

Multicultural Education and Cultural Competence Development of Grade 6 Learners

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Abstract:- This study investigated the relationship between multicultural education and the development of cultural competence among Grade 6 learners. The study's primary objectives were to assess the extent of multicultural education across various indicators and to determine its influence on cultural competence development. A descriptive correlational research approach was employed, integrating quantitative surveys. The findings indicated that Grade 6 learners perceive a high level of multicultural education in their classrooms. Moreover, they expressed a sense of comfort, enjoyment, and inclusivity within their classroom environments, indicating a positive atmosphere for cultural learning. Results also revealed that learners demonstrate a commendable level of cultural competence, encompassing knowledge and understanding of different cultures, positive attitudes towards diversity, and effective communication across cultures. A strong positive correlation between multicultural education and cultural competence development was also established. The significant relationship emphasized the pivotal role of effective multicultural education strategies in shaping students' cultural competence. Results further showed the importance of specific indicators within multicultural education. Curriculum, classroom environment, teacher training, and parent involvement significantly influence cultural competence development among Grade 6 learners.

Keywords:- Multicultural Education, Cultural Competence, Grade 6 Learners, Curriculum, Classroom Environment, Teacher Training, Parent Involvement, Effective Communication, Diversity, Inclusion.

I. INTRODUCTION

In today's increasingly diverse and multicultural society, it is essential to promote cultural competence and multicultural education in schools to ensure that students are prepared to succeed in a globalized world. Cultural competence refers to the ability to understand, appreciate, and effectively interact with people from diverse cultural backgrounds, while multicultural education is a teaching approach that values and respects the diverse cultural backgrounds of students and promotes a positive learning environment for all.

In a local setting, there was a diverse population of students attending a public elementary school. These students came from various cultural backgrounds, bringing with them a rich tapestry of traditions, languages, and experiences. The

school administration and teachers recognized the importance of fostering a multicultural learning environment that values and celebrates this diversity. However, there was a need to assess the extent to which the school is effectively promoting multicultural education and developing cultural competence among its Grade 6 learners.

This study, titled "Multicultural Education and Cultural Competence Development of Grade 6 Learners" aimed to examine the relationship between multicultural education and cultural competence among Grade 6 learners. By evaluating the effectiveness of multicultural education programs in promoting cultural competence, this study provided insights into best practices for promoting diversity and inclusivity in elementary education.

The study on multicultural education and cultural competence of grade 6 learners can provide several benefits to various stakeholders. For the Department of Education Officials, the study can provide valuable insights into the current state of multicultural education and cultural competence among grade 6 learners. For school heads and teachers, the study can provide practical strategies and recommendations for promoting cultural competence and incorporating diversity and inclusion into the classroom environment and educational practices. For students, the study can promote greater awareness and appreciation of diverse cultures and perspectives, as well as foster greater empathy and understanding across cultural differences. For researchers, the study can contribute to the existing literature on multicultural education and cultural competence.

In conclusion, this study aimed to investigate the correlation between multicultural education and cultural competence among Grade 6 learners. Through an assessment of the efficacy of multicultural education programs in enhancing cultural competence, valuable insights were gained into effective strategies for fostering diversity and inclusivity within elementary education settings.

II. METHOD

This study followed the descriptive correlation research design using survey methods. Descriptive correlation is a research design that involves describing the relationship between two or more variables without establishing causation. This design was often used when the goal was to explore the relationship between variables or generate new hypotheses for further research. The design relied on collecting data on variables of interest and using statistical methods to identify patterns and associations between them.

The data was typically collected using surveys, questionnaires, or other data collection methods, and the variables are analyzed using statistical methods to identify patterns or associations. Descriptive correlation research was used to identify potential relationships between variables, generate new hypotheses for further research, or explore existing relationships between variables.

The researcher had all the Grade 6 students at Timbol senior Central Elementary School at Poblacion, Sta. Maria, Davao Occidental as respondents. Total enumeration will be employed. Total enumeration, also known as census, was a research technique that involved collecting data from every member of a population. This approach was different from sampling techniques, which involved collecting data from a subset of the population that is representative of the larger group. Total enumeration was often used when the population is small or easily accessible, and when resources permit the collection of data from every member of the population.

The Grade 6 students assessed multicultural education using a survey questionnaire based on the literatures from Banks (2016) and Grossman (2010). The respondents rated the survey questionnaire using the following scale: 1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, and 5 = strongly agree.

To achieve these objectives, a correlational research approach was employed. A survey questionnaire was administered to Grade 6 learners, allowing for the quantitative assessment of their perceptions of multicultural education and cultural competence development. Statistical analyses, including correlations and regression, were employed to examine the relationships between various indicators of multicultural education and cultural competence development. Throughout the study, ethical considerations were diligently observed, with special attention to the confidentiality and privacy of participants. The research findings derived were integrated to provide a comprehensive view of the research objectives, ultimately shaping the conclusions and recommendations.

In conclusion, this study employed a descriptive correlational research design utilizing survey methods to explore the relationship between multicultural education and cultural competence among Grade 6 students. The research encompassed all Grade 6 students at Timbol Senior Central Elementary School in Poblacion, Sta. Maria, Davao Occidental, using a total enumeration approach for comprehensive data collection.

III. RESULTS AND DISCUSSIONS

The researcher, in this chapter, presented the results coming from the statistical analysis of data. Discussions followed the presentations of results in individual tables to answer the problems raised in the first chapter.

The first theme presented the means and standard deviations (SD) for three statements related to multicultural education in the curriculum of Grade 6 learners. In terms of

the overall findings, the mean score for the extent of multicultural education in the curriculum is 4.24 with a standard deviation of 0.41. This meant that the multicultural education of Grade 6 learners was always manifested, indicating that, on average, students perceived their multicultural education to be "Very Extensive." This demonstrated a strong positive perception of the multicultural content integrated into the curriculum.

The second theme presented the means and standard deviations (SD) for three statements related to multicultural education in the classroom environment of Grade 6 learners. In terms of the overall findings, the mean score for the extent of multicultural education in the classroom environment is 4.18 with a standard deviation of 0.41. This meant that the multicultural education of Grade 6 learners is always manifested. This indicated that, on average, students perceive their classroom environment as "Extensive" in terms of multicultural education.

The third theme the means and standard deviations (SD) for three statements related to multicultural education in terms of teacher training for Grade 6 learners. In terms of the overall findings, the mean score for the extent of multicultural education in terms of teacher training is 4.23 with a standard deviation of 0.43. This meant that the multicultural education of Grade 6 learners is always manifested. This implied that students perceive the teacher training in this regard as very extensive.

The fourth theme presented the means and standard deviations (SD) for three statements related to multicultural education in terms of parent involvement for Grade 6 learners. In terms of the overall findings, the mean score for the extent of multicultural education in terms of parent involvement is 4.21 with a standard deviation of 0.42, indicating that, on average, students perceive parent involvement in multicultural education as very extensive. This meant that the multicultural education of Grade 6 learners is always manifested.

The fifth theme presented the means and standard deviations (SD) for three statements related to multicultural education in terms of language diversity for Grade 6 learners. In terms of the overall findings, the mean score for the extent of multicultural education in terms of language diversity is 4.18 with a standard deviation of 0.37. This meant that the multicultural education of Grade 6 learners is often manifested. This implied that students perceive language diversity in their education as extensive.

The extent of multicultural education across five distinct indicators among Grade 6 learners indicates that students perceive their multicultural education as very extensive in terms of curriculum and teacher training, extensive in terms of parent involvement, and extensive in terms of classroom environment and language diversity. Overall, Grade 6 learners exhibited a high level of multicultural education across these indicators, creating a strong foundation for cultural competence development.

The summary of cultural competence development among Grade 6 learners across three key indicators: knowledge and understanding of different cultures, positive attitudes towards diversity, and effective communication across cultures indicates that students perceived their cultural competence as very extensive in terms of knowledge and understanding and extensive in terms of positive attitudes and effective communication. Overall, Grade 6 learners demonstrated a high level of cultural competence, emphasizing their readiness to engage with diverse cultures.

A significant and positive relationship between multicultural education and cultural competence development is demonstrated among Grade 6 learners. The Pearson's correlation coefficient (R) of 0.725 indicated a strong positive correlation, suggesting that as multicultural education increases, so does cultural competence development. This relationship was supported by a high degree of significance (p -value = 0.00), reaffirming the importance of effective multicultural education in fostering cultural competence.

Based on the findings of this study, The Department of Education officials may continue to prioritize and support the implementation of multicultural education programs within the curriculum. School administrators may promote a culturally inclusive atmosphere by ensuring that classrooms are adorned with multicultural decorations and resources. Teachers may should actively engage with multicultural education strategies, tailoring their teaching methods to embrace cultural diversity. Students may take an active role in their own cultural competence development. Future researchers may build upon this study by exploring the long-term impact of multicultural education on cultural competence development, potentially conducting longitudinal studies.

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