

Multicultural Education and Diversity Management in a Basic Education Institution, Province of Iloilo, Philippines: Uncovering Factors Leading to a Training Program

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DOI: <https://doi.org/10.56293/IJMSSSR.2025.5825>

IJMSSSR 2025

VOLUME 7

ISSUE 5 SEPTEMBER - OCTOBER

ISSN: 2582 – 0265

**Abstract:** Multiculturalism is an evolving idea amid the thickening of multicultural networks of education. This mixed-methods research using the convergent parallel approach revealed the level of awareness, skills, preparedness, perceived classroom and institutional multicultural education practices of teachers in a barangay high school situated in an IP community, Iloilo, Philippines. A validated researcher-made questionnaire and personal interview were used to gather data. Mean, Standard Deviation, Frequency and Percentage, Mann-Whitney and Kruskal Wallis, Spearman rho tests were utilized to analyze the results. The data showed that teachers were “somewhat aware,” “proficient,” and “prepared” for multicultural education. It was also shown that teachers and the institution “Highly Practiced” multiculturalism and diversity management. In addition, there is a significant difference in the teachers’ level of skills and awareness on multicultural education in terms of age and marital status, respectively. Further, the data showed that there a strong relationship between teachers’ level of skills and preparedness for multicultural education, and a very high correlation between their level of preparedness and institutional diversity management practices. Lastly, personal qualities; fostering inclusivity, leadership skills; incorporating students' cultural backgrounds, experiences, and perspectives into teaching practices; and imposing a culturally sensitive approach are essential factors to address cultural diversity issues.

**Keywords:** multicultural education awareness, multicultural education practices, preparation for multicultural education, multicultural skills, diversity management, mixed methods-convergent parallel approach, Iloilo, Philippines

### Background

Multicultural education is the integration of cultural consciousness of different ethnic groups in education. (Geng as cited by Bernido, 2021). It is derived from varieties of cultures in which indigenous thoughts are imbedded for the creations of new knowledge to provide equal value and appreciation within the culture. Students, regardless of their gender, social class, and ethnic, racial, or cultural characteristics, should have an equal opportunity to learn in school (Sherpa (2019).

In a comparative study of multicultural awareness among in-service school teachers by Vasallo (2014), he found that there is lack of research focusing on multicultural awareness among in-service school teachers. Therefore, more researches need to be conducted focusing on the awareness of in-service teachers to provide educational stakeholders with opportunities to identify factors which lead to increased or decreased levels of awareness. Future teacher education programs and courses need to focus on preparing teachers for the challenge of using their awareness to improve on their pedagogical practices and be culturally tuned with their students’ background.

In the Philippines, multicultural education can be related to inclusive education. In 2009, DepEd Order No. 72 was signed, and it defined inclusive education as the philosophy of accepting all learners regardless of race, size, shape, color, ability, or disability with support from school staff, students, parents, and the community. However, in the year 2013, a more updated law was created. The 2013 Enhanced Basic Education Act now refers to children with challenging behaviors as target groups of inclusive education. Among the inclusive education programs are the Indigenous People Education Program, Madrasah Education, Special Education, and Alternative Learning System (Sherpa, 2019).

According to Minority Rights Group International (2020), the Philippine population is composed of the main minority groups: Tagalog (24.4 percent), Bisaya (11.4 percent), Cebuano (9.9 percent), Ilocano (8.8 percent) Ilonggo (8.4 per cent), Bicolano (6.8 per cent) Waray (4 percent), and other local ethnicities (26.1 percent). These different groups of people have similarities and differences which calls for the implementation of multicultural education system (Bernido, 2021).

In the Basic Education of the Philippines, the Department of Education (DepEd) is implementing the Indigenous Education Program (IPEd) to promote a culture-based education in the country. Among the practices of the agency to successfully implement this culture-based education is by capacitating the teachers for IPEd implementation, and by preparing contextualized and indigenized lessons plans and instructional materials. Multicultural education in the Philippines is not yet a big concern because the country is not yet populated by different races or nationalities. However, the government is responsive already to the needs of the different types of learners in the country. This action is a great step to achieving a successful multicultural education once Philippines is populated by different races. If a country can offer programs, and good practices in promoting a culture-based education, then it could successfully design a system for multicultural education (Bernido, 2021).

According to Munalim (2019), multicultural education is an emerging world model amid the thickening of multicultural networks of educational exchange, interaction, learning and instruction. In the Philippines, no studies analyzed the status of multicultural education, both at the micro- and macro-levels of an institution. This dearth may impede one's understanding of the status of multiculturalism, which may result in poor implementation of policies toward reconfiguration of higher education institutions. In response, he conducted a study on micro and macro practices of multicultural education in a Philippine university, and his results undergird and yield implications for clear various educational policies. First, this study offers policy-makers an opportunity to understand first some of the ways that multicultural dimensions have been consciously and/or unconsciously practiced by the teachers and the stakeholders of the institutions. The trend of multiculturalism demands for or multiple literacies among the students, teachers and stakeholders in an educational institution to develop in them the knowledge, skills, and attitudes, awareness, understanding, and acceptance of cultural differences to thrive in a diverse society. Second, universities should provide more instructional materials and educational technologies for effective classroom engagements. Third, teachers should be de-loaded and be allowed to engage in helpful research. Lastly, the results call for strengthening the national character of a multicultural landscape in the Philippines which will be facilitated by inter-school standards for multicultural practices. Schools and universities in the Philippines can participate in initiatives, build partnerships and leverage support to ensure that more or less teachers' practices are aligned with the concepts of multicultural education. All these trajectories should be addressed if higher educational institutions in the Philippines are proactive of the future needs. All these aspects are seen to impact on the reforms of a multicultural Philippine education.

This research would help one's understanding of the status of multiculturalism at Iloilo State University of Fisheries Science and Technology, which will result in effective implementation of policies on multicultural education. Therefore, this study was conducted.

### Statement of the Problem

This study primarily aimed to develop a training program on multicultural education grounded on teachers' awareness; skills; practices; perceptions of their professional preparation to teach culturally diverse students, and diversity management practices of their institutions. This teacher-training program will focus on identifying different approaches how to integrate diversity across program settings, providing coursework and learning opportunities, and helping teachers apply innovative strategies, and connect multicultural theory to their pedagogical practices. Specifically, this study sought to answer the following questions:

1. What are the demographic characteristics of the respondents in terms of age, marital status, highest educational attainment, and years of work experience?
2. What is the level of multicultural awareness of teachers when taken as a whole and when they are grouped as to age, marital status, highest educational attainment, and years of work experience?

3. What are the multicultural education and diversity management practices of the school as assessed by teachers when taken as a whole and when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
4. What are the multicultural education practices of teachers when taken as a whole and when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
5. What are the preparations of teachers for multicultural education when taken as a whole and when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
6. What is the level of multicultural skills of teachers when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience?
7. Are there statistically significant differences in the level of multicultural awareness of teachers when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
8. Are there statistically significant differences in the multicultural education and diversity management practices of the school as assessed by teachers when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
9. Are there statistically significant differences in the multicultural education practices of teachers when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
10. Are there statistically significant differences in the preparations of teachers for multicultural education when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
11. Are there statistically significant differences in the level of multicultural skills of teachers when they are grouped as to age, marital status, highest educational attainment, and years of work experience?
12. Is there a statistically significant correlation between teachers' level of multicultural awareness, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices; and multicultural education and diversity management practices of the institution as assessed by the respondents?
13. How to address a wide range of skills and abilities of students with diverse cultural backgrounds?
14. What multicultural training program can be proposed based on the results of the study?

## Methodology

This Mixed Methods Case Study Research (MMCSR) examined the degree to which the presence of students from different cultural background reflected on teachers' awareness, skills, preparedness, classroom and institutional practices. To this end, a case study design was preferred. As a descriptive case study that describes a phenomenon in its real-world context (Yin, 2014), the current research was devoted to exploring the correlation among teachers' level of multicultural awareness; level of multicultural skills; level of preparedness for multicultural education; multicultural education practices; and multicultural education and diversity management practices of the institution through an attitude scale and interview conducted by the researcher himself. Mixed Methods Case Study Research (MMCSR) captures and provides insight into the complexity of pressing social, economic and health problems. It offer unique methodological advantages for researchers wanting to address the complexity of these research problems and issues (Plano Clark, Foote & Walton, 2018; Cook & Kamalodeen, 2019).

The case has been investigated as a cross-sectional study with 12 teachers of Camiros National High School, Anilao Iloilo, Philippines during the Academic Year 2013-2024. The researcher preferred case study because this study design enables investigating a special case with a small sample group in depth in a short time span. Both qualitative and quantitative data sets can be used for this sort of case studies (Haşiloğlu & Kunduracı, 2018; Hitchcock & Hughes, 1995; Merriam, 1998; Marshall & Rossman, 1999; Çepni, 2001).

The sampling group is restricted to a small number (N=12) as the study has a qualitative part in which all teachers were interviewed for their perceptions about a topic in multicultural education. In order to capture the data need for the qualitative part of the study, only 15 students were included in the study (This sampling is supported by Haşiloğlu & Kunduracı, 2018).

The survey questionnaire has six (6) parts: Part I will describe the demographic characteristics of the university students (Age, Sex, Civil Status, Highest Educational Attainment, and Years of Work Experience).

Part II will assess the level of teachers' multicultural awareness. The instrument consists of the Cultural Diversity Awareness Inventory (adapted). The Cultural Diversity Awareness Inventory (CDAI), originally created by Henry (1986) consisted of 28 statements in which the respondents had to register their self-perception in regard to their attitudes, beliefs, and behaviors towards multiethnic students. The adapted version of the inventory however consists of 27 opinion statements using a 5-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). Statements 1-4 consist of statements examining Cultural Awareness, statements 5-9 will test cross-cultural communication, statements 10-15 will examine perceptions towards culturally diverse families, and statements 16-23 will examine the extent of which the classroom environment is conducive to multicultural education, while statements 24-27 will test assessment criteria. These five areas will provide the basis for analysis from which a discussion will emerge.

Part III of the instrument determined the perceptions of the respondents towards multicultural education and diversity management practices of the institution. The researcher-designed questionnaire of Llantos (2021) she used in her study on multicultural and diversity management in higher education institutions in the Philippines will be used. However, there are some slight modifications to the instrument because the researchers localized the instrument based on their research environment. All statements have a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

Part IV of the instrument determined the perceptions of the respondents towards their multicultural education practices. The researcher-designed questionnaire of Munali (2019) patterned from Banks and Banks' (1993) constructs of 5 dimensions of multicultural education. However, the researcher will only utilize 4 dimensions intended for micro multicultural education practices. Each dimension is composed of 5 statements, a total of 20 statements for four dimensions. All statements have a five-point Likert scale of 5—Excellent; 4—Above Average; 3—Average; 2—Below Average; and 1—Extremely Poor. The items were spread accordingly to restrict the respondents to the possibility of identifying the constructs under investigation.

Part V of the instrument determined the teachers' preparations for multicultural education. The researcher-designed questionnaire will be used. The instrument consists of 10 statements constructed from the literature reviews of Alismail (2016) in his study on: teachers' perceptions and preparation for multicultural education. All statements have a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

Part VI of the instrument assessed the multicultural skills of teachers. The adapted questionnaire of Perkins (2012) in his quantitative and heuristic phenomenological study on multicultural skills of prospective teachers Kansas City, Missouri will be used. The instrument was modified by the researchers by transforming the interrogative statements in the questionnaire to declarative sentences based on the research methods and objectives of the present study. All statements have a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

The questionnaire was subjected to validity and reliability testing. For the qualitative portion of the study, the 12 teachers were interviewed to determine their views on how to address a wide range of skills and abilities of students with diverse cultural backgrounds.

After data were collected, coded, and tabulated. The quantitative analyses were undertaken using the Statistical Package for the Social Sciences (SPSS) version 23 at .05 significant level. Mean, Standard Deviation, Frequency and Percentage, Mann-Whitney U test, Kruskal-Wallis H-test, and Spearman's rank order correlation coefficient or Spearman's  $\rho$  (rho) were used in the analyses. Guilford's Interpretation of the magnitude of significant correlations was utilized.

**Response Mode on the Level of Teachers' Multicultural Awareness**

Index	Semantic Differential	Scale	Verbal Description	Definition
5	Strongly Agree	4.20 - 5.00	Extremely Aware	Possesses proficiency and knowledge on the issue
4	Agree	3.40 – 4.19	Moderately Aware	Can adequately understand the issue
3	Moderately Agree	2.60 – 3.39	Somewhat Aware	Can understand some aspects of the issue
2	Disagree	1.80 – 2.59	Slightly Aware	Can understand the issue only with the guidance of the experts
1	Strongly Disagree	1.00 – 1.79	Not At All Aware	Can hardly understand the issue even with the guidance form the expert and never implement the policy

**Response Mode on the Level of the Multicultural Skills of Teachers**

Index	Semantic Differential	Scale	Verbal Description	Definition
5	Strongly Agree	4.20 - 5.00	Expert	The individual has extensive experience in multicultural education
4	Agree	3.40 – 4.19	Proficient	The individual has good experience in multicultural education
3	Moderately Agree	2.60 – 3.39	Competent	The individual has some experience in multicultural education
2	Disagree	1.80 – 2.59	Advance Beginner	The individual has little experience in multicultural education
1	Strongly Disagree	1.00 – 1.79	Novice	The individual has no experience in multicultural education

**Response Mode on the perceptions of teachers on their preparations for multicultural education**

Index	Semantic Differential	Scale	Verbal Description	Definition
5	Strongly Agree	4.20 - 5.00	Always Prepared	The individual has very high level of multicultural education preparedness
4	Agree	3.40 – 4.19	Prepared	The individual has high level of multicultural education preparedness
3	Moderately Agree	2.60 – 3.39	Somewhat Prepared	The individual has moderate level of multicultural education preparedness
2	Disagree	1.80 – 2.59	Slightly Prepared	The individual has low level of multicultural education preparedness
1	Strongly Disagree	1.00 – 1.79	Unprepared	The individual has no preparation for multicultural education

**Response Mode on Teachers' Multicultural Education Practices**

Index	Semantic Differential	Scale	Verbal Description	Definition
5	Excellent	4.20 - 5.00	Very Highly Practiced	The individual has the ability to build and lead teams and services for multicultural education and diversity management and input significantly at a strategic level
4	Above Average	3.40 – 4.19	Highly Practiced	The individual has the ability to set up and lead a team or service for multicultural education and

				diversity management
3	Average	2.60 – 3.39	Moderately Practiced	The individual has the ability to lead a team or service for multicultural education and diversity management
2	Below Average	1.80 – 2.59	Least Practiced	The individual is working within a team for multicultural education and diversity management
1	Extremely Poor	1.00 – 1.79	Not Practiced	The individual has no ability work, build, and lead a team for multicultural education and diversity management

**Response Mode on Teachers’ Perceptions on Multicultural Education and Diversity Management Practices of the Institution**

Index	Semantic Differential	Scale	Verbal Description	Definition
5	Strongly Agree	4.20 - 5.00	Very Highly Practiced	The components of multicultural education and diversity management are satisfactorily implemented by the institution and has shown continuous improvement for the last 12 months
4	Agree	3.40 – 4.15	Highly Practiced	The components of multicultural education and diversity management are satisfactorily implemented by the institution
3	Moderately Agree	2.60 – 3.35	Moderately Practiced	There components of multicultural education and diversity management are implemented but there are still less significant inconsistencies in the implementation by the institution
2	Disagree	1.80 – 2.55	Least Practiced	There are inconsistencies in the implementation of the components of multicultural education and diversity management by the institution
1	Strongly Disagree	1.00 – 1.75	Not Practiced	The components of multicultural education and diversity management are not implemented by the institution

**Results and Discussion**

**Teachers’ Level of Awareness on Cultural Diversity**

The results showed that the respondents were “Somewhat Aware” of cultural diversity (M= 2.90, SD= .45). This finding is in agreement with the statement of Yusu, Marimuthu, & Yusuf (2018) in their study on multicultural awareness and practices among Malaysian primary school teachers which revealed that the awareness of multicultural education among primary school teachers was still at the medium level.

In contrary, the result of the study of Tonbuloglu, A ASLAN, & Aydin (2016) on teachers’ awareness of multicultural education and diversity in school settings showed that the actual knowledge of the teachers with regard to multicultural education and diversity was found to be adequate and their opinions towards multicultural education were observed to be largely positive.

The present findings also contradicts to the findings of Ariana, Ulfatin, Imron, & Maisyaroh (2019) on their study about teacher awareness about multicultural in curriculum management and instructional development in senior high school. The results showed that teacher awareness about multiculturalism is very high.

**Teachers’ Level of Multicultural Skills**

The results showed that teachers were “Proficient” (M=3.98, SD=.46) in the implementation of multicultural education in school. These results do not conform to the statement of Alismail (2016), in his research review

where it suggests that preservice teachers do not have enough knowledge, experience, and awareness to teach different minority groups (Pohan; Fueyo & Bechtol; Martines, as cited by Alismail, 2016). These research review findings encourage preservice teachers to participate in multicultural training programs that prepare them to create a more equal, more democratic and a more just educational system as well as develop their level of understanding and awareness in teaching culturally diverse students (Aydin & Tonbuloglu, as cited in the literature of Alismail, 2016). Although some preservice teachers know more about teaching racial minority students and have an awareness of multiculturalism, they are undecided as to just how well-prepared they are to teach students from cultural and religious backgrounds different from their own.

### **Teachers' Level of Preparedness for Multicultural Education**

The results showed that teachers were "Prepared" ( $M=4.04$ ,  $SD=.63$ ) for multicultural education. According to Alismail (2016), teachers need to understand multiculturalism in order to provide equal education for all students. In his literature reviewed, he found that many teachers feel they need more training in multicultural education because of the diversity of their classrooms. However, they seem to be uncertain about the specific values of multicultural education and are not sure how to implement the principles of multicultural education effectively. Reviewing teachers' perceptions of their professional preparation to teach culturally diverse students would help teacher education programs prepare student teachers to work more effectively with culturally diverse students. Those who create teacher-training programs should reflect upon ways to integrate diversity across program settings, provide coursework and training opportunities to help teachers to apply innovative strategies, and link multicultural theory to practice in their own teaching.

The finding of the present study indicates that thorough and being "Prepared" to teach culturally diverse students are essential to supporting teachers' awareness, knowledge, and skill in providing equal education for all students.

### **Teachers' Multicultural Education Practices**

The results showed that teachers "Highly Practiced" ( $M=3.70$ ,  $SD=1.37$ ) multicultural education in school. This finding is consistent with previous research in other sociocultural contexts arguing that ethnic minority teachers are more involved in multicultural teaching (Agirdag et al., 2016; Vervae et al., 2018).

However, this result is not in agreement with the case study of Yusof (2005) on Multicultural education practice among teachers in national secondary schools in Kedah. The findings show that teachers are not practicing multicultural education practices in schools.

In addition, this finding does not find support from Colak & Agirdag (2021) in their study on teachers' beliefs and practices in culturally diverse schools in China. The results revealed that teachers reported a moderate frequency of culturally relevant practices, indicating that their positive beliefs are not necessarily translated into their educational practices.

### **Teachers' Perceptions on Multicultural Education and Diversity Management Practices of the Institution**

The results showed that the institution "Very Highly Practiced" cultural diversity ( $M= 4.20$ ,  $SD= .44$ ) as assessed by the respondents. Of the 11 items in the questionnaire, the first seven (7) multicultural education and diversity management indicators (1, 10, 4, 9, 3, 11, and 6) were "Very Highly Practiced" and the next 4 items (5, 2, 8, and 7) were "Highly Practiced" by the school as perceived by teacher respondents.

### **Teachers' Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Age**

When grouped as to age, the results showed that young adult respondents' level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were

“Somewhat Aware” (M=2.89, SD=.29), “Proficient” (M=4.08, SD=.50), “Prepared” (M=4.10, SD=.77), “Highly Practiced” (M=4.0, SD=1.52), and Very Highly Practiced” (M=4.29, SD= .50), respectively.

Further, middle-aged adults’ level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=3.36, SD=.34), “Proficient” (M=4.11, SD=.46), Prepared” (M=4.10, SD=.36), Highly Practiced” (M=4.17, SD=.26), and Highly Practiced” (M=4.09, SD=.33), respectively.

Lastly, old adults’ respondents’ level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=2.47, SD=.42), “Proficient” (M=3.67, SD=.38), “Prepared” (M=3.87, SD=.70), “Highly Practiced” (M=2.63, SD= 1.50), and Highly Practiced” (M=4.15, SD=.56), respectively.

#### **Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Marital Status**

When grouped as to marital status, the results showed that the unmarried teachers’ level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=2.92, SD=.35), “Proficient” (M=4.09, SD=.63), “Prepared” (M=4.0, SD=.94), “Very Highly Practiced” (M=4.78, SD= .15), and Very Highly Practiced” (M=4.32, SD= .54), respectively.

On the other hand, married respondents’ level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=2.89, SD=.51), “Proficient” (M=3.93, SD=.40), , “Prepared” (M=4.06, SD=.49), “Moderately Practiced” (M=3.16, SD=1.40), and Highly Practiced” (M=4.15, SD=.41), respectively.

#### **Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Highest Educational Attainment**

When grouped as to highest educational attainment, the results showed that the Bachelor’s Degree holders’ level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=2.83, SD=.44), “Proficient” (M=3.93, SD=.46), “Prepared” (M=4.0, SD=.67), “Highly Practiced” (M=3.61, SD=1.49), and Very Highly Practiced” (M=4.22, SD= .46), respectively.

On the other hand, Master’s Degree holders” level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution were “Somewhat Aware” (M=3.26, SD=.42), “Expert” (M=4.28, SD=.53), “Always Prepared” (M=4.25, SD=.35), “Highly Practiced” (M=4.18, SD=.39), and Highly Practiced” (M=4.14, SD=.45), respectively.

#### **Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Years of Work Experience**

When grouped as to years of work experience, the results showed that the level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution of teachers with 10 years and below years of work experience were “Somewhat Aware” (M=2.89, SD=.29), “Proficient” (M=4.08, SD=.50), “Prepared” (M=4.10, SD=.77), “Highly Practiced” (M=4.0, SD=1.52), and Very Highly Practiced” (M=4.29, SD= .50), respectively.

On the other hand, the level of awareness on cultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices, and perception on multicultural education and diversity management practices of the institution of the respondents with ore that 10 years of work experience were “Somewhat Aware” (M=2.91, SD=.60), “Proficient” (M=3.89, SD=.45), “Prepared” (M=3.98, SD=.52), “Highly Practiced” (M=3.40, SD=1.28), and Highly Practiced” (M=4.12, SD=.41), respectively.

**Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Age**

Table 1 shows the test of statistically significant difference on the teachers’ level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when respondents grouped in terms of age.

It can be seen that teachers’ level of awareness on cultural diversity, with H-value of 5.974, and p-value of .050 is below the .05 level of significance which means that the hypothesis is rejected. However, as shown in the table, level of multicultural skills, with H-value of 1.956, and p-value of .378; level of preparedness for multicultural education, with H-value of .562, and p-value of .755; multicultural education practices, with H-value of 3.336, and p-value of .189; and perceptions on multicultural education and diversity management practices of the institution, with H-value of .347, and p-value of .841 are all above the .05 level of significance which mean that the hypotheses are accepted.

The present finding does not find support from the study of Karadeniz & Incirci (2016) on Developing Multicultural Awareness in Teacher Education. The researchers found that the perception level of trainee teachers did not change based on gender, age, region of birth and graduation type after the experimental application.

**Table 1. Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Age**

Age Groups Agreement on Multicultural Education and Diversity Management Factors	H	p value at .05 alpha level	Decision	Remarks
Teachers’ Level of Awareness on Cultural Diversity	5.974	.050	Reject Ho	Significant
Teachers’ Level of Multicultural Skills	1.946	.378	Accept Ho	Not Significant
Teachers’ Level of Preparedness for Multicultural Education	.5620	.755	Accept Ho	Not Significant
Teachers’ Multicultural Education Practices	3.338	.189	Accept Ho	Not Significant
Multicultural Education and Diversity Management Practices of the Institution	.3470	.841	Accept Ho	Not Significant

*Significant at .05*

**Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Marital Status**

Table 2 shows the test of statistically significant difference on the teachers’ level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when respondents grouped in terms of Marital Status.

It can be seen that teachers’ multicultural education practices, with U-value of .000, and p-value of .006 is below the .05 level of significance which means that the hypothesis is rejected. However, as shown in the table, level of awareness on cultural diversity, with U-value of 15.000, and p-value of .865; level of multicultural skills, with U-value of 14.000, and p-value of .7333; level of preparedness for multicultural education, with U-value of 15.000, and p-value of .863; and perceptions on multicultural education and diversity management practices of the institution, with U-value of 13.500, and p-value of .669 are all above the .05 level of significance which mean that the hypotheses are accepted.

**Table 2. Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Marital Status**

Unmarried and Married Respondents’ Agreement on Multicultural Education and Diversity Management Factors	U	p value at .05 alpha level	Decision	Remarks
Teachers’ Level of Awareness on Cultural Diversity	15.000	.865	Accept Ho	Not Significant
Teachers’ Level of Multicultural Skills	14.000	.733	Accept Ho	Not Significant
Teachers’ Level of Preparedness for Multicultural Education	15.000	.863	Accept Ho	Not Significant
Teachers’ Multicultural Education Practices	.000	.006	Reject Ho	Significant
Multicultural Education and Diversity Management Practices of the Institution	13.500	.669	Accept Ho	Not Significant

*Significant at .05*

**Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Highest Educational Attainment**

Table 3 shows the test of statistically significant difference on the teachers’ level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when respondents grouped in terms of Highest Educational Attainment.

It can be seen that teachers’ level of awareness on cultural diversity, with U-value of 4.000, and p-value of .196; level of multicultural skills, with U-value of 4.500, and p-value of .236; level of preparedness for multicultural education, with U-value of 8.500, and p-value of .744; multicultural education practices, with U-value of 9.000, and p-value of .828; and perceptions on multicultural education and diversity management practices of the institution, with U-value of 9.000, and p-value of .829 are all above the .05 level of significance which mean that the hypotheses are accepted.

These findings are in agreement with the findings of Navita (2014) in her study on which was undertaken to assess teachers’ multicultural awareness of the school environment. The revealed that there is also no significant

difference on the multicultural awareness of the teachers on the school environment when grouped according to educational attainment. This means that educational attainment is not a significant factor for the multicultural awareness of the teachers.

**Table 3. Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Highest Educational Attainment**

<b>BS and MA/MS Holders’ Agreement on Multicultural Education and Diversity Management Factors</b>	<b>U</b>	<b>p value at .05 alpha level</b>	<b>Decision</b>	<b>Remarks</b>
Teachers’ Level of Awareness on Cultural Diversity	4.000	.196	Accept Ho	Not Significant
Teachers’ Level of Multicultural Skills	4.500	.236	Accept Ho	Not Significant
Teachers’ Level of Preparedness for Multicultural Education	8.500	.744	Accept Ho	Not Significant
Teachers’ Multicultural Education Practices	9.000	.828	Accept Ho	Not Significant
Multicultural Education and Diversity Management Practices of the Institution	9.000	.829	Accept Ho	Not Significant

**Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Years of Work Experience**

Table 4 shows the test of statistically significant difference on the teachers’ level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when respondents grouped in terms of Years of Work Experience.

It can be seen that teachers’ level of awareness on cultural diversity, with U-value of 17.500, and p-value of .936; level of multicultural skills, with U-value of 13.500, and p-value of .470; level of preparedness for multicultural education, with U-value of 13.500, and p-value of .466; multicultural education practices, with U-value of 9.500, and p-value of .169; and perceptions on multicultural education and diversity management practices of the institution, with U-value of 14.500, and p-value of .573 are all above the .05 level of significance which mean that the hypotheses are accepted.

**Table 4. Significant Differences in Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Perceptions on Multicultural Education and Diversity Management Practices of the Institution when Grouped as to Years of Work Experience**

<b>Agreement on Multicultural Education and Diversity Management Factors between Respondents with 10 years and below and above 10 years work experience</b>	<b>U</b>	<b>p value at .05 alpha level</b>	<b>Decision</b>	<b>Remarks</b>
Teachers’ Level of Awareness on Cultural Diversity	17.500	.936	Accept Ho	Not Significant
Teachers’ Level of Multicultural Skills	13.500	.470	Accept Ho	Not Significant
Teachers’ Level of Preparedness for Multicultural Education	13.500	.466	Accept Ho	Not Significant
Teachers’ Multicultural Education Practices	9.500	.169	Accept Ho	Not Significant
Multicultural Education and Diversity Management Practices of the Institution	14.500	.573	Accept Ho	Not Significant

**Relationship among Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Multicultural Education and Diversity Management Practices of the Institution**

Spearman’s correlation analysis was used to identify the correlation among teachers’ level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and multicultural education and diversity management practices of the institution. Results of the analysis are reported in Table 5.

Table 5 shows that *teachers’ level of multicultural skills and the level of their preparedness for multicultural education* p-value=.000. This value is lower than 0.05, indicating that there is a statistically significant relationship between teachers’ level of multicultural skills and the level of their preparedness for multicultural education. Spearman’s rho (r) was found to be .851. This value is “between 0.7 and 0.89, indicating a high correlation or strong relationship”.

The results also showed that *teachers’ level of preparedness for multicultural education and multicultural education and diversity management practices of the institution* p-value=.000. This value is lower than 0.05, indicating that there is a statistically significant relationship between teachers’ level of preparedness for multicultural education and multicultural education and diversity management practices of the institution. Spearman’s rho (r) was found to be .895 or .90. This value is “between 0.90 and 1.00, indicating a very high correlation or very dependable relationship”.

These findings do not conform to the statement of Briones (022) in her study on the level of awareness on cultural diversity and cultural thinking skills among respondents in San Pablo City that there is a correlation between the level of their awareness of cultural diversity and the cultural thinking skills.

**Table 5. Significant Relationship among Teachers’ Level of Awareness on Multicultural Education, Level of Multicultural Skills, Level of Preparedness for Multicultural Education, Multicultural Education Practices and Multicultural Education and Diversity Management Practices of the Institution as Assessed by the Respondents**

Agreement of Multicultural Education and Diversity Management Factors	Rho	Verbal Interpretation	p-value at $\alpha$ .05	Decision	Remarks
<b>Agreement of Teachers’ Level of Awareness and Other Variables</b>					
Teachers’ Level of Awareness and Teachers’ Level of Multicultural Skills	.215	Low Correlation; Small Correlation	.503	Accept Ho	Relationship IS NOT Significant
Teachers’ Level of Awareness and Teachers’ Level of Preparedness for Multicultural Education	-.151	Slight Correlation; Almost no Relationship	.640	Accept Ho	Relationship IS NOT Significant
Teachers’ Level of Awareness and Teacher’s Multicultural Education Practices	.346	Low Correlation; Small Correlation	.271	Accept Ho	Relationship IS NOT Significant
Teachers’ Level of Awareness and Multicultural Education and Diversity Management Practices of the Institution	-.224	Slight Correlation; Almost no Relationship	.484	Accept Ho	Relationship IS NOT Significant
<b>Agreement of Teachers’ Level of Multicultural Skills and Other Variables</b>					
Teachers’ Level of Multicultural Skills and Teachers’ Level of Preparedness for Multicultural Education	.851*	High Correlation; Strong Relationship	.000	Reject Ho	Relationship IS Significant

Teachers' Level of Multicultural Skills and their Multicultural Education Practices	.202	Low Correlation; Small Correlation	.529	Accept Ho	Relationship IS NOT Significant
Teachers' Level of Multicultural Skills and Multicultural Education and Diversity Management Practices of the Institution	.778	High Correlation; Strong Relationship	.003	Reject Ho	Relationship IS Significant
<b>Agreement of Teachers' Level of Preparedness for Multicultural Education and Other Variables</b>					
Teachers' Level of Preparedness for Multicultural Education and their Multicultural Education Practices	-.086	Slight Correlation; Almost no Relationship	.791	Accept Ho	Relationship IS NOT Significant
Teachers' Level of Preparedness for Multicultural Education and Multicultural Education and Diversity Management Practices of the Institution	.895*	Very High Correlation; Very dependable Relationship	.000	Reject Ho	Relationship IS Significant
<b>Teacher's Multicultural Education Practices and Diversity Management Practices of the Institution</b>	.014	Slight Correlation; Almost no Relationship	.965	Accept Ho	Relationship IS NOT Significant

### Qualitative Results

The qualitative part of the study presented the different views of teachers on multicultural education and diversity management. The views of the participants focused on how to address a wide range of skills and abilities of students with diverse cultural backgrounds. The themes generated from their responses include (1) Understanding and awareness of personal qualities, (2) Fostering inclusivity and adapt teaching practices, (3) Leadership Skills, (4) Incorporating students' cultural backgrounds, experiences, and perspectives into teaching practices, and (5) Possess a blend of traits, (6) Comprehensive and culturally sensitive approach.

### Summary of Findings

The significant findings of the study are:

1. The teacher respondents were mostly young adults (39 years old and below), married, bachelor's degree holders, and 10 years and below in the government service;
2. The level of teachers' awareness on cultural diversity when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience were "Somewhat Aware."
3. The level of teachers' multicultural skills when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience were "Proficient."
4. The level of teachers' preparedness for multicultural when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience was "Prepared."
5. The teachers' perceptions on the level of their multicultural education practices when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience was "Highly Practiced."
6. The level of multicultural education and diversity management practices of the Institution when taken as a whole and when they are grouped as to age, civil status, highest educational attainment, and years of work experience was "Highly Practiced."
7. There is a statistically significant difference in the teachers' level of multicultural skills when the respondents were grouped as to age. However, no statistically significant difference result was noted in the teachers' level of awareness on multicultural education, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when grouped according to age.

8. There is a statistically significant difference in the teachers' level of awareness on multicultural education when the respondents were grouped as to marital status. However, no statistically significant difference result was noted in the teachers' level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when grouped according to marital status.
9. There is no statistically significant difference in the teachers' level of awareness on multicultural education, level of multicultural skills, level of preparedness for multicultural education, multicultural education practices and perceptions on multicultural education and diversity management practices of the institution when they are grouped in terms of highest educational attainment and year of work experience.
10. There a high correlation or strong relationship between teachers' level of multicultural skills and the level of their preparedness for multicultural education.
11. There is a very high correlation or very dependable relationship between teachers' level of preparedness for multicultural education and multicultural education and diversity management practices of the institution.
12. In order to address a wide range of skills and abilities of students with diverse cultural backgrounds in the classroom, the teachers must understand and be aware of his or her personal qualities, foster inclusivity and adapt teaching practices, possess leadership skills, incorporate students' cultural backgrounds, experiences, and perspectives into teaching practices, possess a blend of traits and impose a comprehensive and culturally sensitive approach to address issues and concerns.

## **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

1. Teachers can understand some aspects of multicultural education and diversity management.
2. Teachers have good experience in multicultural education and diversity management.
3. Teachers have high level of multicultural preparedness.
4. Teachers have the ability to set up and lead a team or service for multicultural education and diversity management.
5. The school satisfactorily implement the components of multicultural education and diversity management.
6. There is an age-related difference in the ability and experience of teachers in multicultural education and diversity management.
7. Unmarried and married teachers have different level of understanding about multicultural education policy and diversity management issues.
8. Teachers' education and years of work experience does not affect their level of understanding of multicultural education policy and diversity management issues, preparedness and ability to lead for cultural education, and their perceptions on how their school implement the components of multicultural education.
9. The relationship between teachers' level of multicultural skills and the level of their preparedness for multicultural education is highly linear and that they tend to move closely together. This means that as the level of multicultural skills increases, the level of preparedness for multicultural education also tends to increase.
10. The relationship between teachers' level of preparedness for multicultural education and multicultural education and diversity management practices of the institution is closely following a straight line pattern. This indicates a high degree of predictability and reliability in the relationship between the two variables. This means that teachers' level of preparedness for multicultural education is a predictor of multicultural education and diversity management practices of the school.

## **Recommendations**

The following recommendations are forwarded:

1. The school may utilize these insights to enhance inclusivity and cultural sensitivity within educational settings. This could involve a training and fostering a more inclusive school culture.
2. The school may provide training for teachers to enhance their understanding some aspects of multicultural education and diversity management and enhance some areas of their multicultural education and diversity management practices.
3. The school may conduct targeted training sessions or workshops, ongoing coaching, or access to updated curriculum materials focused on diversity management to enhance their awareness of cultural diversity and provide practical strategies for implementing multicultural classroom practices.
4. It is important for the school to provide additional support and offer ongoing professional development opportunities to all teachers to further enhance their multicultural education skills and practices, ensuring that they remain responsive to the evolving needs of diverse student populations.
5. The school is encouraged to continue fostering a supportive school culture that values diversity and encourages collaboration among teachers can further strengthen the collective effort towards promoting inclusive education practices. AT the same time, a collaborative learning environment where teachers can share experiences and insights can further promote multicultural education across all demographics.

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