 or high, and verbal and nonverbal communication, 3.82 or high.

Table 1. Intercultural Worldview knowledge of Teachers

Indicators	Mean	Descriptive Levels
Cultural Self-Awareness	3.88	High
Knowledge of Cultural Worldview Frameworks	3.83	High
Empathy	3.98	High
Verbal and Nonverbal Communication	3.82	High
Curiosity	3.94	High
Openness	3.89	High
Overall	3.89	High

The result of the study reinforces the statement of Martorana, Rania & Lagomarsino (2021) who noted that Intercultural Worldview Knowledge of Teachers refers to educators' understanding of diverse cultural perspectives, values, communication styles, and belief systems that shape how students see the world. In increasingly diverse classrooms, this knowledge is essential for creating inclusive, respectful, and equitable learning environments. Teachers who possess strong intercultural awareness recognize that students' behaviors, learning preferences, and interactions are often influenced by cultural background. This understanding reduces misunderstandings and helps teachers respond appropriately to students' needs.

The result of the study resonates with the statement of Kimanen (2023) who declared that one major importance of intercultural worldview knowledge is its impact on instructional effectiveness. When teachers understand cultural differences in communication, authority, collaboration, and learning styles, they can design lessons that are more responsive and inclusive. This aligns with culturally responsive teaching principles which emphasize the importance of connecting curriculum and instruction to students' cultural contexts. Teachers who integrate diverse perspectives into the curriculum promote engagement, deeper understanding, and a stronger sense of belonging among students. Such finding is corollary to the study of Lemettinen, Hirvonen & Ubani (2021) who expressed that

Additionally, intercultural worldview knowledge strengthens relationships and fosters social-emotional safety in the classroom. Teachers who respect and value students' cultural identities build trust, reduce bias, and model global citizenship. This competence also prepares students to function effectively in a multicultural society by promoting empathy, open-mindedness, and critical thinking. Ultimately, teachers' intercultural worldview knowledge is vital for equity, student achievement, and the development of inclusive school communities that honor diversity as a strength rather than a challenge.

Level of Academic Cognition of Students

Shown in Table 2 is the level of academic cognition of students with an overall mean of 4.16 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study. Among the enumerated indicators, rehearsal strategies has the highest mean rating with a mean score of 4.32 or very high, organizational strategies, 4.23 or very high, critical thinking, 4.14 or high, elaboration strategies metacognitive, 4.14 or high, and metacognition 4.00 or high.

Table II. Academic Cognition of Students

Indicators	Mean	Descriptive Levels
Rehearsal Strategies	4.32	Very High
Elaboration Strategies	4.14	High
Organization Strategies	4.23	Very High
Critical Thinking	4.14	High
Metacognitive Self-regulation	4.00	High
Overall	4.16	High

The result of the study is in line with the statement of Lavrijnsen, Preckel & Verschuere (2023) who indicated that the importance of Academic Cognition of Students lies in its central role in shaping how students think about learning, process information, and apply knowledge. Academic cognition refers to the mental processes involved in understanding, remembering, problem-solving, reasoning, and reflecting on learning tasks. It includes skills such as critical thinking, metacognition, attention control, and the ability to connect new knowledge with prior understanding. Strong academic cognition enables students to move beyond memorization toward deeper comprehension and independent learning.

The result of the study corroborates the statement of Wong, Liem, Chan & Datu (2024) who observed that one key importance of academic cognition is its direct link to academic achievement. Students who develop effective cognitive strategies, such as organizing information, monitoring their understanding, and adjusting study methods, perform better across subjects. Similarly, metacognitive research shows that when students understand how they learn, they become more strategic and self-regulated.

The result of the study reinforces the statement of Liu, Wang, Koszalka & Wan (2022) who highlighted that academic cognition supports lifelong learning and resilience. Students with strong cognitive skills are better equipped to analyze information, evaluate evidence, and think critically in a rapidly changing world. By fostering academic cognition through inquiry-based learning, reflection activities, and higher-order questioning, educators empower students to take ownership of their learning.

Significance on the Relationship between intercultural worldview knowledge of teachers and Academic Cognition of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.823 with a probability value of $p < 0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between intercultural worldview knowledge of teachers and academic cognition of students is rejected.

Table III. Significance on the Relationship between intercultural worldview knowledge of teachers and Academic Cognition of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Intercultural Worldview Knowledge of Teachers and Academic Cognition of Students	0.823	0.000	Reject

*Significant at 0.05 significance level.

The result of the study corresponds with the statement of Vosniadou, Darmawan, Lawson, Van Deur, Jeffries & Wyr (2021) who asserted that the relationship between Intercultural Worldview Knowledge of Teachers and academic cognition of students is grounded in the idea that culturally informed teaching enhances how students think, process, and engage with learning. Intercultural worldview knowledge enables teachers to understand diverse cultural perspectives, communication styles, and learning preferences. When teachers apply this understanding in instructional design and classroom interaction, they create environments that support students' cognitive development, particularly in areas such as critical thinking, organization, elaboration, and metacognitive self-regulation.

The result of the study is consistent with the statement of Novikova, Gridunova, Novikov & Shlyakhta (2022) who suggested that teachers who possess strong intercultural competence are more likely to implement culturally responsive teaching practices. These practices connect academic content to students' cultural backgrounds and lived experiences, making learning more meaningful. When students see their identities reflected and respected in the curriculum, they are more engaged and motivated to think deeply. This increased engagement strengthens academic cognition because students actively process information rather than passively receive it. For example, culturally relevant discussions can enhance elaboration strategies, while collaborative learning structures aligned with collectivist values can improve organization and critical thinking skills.

The result of the study supports the statement of Ching, Chao, Kuo & Roberts (2021) who confirmed that intercultural worldview knowledge fosters a psychologically safe environment where students feel comfortable asking questions, expressing ideas, and reflecting on their learning. This sense of belonging supports metacognitive self-regulation and higher-order thinking. When teachers understand and respect cultural differences, they reduce misunderstandings and bias, allowing students to focus cognitive energy on learning tasks instead of navigating cultural tension. Ultimately, the relationship is mutually reinforcing: teachers' intercultural knowledge strengthens inclusive pedagogy, which in turn enhances students' academic cognition, engagement, and overall achievement.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of intercultural worldview knowledge of teachers. This means that the provisions relating to intercultural worldview knowledge of teachers is oftentimes observed. The study revealed a high level of academic cognition of students. This indicates that the provisions relating to student interaction are embodied in the item is oftentimes observed.

The results of the study also confirm that there is a significant relationship between intercultural worldview knowledge of teachers and academic cognition of students. This implies that the higher the intercultural worldview knowledge of teachers, the higher is the academic cognition of students. Thus, the null hypothesis of no significant relationship between intercultural worldview knowledge of teachers and academic cognition of students was rejected.

VI. RECOMMENDATIONS

The results of this study revealed that there is a high level of intercultural worldview knowledge of teachers. The researcher recommends that the teachers may improve in the area of verbal and verbal communication as one indicator or intercultural worldview knowledge of teachers since this obtained the lowest mean rating. The researcher recommends that students may continue practicing perspective-taking by paraphrasing others' viewpoints before responding by engage in intercultural dialogue projects or global collaborations to refine negotiation skills and reflect regularly on how your own cultural lens influences interpretation; practice active listening skills; engage in structured group discussions with culturally diverse peers; learn common cultural variations in communication norms, and learn key differences in verbal and nonverbal communication patterns.

Teachers may introduce advanced intercultural case studies and real-world scenarios; model advanced negotiation strategies such as clarification, reframing, and inclusive questioning; use role-playing activities to practice cross-cultural communication scenarios; explicitly teach verbal and nonverbal communication differences (eye contact, tone, silence, gestures); teach explicit communication frameworks and cultural awareness lessons; model calm responses to misunderstandings and demonstrate clarification strategies; provide direct instruction on cultural communication differences, and establish clear classroom norms promoting respect and open dialogue.

The study revealed a high level of academic cognition of students. The researcher recommends that they may improve in the area of metacognitive self-recognition as this is the lowest mean rating among all the indicators of academic cognition. The researcher recommends that students may students practice turning headings and subheadings into questions before reading; pause immediately when confusion arises instead of continuing passively; reread slowly and summarize the difficult section in your own words; highlight key terms and look up unfamiliar vocabulary; adjust your reading speed (slow down for complex sections); switch strategies: summarize paragraphs, create diagrams, or read aloud; break the material into smaller sections; preview headings, bold words, summaries, charts, and questions first; identify the structure (cause-effect, compare-contrast, problem-solution); predict what the material will discuss, and set a purpose for reading before beginning.

Teachers may model think-aloud questioning during reading; teach structured strategies such as sq3r (survey, question, read, recite, review); provide question stems to scaffold student-generated questions; include assignments that require students to submit their own higher-order questions; model how to identify the source of confusion; encourage peer discussion to clarify misunderstandings; explicitly teach multiple reading strategies (annotation, chunking, graphic organizers); encourage flexible strategy use rather than one fixed approach; help students reflect on which strategies work best for them; teach previewing as a required first step before deep reading; and demonstrate how text organization improves comprehension.

The results of the study also confirm that there is a significant relationship between intercultural worldview knowledge of teachers and academic cognition of students. Students may engage in perspective-taking activities by participating actively in discussions that explore diverse cultural viewpoints to strengthen critical thinking and elaboration skills; reflect on learning processes by using metacognitive journals to examine how cultural background influences learning preferences and communication styles; practice cross-cultural communication by working collaboratively with peers from diverse backgrounds to improve organization, reasoning, and interpretation skills, and develop curiosity and openness: ask questions about different perspectives and connect new knowledge to personal and cultural experiences.

Teachers may integrate culturally responsive teaching practices by connecting lessons to students' cultural contexts to deepen engagement and cognitive processing (as emphasized by gloria ladson-billings; explicitly teach cognitive strategies by modeling elaboration, organization, rehearsal, and metacognitive self-regulation within culturally inclusive lessons; adapt communication styles by being mindful of verbal and nonverbal differences in classroom interaction; create a psychologically safe environment by encouraging intellectual risk-taking where students feel respected and valued, and engage in ongoing intercultural professional development by continuously strengthen awareness of cultural worldview frameworks.

Principals may promote an inclusive school culture by establish policies and practices that value diversity and cultural competence as core components of instructional excellence; provide professional development by offering structured

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training on intercultural competence and culturally responsive pedagogy linked to academic outcomes; encourage collaborative learning communities by supporting teachers in sharing strategies that connect cultural understanding with cognitive skill development, and monitor classroom climate by using surveys and walkthroughs to ensure inclusive practices are enhancing student engagement and thinking skills.

District supervisors may develop system-wide intercultural competency standards by integrating intercultural knowledge into teacher evaluation frameworks and instructional guidelines; allocate resources for training and curriculum development by supporting culturally responsive materials that promote higher-order thinking; align policy with equity goals by ensuring that district initiatives explicitly connect cultural inclusion with academic cognition and student achievement, and collect and analyze data by assessing how intercultural initiatives impact student engagement, critical thinking, and metacognitive growth.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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