

**The “Dynamix” Cross-Cultural Model in Education**

**Dr. Concepcion C. Demausa**

Graduate School

University of the East

**Abstract**

This study was conducted to create a framework for a dynamic approach to instruction involving integrating and blending the best practices in traditional and online teaching and learning to help improve the instruction of teachers and the learning behavior of international students in a cross-cultural setup. It investigated (1) the learning behaviors of international students that are prevalent in cross-culture education, (2) the best practices in traditional and online instruction, (3) the requirements of the hybrid modality for international students, and (4) the institutional policies that may be recommended to address the challenges of international students in cross-culture setup. This study is anchored on the six Cultural Dimensions Theory of Geertz Hofstede in corroboration with Lev Vygotsky’s Sociocultural Theory. The corroboration led to the creation of a new model on Cross-Culture Dimensions in Education. This research utilized a mixed-method design and collected data from 187 respondents, gathered through interviews and surveys. The results highlighted the need for an appropriate intervention through well-defined policies and support mechanisms to address the students’ challenges in learning behavior; and the merging of traditional and online instruction in demonstrating a higher level of engagement and in cultivating students’ ability in learning and

innovation. These results served as a basis for creating a research-based and policy-driven framework to present a new idea of instruction that leads to more suitable approaches to help improve the instruction of teachers and strengthen the learning behavior of international students in a cross-culture setup.

*Keywords:* instruction, learning behavior, international students, cross-cultural

The essential component of students' identities as learners is their culture and life experiences, which shape the way they interpret the world and themselves (Will and Najarro, 2022). The expansion of education in the global context has become inevitably linked to this culture-sensitive approach to education. The influx of international students paved the way for *cross-culture* to be examined using the parameters of educational values. This is a unique setting that places a student in an unfamiliar context through various educational underpinnings such as theoretical and academic coursework and workshops, independent study, immersion, and other organized training. What complicates cross-cultural education in the current trends is the shift from face-to-face to online mode of teaching and learning due to the global pandemic. It forces academic institutions to restructure the traditional classroom-based methodologies and adopt a new mode of delivery of instruction and new and innovative pedagogical concepts in the context of the "new normal" (OECD, 2020).

In the new normal setting, teachers and students use a range of e-learning resources (such as digital libraries, mobile applications, and YouTube) and utilize applicable tools including computers, laptops, and tablets. Teachers and students integrate their lessons into online learning systems and meeting platforms for teaching and learning purposes (Santiago *et al.*, 2021). This change in the delivery of education gives rise to virtual classrooms, increases the demand for educational technology, and paves the way for the development of modern techniques in delivering education known as the hybrid learning approach.

The hybrid learning approach entails the combination of both remote and in-person learning to improve the student's experiences and ensure learning continuity (CMO 16, s.2022). This approach allows learning to take place both physically and virtually with the aid of educational technologies. Combining both remote and in-person means that a teacher delivers the lesson simultaneously through in-person and remote instruction. It indicates that some learners are physically present in the classroom while others attend classes virtually (Abi Raad and Hamad, 2021). Hybrid learning processes happen both in physical and virtual environments, with the presence of technology ranging from physical to digital spaces (Manciaracina, 2021).

Hybrid learning integrates traditional and high-tech e-learning that promotes the best result by combining the strengths of each method (Ndioho *et al.*, 2021). Traditional learning takes place in a classroom setting where the teacher and students interact in real-time. In contrast, online learning is an approach where the teacher and students are connected through the internet (Joshi, 2020). As compared with the traditional format, hybrid learning embraces the possibility of greater spatial and temporal flexibility (Garcia *et al.*, 2021), and provides learners with educational/scientific materials in a fast, simple, and more comprehensible form (Ndioho *et al.*, 2021). However, hybrid learning exhibits several disadvantages. Teachers spend considerable time developing high-quality electronic resources or online courses that require them to relearn information and computer technology skills (Garcia *et al.* 2021). In addition, teachers encounter challenges in controlling the academic dishonesty of foreign students (Afuro, 2021).

The shift from traditional to hybrid learning creates positive and negative impacts on the education sector, particularly the community of international students. On the beneficial side, hybrid learning allows international students to study on their preferred schedule, provides convenience and flexibility by staying in their respective regions, and allows them to finish their

program sooner than normal. Likewise, it improves their critical thinking and digital literacy skills which are deemed important in the 21<sup>st</sup> century society. On the other hand, challenges of international students include difficulty in asking questions via online modality, attending live lectures early in the morning or late at night due to different time zones, restricted hands-on experience and participation, and limitations in terms of technology and internet access, stability, and speed (Qureshi, 2022). Other challenges of hybrid learning include divergent communication patterns, pedagogical differences, and frustrating experiences with emotional and sociopolitical isolation (Yu *et al.*, 2022). In addition, although the majority of international students consider a hybrid format in acquiring an education, still most of them prefer the traditional learning approach (Shimkovich *et al.*, 2021).

With this change in modality, the learner's culture should be considered and understood to redefine and scrutinize the salient requirements in the acquisition of knowledge in a cross-culture education in the new normal setting. Additionally, the learner's geographical region could affect their online learning behavior and this is due to the culture and habits of that specific region (Tlili *et al.*, 2021). Thus, an inquiry on the learning behavior is essential in determining the effective learning of an individual especially if learning takes place in a unique setup (Ellis and Todd, 2018). Karatas (2020), citing the work of Erturk (2013) claimed that the cultural values of individuals are linked with their learning behavior; therefore, cultural values influence an individual's cognition. In this sense, it is imperative to be sensitive and conscious of an individual's cultural values and norms to set forth the intended learning behavior throughout the educational process.

There are research studies that have been conducted on cross-cultural education; however, only a few studies integrate the instruction of teachers and the learning behavior of international students in a cross-cultural learning environment using the hybrid modality. Although colleges and universities in the Philippines have already implemented the use of this synchronous and asynchronous learning, there is, however, a serious and

growing economic concern for online learning that creates a digital divide for those who have and do not have access to computers and the internet. As this modality was adopted that adds pressure to accommodating international students in the country's educational system, there is no national policy relative to online platforms that guarantee readiness in the current cross-culture setup (Joaquin *et al.*, 2020).

Hence, the unique integration of topics is aimed at assisting teachers and international students from different cultural backgrounds to overcome the challenges of cross-cultural study. This study also created a framework for a dynamic approach to instruction using the results in proposing a hybrid education management which is an emerging methodology that has become an education imperative in the 21<sup>st</sup> century.

### **Statement of the Problem**

The primary aim of this study is to create a framework for a dynamic approach to instruction that will involve integrating and blending the best practices in traditional and online teaching and learning and to help improve the instruction of teachers and the learning behavior of international students in a cross-culture setup.

Specifically, it seeks to answer the following questions:

1. What learning behaviors of international students are prevalent in cross-cultural education?
2. What best practices in traditional and online instruction are common in cross-cultural education?
3. What are the requirements of the hybrid modality for international students in cross-cultural education?
4. What institutional policies may be recommended to address the challenges of international students in cross-cultural education?

### **Theoretical Framework**

This study is based on Geert Hofstede's six Cultural Dimensions (1980) and Lev Vygotsky's Sociocultural Theory (1930s). Hofstede's Cultural Dimensions developed in 1980 describe how culture affects human activity. Hofstede defined culture as the "collective programming of the mind" which is shaped by family, school, neighborhood, social environment, and the workplace that contributes to man's life experiences and eventually becomes his cultural background (Hurn and Tomalin, 2013). His Cultural Dimension Model was developed to explain the values and the system of beliefs that underpin interaction in any learning culture (Fereira, 2017). In this study, Hofstede's cultural dimensions were used as the basis for the analysis of the learning behavior of international students.

The Power Distance is explained as how power and wealth are unequally distributed. It also describes how less powerful members in an organization or workplace regard this as normal and acceptable. In a high-power distance culture, individuals belonging to a high social class tend to influence others (Lu *et al.*, 2010). In a classroom dominated by a high power distance culture, instruction is teacher-centered and the teachers function as the authority, and their knowledge is rarely questioned while in a low power distance culture, students may question their teacher.

According to Hofstede, individualism refers to societies in which self-interest predominates and personal time is of prime importance. Collectivism refers to a society in which people are unified, forming cohesive in-groups that promote the group's values and beliefs. In an individualistic culture, individual competition is valued while in a collectivistic culture, teamwork is of prime importance (Toomey and Chung, 2012). In an online course design, the individualistic-collectivistic dimension creates conflict between the more acquainted and inadequately prepared individuals in adapting to cooperative learning activities (Lu *et al.*, 2010). Undeniably, conducting online group activities unveils varied cultural learning styles in a multi-cultured environment and teachers need to pay attention to the communicative style of each participant as they may work with conflict (Wang, 2007).

Uncertainty Avoidance refers to the degree of how a member of a given culture ignores conflicts or unresolved situations, and the degree to which members tolerate these unresolved issues. A society with high uncertainty avoidance is likely to embrace beliefs to avoid conflict while low certainty avoidance easily accepts unusual and innovative ideas and views conflict as part of life (Hofstede, 1986). In an online learning environment, uncertainty avoidance is shown by the desire to embrace new knowledge as opposed to learners who rely on tasks that require less activity. In a high uncertainty avoidance learning environment, students are recognized for solving problems precisely and aggressively, placing high adherence and preponderance to existing codes or rules to avoid unexpected situations while in a low avoidance learning environment, students easily feel the rewards of innovative ideas in a less active learning environment.

The masculinity and femininity dimension examines the roles of gender in society. It assesses how much emphasis a culture places on material wealth over the quality of life. Men value success and ambition and are decisive, while women value relationships and quality of life (Hurn and Tomalin, 2013). Success, ambition, money, achievement recognition, decisiveness, and performance are valued, and the male is expected to take the lead in masculine culture whereas, in feminine culture, cooperation and the pursuit of consensus are valued highly. Those in feminine societies tend to work to live, whereas people in masculine societies tend to live to work.

The long-term versus short-term orientation debate focuses on whether people prefer to pay attention to the present or the future. Long-term orientation believes that significant event in one's life happens in the future. As a result, people value savings and perseverance. Short-term orientation focuses on the present and stresses the importance of fulfilling social obligations (Tlili *et al.*, 2021). Long-term orientation values long-term goals and perseverance, while short-term orientation emphasizes steadiness and stability.

Indulgence versus Restraint mirrors the idea that people who acquire a high rate of indulgence freely satisfy their needs. On the other hand, a society whose people show restraint is less content because they subscribe to norms, and rules and regulations suppress their freedom of action (Hurn and Tomalin, 2013). In high indulgence culture, a relaxed learning environment guides the relationship between teachers and students (Tili, 2021).

The theory of Hofstede is prominent in the fields of business and psychology. The application of the said theory in education proves beneficial in extracting values relevant to the academic experiences that pave the way for the creation of a pedagogical model supporting the needs of foreign students in their academic endeavors.

### **Corroborative Theory: Vygotsky's Sociocultural Theory**

The Sociocultural Theory developed by Lev Vygotsky (1930s) claims that learning is essentially social in nature. It is a human learning activity that examines how adults and peers influence learning as well as how cultural beliefs influence learning (Cherry, 2022). It places more emphasis on the social environment that promotes development and rests on the idea that understanding human cognition and learning is social and cultural rather than an individual phenomenon (Kozulin *et al.*, 2003).

This theory highlights the role of sociocultural influences in molding a learner's growth and development. Vygotsky emphasizes the interaction of social, cultural-historical, and individual characteristics as an essential element for human development (Tudge and Scrimsher, 2003). The social element, or the interactions with individuals in the environment like collaborations fosters developmental processes and cognitive growth. The cultural-historical aspects emphasize that learning is always associated with their context and the way learners interact with other individuals, objects, and institutions transforms their thinking (Gredler, 2009). On the other hand, an individual with inherited characteristics such as mental and physical disabilities

generate a learning path different from learners in the absence of such challenges.

One of the important key points in sociocultural theory is the Zone of Proximal Development (ZPD), which highlights the difference between what learners can do or accomplish on their own and what they can do with guidance from other people (teachers). Vygotsky (1978) emphasized that ZPD is the distance between the actual levels of development through independent problem-solving and the potential development under guidance or in collaboration with more competent peers. In addition, it focuses on the gap between what a learner has already acquired and what he can attain when provided with needed educational support (Podolskiy, 2012). In the ZPD, a teacher and a student work together to complete a task that a student is unable to complete alone due to certain difficulty. ZPD focuses on the premise that individuals who are more skilled share information and skills with others who are less skilled to complete a task, according to Bruner (1984).

Vygotsky believed that schooling allows learners to develop greater awareness and understanding of themselves and their role in the world order and agrees that participating in the cultural world reconstructs mental functioning. ZPD, therefore, means forming an awareness that takes place as people interact with different social institutions which leads to the assumption that culture influences the course of a learner's mental development. This idea leads to the premise that an individual's interaction with the environment guides learning and the experiences that an individual carried out in a learning situation can greatly influence the outcome (Schunk, 2012).

### **Conceptual Framework**

Hofstede (1980) studied the influence of cultural and value orientations by studying cultural dimensions that influence behavior and suggested that these dimensions have a significant impact on behavior in all cultures: individualism/collectivism,

masculinity/femininity, power distance, uncertainty avoidance, long term versus short-term orientation and indulgence versus restraint.

This theory of Hofstede is prominent in the fields of intercultural training, cross-cultural psychology, management and leadership, organizational psychology, sociology, and communication (Liu, 2015). The application of the said theory in education will prove beneficial in extracting values relevant to the academic experiences that will pave the way for the creation of a pedagogical model supporting the needs of foreign students in their academic endeavors.

**Table 1**

*Application of Hofstede’s Theory to Education Values*

<b>6 CULTURAL DIMENSIONS</b>	<b>HOFSTEDE’S VALUES</b>	<b>CROSS-CULTURAL DIMENSIONS in EDUCATION</b>
1. Power Distance	Power and Wealth	Authority vs. Learner
2. Individualism and Collectivism	Self-interests vs. Unity	Individual Learning vs. Collaborative Learning
3. Low/High Uncertainty Avoidance	Tolerance to Conflict Avoidance of Conflict	Active Learning vs. Passive Learning
4. Masculinity vs. Femininity	Ambition/Success vs. Cooperation and Consensus	Assertive vs. Nurturing
5. Long-Term vs. Short-Term	Futuristic vs. Realistic	Goal-Oriented vs. Task-Oriented
6. Indulgence vs. Restraints	Satisfaction vs. Restrictions/Limitations	Success vs. Inadvertence

The table above shows the relationship of Hofstede’s theory in education using his six cultural dimensions. Hofstede defined the values from the six cultural dimensions as he used them in his original application. These values of Hofstede are given comparable values in this study that can be used in educational

settings. These are the corresponding values in the context of cross-cultural education.

The first dimension is *power distance* which Hofstede refers to as power and wealth. In education, the power dimension is manifested in the teacher's authority over the learners, and the obvious *control of influences* rests on the mentors. Under the same dimension, the wealth in Hofstede's value reflects the human capital usually expressed in the culture of intelligence and capacity dominance between and among the learners. Power distance is also discernible in terms of intelligence or academic variances that are observable in a classroom. The struggle among learners with high academic caliber is interplay of power distance. Likewise, learners with good academic standing imply *power distance* over those who are not academically inclined. This is prevalent in heterogeneous classes. Moreover, this power distance culture could even be noticeable in classes that had been set up in homogeneity since students already know each other. The power distance shows how culture separates people in terms of authority and the power struggle caused by learners' mental capacities and ability to acquire knowledge.

The cultural dimension of *individualism and collectivism* exemplifies the values of self-interests versus unity. Its application to learning and method and the values derived in education is the adoption of distinctive styles known as individual learning versus collaborative learning. Individual learning is an instruction method where an individual learns on his/her own. Collaborative learning is an approach that uses peers or groups to achieve learning by working together. Learners have different strategies for academic survival. It is construed that some learners find it easier to learn on their own rather than through collaboration or working in a group.

The *uncertainty avoidance* cultural dimension focuses on the acceptance of conflicts versus the avoidance of conflict. As applied to education, uncertainty avoidance describes how active learners handle their pedagogical inquiries as opposed to those

who are simply passive and accept ambiguity with ease and tolerance. Active learners do not settle for simple explanations. They ponder over new ideas and pursue learning through intensive investigation prior to knowledge claims. However, passive learners keep away from heated debates and are complaisant with the dominant ideas without the necessary urge to challenge these ideas.

The *masculinity and femininity* dimension focuses on the basic traits of an individual based on his/her gender. Hofstede's values identified ambition/success to be prevalent among males whereas cooperation and consensus are observable among females. In the educational context, this dimension achieves learning through assertiveness and nurturing. Males usually display astounding confidence in their work which leads them to exhibit other related values like leadership, integrity, and accountability. These traits evince assertiveness. This is the quality of being confident and self-assured which invites respect and an impression of integrity. Femininity, on the other hand, is often associated with care, protection, and comfort. The concept is analogous to nurturing. Nurturing in education is a student-centered instructional method. It suggests two prominent environments: (1) a reduction of the power differential between the teacher and the learner; and (2) fostering a trusting relationship among classmates (Lynch, 2016). These learning behaviors displayed by males and females elicit different effects in the acquisition of learning.

The fifth dimension is a *long-term and short-term orientation* which is concerned with futuristic and realistic values in Hofstede's theory. In the educational setting, learners in this dimension manifest goal orientation as opposed to task orientation. Goal-oriented students have well-defined plans for the future. They are usually organized and proactive and with very high understanding of self-awareness. Task-oriented students measure success in the completion of specific chores or duties in carefully planned programs or projects.

The last of the six cultural dimensions is *indulgence versus restraint*. Hofstede identified the values of satisfaction versus

restrictions and limitations in this dimension. Learners in these cultures are described as those who give high regard to recognition/scholarship against those who capitulate to inadvertence. Students find good grades as gratifying and a rewarding consolation for their effort. On the contrary, what they abhor are failing marks which in some courses could pose as restrictions in the retention program.

**Figure 1**  
*Conceptual Framework of the Study*

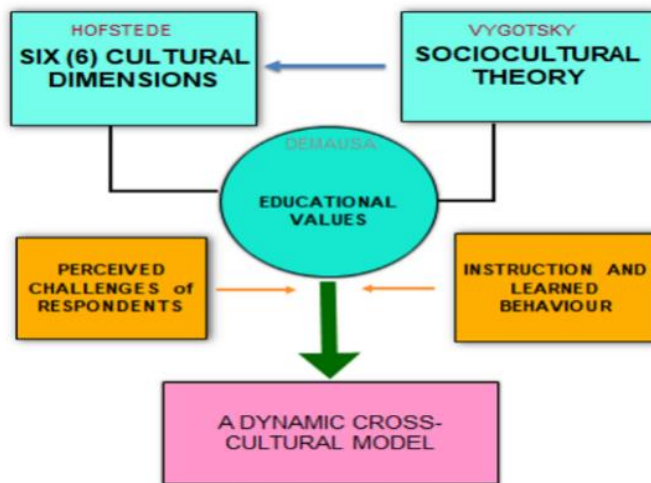


Figure 1 presents the conceptual framework of the study which was used as guide in developing a framework for a dynamic approach to instructions. It illustrates the relationship between the variables and how these variables were treated in the study.

As shown in the figure, the study is supported by the application of Geert Hofstede’s six cultural dimensions and Lev Vygotsky’s sociocultural theory which served as the independent variables.

Hofstede's six cultural dimensions guided the researcher in identifying the values in cross-culture education that proved their application to learning and methods. To corroborate the theory of Hofstede, Vygotsky's sociocultural theory (1930s) asserts that learning is essentially social in nature and argues that learning takes place when learners interact with people and when a learner is engaged in thinking inside himself.

The theory of Vygotsky is applicable in the study of cross-cultural education since international students have to deal with varied stakeholders from host universities for them to acquire learning. This theory supports the idea that teaching is viewed as a communicative social practice and that international students are expected to engage themselves in a learning situation. In the teaching-learning environment, teachers guide, promote, and provide opportunities for discussion to encourage students to participate in the learning situation. In applying this theory, students are expected to improve their proficiency and cultural knowledge through social interactions. The application of sociocultural theory ascertains and fortifies the derivative educational values that served as the basis for this study.

Furthermore, Vygotsky emphasizes in his Zone of Proximal Development (ZPD) that the level of potential development can be achieved through adult guidance or in collaboration with more capable peers. Through collaboration with these stakeholders, a learner can perform a greater number of tasks. The application of ZPD in the study shows how teachers predispose their teaching method to the most suitable level of difficulty for international students. When teachers fail to ascertain their students' ZPD, they may shift their teaching method to either high or low levels depending on the capacity of the learner, making learning too difficult or too easy. The concept of ZPD, as applied in the study, emphasizes that a learner's involvement in social interactions assists them to move from their own level and later to their potential level of development.

The utilization of these two theories elicits and draws relevant values in education that address the academic needs of international students studying in a cross-cultural setup. The use

of Hofstede's six cultural dimensions and Vygotsky's sociocultural theory are both critical to the study of cross-cultural education, which is vital to international students' effective and successful cross-cultural engagement. Both theories shall be instrumental in drawing out the learning behavior of the respondents in a cross-culture setup.

Following the diagram are the perceived challenges of teachers and students and the instructions of teachers and the learned behavior of international students which are considered intervening variables. The data and information were extracted from interviews and surveys with selected respondents. This served as a basis for school administrators and teachers in their program designs, methodologies, and teaching styles that fit into the needs of foreign students studying in a cross-cultural set-up.

Lastly is the framework for a dynamic approach in instructions which serves as the dependent variable of the study. This dynamic approach intends to present a new idea of instruction. It integrates and blends the best practices of traditional teaching and online learning to concretize the hybrid methodology that the education sector envisages as schools return to face-to-face modality. The *new normal* is already at the helm of 21<sup>st</sup> century education and the taste of this kind of literacy even if the pandemic is nearing its end has restructured the pedagogical practices in accordance with the demands of time.

This framework which is envisioned to be research and culture-based leads to more suitable approaches to help improve the instruction of teachers and the learning behavior of international students in a cross-culture teaching-learning environment.

## **Review of Related Literature**

Cross-cultural education entails a cultural blend in which a student becomes familiar with his own culture and the culture that makes up his education. It involves not only understanding

different cultural institutions but also studying different cultures which enhances the learner's ability to interact effectively and comfortably among people belonging to different cultures. In education, it translates to growing diversity in a classroom environment and promotes the need for studying other nations' cultures for improved communication and learning. As an ideological approach, cross-cultural education must be integrated into regular classroom activities and practices (Jo, 2012).

The goal of education changes very rapidly in response to the demands of society. In realizing this goal, teachers are responsible for effecting change that needs very strong professional competencies. Competency, as cited by Thakur and Shekhawat (2014), is the precise way of delivering skills and knowledge applied to the student through the teacher's pedagogical, personal, social, and professional expertise to enhance students' performance.

Learning is a continuing change in behavior or the capability to behave in a certain way as a result of practice and other forms of experience. It is evaluated based on what learners say, write, or do. It involves change, persists over time, and takes place through experience. In the teaching and learning environment, one of the most challenging roles of teachers is learning how to motivate and engage the learners with whom they communicate. It has been popularly accepted that learners who are motivated are actively engaged in the teaching and learning process, keep and maintain information more efficiently and link that new information to previously held information, and be more active by asking questions while interacting with new information (Schunk, 2012).

### *Challenges of Cultural Differences*

Cultural difference is described as the integrated and maintained system of socially acquired values, beliefs, and standards of conduct that influence the range of acceptable actions that can be recognized from one societal group to another. Cultural variations influence people's interactions with their surroundings. The outcome of these classifications can be seen in

behavioral and personality differences (Jackson and Guerra, 2011).

Today, effective global executives think that, if properly managed, cultural differences may be resources rather than an obstacles. Students and employees can learn how to communicate more successfully with co-workers and customers in their own country, as well as how to develop cultural linkages with people of different racial, ethnic, or national origins. Proficiency and sensitivity to cross-cultural differences allow people to interact with other people who do not share the same values, beliefs, and learned patterns of behaving (Moran *et al.*, 2014).

### *Cross-Cultural Dimensions in Education*

Culture forms an individual's thought processes and is a dynamic force that provides a viewpoint on how people should think and behave in events and situations (Neuliep, 2012). Similarly, Karatas (2020), citing the work of Erturk (2013) claimed that the cultural values of individuals are linked with their learning behavior therefore, cultural values influence an individual's cognition. In this sense, it is imperative to be sensitive and conscious of an individual's cultural values to set forth the intended behavior throughout the educational process. Since culture is important for students to learn, it is the task and duty of the teacher to consider students' cultural background in designing the teaching-learning process.

### *The Hybrid Approach and Technology*

Technology skills, as one of the 21<sup>st</sup> century teaching competencies aid the teaching and learning process. Bradley (2021) explored the use of a Learning Management System (LMS) in online instruction claiming that in an online classroom environment, LMS strengthens both teachers and learners in the learning process. This study, citing the works of Jung and Huh (2019) and Murcia (2016), claimed that in an online setting, teachers use LMS to encourage discussions; create and design

online activities; set learning desires; give students alternatives; and guide learners in managing problems and in making decisions.

Kazu and Yalçını (2022) stated that hybrid learning integrates traditional face-to-face online teaching-learning. The study, citing the work of Pesen (2014), claimed that the main purpose of hybrid learning is to enhance the learning of the students through the application of the most effective and efficient use of educational context which is supported by technology. Similarly, the hybrid learning approach offers several benefits. It improves student engagement through active classroom learning and other additional resources and support provided online (Linder, 2017). Furthermore, it integrates innovative approaches in the learning process that enhance student engagement with course content, letting the students become active participants. (Abi Raad and Hamad, 2021). In addition, interaction and socialization are possible among learners and teachers whether coming from online or face-to-face (Ayub *et al.* 2022).

## **Methodology**

### *Research Design*

This study employed a mixed-method design that combines both qualitative and quantitative research to gain a more comprehensive understanding of the prevailing challenges in the teaching and learning behavior of international students in cross-culture education, and the best practices in traditional and online instructions. The use of a mixed-method design provides directions for gathering and analyzing data from multiple sources in a single study (Creswell and Clark, 2018).

### Qualitative Method

This study utilized the qualitative method to explore the institutional requirements for the hybrid modality and the recommendations in addressing the challenges of international students in cross-cultural education.

The study began with and prioritized the collection and analysis of qualitative data in the first phase by conducting an interview using a self-constructed interview questionnaire to determine the prevailing challenges in teaching and learning behavior in a cross-culture set-up. Building from the exploratory results, the researcher conducted a quantitative phase to validate or generalize the initial findings. The researcher then interpreted how the quantitative results built on the initial qualitative results.

### Quantitative Method

The second phase was the quantitative data collection through a survey to determine the international students' learning behaviors in terms of cross-cultural dimensions in education as derivative values from the theories of Hofstede and Vygotsky that served as theoretical frameworks of the study. The results of their responses assisted in the interpretation of qualitative findings. Moreover, a survey was also conducted among the respondents to explore the best practices in the traditional and online instructions in anticipation of the limited face-to-face in the prevailing flexible learning modality. The findings of these two phases were integrated during the analysis stage.

### *Locale of the Study*

The study was conducted in one of the prestigious universities in the University Belt in the National Capital Region (NCR) offering courses in business, dentistry, education, engineering, liberal arts, and graduate programs where most international students are enrolled. It has a total population of 211 foreign students from 13 colleges from its two campus satellites during the First Semester of School Year 2022-2023 when the study was conducted.

This University was chosen as the target respondent school since it allows enrollment of foreign students in the current online and distance education modality. It also has an adequate number of foreign students enrolled in different colleges to

sufficiently explore and investigate the study currently undertaken. The enrollment of these foreign students in different colleges creates a learning environment that suits the description of cross-cultural education as the central focus of this study.

### *Participants of the Study*

For the qualitative phase of the study, a total of 12 respondents from both Manila and Caloocan campuses participated in the interview. The respondents were subject coordinators/chairpersons, faculty members, and international students.

For the quantitative part, there were a total of 187 respondents coming from subject coordinators/chairpersons, faculty members, and international students, from both Manila and Caloocan campuses.

Participants qualified by meeting the basic requirements set by this study such as selected student-participants must be currently enrolled in the covered semester (First Semester, School Year 2022-2023) with a minimum of two subjects or six units enrolled in the current semester while teacher-participants must have handled classes with foreign students in the past four semesters.

### *Instrumentation*

The primary instrument of the study in determining the prevailing challenges in teaching and learning behavior in a cross-culture setup was a self-constructed interview questionnaire. The interview questionnaire was validated by experts including the dean and department head to assess the accuracy and contents of the instrument. The central points in the interview questionnaire for the three (3) types of respondents are stated in Table 2 below.

**Table 2***Central Points of the Interview*

<b>CENTRAL POINTS FOR THE INTERVIEW (QUALITATIVE PHASE)</b>	
<b>TEACHERS/SUBJECT COORDINATORS and CHAIRPERSONS</b>	<b>STUDENT-RESPONDENTS</b>
<b>1. Teaching Experiences in a cross-culture education set up.</b> - What are the cross-culture considerations pondered by the respondents?	<b>1. Learning Experiences in a cross-culture education set up.</b> - What are the cross-culture considerations pondered by the respondents?
<b>2. Challenges and Coping Mechanism</b> - Use of Cultural Tools/ Intellectual Adaption Tools - Coping with Cross-Cultural interactions	<b>2. Effective Methods of Teaching</b> - Use of collaborative learning; Inquiry-based; Cooperative learning; High tech approach; direct instructions
<b>3. Traditional and Innovative Approaches in Teaching Methodology</b> - Direct Instructions - Inquiry-Based - Comparative Learning - High Tech Approaches	<b>3. Challenges on Learning Behavior</b> - Coping Mechanism - Improving academic performances - Use of intellectual adaption tools - Role of varied stakeholders
<b>4. Observations and Feedback</b> - Challenging behaviours of foreign students - Performance Appraisal - Facilitating Learning - Teaching Strategies	<b>4. Observations and Feedback</b> - Overall impression/sentiments in the conduct of their classes

In compliance with the Inter-Agency Task Force protocols during the pandemic, the interview was conducted via an online meeting.

After analysis and identification of the themes of the responses of subject coordinators/chairpersons, teachers, and students, the survey questionnaire was generated. The instrument was validated in terms of contents, language, and statistics before they were administered to teachers and students. Furthermore, a pilot test was conducted to check the reliability and validity of the survey questionnaire. Pre-testing is the administration of the data collection instrument with a small set of respondents from the population. Pilot testing aims to identify potential problems that may occur in the pre-test and similar problems that may also arise in the full-scale administration.

The researcher derived the survey questions from the responses and recurring themes of the interviews of the subject coordinators/chairpersons, teachers, and international students as well as from various literature and studies gathered in the study. The survey instrument was validated by a licensed psychometrician, language expert, and statistician. Consequently, they were distributed among the respondents to determine their learning behavior in a cross-culture set-up and the best practices in traditional and online teaching.

Thus, the survey instrument was composed of two salient parts: Part 1: the survey on the learning behaviors of the respondents based on the cross-cultural dimensions in education derived from the theories of the study; and Part 2: the perceptions of the respondents on the best practices in the traditional and online modalities in instructions.

For the content validation and evaluation of the interview and survey questionnaires, a rubric was designed specifically for such purpose with the following criteria: (1) contents and development; (2) relevance of thoughts; (3) format and organization; (4) structure and grammar; (5) originality with emphasis on the creative expression of the main theme. Two open-ended questions for the questionnaire's strengths and weaknesses were provided at the end of the validation instrument.

### *Reliability Test*

For the validation of the survey questions, the study conducted three rounds of validation. First, there was an expert validation which was handled by a psychometrician to determine the appropriateness of the items in the questionnaire. To make sure that the instrument measures what it is intended to measure, a number of corrections and modifications were made to the survey questions. Revisions were made following the comments and suggestions of the psychometrician to ensure the validity of the questionnaire. This validation of the psychometrician yielded 105 questions which were subjected to a reliability test. Second is the statistician's reliability test to determine the consistency of the items. This test was conducted using Cronbach's Alpha. The acceptable Cronbach Alpha value is 0.70. All survey questions below the 0.70 value were removed. The number of questions was further reduced to 60 during the full scale implementation of the survey. The survey comprised of the same number of items for each variable and only the first 5 items that have high correlation values were included in the questionnaire. The respondents for the reliability tests were a combination of local and international students. Lastly, there was an instrument validation as a whole to check the content and format. The researcher used the validation instrument designed by Oducado (2020).

Since the University's Learning Management System (LMS) was used in the conduct of the survey, the utilization of the digital platform known as CANVAS where the uploaded survey instrument was equally validated by local students and the Canvas Administrator. This is done to make sure that the survey procedure of CANVAS has been technically followed and that the results' accuracy has been ensured. For the analysis and interpretations of the responses of the respondents, a four-point Likert scale was used in the survey questionnaire.

### *Data Gathering Procedure*

The researcher applied for an ethics review from the Ethics Review Committee of the UE Graduate School. The conduct of data gathering commenced only upon securing approval from the Ethics Review Committee (ERC) of the University of the East, Graduate School (UEGS). The researcher then sought approval from the UE-Manila Chancellor to utilize the CANVAS LMS as the platform for the research survey. With the approval of the Chancellor, the communication was coordinated with the ITD Director, as well as with the respective college deans, to facilitate the creation of course module in CANVAS and the retrieval of students' names and emails in the college module.

Following ethical clearance from the ERC of the UEGS, permission from the respective college deans was obtained for the interview and the survey.

#### Interviews

An interview is a data collection method used to elicit narrative data that allows researchers to investigate people's views in greater depth (Kvale, 2003).

Before the interview proper, subject coordinators/chairpersons, and the teachers were informed of the conduct of the study through a formal letter. The researcher sought their availability indicating the time, schedule, and platform of the interview. When the respondents agreed, they were asked to sign a consent form to secure their confidentiality, anonymity, and privacy. These procedures and technicalities were replicated in the conduct of the Interview among selected student participants.

#### Surveys

A survey is a standard tool for empirical research in social sciences, and marketing, as well as in official statistics (Decarlo, 2018). It is an effective means of gathering data, mostly opinions or experiences of groups of people. In this study, there were a total

of 187 subject coordinators/chairpersons, teachers, and international students who answered the survey questionnaire. For subject coordinators and teachers, the Google Form Survey Link was sent to the respondents through the UE Gmail accounts or personal email accounts, including the posting of the same link in the respective FB groups of faculty members from different colleges/departments. For international students, the CANVAS LMS was utilized to conduct the survey. A letter of informed consent containing the objectives of the study and the manner of conducting the survey was sent to respondents before they were given the Google Form and allowed to answer the survey conducted through CANVAS LMS.

### *Statistical Treatment*

In this study, the researcher utilized the following statistical tools.

Mean was used to determine the level of student’s learning behaviors as perceived by the respondents in terms of cross-cultural dimensions in education. A Four-Point Likert Scale was used in computing the weighted mean.

**Table 3**  
*Likert Scale for Computing the Weighted Mean*

<b>Scale</b>	<b>Adjective rating</b>	<b>Interpretation</b>
1.00-1.75	Strongly Agree	Convincingly observable
1.76-2.50	Agree	Observable
2.51-3.25	Disagree	Unobservable
3.26-4.00	Strongly Disagree	Completely unobservable

Frequency and percentages were used to determine the best practices in traditional and online instructions.

The Shapiro-Wilk Test of Normality was used to investigate if the data set in each student’s learning behavior is approximately normally distributed.

### *Analysis of Data*

The mixed-method design as used in the study combines qualitative and quantitative data collection and analysis in a sequence of phases. For the qualitative analysis of data, Thematic Analysis was utilized. This method was used to identify and analyze patterns and themes of the responses that relate to the data. The responses of subject coordinators/chairpersons, teachers, and international students to the prevailing challenges in the teaching and learning behavior of international students in cross-cultural education were transcribed, grouped, and coded for similarities and patterns of themes.

The quantitative analysis of data included cross-tabulation, whereby the frequency and percentage distribution of the results for each question were broken down based on respondent characteristics and responses. This was used to interpret the responses of respondents in assessing their significance and generalizability.

### *Ethical Considerations*

In compliance with the University policy, the researcher secured permission prior to the conduct of the interview and survey from the UE Graduate School Ethical Review Committee. An informed consent form was sent to the participants for their perusal. The participants signed the informed consent and sent back to the researcher. The interview schedule was set and formal communication was also sent to the college deans and the respondents.

In this research, respondents gave their consent to participate in this study, and their privacy was treated with the utmost care. As fully stated in the informed consent, the respondents were reminded during the interview that they were free to withdraw or discontinue at any time without prejudice to the earlier agreement. They were also given clear information about the purpose of the study and the extent of their participation in the research.

The data gathered from participants was held in strict confidentiality. They were stored in the Google Drive Account, and deleted upon the completion of the paper and the final presentation. In the analysis and presentation of data, the researcher used pseudonyms to safeguard the reputation and credibility of the interviewee.

The researcher reviewed and complied with the procedure to ensure that the standards of integrity of the study were clearly and properly met.

## **Presentation and Discussion of Results**

1. Learning behavior of international students that are prevalent in cross-culture education

The respondents are convinced that teacher-centeredness (authority) and student-centeredness (learners) are observably practiced in the acquisition of knowledge or skills in their learning experiences. Similarly, the respondents affirmed that individual and collaborative learning are observable behaviors and practiced and that they do not exhibit opposing views on these behaviors in a cross-culture education.

In like manner, coordinators and teachers affirmed that active learning behavior is observable and practiced but for the students, this behavior is convincingly observable and highly practiced. Coordinators and teachers agreed that students engaged themselves in active learning but they are more convinced that students preferred the passive learning approach in their learning experiences.

Similarly, all the respondents affirmed that assertiveness is observable and practiced. Coordinators equally affirmed that nurturing is observable and practiced, however, this behavior as perceived by teachers and students in a cross-culture education, is convincingly observable and highly practiced.

In terms of goal orientation and task orientation, all the respondents affirmed that these two learning behaviors are convincingly observable and highly practiced. The findings did not show opposition in this cultural dimension.

On the other hand, the learning behavior leaning towards success is perceived by the students as observable and practiced but coordinators and teachers affirmed this learning behavior as convincingly observable and highly practiced. However, inadvertence or failure is affirmed by coordinators and teachers as observable and practiced behavior but students affirmed otherwise claiming that this behavior is unobservable and unpracticed in a cross-culture setup.

## 2. Best practices in the traditional and online instructions

The findings revealed that the best practice for traditional instructions in terms of classroom management is checking attendance regularly, while in online instructions, the best practice is the acquisition of knowledge using different internet-based search engines (e.g., Google, Safari).

In teaching style, the best practice in traditional instruction is conducting lectures and discussions while in online instruction; the best practice is the use of varied educational technology (video-assisted) to improve students' learning.

In assessment tools, the best practice in traditional instruction is the utilization of standardized tests and quizzes while the best practice in online instruction is the use of online-based apps (Kahoot, Socrative, Canvas, etc.) where grading is in real-time.

Lastly, in technological skills, the best practice in traditional instruction is the use of overhead or slide projectors while in online instructions, the result shows that the best practice is the use of computer software (MS Word, Excel, PPT).

### 3. Requirements of the hybrid modality for international students in cross-culture education

*Assessment of Institutional Capacity* - In examining institutional readiness for scaling a hybrid learning approach, school leaders have to describe the institution's capacity to support a comprehensive hybrid learning program. The institution needs to include in the assessment the structural factors such as policies, guidelines and mechanisms, infrastructure, facilities, hardware, and procedures in implementing hybrid learning. Significantly, in terms of infrastructure, the institution must look into the campus-wide wireless network and classroom layout/design with matching technology.

*Logistical and Technical Capability* - This involves the coordination of different departments of the institution that includes technological and pedagogical support. The Department of Human Resources and Development will be in charge of providing faculty development and training to better facilitate course delivery through the integration of innovative approaches in the teaching and learning process. Furthermore, teachers must be equipped with technical skills and be provided with professional development programs concerned with "how to" issues of implementing and integrating educational technology in their classrooms. The Information Technology Department, being assigned in managing the institution's IT infrastructure, is designated in installing, configuring, and maintaining equipment in hybrid classrooms. They are also tasked to provide technical support to faculty in their hardware and software inquiries.

*Support Capability* - It includes the teacher's capabilities and readiness in delivering a hybrid approach. Teachers' preparation and readiness need to address issues such as proficiency with the educational tools, teaching strategies, and practices for the online aspect of hybrid learning. The implementation of a hybrid approach requires collaboration, partnership, and linkages with other institutions or agencies that provide training for educators. Inter-faculty collaboration wherein

best practices are shared will assist and promote the adoption of appropriate teaching methodologies, strategies, and approaches to prepare faculty to teach hybrid learning courses.

4. Institutional policies that may be recommended to address the challenges of international students in cross-culture education

#### A. *Admission Policy*

The Office of Admissions, designated in the implementation of policies on admission, may improve their admission requirements for international students which include (1) English Language Proficiency Test to ensure that international students can communicate, understand, and participate effectively in class discussions or accomplish their tasks. This will be required, both for graduate and undergraduate students, and (2) Intensive English Workshop. If students do not pass the English Proficiency Test, they must enroll in this workshop to improve their English language skills (listening, speaking, reading, and writing). In improving their four macro skills, the students will be able to actively engage themselves in learning and can confidently participate in activities and discussions that promote higher-order thinking skills.

#### B. *Curriculum and Instruction*

The result of the present study indicated that in cross-culture set-up, there are several prevailing challenges encountered in terms of teaching competency skills. Given these challenges, the university may consider adopting in its plan of action designing a curriculum that includes the following: (1) A curriculum that supports inquiry and problem-based learning where students' tasks are culturally connected and interactively and collaboratively pursued, (2) use of digital educational content such as digital textbooks, self-developed educational materials, and student assessments, and (3) assessment of performance and the design of rubrics that is focused on higher-order thinking skills. In utilizing this skill, teachers may further expose students to be more self-directed learners.

### C. *Support System*

Since teachers and international students face challenges in instruction and learning behavior in cross-culture setups, there must be a support system to help teachers and students respond to the challenges.

First, there is a need for administrative and academic support. School leaders are responsible for ensuring the institution's compliance and alignment with the curriculum that governs hybrid learning. They must be in charge of creating and communicating policies about hybrid learning, promoting and improving professional learning for teachers through professional development training, and ensuring accessibility and equity by providing access and support for technology and instructional needs required for hybrid learning. School leaders' collaboration with other institutions' school leaders may improve their program development which provides a venue for discussing better and more effective strategies in the implementation of hybrid learning. In ensuring faculty support, there must be collaboration, partnership, and linkages with other institutions or agencies that provide training for educators.

Second, there should be faculty support which could include improvement of facilities and physical working environment. The University should provide a quality working environment that includes facilities and equipment. The effectiveness of presenting audio, visual, and multi-media online content lies in the quality of the facilities and physical working environment provided by the school. Pedagogical support, as revealed by the present study, that includes lectures and discussions are the best practices for traditional teaching and learning. The study also found that teachers and students embrace both teacher-centered and student-centered instruction. In hybrid learning, active learning and student-centered learning can be best utilized to promote engagement. The university shall provide pedagogical support that allows teachers to be more flexible in shifting roles from a lecturer to a coach or facilitator.

Technological support should be provided to teachers not only on how to use technology but also on how to teach effectively with technology. In the technology-mediated environment, teachers' technology skills enhance their instruction methods and improve their efficiency, thus providing students with meaningful and exciting activities. This technology support must be provided by the university through professional development via training seminars/ workshops.

#### *D. Support for Students*

To support students who have experienced challenges, there must be a support through the following: First is counseling support through the Guidance and Counseling Office (GCO) which should encourage students to seek advice and support in handling school pressures and in dealing with their personal and social adjustments. The GCO may further conduct programs and activities designed to help international students adjust to the new life and the new culture with the hope of bringing about positive changes in the learning behavior of students.

Likewise, there must be language and academic support through the Student Affairs Office which should organize activities such as language and academic support programs to help international students be more proficient in the use of English to address their language challenges and their difficulty in adjusting to their academic and social life. The SAO should also conduct cultural and sports activities to engage the students with other local and international students that could help them create a network of friends and train themselves in the use of the English language.

Similarly, there is a need for student consultation with faculty. A faculty member must allocate an average of 2 hours a week to provide international students with individual consultation. Students can seek advice, clarifications, and any academic issues that they would like to raise.

Moreover, there has to be performance feedback. In undergraduate courses, students need regular feedback to

improve their performance. Teachers have to provide personalized feedback through a formal mode of communication sent through email. It is recommended that the university has a database of contact details of international students' parents and guardians. This will be used by faculty to facilitate parents'/ guardians' meaningful feedback on students' performance. For struggling students, this is a necessary step to help them improve their performance. There is a need to include families who are critical partners in achieving students' academic success. It is important to note that several studies proved that students perform better if they are monitored and supported by their parents as compared to students whose parents are less involved in their learning process.

## **Conclusions**

1. Learning behaviors in cross-culture dimensions in education

The findings revealed that there was no opposition in the dimensions of authority and learner, individual and collaborative, and goal-oriented and task-oriented which implied that the responses of the respondents are the same in scale on these learning behaviors and as such these are perceived as observably practiced in the acquisition of knowledge. However, active and passive learning, assertiveness and nurturing, and success yielded variation in the degree of agreement but still no opposition in the perception of the respondents. On the contrary, inadvertence learning behavior shows opposition in the perceptions of the respondents.

Inasmuch as there were learning behaviors that did not show opposition in responses in a cross-culture set-up, it can be inferred that these learning behaviors were practiced without prejudice to the process of learning. It follows that these learning behaviors were affirmatively considered by international students

to elicit learning. On the contrary, though variations were found in responses to some learning behaviors, it can be concluded as well, that proper reinforcement of these learning behaviors will contribute to the acquisition of knowledge and skills. With regard to the opposition in the perception of respondents in the dimension of inadvertence, by clear inference, teachers have different observations of students' learning behavior, specifically the perception of laxity in striving for success. Though teachers may encourage students to improve their learning behavior and motivate them to pass through active engagement in learning, it can be inferred that the best way to achieve this is to have the appropriate intervention from the support mechanisms of the institution. Failure is a serious case of inadvertence and should therefore be handled outside the realm of mentoring. Learning institutions must have well-defined policies on inadvertence both in the academic base (grading system) and in the support system. A suitable and relevant guide from professionals must be accorded to students to prevent the unfavorable effects of inadvertence.

## 2. Best practices in the traditional and online instructions

The study revealed that the best practices in traditional instructions were strict adherence to checking attendance regularly; delivering lectures and discussions; utilizing standardized tests and quizzes; and using overhead and slide projectors. On the other hand, the best practices in online instruction include the acquisition of knowledge using internet-based search engines, the use of varied educational technology, the utilization of online base apps, and the use of computer software.

Since traditional and online instructions may have their own unique characteristics and even advantages, it can be inferred that the merging of these two approaches will help the learners demonstrate a higher level of engagement and interaction with teachers and other students and at the same time provides students the opportunities to utilize the benefits of using information technology as it exposes them to varied online resources, helping themselves cultivate their ability in learning

and innovation. It can also be inferred that the integration of these modes of instruction in a cross-culture set-up is a necessary approach to improve the teaching and learning behavior of international students, complementing one another to achieve the objectives of teaching and learning. These best practices must be integrated while designing a framework that focuses on the appropriate approach for fusing traditional and online instructions.

### 3. Requirements of the hybrid modality for international students in cross-culture education

With the advent of technology, new and innovative teaching approaches emerged to effectively deliver instruction and to keep students more engaged in the learning process. Popular teaching methods that can be integrated into a hybrid learning approach include cooperative learning where students can work together in small groups on a structured activity and then discuss and explore their knowledge and understanding of the idea explored. For teachers to meet the demand of 21<sup>st</sup> century teaching competencies, they need to have interesting lessons, engaging classes, and meaningful learning to take place. For hybrid approaches to be engaging and advantageous, the accessibility of learning materials must be strictly observed, the necessary information and communication tools in education must be available, and teachers must have adaptive capacities on viable technologies.

### 4. Institutional policies that may be recommended to address the challenges of international students in cross-culture education

One of the significant challenges identified by respondents in the cross-culture set-up is the language and comprehension issue which involves a language barrier, incompetence in communication skills, and a low level of comprehension. The student's low level of comprehension due to language problems

can be enhanced through the proper intervention of the Office of Admissions.

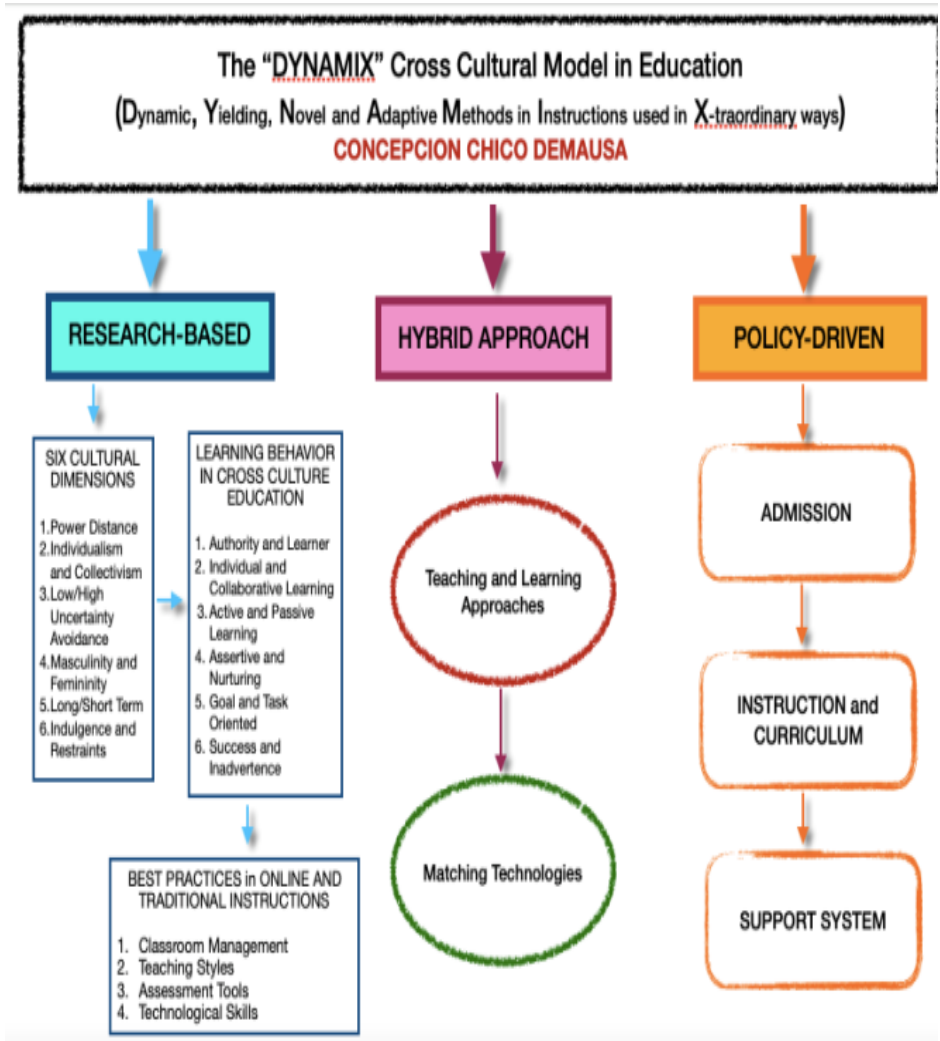
The result of the present study indicated that in cross-culture set-up, there are several prevailing challenges encountered in terms of teaching competency skills. Given these challenges, the university may consider adopting in its plan of action a curriculum that supports inquiry and problem-based learning, the use of digital educational content, assessment of performance, and the design of rubrics that are focused on higher-order thinking skills.

In terms of instruction, there must be an integration of a method of instruction that blends the combination of traditional online instruction and online activities and a combination of teacher-centeredness and student-centeredness, and individual and collaborative learning. This can be conducted through game-based, project-based, or problem-based learning to encourage more personalized, flexible, and self-paced learning.

In addressing the challenges of teachers and international students in cross-culture setup, the study provided a framework that offers guides and recommendations to promote standards for cross-culture education specifically focusing on key considerations in the hybrid approach in instructions and significant inputs in varied policies that improve the cross-culture settings of an institution by integrating insights on cultural diversity with leanings on the appropriate academic, institutional, and learning-related practices.

**Figure 2**

*The Dynamix Cross-Cultural Model in Education*



The framework is described as "Dynamic, Yielding, Novel, Adaptive, Methods in Instructions to be used in X-traordinary ways". The framework spells out the attributes of cross-cultural education which are researched-based and policy driven. It hopes to meet the identified needs of international students and resolve problems that will ensure the continuous improvement of their academic performances in an unfamiliar cultural setup that they are currently engaged with. This dynamic framework fuses the best practices in traditional and online teaching-learning approaches, with the inclusion of digital platforms and the innovative utilization of technology.

This framework, which offers a smart hybrid approach to learning, emphasizes a more positive teaching and learning style that allows flexibility, affordability, and better opportunities for teachers and students to access education anytime and anywhere. It aims to meet the demands of 21st-century education, promote technological advancement, address the identified needs of international students, and resolve problems in an unfamiliar cultural setup. This new and innovative method of instruction helps teachers deliver their lessons in more interesting ways, engages classes actively, and makes learning a meaningful one. For hybrid approaches to be engaging and advantageous, the accessibility of learning materials must be strictly observed, the necessary information and communication tools in education must be available, and teachers must have adaptive capacities on viable technologies.

Additionally, this policy-driven framework mirrors the most effective way to help international students be more engaged in learning. In an educational institution, the policy serves as guidance to school leaders, teachers, students, and parents on how the institution should operate. As the education sector continues to respond to the growing demand for hybrid learning that gives rise to the virtual classroom increasing enrollment of international students, there is a need to create policies in implementing regulations to address the needed support of faculty and students. Furthermore, there is a need for an improvement of policy in the admission of international students, a shift in focus in learning approaches and teaching methodologies, and a support mechanism to improve the instruction of teachers,

manage the challenges of students from diverse backgrounds, and to enhance their learning behavior

## **Recommendations**

The study recommends developing more faculty training programs to refine teachers' instructional techniques and strategies in ways that will improve and provide better ways of teaching and bring about positive changes in students' learning behavior which aims to help the students develop and sustain growth personally, emotionally, and academically. It is also recommended that the University implement a Hybrid Approach that balances the blend of traditional and computer-mediated instruction which allows the students to learn remotely. In implementing this approach, the University must take into account the hybrid learning requirements which include upgrading facilities and enhancement of technology using varied apps, virtual conferencing and tutoring tools, and other learning software while teachers must be equipped with adequate and appropriate training to modify and adopt relevant strategies in the delivery of instruction that maximizes the benefits of this proposed approach in online education. Lastly, the study intends to provide a framework for a dynamic approach to instruction to present an idea of integrating and blending the best practices in traditional and online teaching and learning and to help improve the instruction of teachers and the learning behavior of international students in a cross-culture setup. This framework is called the DYNAMIX Cross-Cultural Model in Education.

## **Acknowledgments**

Dr. Zosimo M. Battad, President of the University of the East, for unwavering support for faculty members' academic endeavors.

Chancellor Louie A. Divinagracia, for the support and approval to utilize the CANVAS LMS as the platform for the research survey,

and Chancellor Victor Macam, Dr. Jean Tayag, Dr. Gary Dy, Dr. Eva Aurora Callueng, Dr. Rhodora Luciano, Dr. Florante Magnaye, Dean Veronica Elizalde, and Dean Ma. Teresa Borebor, for allowing the researcher to conduct an interview and gather data from their selected faculty members.

Dr. Madeleine M. Co, for her supervision as thesis adviser and my thesis panel composed of Dr. Efren C. Gimoto, Jr., Dr. Lourdes P. Terrado, Dr. Alexander C. Balcoba, Dr. Rodman F. Manalang and Dr. Sherlyne A. Acosta for their comments, suggestions, and recommendations.

## **References**

- Abi Raad, M and Hamad, O. (2021). Hybrid Learning Here to Stay. *Frontiers in Education Technology*. Vol. 4, No.2,
- Afuro, D. (2021). Combating Digital Academic Dishonesty - A Scoping Review of Approaches. *International Journal of Engineering and Advanced Technology*, 9(6), 82-88.
- Ayub E, Lim CL, Yeo DCH and Ismail SR (2022). Developing a Solution for Hybrid Classroom: A Pilot Study From a Malaysian Private University. *Front. Educ.* 7:841363. doi: 10.3389/ feduc.2022.841363
- Bradley, V (2021). Learning Management System (LMS) Use with Online Instruction. Retrieved from <https://eric.ed.gov/?id=EJ1286531>
- Bruner, J. S. (1984). Vygotsky's zone of proximal development: The hidden agenda. In B. Rogoff & J. V. Wertsch (Eds.), *Children's learning in the "zone of proximal development"* (pp. 93-97). San Francisco: Jossey-Bass
- Cherry, K (2022). What is Sociocultural Theory? Retrieved from <https://www.verywellmind.com>

- Creswell, J. and Plano (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Sage Publications
- Damary, R., Markova, T., and Pryadilina, N (2017). *Key Challenges of Online Education in MultiCultural Context*. Retrieved Date: February 24, 2022, from <https://www.sciencedirect.com>
- Erturk, Y. D. (2013). *Davranış bilimleri [Behavioral sciences]*. Ulus Media
- Fereira, D (2016). *Bridging the Cultural Gap of Online Learning: Implications and Strategies*. Retrieved date: February 24, 2022. Retrieved from <https://www.academia.edu>
- Garcia, A., Redel, E., and Martini, F.M. (2021). *Modelo de ensino-aprendizagem híbrido de alemão no Brasil: uma tendência contemporânea desafiadora?* *Pandaemonium*, 24(42), 137-164.
- Gredler, M. E. (2009). *Hiding in plain sight: The stages of mastery/self-regulation In Vygotsky's cultural-historical theory*. *Educational Psychologist*, 44, 1-19.
- Hofstede, G (1986). *Cultural Differences in Teaching and Learning*. *International Journal of Intercultural Relations*. Vol. 10, pp 301-320, 1986
- Hurn, B and Tomalin B (2013). *Cross-Cultural Communication: Theory and Practice*. United Kingdom: Palgrave MacMillan.
- Jackson, A and Guerra, N (2011). *Cultural Differences*. Retrieved date: March 9, 2022 from <https://link.springer.com>
- Jo, J (2012). *Cross-cultural education*. Retrieved from <https://www.academia.edu>
- Joaquin, J., Biana, T., and Dacela, M.A. (2020). *The Philippine*

- Higher Education Sector in the Time of Covid 19.  
Retrieved February 23, 2022 from  
<https://www.frontiersin.org>
- Joshi, N. (2020). Online Learning vs. Traditional Learning.  
Retrieved from <https://www.evelynlearning.com>
- Jung, S. and Huh, J. H. (2019). An Efficient LMS Platform and Its Test Bed. *Electronics*, 8(2), 154. Retrieved from  
<https://www.mdpi.com>
- Karatas, K. (2020). The Competencies of the Culturally Responsive Teacher: What, Why and How? i.e.: inquiry in education: Vol. 12: Iss. 2, Article 2. Retrieved from: <https://digitalcommons.nl.edu>
- Kazu, Y and Yalcin, C. (2022). Investigation of the Effectiveness of Hybrid Learning on Academic Achievement: A Meta-Analysis Study. Retrieved from <https://ijpe.inased.org/makale/2929>
- Kozulin, A., Gindis, B., Ageyev, V., and Miller, S. (2003). *Vygotsky's Educational Theory in Cultural Context*. USA: Cambridge University Press
- Linder, K. E. (2017). Fundamentals of hybrid teaching and learning. *New Directions for Teaching and Learning*, 140, 11-18. DOI: 10.1002/tl
- Liu, S., Volčič, Z., & Gallois, C. (2015). *Introducing Intercultural Communication: Global Cultures and Context*. 2<sup>nd</sup> ed. London: SAGE Publications Ltd.
- Lu, J., Chin, K., Yao, J., Xu, J., and Xiao, J. (2010). Cross-Cultural Education: Learning Methodology and Behavior Analysis for Asian Students in IT Field of Australian Universities. Retrieved from <https://citeseerx.ist.psu.edu>
- Manciaracina, A. (2021). Educational technologies for hybrid learning contexts: a grid of 12 technological

communication tools. *Journal of Systemics, Cybernetics and Informatics* (2021) 19(8), 64-81

Moran, R., Harris, P., and Moran, S. (2014). *Managing Cultural Differences: Global Leadership Strategies for the 21<sup>st</sup> Century*. 7<sup>th</sup> ed. New York: Elsevier Inc.

Murcia, J. A. M. (2016). Supported teaching autonomy support. *RICYDE. Revista Internacional de Ciencias del Deporte*, 12(43), 2-4.

Ndioho, O., Etokeren, I. S., and Kingdom-Aaron, G. (2021). Effect of Blended Learning Teaching Strategy on Academic Performance of Science Education Undergraduates in Rivers State University. Retrieved from [researchgate.net](https://researchgate.net)

Neuliep, J. W. (2012). *Intercultural communication: A contextual approach* (5th ed.). Sage.

OECD (2020). *The Impact of Covid-19 on Education. Insights from Education at a Glance 2020*. Retrieved from <https://www.oecd.org>

Pesen, A. (2014). *The effect of blended learning environment on academic success, studying habits, and motivation of teacher candidates*. [Unpublished Ph.D. Dissertation, Dicle University, Department of Educational Sciences Curriculum and Instruction, Diyarbakır

Podolskiy, A (2012). *Zone of Proximal Development*. Retrieved from <https://www.researchgate.net>

Qureshi, S. (2022). Embracing the “Never Normal” for International Education; Research Says 80% of Students Globally Preferred Hybrid Online Learning. Retrieved from <https://msquaremedia.com/>

Santiago Jr., C., Ulanday, M.L., Centeno, Z.J., Bayla, M.C., and

- Callanta, J., (2021). Flexible Learning Adaptabilities in the New Normal: E-Learning Resources, Digital Meeting Platforms, Online Learning Systems and Learning Engagement. *Asian Journal of Distance Education*. Vol.16, Issue 2, 2021
- Thakur, A. and Shekhawat, M. (2014). The Study of Different Components of Teacher Competencies and their Effectiveness on Student Performance.(According to Students). *International Journal of Engineering Research & Technology (IJERT)*.Vol. 3 Issue 7, July - 2014
- Tlili, A., Denden, M., Affouneh, S., Salha, S.H., Cai, Z., Jemni, M., Bozkurt, A., Huang, R., and Zhu, L. (2021). Understanding Arab Students' Behavioral Patterns in an Online Course: An Exploratory Study Based on Hofstede's National Cultural Dimensions. *Sustainability* 202112426.
- Toomey, S and Chung, L (2012). *Understanding Intercultural Communication*. 2nd ed. New York: Oxford University Press.
- Tudge, J. R. H. and Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207–228). Mahwah, NJ: Erlbaum.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wang, M. (2007). Designing online courses that effectively engage learners from diverse cultural backgrounds. *British Journal of Educational Technology*, 38(2), 294–311.
- Will, M. and Najarro, I. (2022). What is Culturally Responsive Teaching? Retrieved from <https://www.edweek.org>
- Yu, J., Li, X., and Zhou, W.W. (2022). Disrupted or sustained

Chinese international students' perceptions of  
transnational hybrid learning amid politics and pandemic.  
Journal of Transient Migration, Volume 6, Number 1&2.