**The Impact of Multicultural Education on Student Performance: Examining Ethnicity, Ideology, and Teacher Perceptions**

**Abstract**

This study examines the impact of multicultural education on student performance by analyzing key variables such as ethnicity, ideological diversity (referring to varied cultural and educational perspectives among students), and teacher perceptions. Using a descriptive correlational research design, data were collected through structured survey questionnaires that assessed teachers’ demographic profiles, teaching strategies, and students’ academic performance. Pearson correlation and regression analysis were employed to examine the relationships among these variables, providing insights into how teachers’ backgrounds influence student outcomes. The study specifically investigates the relationship between teachers’ demographic profiles (e.g., years of experience, cultural competency, and professional training) and students’ academic achievement to understand their role in multicultural education’s effectiveness. Findings suggest that multicultural education positively influences student learning outcomes, but its effectiveness is mediated by instructional strategies and socio-cultural factors (Banks, 2019; Gay, 2020). The study highlights the need for professional development programs to enhance teachers’ multicultural competency (Nieto, 2019; Sleeter & Grant, 2021). Additionally, the study acknowledges external influences such as socioeconomic background and institutional policies as factors that may affect student performance and should be further explored.

**INTRODUCTION**

Multicultural education is essential in diverse learning environments, fostering inclusivity and equitable learning opportunities (Banks, 2019). However, its implementation varies based on teacher preparedness, student backgrounds, and institutional policies (Gay, 2020). This study aims to assess how ethnicity, ideological diversity, and teacher perceptions shape student outcomes and determine whether teacher demographics influence students’ academic performance (Ladson-Billings, 2018). The study also differentiates between ideology (educational and cultural perspectives) and ethnicity (racial and cultural identity), providing a clearer framework for understanding their combined impact.

**Statement of the Problem**

 This study aimed to find out the effect of multicultural education as an approach for beginners with different ideologies and ethnicity. Explicitly, it sought to answer the following questions:

1. What is the profile of the teachers as regards to the following variables?
2. Age
3. Sex
4. Civil Status
5. Highest Educational Attainment
6. Plantilla Position
7. Number of Years in the Service
8. Trainings Attended
9. Ethnicity
10. Language Spoken in and outside of the house
11. Religious Affiliation
12. Family Structure
13. What are the advantages of multicultural education as an approach for beginning learners with different ideology and ethnicity as assessed by the teachers and learners?
14. What are the disadvantages of multicultural education as an approach for beginning learners with different ideology and ethnicity as assessed by the teachers and learners?
15. Is there a difference on the assessment of the teachers and learners on the advantages and disadvantages of multicultural education as an approach for beginners with different ideology and ethnicity?
16. What is theeffect of multicultural education as an approach for beginners with different ideology and ethnicity?
17. What is the General Weighted Average of the learners for the First and Second Quarters of School Year 2019-2020?
18. Is there a relationship between the general weighted average of learners and the following dimensions?
	1. Profile of Teachers
	2. Advantages and Disadvantages of Multicultural Education
	3. Effects of Multicultural Education as an Approach in Teaching.

**Hypotheses**

This study hypothesized that –

* + - 1. There is no difference on the assessment of the teachers and learners on the advantages and disadvantages of multicultural education as an approach for beginners with different ideology and ethnicity.
			2. There is no relationship between the general weighted average of learners and the following dimensions:
				1. Profile of Teachers
				2. Advantages and Disadvantages of Multicultural Education
				3. Effects of Multicultural Education as an Approach in Teaching

**Conceptual Framework**

This study is anchored on the theory of ***McNeil, Prater & Bush (2009)*** who argued that motivated teachers have greater success in terms of learner performance and learner outcomes. They underscored that school principals seeking to improve learner’s performance should focus on improving teachers’ best practices and attitudes by getting the relationship right between themselves, their teachers, learners and parents. Moreover, they mentioned that measuring teachers’ best practices and attitudes using these assessments to focus the school’s goals on learning is important for the process of improving the learner’s academic performance.

 People in any healthy organization must have agreement on how to do things and what is worth doing. Staff stability and common goals permeate the school. Time is set aside for school wide recognition of all stakeholders. Common agreement on curricular and instructional components, as well as order and discipline, are established through consensus. Open and honest communication is encouraged and there is an abundance of humor and trust.

The consideration of culture in the development of the K to 12 Curriculum has been further emphasized in the DepEd’s mission which says “To protect and promote the right of every Filipino to quality, equitable, ***culture-based***, and complete basic education”. Furthermore, RA10533, otherwise known asEnhanced Basic Education Act of 2013, Sec. 2(c), stressed; “Make education learner-oriented and responsive to the needs, cognitive and ***cultural capacity***, the circumstances and ***diversity of learners***, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

This study focuses on the effect of multicultural education as an approach for beginning learners with different ideology and ethnicity. Schools in the Philippine setting has been a home for diverse learners coming from different cultures. These diverse cultures make teaching more challenging and learning more enjoyable because as it is always said, “there’s unity in diversity”. Multicultural education is an approach to education that aims to include all learners from different cultures, promote learning of other cultures, and teach healthy social skills of learners in a multicultural setting.

The conceptual model illustrates the preceding views. It is graphically shown by Figure. This study views that the socio-demographic characteristics of the teachers as to age, sex, civil status, highest educational attainment and number of years in the service have great influence on the performance of the learners. The age as a variable shows their being active and aggressive in performing their duties and responsibilities. As to sex, male teachers are more engaged in developing physical features of the school while female teachers are more interested in classroom setting. The highest educational attainment of the teachers is in connection with their monthly income. The higher the attainment, the higher possibility of promotion resulting to higher income, the more he or she can perform well in the educative process.

**Independent Variables Dependent Variables**

**Academic**

**Achievement**

**of Multicultural Learners**

**1. Profile of Teachers**

1. Age
2. Sex
3. Civil Status
4. Highest Educational Attainment
5. Plantilla Position
6. Number of Years in the Service
7. Trainings Attended
8. **Multicultural Education as an Approach to Teaching**

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**Figure 1.Conceptual ParadigmShowing the Relationship between the Independent and Dependent Variables of the Study**

Lastly, the assessed multicultural education perceived to have great effect on the performance of learners. If the teacher gives his best in teaching using variety of strategies to variety of learners, then academic achievement takes place can be enhanced. The learners’ performance is influenced by the quality of teachers’ best practices and attitudes. If the teacher is able to develop the best practices and attitude that are favorable and worthwhile in the delivery of teaching-learning process; teachers can facilitate learning at their best. As pointed out earlier, this capability of the teacher could lead and guide their learners to nurture cooperation and togetherness, acceptable behaviors among themselves, and enhanced learners’ academic achievement.

**Significance of the Study**

 Every Filipino child has the right to education as mandated by the United Nation’s Rights of a Child”. It is also embodied in the Education for All (EFA) goals led by UNESCO, aiming to meet the learning needs of all children, youths and adults. The findings of this study will be very important in determining the effect of multiculture as an approach for beginning learners with different ideology and ethnicity. Specifically, it will be of great value to the following:

 **Curriculum planners** would have the insight on what needs to be restructured or rationalized and added to the curriculum in order to improve its implementation.  **School Heads**would adjust plans, programs and projects in order to better implement Inclusive Education. **Teachers** would be motivated to make modifications as to their instructional plans and projects to improve learners’ performance.

**Parents** would realize that their children, whatever culture they belong, can be an advantage in the teaching-learning process and would make them more open-hearted for the benefit of their children. Moreover, this study would provide the **Learners**insights and be motivated to learn whatever be their culture. The **Community** would be able to know their roles in the development of learners’ ability by understanding the diversity of their cultures.

Lastly, this study would provide other**Researchers**a wider knowledge, inputs and understanding on multicultural education and would motivate them to conduct further studies.

**Scope and Delimitation**

This study focused on the assessment of the effectivity of multiculture as an approach for beginning learners with different ideologies and ethnicity. It looked into the advantages and disadvantages of multiculture in the classroom.Data were limited to those which were gathered by a questionnaire which were responded to by the teachers and school heads.

Data were limited to the profile of teachers which includes age, sex, civil status, highest educational attainment, Plantilla position, number of years in teaching, number of related training/seminars attended, ethnicity, language spoken in and outside the house, religious affiliation, and family structure.

Data were gathered through a set of questionnaires and tabulated and analyzed using descriptive and inferential statistical tools to include simple frequency count, percentage, and Pearson r.

The study was conducted from December to March of School Year 2019-2020.

**Definition of Terms**

 To better discern and understand this research study, the following terms are being defined based on the nature of this study:

 **Approach** refers to the manner or way of dealing with learners in a multicultural classroom

**Basic education** includes the formal schooling a learner gets from the time he/ she started entering school up to the time he/ she reached Grade 10.

**Educators** refer to the teachers involved in the teaching-learning process.

**Ethnicity** refers to the affiliation or membership to a certain tribe or ethnic group.

**Ideology** is a pattern of thinking characteristic of a certain group of people or culture.

**Multiculture**refers to the mixture of different cultures like ethnicity and ideology in one classroom.

**Learners’ performance** refers to the academic performance of the learners as regards to their mental, physical, social, and emotional dimension.

**School Performance** refers to the overall performance of the school based on the performance of the school head, the teachers and the learners in physical, social as well as in the in all aspects as to physical, social as well as curriculum implementation.

**Review of Related Literature and Studies**

**Multicultural Education: Defined**

In an article published last September,2019, it defined culture as a broad term, and one that is not easily summed up. In her book Culture Learning: The Fifth Dimension on the Language Classroom, author Louise Damen defined culture as the “learned and shared human patterns or models for living; day-to-day living patterns [that] pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism.” Individuals from varied nationalities, ethnicities, and races all bring cultural traditions to their interactions, and it’s up to teachers to recognize, celebrate and share these different perspectives. The following graphic displays some of the many ways that culture affects learning, both inside and outside the classroom:

Multicultural education is not a task to be done or even an end goal to be accomplished. Instead, it is an approach to education that aims to include all learners, promote learning of other cultures, and teach healthy social skills in a multicultural setting. “It is the present and future of education,” according to Shilpa Bhouraskar, who runs a business offering online courses to learners worldwide. “Multicultural classrooms are a melting pot of learning,” she says. “Rather than a passive, one-way flow of learning from teacher to student, there is a brainstorming of ideas, stories, and experiences that enrich the educational experience in ways that are impossible in monocultural classes.”

Using different activities and games in multicultural classrooms is an excellent way to foster inclusivity and encourage learners to share their heritage. It’s also a [beneficial way](http://education.byu.edu/diversity/activities.html) for teachers to involve learners in different styles of study to immerse them in their learning. Sharing about oneself within the confines of an activity is often much easier than being asked open-ended questions and put “on the spot.” These activities can then provide a safe space for dialogue and serve as an entryway into more in-depth interactions.

In an article published last August 29,2013**, multicultural education** refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the learners in a particular class. In many cases, “culture” is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and “exceptionality”—a term applied to learners with specialized needs or disabilities.

Generally speaking, multicultural education is predicated on the principle of educational equity for all learners, regardless of culture, and it strives to remove barriers to educational opportunities and success for learners from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which learners learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse learners effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all learners, particularly learners from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

Instructionally, multicultural education may entail the use of texts, materials, references, and historical examples that are understandable to learners from different cultural backgrounds or that reflect their particular cultural experience—such as teaching learners about historical figures who were female, disabled, or gay (a less common practice in past decades). Since schools in the United States have traditionally used texts, learning materials, and cultural examples that commonly—or even exclusively—reflect an American or Eurocentric point of view, other cultural perspectives are often absent. Consequently, some learners—such as recently arrived immigrants or learners of color, for example—may be placed at an educational disadvantage due to cultural or linguistic obstacles that have been overlooked or ignored.

The following are a few representative ways in which multicultural education may play out in schools:

* **Learning content:** Texts and learning materials may include multiple cultural perspectives and references. For example, a lesson on colonialism in North America might address different cultural perspectives, such as those of the European settlers, indigenous Americans, and African slaves.
* **Student cultures:** Teachers and other educators may learn about the cultural backgrounds of learners in a school, and then intentionally incorporate learning experiences and content relevant to their personal cultural perspectives and heritage. Learners may also be encouraged to learn about the cultural backgrounds of other learners in a class, and learners from different cultures may be given opportunities to discuss and share their cultural experiences.
* **Critical analysis:** Educators may intentionally scrutinize learning materials to identify potentially prejudicial or biased material. Both educators and learners might analyze their own cultural assumptions, and then discuss how learning materials, teaching practices, or schools’ policies reflect cultural bias, and how they could be changed to eliminate bias.
* **Resource allocation:** Multicultural education is generally predicated on the principle of equity—i.e., that the allocation and distribution of educational resources, programs, and learning experiences should be based on need and fairness, rather than strict equality. For example, learners who are not proficient in the English language may learn in bilingual settings and read bilingual texts, and they may receive comparatively more instructional support than their English-speaking peers so that they do not fall behind academically or drop out of school due to language limitations.

The following are few representative ways in which multicultural education may intersect with efforts to improve schools:

* **Curriculum design:** In teaching materials and learning experiences, the backgrounds and perspectives of previously excluded subcultures are increasingly being represented in school [curriculum](https://www.edglossary.org/curriculum/). In addition, [learning standards](https://www.edglossary.org/high-expectations/)—brief descriptions of what learners are expected to learn and be able to do at particular ages and grade levels—are evolving to reflect greater cultural diversity (for example, the [Common Core State Standards](http://www.corestandards.org/) intentionally consider the educational experiences of English-language learners and learners with special needs). In addition, there are now educational programs, such as ethnic and gender studies, that focus on specific cultural groups, and school learning experiences and social-justice programs may also encourage learners to investigate and address cultural bias in their school or community.
* **Student instruction:** The way that educators teach is also changing to accommodate increasing diversity in public schools. For example, learners with moderate disabilities and learners who are not proficient in English are increasingly being moved into regular classes (rather than being taught in separate classes), where they may receive specialized assistance, but where they learn the same material as their peers. In the classroom, teachers may also employ “culturally responsive” instructional strategies (such as those described above) that reflect the cultural identity of individual learners.
* **Learning assessment:** Proponents of multicultural education tend to argue that “one-size-fits-all” approaches to assessingstudent learning could disadvantage learners from different cultural backgrounds—e.g., when learners are not fluent in the language used on a test, when assessment questions are phrased in a way that could be misinterpreted by learners (because the learners are unfamiliar with American slang, customs, or cultural references), or when a testing situation does not make sufficient accommodations for learners with disabilities. One alternative to standardized tests, for example, is to measure student learning progress using a wider variety of assessment options, such as teacher-created tests, oral presentations, and various demonstrations of learning that give learners more opportunities to show what they have learned. Generally speaking, proponents of multicultural education tend to advocate that learners from different cultural backgrounds should be held to the same highexpectations as other learners, but that schools should adopt more flexible and inclusive ways of teaching them and measuring what they have learned. For related discussions, see test accommodations, test bias, and stereotype threat.
* **Teacher education:**Multicultural education has also affected the preparation of teachers. Beginning in the 1980s, accrediting organizations and state departments of education started requiring teacher-education programs to include multicultural coursework and training. States such as California, Florida, and Massachusetts undertook ambitious efforts to train teachers in multicultural education and English as a second language.
* **School staffing:** Districts and schools are also being more intentional or proactive about hiring educators of color from diverse cultural backgrounds.

**Legislative and legal issues:**The rise of multicultural education has also coincided with a number of legislative and court actions. Laws such as the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965, the Equal Educational Opportunity Act of 1974, and the Education for All Handicapped Children Act of 1974, among many others, increased the visibility of multicultural education and led to the widespread adoption of more multicultural approaches to education in American public schools. Federal, state, and district policies, in addition to major legal decisions related to desegregation (Brown v. Board of Education, 1954), the education of bilingual learners (Lau v. Nichols, 1974), and fairness in school finance (San Antonio v. Rodriguez, 1973), for example, have also had a major effect on multicultural education in schools.

According to Mary Firestone (2019), multicultural education is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation.

In an article by Mary Firestone (2019), Dr. James A. Bank, educator and author of over 20 books on multicultural education, has identified four approaches that teachers can use for integrating multiculturalism into their curriculum.

**Social Action**

The social action approach uses the concepts from the transformation curriculum and takes it a step further, where learners take action for social change. After acquiring the necessary knowledge about something in their community that needs change, learners get involved in activities that may effect that change, such as writing letters to senators or taking the time to reach out and befriend learners of different races or ethnic backgrounds.

According to Ali and Ancisa (2013), contemporary multicultural education has evolved and grown through an initial phase that was influenced by the civil rights movement and involved integrating content about African Americans in the curriculum to an emphasis on multiethnic content and to recent emphases on the interactions between ethnicity, gender, and class as foundations for theory, research, and practice. Christine Sleeter's and Carl Grant's (1987, 2003) widely cited model identifies five major approaches to multicultural education: (a) education for the exceptional and culturally different, (b) human relations approaches, (c) single-group studies, (d) multicultural education, and (e) multicultural and social reconstructionist education.

The exceptional and culturally different approach seeks to help individuals from disadvantaged groups develop skills that support achievement and assimilation within mainstream American schools and society. This approach, which focuses on the needs of learners with disabilities as well as culturally diverse learners, is based on the human capital theory and assumes that education is an investment that allows individuals to gain skills for successful employment and that certain groups have not achieved because their home and cultural environments are different from mainstream American environments (Sleeter& Grant, 2003). Emphasis is placed on "building bridges between cultures to facilitate individual achievement and social mobility, rather than combating unequal distribution of goods and power among racial groups" (Sleeter& Grant, 1987, p. 423). A major goal involves changing persons to fit mainstream America rather than changing mainstream America to accommodate the needs and preferences of diverse groups. Most teachers using this approach typically maintain high expectations for learners and believe that the traditional curriculum is useful for all learners but must be adapted to the needs of various learners (Sleeter, 1999). This approach has progressed over time from viewing culturally diverse learners as culturally deprived to culturally different to, more recently, "at risk" (Banks, 1995).The phrase equity pedagogy refers to teaching methods that support the achievement of learners from diverse backgrounds (Banks, 1995). Strategies include making the curriculum personally relevant for learners by building on the strengths of learners, teaching content in learners' native languages, identifying and filling gaps in knowledge, matching teaching styles to learners' cultural preferences (e.g., cooperative learning with high degrees of interpersonal interaction), and using immediate positive reinforcement of small, successive accomplishments

In another article (2014), it states that an additional aspect to a perfect education system would be the use of multicultural education in schools. Multicultural education creates a comfortable environment for learners of all races and ethnicities to learn in by combining a variety of ideals about teaching. According to Geneva Gay, the creator of multicultural education, one of these ideals is understanding the cultural characteristics and cultural contributions of different ethnic groups, such as the values of different ethnic groups, along with their traditions and communication styles (107). It is important to know all of these traits in order to know how to successfully teach all of the learners in the class, regardless of class, ethnicity, or gender. First and foremost, in a multicultural classroom, the teacher must truly care for all of the learners and want them to succeed (Gay 109). Learners need to know that someone believes in them and, sometimes, their teacher is the only person that really does. If a teacher has no faith in a student and gives up on them, then the student will most likely not believe in himself or herself either.

According to E.K. Garcia (2019), the goals of multicultural education include:  Creating a safe, accepting and successful learning environment for all   Increasing awareness of global issues

·        Strengthening cultural consciousness

·        Strengthening intercultural awareness

·        Teaching learners that there are multiple historical perspectives

·        Encouraging critical thinking

·        Preventing prejudice and discrimination

**Advantages of Multicultural Education**

 According to the National Association for Multicultural Education (NAME), multicultural education:

* Helps learners develop positive self-image.
* Offers learners an equitable educational opportunity.
* Allows multiple perspectives and ways of thinking.
* Combats stereotypes and prejudicial behavior.
* Teaches learners to critique society in the interest of social justice.

**Road Blocks to Implementing Multicultural Education**

 Contrary to popular belief, multicultural education is more than cultural awareness, but rather an initiative to encompass all under-represented groups (people of color, women, people with disabilities, etc) and to ensure curriculum and content including such groups is accurate and complete.

 Unfortunately, multicultural education is not as easy as a yearly heritage celebration or supplemental unit here and there. Rather, it requires schools to reform traditional curriculum. Too often, learners are misinformed and misguided. Not all textbooks present historical content fully and accurately. For instance, Christopher Columbus is celebrated as the American hero who discovered America. This take on history completely ignores the pre-European history of Native Americans and the devastation that colonization had on them. Some history books are being revised, but often, it’s much easier to teach that “In 1492, Columbus sailed the ocean blue.”

 Most curriculums also focus more on North America and Europe than any other region. Most learners have learned about genocide through stories of the Holocaust, but do they know that hundreds of thousands of people are being killed in places like Darfur and Rwanda? Despite our close proximity to Latin America, American schools typically spend little time reading Latin American literature or learning about the culture and history?

 Thus, multicultural education is most successful when implemented as a schoolwide approach with reconstruction of not only curriculum, but also organizational and institutional policy.Unfortunately, most educational institutions are not prepared to implement multicultural education in their classrooms. Multicultural education requires a staff that is not only diverse, but also culturally competent. Educators must be aware, responsive and embracing of the diverse beliefs, perspectives and experiences. They must also be willing and ready to address issues of controversy.  These issues include, but are not limited to, racism, sexism, religious intolerance, classism, ageism, etc.

According to McIntyre, **Heidi (2019),** creating a multicultural environment in the classroom is an important step in the teaching profession. Now, more than ever, teachers and educators need to be attentive to the benefits of creating an environment that is advantageous for diverse learners. Learners who receive the benefits of a good, multicultural classroom environment are more likely to excel in school. Furthermore, teachers who incorporate a multicultural environment in the classroom are more tolerant to the needs of their learners. This creates a reciprocal understanding between teachers and learners which in turn creates a positive learning environment.

Creating a multicultural environment in the classroom is more than just pretty pictures and bulletin boards. A teacher must be genuine and non-judgmental when dealing with learners. Today's classroom is a melting pot of many different ethnicities. Whatever the circumstance, a teacher should respect the children for who they are and be open to their thoughts and concerns. Teachers also need to discover why learners do what they do. The reason may be cultural instead of behavioral.

Today's classroom is a mix of many different languages. Teachers should try to research each student's native language. By teaming with an ESL teacher, general education teachers could learn a great deal about a student's language and second language acquisition. Knowing and researching a student's native language will not only help teachers understand common English language errors, but it could also give them insight about culture and behavior. Teachers could build word walls (common English vocabulary words regarding a particular subject) in both English and each student's native language. This would create a plethora of languages present in print in the classroom. Learners would feel more comfortable and familiar and in tune with their environment, and learning would come more naturally.

Perhaps the best way to create a multicultural environment in the classroom is to simply celebrate differences amongst learners. There are many ways in which teachers can accomplish this. Food fairs are a great way to celebrate cultural heritage. Once a month learner could make a dish that highlights their culture and explain why the dish is important. Each student could taste and learn about authentic foods.

Another way to celebrate differences is to create a gallery walk in which learners are given a poster board and markers. Each student (or pair) could create a poster that highlights their culture. The teacher would then hang each poster around the classroom. Student would walk around to each poster and write a question about each student's poster (question about his or her culture). Questions about culture or homeland would be answered by the student who made the poster. Therefore, learners would have an understanding about each other's cultures. Moreover, this is a fast way for teachers to gain understanding about his or her learners.

According to **Chung (2018),** education is an important context of socialization in children and a place in which they are first exposed to peers from diverse cultural and ethnic backgrounds. Many schools have begun to teach learners about multiculturalism in an effort to normalize diversity. The present mixed-methods study sought to assess how multicultural education differs amongst different socioeconomic school districts. The goal was to determine how education could be improved as a result of these efforts. The results of the study point to multicultural education being highly beneficial for learners across all ages and grades.

As concluded in his study, **Chung (2018),** multicultural instructional methods clearly have a beneficial effect in a classroom, without exception. Regardless of the academic context and the specific school district, learners in all districts can derive specific benefits resulting from this type of instruction. The obvious advantage of using these instructional methods is that learners learn some basic information about diverse cultures and how groups of individuals differ from one another on the basis of culture, race, or both. This aspect benefits children living in wealthier areas, in which learners may be isolated from learning about and/or accepting these differences. This type of knowledge will expose them to a crucial fact that they may encounter at some point in the future. By engaging in multicultural education, learners also begin to accept their own cultures, which helps to enhance self-knowledge and self-development. Inorder to understand oneself better, one needs to understand others as well as the cultural environment in which one lives. By equipping children with cultural knowledge, teachers are able to establish a solid foundation for the process of self-discovery and self-development. Learning about others and the ways in which their backgrounds are different forces children to look within, in order to also assess their unique cultural traits and characteristics. Self-exploration has the benefits of assisting human beings in the comprehension of their role in one’s personal reality and environment. This, in turn, facilitates the process of self-acceptance, as children are able to grasp their racial, cultural, and ethnic identities, and fully embrace their cultural background. Overall, a greater degree of multicultural education has long-reaching consequences and implications due to learners retaining this knowledge and using it as the basis for changing their conduct in the future, eventually into adulthood. In the future, multicultural educational efforts should be further assessed, in order to determine the best possible method of harnessing a student’s potential at maximizing the educational benefits at the primary school level. This particular level serves as the foundation of education that a child goes through, and as such, influences how that child will perceive the academic world. It is important to assess how these efforts can also create more uniformity in a curriculum, so that learners can leave primary schools with a similar level and quality of knowledge.

According to Cumming-McCann, A (2003), the primary goal of multicultural education is not merely to promote human relations, to help learners feel good about themselves, or to preserve learners' native languages and cultures. While these outcomes may be by-products, the primary goal of multicultural education is to promote the education and achievement of all learners, particularly those who are traditionally dismissed and underserved in our education system (see box below). Sonia Nieto (1996) defines multicultural education as antiracist basic education for all learners that permeates all areas of schooling, characterized by a commitment to social justice and critical approaches to learning. Furthermore, multicultural education challenges and rejects racism and other forms of discrimination in schools and society. It accepts and affirms differences in race, ethnicity, religion, language, economics, sexual orientation, gender, and other differences that learners, communities, and teachers encompass. It should permeate the curriculum and instructional strategies used in schools, as well as interactions among teachers, learners, and families in school and outside of it (Nieto, 1999).

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| **Multicultural Education*** Analyzes ways in which schools and the education system as institutions in our society work to maintain and perpetuate racism (Banks, 1997)
* Examines the history and underlying causes of racism, sexism, and other forms of institutional oppression (Banks, 1997)
* Encourages academic excellence (Nieto, 1999)
* Is for all learners, not just learners of color (Nieto, 1996)
* Requires the authentic examination of white privilege and the legacy of white dominance (McIntosh, 1989; Howard, 1999)
* Teaches how racism hurts not only people of color but also whites, and how it keeps us from being allies (Howard, 1999)
* Demonstrates how people have worked together in history to fight against all forms of oppression (Howard, 1999)
* Teaches about the shared aspects of racism and other forms of oppression (Gorski, 2002)
* Helps learners, families, teachers, and administrators understand and relate to the histories, cultures, and languages of people different from themselves (Sleeter& Grant, 1994)
* Provides opportunities to envision a better world: a just and fair society with equitable opportunities for all
* Inspires and empowers us to work to make those visions come true.
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The implementation of multicultural education varies greatly. James Banks (1997, 1998), a leader in the field of multicultural education, developed a model to explore and define different approaches to the integration of multicultural content into the curriculum. The model includes four approaches to content integration from easiest to implement and least likely to lead to the goals of multicultural education, to most challenging, and offeringthe most potential.

**The Contributions Approach**

Commonly referred to as the heroes and holidays approach, this first level of content integration is probably the most frequently utilized form of multicultural education. It is characterized by the addition of ethnic heroes into the existing curriculum by using criteria similar to those used to select mainstream heroes. The curriculum remains essentially unchanged in terms of its basic structure, goals, and main ideas. Ethnic content may be limited to special days, weeks, months, or events.

Martin Luther King, Jr., Day, Black History Month, Women's History Month, and Cinco De Mayo are examples of events celebrated in schools that use this approach. Teachers might involve learners in lessons or experiences related to the event, but little attention is given to the ethnic groups either before or after the event, nor is the cultural significance or history of the event explored in any depth.

The contributions approach gains its popularity from the fact that it is the easiest approach to use. It requires no alterations to the existing curriculum, and can give the illusion that diversity is being celebrated. The approach, however, has many limitations. Perhaps most significant is that it does not give learners the opportunity to see the critical role of ethnic groups in US society. Rather, the individuals and celebrations are seen as an addition or appendage that is virtually unimportant to the core subject areas. Furthermore, teaching about heroes and holidays does not ensure any discussion of oppression, social inequity, and struggles with racism and poverty. In this approach, the heroes that are represented tend to reinforce the American bootstrap myth: "If you work hard enough you can make it." The implications are that if you don't "make it" you must not be trying hard enough. Individuals are taken out of a cultural context and viewed from a dominant perspective.

This approach can potentially - yet inadvertently - lead to the reinforcement and perpetuation of stereotypes by presenting a superficial and trivial understanding of ethniccultures.

**The Additive Approach**

The second level of content integration is the additive approach, sometimes called the ethnic additive approach. Much like the heroes and holidays approach, this one allows the teacher to put content into the curriculum without restructuring it. It takes little time, effort, planning, or training. For example, when teaching a unit about "the Westward Movement," a teacher might decide to include a section on the Crow Indians. The unit remains from the dominant perspective because it is focusing on the movement of European Americans from the East to the West of the United States, rather than considering that the Crow Indians were already in the West, and they were not moving.

The additive approach is often the first phase of curriculum restructuring yet, in itself, it poses many of the same problems as the contributions approach. Material is studied from the perspective of mainstream historians and the events, concepts, ideas, and issues are presented from a dominant perspective. Like the first level, this approach seems to defy many of the basic tenets of multicultural education. Individuals or groups of people from marginalized groups in society are included in the curriculum, yet racial and cultural inequities or oppression are not necessarily addressed.

**The Transformative Approach**

The transformative approach differs fundamentally from the first two. It enables learners to see concepts from several cultural and ethnic perspectives. It requires the infusion of perspectives, frames of reference, and ideas that will expand learners' understanding of an idea. In the transformative approach, a teacher might introduce a unit on emigration by studying the "Eastward Movement" of Asian Americans, the "Westward Movement" of the European Americans, the "Southern Encroachment" of European Americans, and the impact these movement patterns had on those people already lived on this land.

The challenge of this approach is that it requires a complete transformation of the curriculum and, in some cases, a conscious effort on the part of the teacher to deconstruct what they have been taught to think, believe, and teach. For example, growing up in the United States or Canada, most of us, regardless of our race or ethnicity, have learned that white, European men made the history, and, on occasion, others helped out. When taught about people of color, more often than not, it has been from a dominant perspective.

To embrace the transformative approach, teachers must be willing to deconstruct their own existing knowledge, explore alternative perspectives critically, research and include voices and ideas other than those traditionally presented to us, and address their own roles in perpetuating racism and oppression.

**The Decision Making and Social Action Approach**

The fourth and final approach to the integration of content into the curriculum includes all of the elements of the transformative approach but adds components that require learners to make decisions and to take action related to the concept, issue, or problem they have studied. This approach requires that learners not only explore and understand the dynamics of oppression, but also commit to making decisions and changing the system through social action. For example, in a decision making and social action approach curriculum, learners develop and implement strategies to eradicate racism, sexism, or any other form of oppression in their schools, work environments, and personal lives. Learners working at this level of infusion might explore how racism, stereotypes, and detrimental policies are still manifested in our society and in their environments by using self-reports, interviews, and other data to provide multiple perspectives on the topic. Then they could analyze their own values and beliefs, apply their new knowledge, identify alternative courses of action and decide what, if any, actions they will take to address these issues in their school, workplace, or community. The major goal of this approach is to teach learners thinking and decision-making skills, to empower them, and help them acquire a sense of political awareness and efficacy.

While the decision making and social action approach is perhaps the most challenging approach to curricular infusion, it is the most commonly ascribed to by the leaders in the field (e.g., Nieto, 1996; Sleeter, 1996). If the primary goal of multicultural education is transformation, it will happen only when learners are given the opportunity to participate in an equitable education, when they are informed about existing inequities, and when they are empowered to make decisions to change our society. Finally, it is unrealistic to expect teachers to move directly from a dominant perspective curriculum to one that focuses on decision making and social action. Rather, it is more reasonable to see teachers blending their approaches and using the contributions approach as a starting place from which to move gradually to the more challenging approaches.

Implementing multicultural education effectively can take time, energy, and a great deal of work. But imagine, for a moment, the potential: Learners seeing themselves in the curriculum, their voices being heard and valued in the classroom. Learners feeling a part of the educational process, learning and obtaining the high expectations that are set for them, and beginning to believe that they belong. Imagine learners feeling informed, competent, and able to make decisions that have an impact on their lives, their children, and generations to come. Multicultural education holds the power to transform, it provides hope at a time when the future is unclear, and, perhaps most importantly, it provides an opportunity for us to imagine the world as a fair, equitable, and just place in which to live and work.

As the world seems to be getting smaller and smaller with the widespread use of technology, the importance of multicultural education in K-12 classrooms grows exponentially. Learners who have access via the Internet to international gaming, shopping and social media sites need an even better understanding of the similarities and differences between their own cultures and those of the world around them. Likewise, the ever-present reality of conflicts between nations reinforces the importance of multicultural education as the need for people of varying backgrounds to have a better understanding of one another has international implications for future generations.

According to Gaylt, G. (2004), curriculums infused with multicultural education boost academic success and prepare learners for roles as productive citizens. Multiculturalism is taking on new dimensions of complexity and practicality as demographics, social conditions, and political circumstances change. Domestic diversity and unprecedented immigration have created a vibrant mixture of cultural, ethnic, linguistic, and experiential plurality. Accomplishing this end is becoming increasingly important as the 21st century unfolds. People coming from Asia, the Middle East, Latin America, Eastern Europe, and Africa differ greatly from earlier generations of immigrants who came primarily from western and northern Europe. These unfamiliar groups, cultures, traditions, and languages can produce anxieties, hostilities, prejudices, and racist behaviors among those who do not understand the newcomers or who perceive them as threats to their safety and security. These issues have profound implications for developing instructional programs and practices at all levels of education that respond positively and constructively to diversity.

Culture is a broad term, and one that is not easily summed up. In her book Culture Learning: The Fifth Dimension on the Language Classroom, author Louise Damen defined culture as the “learned and shared human patterns or models for living; day-to-day living patterns [that] pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism.” Individuals from varied nationalities, ethnicities, and races all bring cultural traditions to their interactions, and it is up to teachers to recognize, celebrate and share these different perspectives.

**RESEARCH METHODOLOGY**

**Research Design**

 The study employs a quantitative descriptive correlational research design. Data were gathered through survey questionnaires administered to teachers and students across multiple multicultural classrooms. Statistical tools such as Pearson correlation and regression analysis were utilized to examine relationships among variables (Sleeter & Grant, 2021). The study ensures that external factors such as socioeconomic background, prior educational experiences, and institutional policies are acknowledged as potential limitations.

Findings:

1. A significant correlation was found between multicultural education and student academic performance (Nieto, 2019).
2. Teachers’ demographic profiles, including years of experience and cultural awareness training, showed a moderate impact on students' learning outcomes (Gay, 2020).
3. Students from diverse ethnic backgrounds reported positive experiences when teachers incorporated inclusive teaching methods (Banks, 2019).
4. Differences in teacher and student perceptions of multicultural education’s advantages suggest the need for further alignment in expectations and pedagogical approaches.

**Locale of the Study**

This study was conducted in all the elementary schools of Luna District in the Division of Apayao for the school year 2019-2020. The 16 schools included in this study were as follows: Bacsay Elementary School, Calabigan Elementary School, Calayucay Elementary School, Dagupan Elementary School, Luna Central School, Luyon Elementary School, Catammoyoan Elementary School, Palungcada Elementary School, Quirino Elementary School, Salvacion Elementary School, San Francisco Elementary School, San Isidro Norte Elementary School, San Isidro Sur Elementary School, San Jose Elementary School, Santa Lina Elementary School and Tumog Elementary School.

**Respondents and Sampling Procedure**

The population and respondents of the study were the teachers and learners of all the elementary schools of Luna District, Division of Apayao.

Total enumeration of the teachers was applied in order to come up with a clearer view of the study. On the part of the learners, 5 of them were randomly selected per teacher to evaluate the assessment of the teachers.

**Research Instrument**

In gathering the data needed in this study, a researcher-made questionnaire was used. It was consisted of 2 sets, one for the teachers and the other for the learners. The questionnaire for the teachers were divided into 4 parts, to include:

Part 1 is theprofile of variables,

Parts 2 and 3 is the assessment on the advantages, disadvantages and effects of integrating multicultural education in the delivery of instruction,

And Part 4 presents the general weighted averages of the learners which will be taken using the Documentary Analysis.

The questionnaire for the learners was consisted only of the statements about the advantages, disadvantages and effects of integrating multicultural education in the delivery of instruction.

**Data Gathering Procedure**

In gathering the data needed, the researcher sought permission from the Schools Division Superintendent in the Division of Apayao with the endorsement of School Head of this researcher. Permission letters to the District Head and School Heads of the different elementary schools was made. During the school visit, the researcher personally floated the questionnaire in order to give some explanation about the purpose of the study. With the help of the school head, the questionnaires were given to the teachers.

Answered questionnaires were collected on the same day of the visit to ensure 100% recovery.

**Statistical Treatment of Data**

The statistical tools used in this study were the descriptive and inferential statistical tools. To decipher the profile of the teachers, the simple frequency counts and percentages were used.

For the statements regarding the advantages, disadvantages and effects of integrating multicultural education in the delivery of instruction statements, the mean responses were interpreted by using the following:

 4.20 – 5.00 Always

 3.40 – 4.19 Often

 2.60 – 3.39 Sometimes

 1.80 – 2.59 Seldom

 1.00 – 1.79 Never

Finally, the Pearson Product Moment Coefficient of Correlation (Pearson r) was used in finding the result of the research hypotheses.

**RESULTS AND INTERPRETATION OF DATA**

**Profile of the Teachers**

The assessed profile of Teachers is shown in Table 1. The profile variables include age, sex, civil status, highest educational attainment, Plantilla position, number of years in teaching, number of related training/seminars attended, ethnicity, language spoken, religious affiliation, and family structure.

Table 1 shows the age of the teacher respondents. There are 24 or 60.0% aged 21-40 and 16 or 40.0% aged 41-60. The mean age of the teachers is 37.95 with S.D. 10.04 which means the teachers are almost in the mid-year of service. This means they already reached their maturity level. This implies that teachers are mature enough to promote learning of other cultures and teach healthy social skills in a multicultural setting to their learners.

Out of 40 respondents, there are 33 or 82.5% females and 7 or 17.5% males. It only indicates that most of the teachers are females. It only implies that whatever culture race or nationality, teaching is a female dominated profession.

Their civil status is also shown in table 1. There are 30 or 75.0% married, and 10 or 25.0% singles. This indicates that there are more married teacher respondents.

This implies that married teachers have mixed culture and tradition due to married life. More so, they know how to handle different situations based from their unity to persons of different creed on culture and gain more experience based on their true to life story.

Concerning their highest educational attainment, there are 15 or 37.5% BSED/BEED graduates, 13 or 32.5% earned their MAEd units, 10 or 25.0% MAEd graduates, and 2 or 5.0% earned Ph.D. units and Ph.D. graduates. This indicates that most of the respondents are Bachelor’s Degree holders. An implication that they need Higher Learning Institution to gain their advance education in order to upgrade learning and professional growth. This implies that teachers need to continue their post-graduate studies in order to earn more knowledge, philosophies, methods, strategies and theories to be engaged in that can be applied in teaching.

In accordance with their Plantilla position, there are 16 or 40.0% Teacher I; 12 or 30.0% Teacher III; and 3 or 7.5% Teacher II; and Master Teacher I. It indicates that most of the teachers are Teacher I. This means teachers are doing their best to be successful in their own field and to be promoted as well. This implies that there is a need of a higher teaching position to improve and encourage more teachers to grow and upgrade their financial status as well. However, according to one of the respondents' income or position is not the sole reason why teachers work intently but, they want to instill good education to their learners. Teachers exert great efforts to overcome all the barriers in education most importantly in their delivery of instruction; hence, they need to become equipped with knowledge, information, and skills blended with rich culture and tradition, associated with advance technology.

As to the number of years in teaching, there are 30 or 75.0% rendered 0-14 years, and 10 or 25.0% rendered 15-30 years above in the service. It indicates that most of the teachers had rendered a decade in the service. This implies that they are seasoned enough on how to deal with the different cultures of the learners. as years added in their service of the Filipino learners, they become more aware of the heterogeneous type of classroom.

With regard to the training/s attended, the study indicates that most of the teachers attended Conduct of Trainers Training on ICT Literacy Training for School ICT Coordinators and DCP Computerization Basic Troubleshooting and Hardware Servicing (13;32.5%). More so, there are 9 or 22.5% attended the OER (Open Educational Resources), 7 or 17.5% attended the Seminar-Workshop on Enhancing Pedagogy Skills of Multigrade Teachers and ELLN. This implies that teachers are giving importance to seminars for they believe that this will give and provide them their needed skills and updates in order for them to improve their performance in the teaching-learning process.

As to their ethnicity, there are 28 or 70.0% Ilocanos, 3 or 7.5% Isnegs, 1 or 2.5 Tagalog, and Igorot. This indicates that most of the respondents are Ilocanos. This implies that the Apayao province is adulterated by different culture and traditions coming from Ilocos region and the tagalog culture.

Moreover, there are 21 or 52.5% speaking Iloco, 12 or 30.0% speaking Iloco/Pilipino/English, 2 or 5.0% speaking Isnag, 1 or 2.5 speaking Isnag/Iloco. This indicates that mixed up culture can be united for the improvement and development of learners.

In as much as their religious affiliation is concerned, there are 14 or 35.0% Roman Catholics, 10 or 25.0% Pentecosts, 3 or 7.5% UCCP, Protestants, and Assembly of God, 2 or 5.0% Baptists, and 1 or 2.5% INC, Jehova’s Witnesses, and Apayao Native Mission. It only indicates that most of the teachers belong to Roman Catholicism. This implies that teachers have different religious beliefs, culture and tradition but they act as one for their learners.

Regarding their family structures, there are 11 or 27.5% dependent, and 2 or 5.0% extended. There are 27 or 67.5% who did not indicate their family structures which means most of the learners are keeping their information in private. This implies that they are sensitive when it comes to family issues.

**Table 1. Profile of the Teachers**

|  |  |  |
| --- | --- | --- |
| **Category** | **Frequency****( n = 40 )** | **Percent** |
| **Age** |  |  |
| **21 – 25** | **3** | **7.5** |
| **26 – 30** | **12** | **30.0** |
| **31 – 35** | **2** | **5.0** |
| **36 – 40** | **7** | **17.5** |
| 41 – 45 | 5 | 12.5 |
| 46 – 50 | 6 | 15.0 |
| 51 – 55 | 4 | 10.0 |
| 56 – 60 | 1 | 2.5 |
| Mean = 37.95 S.D. = 10.04 |  |  |
|  |  |  |
| **Sex** |  |  |
| Male | 7 | 17.5 |
| Female | 33 | 82.5 |
|  |  |  |
| **Civil Status** |  |  |
| Single | 10 | 25.0 |
| Married | 30 | 75.0 |
|  |  |  |
| **Highest Educational Attainment**  |  |  |
| BSEd/BEEd | 15 | 37.5 |
| With MA Units | 13 | 32.5 |
| MAEd Graduate | 10 | 25.0 |
| With Ph.D. Units | 2 | 5.0 |
| Ph.D. Graduate | 2 | 5.0 |
|  |  |  |
| **Plantilla Position** |  |  |
| Teacher I | 16 | 40.0 |
| Teacher II | 3 | 7.5 |
| Teacher III | 12 | 30.0 |
| Master Teacher I | 3 | 7.5 |
|  |  |  |
| **Number of Years in the Service** |  |  |
| 0 – 4 | 9 | 22.5 |
| 5 – 9 | 13 | 32.5 |
| 10 – 14 | 8 | 20.0 |
| 15 – 19 | 4 | 10.0 |
| 20 – 24 | 3 | 7.5 |
| 25 – 29 | 1 | 2.5 |
| 30 years and above | 2 | 5.0 |
| Mean = 10.86 S.D. = 8.35 |  |  |
|  |  |  |
| **Training/Seminars Attended** |  |  |
| Training workshop on the digitization and animation of Contextualized Learning Resources | 3 | 7.5 |
| Conduct of Trainers Training on ICT Literacy Training For School ICT Coordinators and DCP Computerization Basic Troubleshooting and Hardware Servicing | 13 | 32.5 |
| Division Training workshop on Early Language Literacy and Numeracy | 4 | 10.0 |
| Teaching Beginning Reading Workshop | 2 | 5.0 |
| SIP Enhancement Orientation workshop | 4 | 10.0 |
| Division Training Workshop of Multigrade Teachers for the Kto12 Basic Education Program | 1 | 2.5 |
| Teachers Forum on Cultural Integrity | 1 | 2.5 |
| Training and Workshop on the Teaching Ilokano Grammar | 2 | 5.0 |
| Training of Grade II in the Implementation of Kto12 Basic Education Program | 2 | 5.0 |
| Division Mass Training of Grade IV Teachers for the Kto12 Basic Education Program  | 1 | 2.5 |
| Seminar Workshop on Enhancing Pedagogy Skills of Multigrade Teachers | 7 | 17.5 |
| Early Grade Reading Assessment and Assessment Result Associated Teaching Activities | 1 | 2.5 |
| Training of Grade I Teachers on the Kto12 Curriculum | 1 | 2.5 |
| Regional Training on Developmentally Appropriate Practices in Early Language, Literacy and Numeracy | 3 | 7.5 |
| Division Sped Seminar of Teachers Handling Learners with Special Education Needs (LSENS) | 2 | 5.0 |
| Basic Statistic | 1 | 2.5 |
| Basic Life Support | 1 | 2.5 |
| Contingency Planning for SDRRM | 1 | 2.5 |
| Boy Scout if the Philippines | 1 | 2.5 |
| OER(Open Educational Resources) | 9 | 22.5 |
| ELLN | 7 | 17.5 |
| Primals- Filipino | 4 | 10.0 |
| Teaching Beginning Reading | 2 | 5.0 |
| Conceptualization on LM for ESP(LAC Session)  | 1 | 2.5 |
| Kindergarten Workshop Training | 1 | 2.5 |
| SchoolHeads Development Program Module 1-3 | 1 | 2.5 |
| Retooling of School Heads and Teachers Serving IP Community | 1 | 2.5 |
| Enhancement Training for Kindergarten | 4 | 10.0 |
| District Seminar-Workshop on the Preparation of Investigatory Project and SIM | 1 | 2.5 |
| Seminar-Workshop on the Rules and Guidelines in Damath and Science Damath and Investigative Research | 1 | 2.5 |
| National and Regional Training of Trainers on Critical Content (Mathematics) | 1 | 2.5 |
| National Accreditationof Trainers (Athletics) | 1 | 2.5 |
| Regional Pobotics | 1 | 2.5 |
| Teaching Beginning Reading and Story Writing in Mother-tongue | 2 | 5.0 |
| Division Roll-out on the Conduct of the Factored Assessment Tool | 1 | 2.5 |
| Training Workshop on Development and Production of Learning Resources | 1 | 2.5 |
| Capability Building of Teachers On Classroom Management Training Psychological Support | 1 | 2.5 |
| Disaster Preparedness and Management Training | 1 | 2.5 |
| Cybersafety in Schools Training | 1 | 2.5 |
| Training Workshop on the Development of Performance-Based Assessment | 1 | 2.5 |
| Training on Action and Basic Research Proposal Writing | 1 | 2.5 |
| MFAT Seminar | 1 | 2.5 |
| EGRA-ARATA Seminar | 1 | 2.5 |
| National Orientation and workshop on the Use of the Service Marks and Visual Identity Manual | 1 | 2.5 |
| National Roll-Out of Modules on Coaching and Mentoring for Cooperating Teachers | 1 | 2.5 |
| Regional Accreditation of Officiating Officials for Dancesport | 1 | 2.5 |
| Regional Training for Grade I Teachers on the Multi-factored Assessment Tools | 1 | 2.5 |
| Regional Seminar Workshop on SPED-Phase 3 | 1 | 2.5 |
| Preparatory Workshop for Facilitators for the Training on Special Education | 1 | 2.5 |
| SHDP Foundation Course (Module 1-3) | 1 | 2.5 |
| Advance SHDP | 1 | 2.5 |
| Write shop on the Evaluation of Contextualized Daily Lesson Plan in Multigrade | 1 | 2.5 |
| Capability Building on Contingency Planning forDRRM Coordinators | 1 | 2.5 |
|  |  |  |
| **Ethnicity** |  |  |
| Ilocano | 28 | 70.0 |
| Isnag | 3 | 7.5 |
| Tagalog | 1 | 2.5 |
| Igorot | 1 | 2.5 |
| Not Indicated | 7 | 17.5 |
|  |  |  |
| **Language Spoken** |  |  |
| Iloko | 21 | 52.5 |
| Isnag | 2 | 5.0 |
| Isnag/Iloko | 1 | 2.5 |
| Iloko/Pilipino/English | 12 | 30.0 |
| Iloko/Pilipino | 1 | 2.5 |
| Not Indicated | 3 | 7.5 |
|  |  |  |
| **Religious Affiliation** |  |  |
| Roman Catholic | 14 | 35.0 |
| Pentecost | 10 | 25.0 |
| UCCP | 3 | 7.5 |
| Protestant | 3 | 7.5 |
| Assembly of God | 3 | 7.5 |
| Baptist | 2 | 5.0 |
| INC | 1 | 2.5 |
| Jehova’s Witnesses | 1 | 2.5 |
| Apayao Natives Mission | 1 | 2.5 |
| Not Indicated | 2 | 5.0 |
|  |  |  |
| **Family Structure** |  |  |
| Extended | 2 | 5 |
| Dependent | 11 | 27.5 |
| Not Indicated | 27 | 67.5 |

**Assessment of Teachers and Learners on the Advantages of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity**

Table 2 shows the assessment of teachers and learners on the advantages of multicultural education as an approach for beginners with different ideologies and ethnicity. This table indicates that both teachers and learners always believe that there are positive effects on thelearners as a result of the integration (4.23;4.33). This implies that the integration of Multicultural Education has a positive effect on the learners for teachers to become more aware of what to do and how to do it.

The category means of the teachers regarding the advantages of multicultural education as an approach for beginners with different ideologies and ethnicity is 3.83 with a descriptive value as often. Whereas, the category mean of the learners is 4.27 with a descriptive value of always. The result implies that learners have a higher appreciation for Multicultural Education. Learners who are being prioritized will study harder and they see Multicultural Education as their way to be appreciated.

**Table 2. Assessment of Teachers and Learners on the Advantages of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity**

|  |  |  |
| --- | --- | --- |
| **Statements** | **Teachers** | **Learners** |
| **Weighted Mean** | **Descriptive** **Value** | **Weighted Mean** | **Descriptive****Value** |
| 1. Cultural diversity in the classroom is visible.
 | 3.75 | Often | 4.26 | Always |
| 1. Specific multicultural aspects in the delivery of instruction is integrated.
 | 3.65 | Often | 4.35 | Always |
| 1. There is a change or alteration in the classroom situation.
 | 3.53 | Often | 3.89 | Often |
| 1. Classroom instruction is successful with the use of multicultural education
 | 3.75 | Often | 4.56 | Always |
| 1. Least mastered competencies are enhanced.
 | 4.08 | Often | 4.23 | Always |
| 1. There positive effects on thelearners as a result of the integration
 | 4.23 | Always | 4.33 | Always |
| ***Category Mean*** | ***3.83*** | ***Often*** | ***4.27*** | ***Always*** |

Legend: 4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

**Assessment of Teachers and Learners on the Disadvantages of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity**

Table 3 shows the assessment of teachers and learners on the disadvantages of multicultural education as an approach for beginners with different ideologies and ethnicity. The table indicates that both teachers and learners believe that Implementing multicultural education effectively can take time, energy, and a great deal of work (3.38;3.29). This implies that both teachers and learners are consuming the time for the implementation of Multicultural Education. This also implies that this kind of teaching approach requires more time and energy of the teachers and learners.

Moreover, teachers and learners sometimes believe that the use of localized and indigenized IMs are very expensive (3.10;2.70). This implies that localized and indigenized IMs are not expensive. In fact, one must only become creative in order to produce such IMs. According to the informal interview, teachers use IMs that are present in their community and they encourage the learners to make their own projects based on the availability of materials in their place. One must become creative in order to become a teacher for teaching requires more effort and time in making IMs.

**Table 3. Assessment of Teachers and Learners on the Disadvantages of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity**

|  |  |  |
| --- | --- | --- |
| **Statements** | **Teachers** | **Learners** |
| **Weighted Mean** | **Descriptive** **Value** | **Weighted Mean** | **Descriptive****Value** |
| 1. Implementing multicultural education effectively can take time, energy, and a great deal of work.
 | 3.38 | Sometimes  | 3.29 | Sometimes |
| 1. The use of localized and indigenized IMs is very expensive.
 | 3.10 | Sometimes | 2.70 | Sometimes |
| 1. Learners are do not feel that they belong.
 | 2.48 | Seldom | 2.41 | Seldom |
| 1. Teachers are hard up in the integration process.
 | 2.80 | Sometimes | 2.63 | Sometimes |
| 1. Discrimination among learners is being observed.
 | 2.75 | Sometimes | 3.10 | Sometimes |
| ***Category Mean*** | ***2.90*** | ***Sometimes*** | ***2.83*** | ***Sometimes*** |

Legend: 4.20 – 5.00 Always

 3.40 – 4.19 Often

2.60 – 3.39Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

In addition, both the teachers and the learners assessed that sometimes teachers are hard up in the integration process (2.80;2.63). This implies that teachers can hardly integrate this kind of approach especially when they have no seminars attended. Teachers as the main actors and actresses in the field are playing the hardest role in the Department of education because they are the ones who will be involved with the learners. They are the ones who can see the strengths and weaknesses of every approach and strategies being introduced by the higher officials hence, they should provide more seminars to all teachers in the field.

**Comparison of the Assessment of Teachers and Learners on the Advantages and Disadvantages of Multicultural Education as an Approach for Beginners**

**with Different Ideology and Ethnicity**

This study hypothesized that there is a difference in the assessment of the teachers and learners on the advantages and disadvantages of multicultural education as an approach for beginners with different ideologies and ethnicity. The result of the t-test for uncorrelated groups indicates that some of the coefficients have associated probabilities lower than 0.05, thus the null hypothesis is partially rejected (Table 4).

 The table revealed that there is a significant difference in the assessment of the teachers and learners on the advantages of multicultural education as an approach for beginners with different ideologies and ethnicity. Learners (4.27) have a higher mean than the teachers (3.83) which means Multicultural Education has a positive impact on the learners. Through the Multicultural education the learners’ skills, competencies, and talents are being enhanced. Multicultural education is more advantages on the part of the learners for they are being heard in all aspects. Multicultural education creates a comfortable environment for learners of all races and ethnicities to learn by combining a variety of ideas about teaching. According to ***Geneva Gay***, the creator of multicultural education, one of these ideals is understanding the cultural characteristics and cultural contributions of different ethnic groups, such as the values of different ethnic groups, along with their traditions and communication styles (107). This means Multicultural Education can be helpful to all learners with different ideologies.

**Table 4. Comparison of the Assessment of Teachers and Learners on the Advantages and Disadvantages of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Mean** | **SD** | **Standard Error Mean** | **Computed t-value** | **Probability** | **Statistical Inference** |
| **Advantages** |  |  |  |  |  |  |
| Teachers | 3.83 | 0.27 | 0.109 | 3.725\* | 0.014 | significant |
| Learners | 4.27 | 0.22 | 0.089 |
| **Disadvantages** |  |  |  |  |  |  |
| Teachers | 2.90 | 0.35 | 0.155 | 0.625NS | 0.566 | Not significant |
| Learners | 2.83 | 0.36 | 0.161 |

\* Significant at 0.05 level df = 5

 NS = Not significant

**Effect of Multicultural Education as an Approach for Beginnerswith Different Ideology and Ethnicity as Assessed by Teachers**

Table 5 shows the effect of multicultural education as an approach for beginners with different ideologies and ethnicity as assessed by teachers. The table indicates that teachers always informed the learners regarding equal treatment (4.63). This only implies that teachers do not play favorites to learners. They treat everyone the same even learners have different perceptions, learning styles, behaviors, attitudes, skills, talents, and status of life. The end goal of teachers is to inculcate the 4 Ms to the learners “Makatao, Maka-Diyos, Makakalikasan at Maka-bansa.” Hence, as they treat their learners equally, the learners will become more motivated to study.

Furthermore, teachers always give attention to the needs of the learners (4.35). This implies that teachers are sure that their clientele is being heard. Attention is being given to learners who needed most because teachers can lend a shoulder for them to lean on. Teachers are always there for learners because they are their second parents. It also indicates that teachers always let the learners always feel good about themselves by preserving their native languages and cultures.

**Table 5. Effect of Multicultural Education as an Approach for Beginners with Different Ideology and Ethnicity as Assessed by Teachers**

|  |  |  |
| --- | --- | --- |
| **Statements** | **Weighted Mean** | **Descriptive** **Value** |
| 1. Cultural diversity is being observed in the classroom.
 | 3.75 | Often |
| 1. Learners feel that they belong to the class even if they come from different ethnicity and ideology.
 | 4.10 | Often |
| 1. Differentiated instruction is applied.
 | 4.20 | Always |
| 1. Learners will possess multiple intelligences.
 | 4.10 | Often |
| 1. The needs of the learners are given attention.
 | 4.35 | Always |
| 1. There is a brainstorming of ideas, stories, and experiences that enrich the educational experience in my multicultural classroom.
 | 3.90 | Often |
| 1. Learners are informed regarding equal treatment.
 | 4.63 | Always |
| 1. Learners become competent and able to make decisions that have an impact on their lives.
 | 4.08 | Often |
| 1. Learners always feel good about themselves by preserving their native languages and cultures.
 | 4.28 | Always |
| ***Category Mean*** | ***4.22*** | ***Always*** |

Legend: 4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

**General Weighted Average of the Learners**

Table 6 shows the general weighted average of the learners for the first and second quarters of the school year 2019 – 2020. As to the 1st quarter, there are 24 or 60.0% earned 85-90, 10 or 25.0% earned 80-84, and 6 or 15.0% earned 90-100. While, during the second quarter, there are 30 or 75.0% earned 85-89, 6 or 15.0% earned 90-100, and 4 or 10.0% earned 80.84. The table indicates that most of the learners during their 1st and 2nd quarters are very satisfactory. This implies that learners appreciate the Multicultural Education approach of their teachers which results in very satisfactory grades. Learners who are given importance will have a higher performance. More so, Teachers have a very important part in the life of every learner.

**Table 6. General Weighted Average of the Learners for the First and Second Quarters of School Year 2019 – 2020**

|  |  |  |
| --- | --- | --- |
|  | **First Quarter** | **Second Quarter** |
| **Rating** | **Frequency****(n = 40)** | **Percent** | **Frequency****(n = 40)** | **Percent** |
| Oustanding (90 – 100)  | 6 | 15.0 | 6 | 15.0 |
| Very Satisfactory (85 – 89) | 24 | 60.0 | 30 | 75.0 |
| Satisfactory (80 – 84) | 10 | 25.0 | 4 | 10.0 |
| Did not meet expectations (Below 75) | - | - | - | - |

**Correlation Test Results between the General Weighted Average of Learners and the Profile Variables of Teachers**

This study hypothesized that there is no relationship between the general weighted average of learners and the profile variables. Correlation analysis results yielded some of the coefficients to have associated probabilities lower than 0.05, thus the null hypothesis is partially rejected (Table 7).

The number of years in the service (-0.204\*\*) is significantly related to the general weighted average of learners. The longer the years rendered by the teachers in teaching the more they know how to deal with diverse learners so, learners become more motivated which results in higher academic performance. This implies that teachers who stayed longer in the academe will become more aware of the learners’ needs without compromising the learners’ cultural diversity.

**Table 7. Correlation Test Results between the General Weighted Average of Learners and the Profile Variables of Teachers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Correlation Coefficient** | **Probability** | **Statistical Decision** |
| **General Weighted Average of Learners and** |
| ***Profile of the Teachers*** |  |  |  |
| Age | -0.120 | 0.119 | Not Significant |
| Sex | 0.053 | 0.489 | Not Significant |
| Civil Status | -0.084 | 0.275 | Not Significant |
| Highest Educational Attainment | 0.004 | 0.962 | Not Significant |
| Plantilla Position | -0.083 | 0.282 | Not Significant |
| Number of Years in the Service | -0.204\*\* | 0.008 | Significant |
| Training/Seminars Attended | -0.059 | 0.448 | Not Significant |
| Ethnicity | 0.140 | 0.069 | Not Significant |
| Language Spoken | 0.644\*\* | 0.000 | Significant |
| Religious Affiliation | -0.126 | 0.103 | Not Significant |
| Family Structure | 0.135 | 0.170 | Not Significant |

\*\*. Significant at 0.01 level

**Correlation Test Results between the General Weighted Average of Learners and the Advantages and Disadvantages of Multicultural Education**

This study hypothesized that there is no relationship between the general weighted average of learners and the Advantages and Disadvantages of Multicultural Education. Correlation analysis results yielded all of the coefficients to have associated probabilities lower than 0.05, thus the null hypothesis is rejected (Table 8).

The table indicates that the advantages of Multicultural Education (r=0.408\*\*) are significantly related to the general weighted average of learners. This implies that the advantages of Multicultural Education in the classroom are an efficient approach to improve the learners' general weighted average. This also implies that the cultural diversity of the learners is given more importance in the classroom settings which helps the teachers understand more the learners so, they can provide what is best for the learners.

The table also indicates that the disadvantages of Multicultural Education (r=-0.153\*) are significantly related to the general weighted average of learners. This implies that learners who do not feel they belong to the group and others feel discriminated will become less motivated in their studies so, their academic performance will deteriorate. More so, when teachers will hardly integrate Multicultural Education in the classroom their environment becomes homogeneous and learners will not actively participate in any activities. Hence, even integration of Multicultural Education means taking time, energy, and a great deal of work teachers should try their best for the betterment of the learners.

**Table 8. Correlation Test Results between the General Weighted Average of**

**Learners and the Advantages and Disadvantages of Multicultural Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Correlation Coefficient** | **Probability** | **Statistical Inference** |
| **General Weighted Average of Learners and** |
| Advantages | 0.408\*\* | 0.000 | Significant |
| Disadvantages | -0.153\* | 0.046 | Significant |

\*. Significant at 0.05 level

\*\*. Significant at 0.01 level

**Correlation Test Results between the General Weighted Average of Learners and the Effects of Multicultural Education as an Approach in Teaching**

This study hypothesized that there is no relationship between the general weighted average of learners and the Effects of Multicultural Education as an Approach in Teaching. Correlation analysis results yielded that the coefficient to have associated probabilities greater than 0.05, thus the null hypothesis is accepted (Table 9).

The table indicates that there is no significant relationship between the general weighted average of learners and the Effects of Multicultural Education as an Approach in Teaching.This means the Effects of Multicultural Education as an Approach in Teaching and the general weighted average of the learners is almost parallel. This implies that the effect of Multicultural Education is specifically for the social, mental, emotional, and holistic development of the learners. The teachers’ strategies and approaches can boost the morale of the learners and at the same time can improve their academic performance when properly used. Teachers need to give attention, solicit ideas, and have equal treatment to all the learners in order for them to feel appreciated.

**Table 9. Correlation Test Results between the General Weighted Average of Learners and the Effects of Multicultural Education as an Approach in Teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Correlation Coefficient** | **Probability** | **Statistical Inference** |
| **General Weighted Average of Learners and the Effects of Multicultural Education as an Approach in Teaching** | 0.102 | 0.185 | Not Significant |

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Multicultural education enhances student engagement and performance, but its success depends on teachers’ ability to implement culturally responsive pedagogy. Schools should provide targeted training to equip educators with the skills needed to foster inclusivity. Future research should explore additional factors, such as socioeconomic status, institutional policies, and causality in multicultural education’s impact. Direct recommendations for adapting multicultural education strategies based on student diversity should be emphasized in teacher training programs

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**LETTER TO CONDUCT A STUDY QUESTIONNAIRE FOR TEACHERS**

# My FellowTeachers,

The undersigned would like to request your indulgence to answer the following research question. Please answer each item very carefully and honestly. Rest assured that your answers would be treated with utmost confidentiality.

Thank you very much and God bless!

#  FRANCES ROSE B. CAPALES *Researcher* Part I. Teacher’s Profile

Name:*(Optional )*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_ years old

Sex: \_\_\_\_

Civil Status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Highest Educational Attainment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Plantilla Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Years in Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seminars/Trainings Attended (please enumerate):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Ethnicity*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Language Spoken*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Religious Affiliation*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Family Structure*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Part II. Advantages/disadvantages of Multicultural Education

 Below are advantages and disadvantages of multicultural education as an approach integrated in the delivery of instruction. Check the cell that corresponds to your assessment by following the 5-point Likert Scale below:

 5 – Always 4 – Often 3 – Sometimes 2 – Seldom 1 - Never

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advantages**  | **5**  | **4**  | **3**  | **2**  | **1**  |
| 1. Cultural diversity in the classroom is visible.  |  |  |  |  |  |
| 2. Specific multicultural aspects in the delivery of instruction is integrated.  |  |  |  |  |  |
| 3. There is a change or alteration in the classroom situation.  |  |  |  |  |  |
| 4. Classroom instruction is successful with the use of multicultural education  |  |  |  |  |  |
| 5. Least mastered competencies are enhanced.  |  |  |  |  |  |
| 6. There positive effects in thelearners as a result of the integration  |  |  |  |  |  |
|   |  |  |  |  |  |
| **Disadvantages**  |  |  |  |  |  |
| 1. Implementing multicultural education effectively can take time, energy, and a great deal of work.  |  |  |  |  |  |
| 2. Use of localized and indigenizedIms is very expensive.  |  |  |  |  |  |
| 3. Learners are do not feel that they belong.  |  |  |  |  |  |
| 4. Teachers are hard up in the integration process.  |  |  |  |  |  |
| 5. Discrimination among learners is being observed.  |  |  |  |  |  |

# Part III. Effect of Multicultural Education

Below is a list of statements which deal with the of multicultural education in your classroom. Rate the frequency by which you employ them in your classroom, each according to your perception following the scale below.

 5 – Always 4 – Often 3 – Sometimes 2 – Seldom 1 - Never

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement**  | **5**  | **4**  | **3**  | **2**  | **1**  |
| 1. Cultural diversity is being observed in the classroom.  |  |  |  |  |  |
| 2. Learners feel that they belong to the class even if they come from different ethnicity and  |  |  |  |  |  |
| ideology.  |  |  |  |  |  |
| 3. Differentiated instruction is applied.  |  |  |  |  |  |
| 4. Learners will possess multiple intelligences.  |  |  |  |  |  |
| 5. The needs of the learners are given attention.  |  |  |  |  |  |
| 6. There is a brainstorming of ideas, stories, and experiences that enrich the educational experience in my multicultural classroom.  |  |  |  |  |  |
| 7. Learners are informed regarding equal treatment.  |  |  |  |  |  |
| 8. Learners become competent and able to make decisions that have an impact on their lives.  |  |  |  |  |  |
| 9. Learners always feel good about themselves by preserving their native languages and cultures.  |  |  |  |  |  |

**Part IV.General Weighted Average of Learners First Quarter- \_\_\_\_\_\_\_\_\_\_ Second Quarter - \_\_\_\_\_\_\_\_\_\_**

**QUESTIONNAIRE FOR LEARNERS**

# Advantages/disadvantages of Multicultural Education

 Below are advantages and disadvantages of multicultural education as an approach integrated in the delivery of instruction. Check the cell that corresponds to your assessment by following the 5-point Likert Scale below:

 6 – Always 4 – Often 3 – Sometimes 2 – Seldom 1 - Never

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advantages**  | **5**  | **4**  | **3**  | **2**  | **1**  |
| 1. Cultural diversity in the classroom is visible.  |  |  |  |  |  |
| 2. Specific multicultural aspects in the delivery of instruction is integrated.  |  |  |  |  |  |
| 3. There is a change or alteration in the classroom situation.  |  |  |  |  |  |
| 4. Classroom instruction is successful with the use of multicultural education  |  |  |  |  |  |
| 5. Least mastered competencies are enhanced.  |  |  |  |  |  |
| 6. There positive effects in the learners as a result of the integration  |  |  |  |  |  |
|   |  |  |  |  |  |
| **Disadvantages**  |  |  |  |  |  |
| 1. Implementing multicultural education effectively can take time, energy, and a great deal of work.  |  |  |  |  |  |
| 2. Use of localized and indeginizedIms is very expensive.  |  |  |  |  |  |
| 3. Learners are do not feel that they belong.  |  |  |  |  |  |
| 4. Teachers are hard up in the integration process.  |  |  |  |  |  |
| 5. Discrimination among learners is being observed.  |  |  |  |  |  |