

Teachers' Multicultural Awareness of the School Environment: Basis for a Proposal for Multicultural Awareness Enhancement Program for Teachers

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Abstract – *This study was undertaken to assess teachers' multicultural awareness of the school environment in terms of the following: curriculum and instruction; professional development, competence and school policies; school climate; and personal views on the diversity of the school. This study also aimed to know if there is a significant difference on the perception of teachers' multicultural awareness when grouped according to gender, educational attainment, position, rank, age and community. After knowing the results, a program enhancement for the multicultural awareness of teachers was developed.*

The researcher employed the mixed-method design in research. Quantitative research was used by giving survey sheets and using statistical treatments like the weighted mean, t-test of independent sample and one-way ANOVA. Qualitative research was employed through the Focused Group Discussion facilitated by the researcher to a group of teachers.

Keywords – *Multicultural Awareness, School Environment, professional development, school policy*

I. INTRODUCTION

“There is unity in diversity”. This is one of the most popular quotes when the concept of diversity is being tackled. In a school setting, stakeholders must explore issues related to diversity in order to fully understand and respect the culture of other people. Stakeholders must also explore rationale for and process of considering a multicultural and gender-fair curriculum, cultural issues inherent in curricular change including language, culture, sexual preference, special needs of students and work towards resolving conflict between culture and curriculum.

Multicultural education and awareness will serve as a process of curriculum reform that will Filipinize national aspirations, prosperity and peace (Sanchez,

2013). It is mandated in our Philippine Constitution that national aspirations should be developed and taught among the youth. By integrating multicultural education, these can be achieved. Peace and prosperity can be easily realized if the people are educated enough about the common goals and aspirations of the government.

In addition, Sanchez stressed that multicultural education and awareness is needed to change the total educational environment so that it promotes a respect for a wide range of cultural groups and enables all groups to experience equal educational opportunities. It is very difficult for a student to be ostracized or be left behind just because he has a different culture. School administrators, faculty and staff should see to it that every student in the school will be given due respect and opportunities by giving consideration to the diverse background of the learners. In the PAASCU survey form, one of the areas that they are checking is the cultural sensitivity of the faculty and staff. Multicultural education integration in the curriculum is also one of the things that they are looking for during the accreditation of programs. The goal of multicultural education is not only to teach children about other groups or countries. It also aims to help children become accustomed to the idea that there are many languages, lifestyles, cultures and points of view. The purpose of multicultural curriculum is to attach positive feelings to multicultural experiences so that each child will feel included and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups (Dimidjian, 1989). One key to helping young children develop a sense of being citizens of the world lies with the teacher. The disposition exhibited by the teacher in promoting everyone's culture will be the success factor in the child's development of multicultural perspective.

Moreover, Sanchez (2013) reiterated that multicultural education and awareness is important because it will lessen the conflicts usually developing whenever groups with diverse cultures interact and it will help reduce discrimination towards victimized ethnic groups. Integration of multicultural values and perspective will lessen the cases of bullying in school. Psychologically, bullying is one of the most devastating experiences that a child could have. It will affect the way he will deal with the society. A society with good citizens is a better society. It can only be achieved if the youth are well educated and are taught on how to respect the differences of the people in a certain place. It is also in this perspective that multicultural education is a big help in seeing that students can gain a sophisticated understanding of the nature of race and ethnicity in their society to become literate and fully effective citizens. Since teachers are agents of change in the society, it is important that their multicultural awareness be measured so that necessary enhancement programs can be devised to realize the goals of multicultural education.

Consequently, we may define multicultural education as a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies.

Chanyang, et.al. (2013) in their study entitled “Student’s perceptions of School Climate in US and China, revealed that Chinese students scored significantly higher than American students on all four subscales (teacher-student relations, student-student relations, school liking and fairness of school rules). The researchers cited cultural differences in respect of authority, academic and social values, self-regulation and peer regulation behaviors and teachers’ classroom management as the factors for their perception of the school environment.

In an article entitled “Action Steps for Implementing a Healthy School Environment”, it was said that school connectedness can be fostered if there is a clean, well-maintained school with positive psycho-social climate and culture. In turn, these factors will boost the over-all achievement of students and healthy relationship of staff. It was also mentioned that school environment are composed of the school’s physical environment and psycho-social environment.

A healthy school environment can be created and sustained if all the stakeholders partake in their commitment. Nadelson, et.al (2012) stated that effective

teaching in multicultural settings requires the awareness and ability to adapt to diverse needs and viewpoints. In their study entitled “A Shifting Paradigm: Pre-service Teachers’ Multicultural Attitudes and Efficacy”, the researchers determined the Pre-service Teachers’ Multicultural Efficacy using the Multicultural Efficacy Scale (MES) and its relationship to education and personal characteristics. The researchers did not find a significant relationship of the pre-service teachers political worldviews. Results suggest that other variables may be making personal characteristics less influential on views of diversity.

Gayle-Evans and Michael (2006) in their work entitled “A Study of Pre-service Teachers Awareness of Multicultural Issues” tried to determine the extent of awareness that pre-service teachers have regarding multicultural issues. The result of their study revealed that many pre-service teachers feel inadequately prepared to work with diverse students.

Since there will be an ASEAN Integration in 2015, it is very important that teachers must look and reflect also into their multicultural awareness so that they can effectively deliver instructions about other culture and they can realize the there is unity amidst diversity.

II. OBJECTIVES OF THE STUDY

This research aimed to assess teachers’ multicultural awareness to school environment. Specifically, the study aimed to determine the perception of the teachers of De La Salle Lipa Integrated School on their multicultural awareness based on Curriculum and Instruction, Professional Development, School Climate and Views on Multicultural Education; to test the difference on the perceptions of the multicultural awareness of the faculty members classified according to gender, educational attainment, position, rank, number of years in teaching and community (elementary / high school); and to develop a program to enhance the multicultural awareness of the teachers to school environment.

III. THEORETICAL FRAMEWORK

A model was presented by Sue and Sue (2003) as an overarching framework to enhance teachers’ multicultural responsiveness. According to Sue and Sue, in order for a teacher to become culturally effective and responsive, one must be aware of his / her own biases and assumptions about human behavior; he / she should acquire knowledge of the particular group of children with whom that are working and he / she should be able to culturally appropriate strategies in

working with children from diverse cultural backgrounds.

Sue and Sue's framework is divided into three main themes: (1) Multicultural Awareness; (2) Multicultural Knowledge; and (3) Multicultural Skills. According to Nieto and Bode (2008), awareness and sensitivity to cultural differences is a major component in developing multicultural responsiveness. Han and Thomas (2010) stressed that teachers need awareness of the culturally sensitive features in addition to the universal features of children's social competence development. On the other hand, multicultural knowledge includes the values, worldview, and social norms of both one's own and other cultures. Multicultural knowledge comes not only from being culturally aware, but also from intensive efforts. Lastly, teachers' multicultural skills can be manifested if he / she can create and maintain a safe and caring environment (Gutierrez-Gomez, 2002). They should be able to teach and learn from their students with diverse cultural background. Understanding the connection between social competence and cultural identity would create a school environment where students from diverse cultural background could support and respect one another, and this would clearly show multicultural skill on the part of the teacher.

Conceptual Framework

Multicultural Education is an approach to teaching and learning that is based on democratic values and beliefs and affirms cultural pluralism within culturally diverse societies in an interdependent world (Bennet, 2007). It is focused on developing and maintaining an awareness of cultural diversity as reflected by individuals, groups, and communities. In a multicultural classroom it promotes decision-making and critical thinking while moving away toward cultural pluralism. Teachers build on students' learning styles, adapt instruction to the existing skills of students in the class and involve students in thinking through and analyzing the life situations of different people (Grant and Gomez, 2001).

Multicultural education also aims to create and develop equal educational opportunities for students from a diverse racial and cultural groups. It also helps students to acquire the knowledge, skills, and attitudes needed to function in a democratic society. It also consists of four interactive dimensions: the movement toward equity or equity pedagogy; curriculum reform or rethinking the curriculum through multiple perspectives; multicultural competence, the process of becoming conscious of your own as well as other cultural perspectives as a foundation for informed cross-

cultural interactions; and teaching toward social justice, the commitment to combat prejudice and discrimination of all kinds, especially racism, sexism and classism. The curriculum in a multicultural school was organized around the contributions and perspectives of different cultural groups.

In a multicultural environment setting of school, it is evident that the curriculum is in line with the students who enrolled in a certain school. The school climate is also different by which the students can easily adapt and the activities were also in line with the students. However, we cannot easily measure the awareness of the students in such aspects of school.

Educators use several approaches to integrate cultural content into the school and university curriculum (Banks,1991). These include contribution approach, in which content about ethnic and cultural groups are limited primarily to holidays and celebrations. Another frequently used approach to integrate cultural content into the curriculum is the additive approach in which cultural content, concepts and themes are added to the curriculum without changing its basic structure, purposes and characteristics. Next, the transformation approach which changes the canon, paradigms and basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from different perspectives and point of view. Last, the decision making and social action approach which extends transformative curriculum by enabling students to pursue projects and activities that allow them to take personal, social and civic actions related to the concepts, problems and issues they have studied(Banks, 1994).

Teachers' Multicultural Awareness can be enhanced if proper sensitivity trainings will be conducted. Professional development, competence and school policies are some of the aspects where teachers' multicultural awareness can be gauged. In relation to this, tours, symposia and recreational activities which are geared toward the development of multicultural awareness should be conducted so that teachers will innerse themselves with a diverse cultural experience. In the area of professional development and competence, teachers multicultural awareness can be further enhanced if teachers with specialization or background about multicultural education will be tapped to help in the promotion of multicultural awareness program in the school. Teachers should also be competent enough to incorporate culturally relevant activities into the curriculum. Aside from that, teachers should also be competent enough to deal with

stakeholders of the school coming from different ethnic and cultural backgrounds.

The term school climate is defined as a set of internal characteristics that distinguishes one school from another and influences the behavior of its members. Van Houtte (2005) said that school climate is as much a psychosocial phenomenon as it is a physical situation. In addition to stakeholders' perceptions of the physical aspects of the school facilities and the programs and resources available to students and staff, their perception of climate includes the nature of instructional management, the perceived support of parents and teachers and the relationship among the staff, students and the community.

Effective schools are established because they have good school climate. Deal and Peterson (2009), stressed

that school climate has an impact on influencing students, teachers and administrators and even major stakeholders. Among those which can be greatly influenced by school climate are teacher productivity, performance, collaboration, communication, satisfaction and burnout.

In the aspect of personal views about multicultural education and awareness, Han and Thomas (2010) highlighted that multiculturally aware teachers make a purposeful effort to reflect upon themselves as cultural beings and are willing to appreciate different perspectives. Multiculturally-aware teachers should consider the definitions and expectations of socially-competent and valued behaviors are deeply influenced by individual cultural backgrounds including language, religion and socio-economic status.

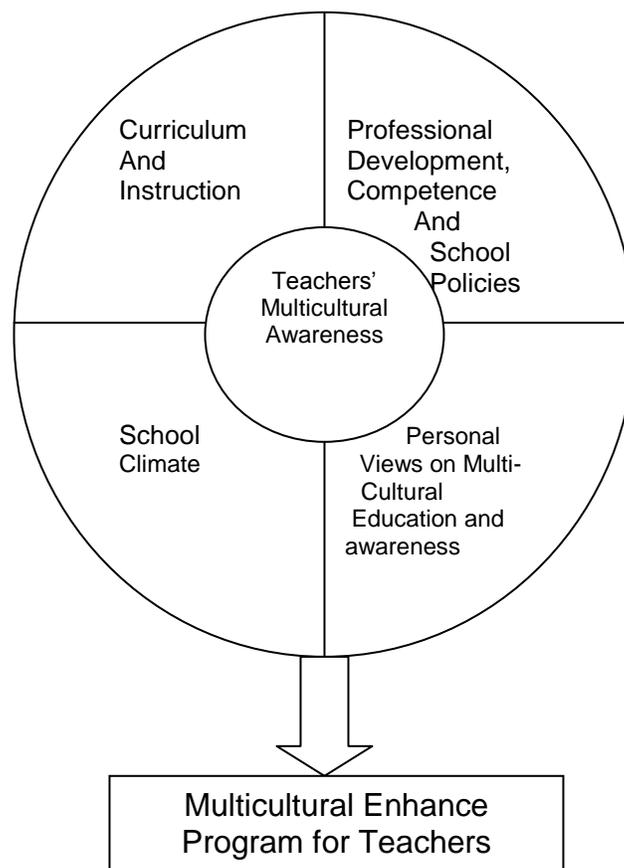


Figure 1: Conceptual Framework of the Study

IV. METHODS

This study used mixed method of research design. This design is deemed to be the most appropriate to use in this study as the quantitative method collect data using present questions and responses; gathered numeric data; collect information from a large number

of individuals; data analysis consist of statistical analysis, describing and comparing group differences, interpret result with prior predictions and past research; and the researcher take an objective and unbiased approach. After the quantitative method, the study was backed up by a qualitative method. The qualitative

method of research collect data using forms with general, emerging questions to permit the participant to generate responses.

Survey Methodology was also used in this study. Survey methodology studies the sampling of individuals from a population and data collection techniques (e.g., questionnaire design) with a view towards making statistical inferences about the population represented by the sample and the constructs represented by the measures (i.e., survey questions) used.

Sources of Data

The researcher used primary and secondary data sources to obtain and support the information that are significant and useful in the study.

The primary data will come from 126 teachers at De La Salle Lipa Integrated School who will respond in the checklist given to them. The researcher decided to field out 130 questionnaires, where 126 were retrieved.

The respondents will check the number that corresponds to their ratings on the statements under school climate, professional development, competence and school policies, curriculum and instruction and personal views on multicultural education. The secondary data will be gathered through the use of books, journals, magazines, related literature and studies.

Data Analysis

The weighted mean was used to assess the perception of the teachers of their multicultural awareness based on the following components: curriculum and instruction, professional development, competence and school policies, school climate and personal views on multicultural education.

The independent sample t-test was used to evaluate the mean difference between two populations using the data from two separate samples. This statistical treatment was used to know if there is a significant difference on the multicultural awareness of the teachers when grouped according to gender, educational attainment, position, and community.

Lastly, the One-way ANOVA was used to know if there is a significant difference on the multicultural awareness of the teachers when grouped according to rank and number of years in teaching. The one –way ANOVA is a technique used to compare means of two or more samples (using the F distribution). This technique can be used only for numerical data.

These statistical treatments were done through the use of SPSS (Statistical Package for Social Sciences).

V. RESULTS AND DISCUSSION

Curriculum and Instruction

All ten components in the curriculum and instruction were perceived as “observed”, and the component with the highest rating was found in “*School Assemblies and holidays observed reflect the multiethnic and multicultural diversity in the Philippines*” with a weighted mean of 3.15. This is true since the school observes holidays which are declared by the government, commemorating the celebrations of people with diverse backgrounds like Muslims, Chinese, etc. This was reinforced when one of the teachers said that “*even if De La Salle Lipa is a Catholic School, we still give due recognition to the holidays and observances of other religions like the celebration of Iglesia ni Cristo and the celebration of the Muslims.*” This was followed by the indicator *The curriculum reflects the learning styles of the students within the school* with a weighted mean of 3.13. This is supported by the fact that teachers and curriculum coordinators take into consideration the diversity of students’ culture inside the school. Several teachers noted that “*during the planning of performance tasks, subject teachers from social studies always see to it the cultural diversity and appreciation should always be integrated. One good example of this was the Asian Food Festival where different Asian Cuisine was shown and explained to the students for them to have a glimpse of diverse food culture.*” On the other hand, the component which got the lowest rating was “there are evaluations of the goals and objectives used in integrating multicultural education”. This means that administrators, especially the curriculum coordinators should find a way on how the integration of multicultural education could be well-evaluated in the curriculum.

Professional Development, Competence and School Policies

All ten components in this area were rated as “Agree”. The components with the highest rating is “the school provides outreach activities which will enable the teachers to be more culturally aware” with a mean rating of 3.08. This clearly shows that in the field of community engagement, the school has done good things in exposing the teachers to be more culturally aware. Another component which got a higher rating is “the administrators must make certain that the school environment is ethnically, linguistically and culturally diverse. This means that the faculty are open in having a culturally- diverse environment with a mean rating of 2.97 and “*Teachers have responsibility to incorporate*

culturally relevant activities into the curriculum.” With a mean rating of 2.93. This shows that teachers are really in favour of having a training in order to address the issues and trends of multicultural education in school. The teachers also believed that aside from the faculty, students must also be well-educated in terms of cultural awareness and sensitivity so that they can build a harmonious relationship among their schoolmates. The integration of cultural awareness and sensitivity in the curriculum is also a primary concern of the teachers in order to develop students who are culturally-sensitive.

On the other hand, the component which states that “tours, symposia and recreational activities which are geared toward the development of multicultural awareness are conducted got the lowest rating with a mean score of 2.63. The faculty members who were present in the focused-group discussion said that “*while the school gives the teachers opportunity to have rest and recreation during summer, it is also important that teachers be given opportunity to travel in other parts of the Philippines or in other countries so that they will be knowledgeable about the culture of other people. There some opportunities to travel abroad, but only chosen administrators were given the chance to join such, or those who have the financial resources”.*

School Climate

All ten criteria in the school climate are perceived by the teachers as “*observed*”. The result of the survey reveals that teachers are aware that the diversity of the school in terms of students, faculty and staff is desirable and Interest Clubs / organizations are offered to students to develop their cultural awareness and appreciation of other culture. This is supported by the fact that various interest clubs are available for the needs of the students. One teacher said that “*there are clubs like the Societas Juventus and Foreign Students’ Club which really cater to the needs of the students with diverse cultural background. Aside from that, these*

*clubs have really helped in the promotion of cultural awareness to the students.” On the other hand, the component with the low ratings are about the “parents from diverse ethnic and cultural backgrounds participate in planning and executing school activities”. This is due to the fact that parents of foreign students are in their home country, or sometimes, they are very busy with their businesses and they can’t afford to come to school because of time constraint. The lowest component talks on “the food in the cafeteria reflects the ethnic and cultural diversity in school”. This means that the canteen management should be more dynamic in offering a variety of foods and beverages which would reflect cultural diversity. One teacher remarked that “*our canteen mostly offer Filipino foods and junk foods. There should be variety of foods, especially foreign cuisine so that students can appreciate the cuisine of other countries as well.”**

Views on the Diversity of Culture in School

Teachers agree on all components about the diversity of culture in school. The highest response was about the view that says “children should be given the same guidance and teaching for the development of their competencies.” With a weighted mean of 3.41. This shows that guidance to students is very important because it is the primary responsibility of the teacher, especially if there is a diverse culture in the school environment. On the otherhand, the lowest was 3.07 which states that “I think that socialization goals and values are identical in families from all cultural groups”. This clearly manifests the cultural understanding of the teacher, that they do not take families from all cultural groups as similar to one another. Teachers know that there are different values being manifested by students because students come from diverse cultural backgrounds.

Table 1 reveals that there is no significant difference on the multicultural awareness of the respondents when grouped according to gender.

Table 1. Difference between the Respondents’ Multicultural Awareness when Grouped according to Gender

Multicultural Awareness			Mean Difference	t-value	p-value	VI
Curriculum and Instruction	Male (n ₁ =34)	2.9206	-0.11528	-1.095	0.276	NS
	Female (n ₂ =92)	3.0359				
Professional Development, Competence & School Policies	Male (n ₁ =34)	2.8147	-0.07442	-0.759	0.450	NS
	Female (n ₂ =92)	2.8891				
School Climate	Male (n ₁ =34)	2.9009	-0.01520	-0.150	0.881	NS
	Female (n ₂ =92)	2.9161				
Views on the Diversity of Culture in School	Male (n ₁ =34)	3.1335	-0.11071	-1.158	0.249	NS
	Female (n ₂ =92)	3.2442				

*Difference is not significant at 0.05 level (2-tailed).

This result is further reinforced by one of the teachers during the focused group discussion who said that *“teachers at De La Salle Lipa, regardless of gender, are culturally aware and sensitive, primarily because of the Catholic Teachings which were imbibed by the school administration and the teachers live up to its mission and vision”*.

Table 2. reveals 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. During the focused- group discussion, a teacher with a master’s degree said that while taking up post graduate studies is a great help in raising multicultural knowledge, it is the interaction and experiences with school stakeholders coming from diverse cultural backgrounds which really help in attaining a high level of multicultural awareness.

Table 2. Difference between the Respondents’ Multicultural Awareness when Grouped according to Educational Attainment

Multicultural Awareness			Mean Difference	t-value	p-value	VI
Curriculum and Instruction	Bachelor’s (n ₁ =69)	3.0101	0.01190	0.126	0.900	NS
	Master’s (n ₂ =57)	2.9982				
Professional Development, Competence and School Policies	Bachelor’s (n ₁ =69)	2.9014	0.07162	0.819	0.414	NS
	Master’s (n ₂ =57)	2.8298				
School Climate	Bachelor’s (n ₁ =69)	2.9694	0.12696	1.415	0.160	NS
	Master’s (n ₂ =57)	2.8425				
Views on the Diversity of Culture in School	Bachelor’s (n ₁ =69)	3.2428	0.06275	0.734	0.465	NS
	Master’s (n ₂ =57)	3.1800				

*Difference is not significant at 0.05 level (2-tailed).

Table 3 shows that there is no significant difference on the teachers’ multicultural awareness of the school environment when grouped according to position, and those are being an administrator and being a regular faculty. During the focused-group discussion, one

administrator stated that *“since being an administrator does not necessarily mean that they will have different point of view with a regular faculty in terms of multicultural awareness.”*

Table 3. Difference between the Respondents’ Multicultural Awareness when Grouped according to Position

Multicultural Awareness			Mean Difference	t-value	P-value	VI
Curriculum and Instruction	Faculty (n ₁ =105)	3.0000	-0.02857	-0.227	0.821	NS
	Administrator (n ₂ =21)	3.0286				
Professional Development, Competence and School Policies	Faculty (n ₁ =105)	2.8495	-0.11714	-1.004	0.317	NS
	Administrator (n ₂ =21)	2.9667				
School Climate	Faculty (n ₁ =105)	2.9056	-0.03819	-0.316	0.752	NS
	Administrator (n ₂ =21)	2.9438				
Views on the Diversity of Culture in School	Faculty (n ₁ =105)	3.2317	0.10410	0.912	0.363	NS
	Administrator (n ₂ =21)	3.1276				

*Difference is not significant at 0.05 level (2-tailed).

Table 4 shows the difference between the respondents’ multicultural awareness when grouped according to rank. The rank of teachers are classified according to probationary teachers, junior teachers, senior teachers and master teachers. In the areas of

curriculum and instruction, professional development, competence and school policies and personal views on the diversity of culture in school, there are no significant differences on their responses.

Table 4. Difference between the Respondents' Multicultural Awareness when Grouped according to Rank

Multicultural Awareness			Mean Difference	p-value	F-value	p-value	VI
Curriculum and Instruction	Probationary Teacher	Junior teacher	0.02348	0.998	0.092	0.964	NS
	Probationary Teacher	Senior teacher	-0.03876	0.996			
	Probationary Teacher	Senior teacher	0.03094	0.997			
	Junior teacher	Senior teacher	-0.06224	0.967			
	Junior teacher	Master Teacher	0.00746	1.000			
	Senior teacher	Master Teacher	0.06970	0.964			
Professional Development, Competence and School Policies	Probationary Teacher	Junior teacher	0.18725	0.471	2.121	0.101	NS
	Probationary Teacher	Senior Teacher	0.11172	0.880			
	Probationary Teacher	Master Teacher	0.33142	0.084			
	Junior Teacher	Senior Teacher	-0.07552	0.927			
	Junior Teacher	Master Teacher	0.14417	0.536			
	Senior Teacher	Master Teacher	0.21970	0.351			
School Climate	Probationary Teacher	Junior Teacher	0.04396	0.986	5.481	0.001	S
	Probationary Teacher	Senior Teacher	0.25139	0.340			
	Probationary Teacher	Master Teacher	0.43078*	0.012			
	Junior Teacher	Senior Teacher	0.20743	0.326			
	Junior Teacher	Master Teacher	0.38682*	0.002			
	Senior Teacher	Master Teacher	0.17939	0.525			
Views on the Diversity of Culture in School	Probationary Teacher	Junior Teacher	0.14193	0.683	1.151	0.332	NS
	Probationary Teacher	Senior Teacher	-0.0674	0.977			
	Probationary Teacher	Master Teacher	0.02123	0.999			
	Junior Teacher	Senior Teacher	-0.20267	0.342			
	Junior Teacher	Master Teacher	-0.12071	0.666			
	Senior Teacher	Master Teacher	0.08197	0.924			

*Difference is significant at 0.05 level (2-tailed).

However, in the area of school climate, it can be noted that probationary teachers and master teachers and junior teachers and master teachers have significant difference on their multicultural awareness. The data shows that probationary teachers and junior teachers are have higher awareness of multiculturalism in terms of school climate, as shown in the data with mean

difference of 0.43078 for probationary teachers and master teachers and 0.38682 for junior teachers and master teachers. One of the components of the area in school climate is the offering of school clubs and organizations which aim to develop cultural awareness. Based on the focused- group discussion, it was said by two of the junior teachers and one probationary teacher

that “they are more exposed in handling interest clubs and organizations which caters to students coming from diverse cultural background.” This was supported by one of the master teacher who said that “since club moderatorship is usually given to younger teachers, it is very much possible that they are more exposed to cultural awareness and diversity”. She added that “since majority of the master teachers are married and family oriented, they tend to go home early after school hours, lacking the chance to have interaction with other students coming from diverse cultural backgrounds. Another master teacher remarked that “it is really

possible that younger teachers nowadays tend to be more culturally aware because of the curriculum that they have in college. Maybe, another factor is that they tend to have more multicultural awareness of the school environment because they have no comparison of other school environment, which makes the master teachers more analytical and critical in answering the questionnaire about the level of multicultural awareness of teachers.”

Table 5 shows the difference between the respondents’ multicultural awareness when grouped according to years of teaching.

Table 5. Difference between the Respondents’ Multicultural Awareness when Grouped according to Years Teaching

	Multicultural Awareness		Mean Difference	p-value	F-value	p-value	VI
Curriculum and Instruction	1-10 years	11-20 years	0.06564	0.941	2.196	0.092	NS
	1-10 years	21-30 years	0.30671	0.142			
	1-10 years	31 years & above	0.51071	0.534			
	11-20 years	21-30 years	0.24107	0.193			
	11-20 years	31 years & above	0.44507	0.629			
	21-30 years	31 years & above	0.20400	0.950			
Professional Development, Competence and School Policies	1-10 years	11-20 years	0.03742	0.985	3.227	0.025	S
	1-10 years	21-30 years	0.27714*	0.036			
	1-10 years	31 years & above	0.75714*	0.032			
	11-20 years	21-30 years	0.23972*	0.032			
	11-20 years	31 years & above	0.71972*	0.037			
	21-30 years	31 years & above	0.48000	0.172			
School Climate	1-10 years	11-20 years	0.03876	0.984	5.257	0.002	S
	1-10 years	21-30 years	0.33679*	0.012			
	1-10 years	31 years & above	1.01679*	0.004			
	11-20 years	21-30 years	0.29803*	0.009			
	11-20 years	31 years & above	0.97803*	0.005			
	21-30 years	31 years & above	0.68000	0.056			
Views on the Diversity of Culture in School	1-10 years	11-20 years	0.01752	0.998	0.144	0.933	NS
	1-10 years	21-30 years	0.00533	1.000			
	1-10 years	31 years & above	0.22893	0.916			
	11-20 years	21-30 years	-0.01219	1.000			
	11-20 years	31 years & above	0.21141	0.928			
	21-30 years	31 years & above	0.22360	0.922			

*Difference is significant at 0.05 level (2-tailed).

Data reveals that teachers grouped in 1-10 years of teaching and 11-20 years and 20- 30 years and 30 years and above in teaching have no significant difference in all the aspects of multicultural awareness to school environment. However, teachers who are teaching 1-10 years and 11-20 years have significant difference on their multicultural awareness in terms of professional development, competence and school policies and

school climate, compared to those who teach for 21- 30 years and 30 years and above. Data shows that younger teachers have higher multicultural awareness in the said aspects compared to more seasoned teachers. During the focused-group discussion, two teachers whose years of service belong to 11-20 years of teaching said that “while we can never discount the wisdom of seasoned teachers, there is a reality that some of them of them

are lacking interest in professional development activities intended to raise their multicultural awareness.” However, this idea was debunked by one of the master teachers and said that “*maybe because of the kind of curriculum and training that the younger teachers have during their college and post-graduate courses, younger teachers who are very young and idealistic tend to have more multicultural awareness of*

the school environment in the aspects of professional development, competence and school policies and school climate.”

Table 6 shows the difference between the respondents’ multicultural awareness to school environment when grouped according to department / community.

Table 6. Difference between the Respondents’ Multicultural Awareness when Grouped according to Department / Community

Multicultural Awareness			Mean Difference	t-value	p-value	VI
Curriculum and Instruction	Grade School (n ₁ =35)	3.0343	0.04088	0.390	0.697	NS
	High School (n ₂ =91)	2.9934				
Professional Development, Competence and School Policies	Grade School (n ₁ =35)	2.9886	0.16549	1.718	0.088	NS
	High School (n ₂ =91)	2.8231				
School Climate	Grade School (n ₁ =35)	3.0543	0.19703*	1.991	0.049	S
	High School (n ₂ =91)	2.8573				
Views on the Diversity of Culture in School	Grade School (n ₁ =35)	3.2477	0.04618	0.485	0.628	NS
	High School (n ₂ =91)	3.2015				

*Difference is significant at 0.05 level (2-tailed).

Based on the data, there are no significant differences on the grade school and high school teachers multicultural awareness of school environment in the aspects of curriculum and instruction, professional development, competence and school policies and views on cultural diversity in school. However, it can be noted that in the aspect of school climate, high school teachers have higher multicultural awareness as there is a mean difference of 0.19703. Some of the reasons cited by high school and grade school teachers during the focused-group discussion were “*there are more students enrolled in the high school community, making it more probable that teachers in the high school community more culturally aware in terms of school climate*”. Another teacher stated that “*since there are more clubs and organizations in the high school community, there is a greater tendency that high school teachers will have more time to interact with culturally-diverse students.*

Bulletin boards, surrounding physical environment and classroom designs which make up the school climate are more culturally-sensitive, since high school curriculum in some subject areas like English and Social Studies tackle about different cultural diversities in the field of history, literature and politics”. They also agreed on the result that teachers in the high school community are more aware that the school provides proactive solutions to problems involving cultural diversity, since there are more students in high school community and more problems including cultural diversity are being experienced by students in the high school community.

A Proposed Program for the Enhancement of Teachers’ Multicultural Awareness of the School Environment

Based on the results of the data gathered by the researcher, a proposed program to enhance the

multicultural awareness of the teachers to school environment was developed and will be given to the administrators of De La Salle Lipa Integrated School for possible implementation. Since the data revealed that teachers' multicultural awareness of the teachers in the four components are marked observed, the researcher decided to focus on the three subcomponents in each area which got the lowest weighted mean.

A. Rationale

Multicultural Awareness is one of the keys in developing multicultural responsiveness. It is a life long process by engaging in self-reflection and gaining experiences from activities specifically designed to enhance multicultural sensitivity and awareness. At De La Salle Lipa, there are students coming from diverse cultural backgrounds and teachers must be well-equipped on how to deal with these students so that harmonious relationship can be developed.

Appreciation of a diverse culture is a step in raising the cultural awareness of the teachers, and several plan of actions should be done in order to realize this goal of having unity in diversity.

B. Objectives:

1. to enhance the multicultural awareness of the teachers to school environment in the following aspects:
 - a. curriculum and instruction
 - b. professional development, competence and school policies
 - c. school climate
 - d. views on diversity of culture in school
2. to promote action steps in creating a multicultural-aware school environment
3. to recognize the value of multicultural awareness among teachers

C. Matrix of Program (cont.)

Area	Subcomponent being addressed	Plan of Action	Period of Implementation	Success Indicator
Curriculum and Instruction	There are evaluations of the goals and objectives used in integrating multicultural education	Train the curriculum coordinators and subject teachers on how multicultural education and awareness could be integrated in the learning module and evaluation instrument	Whole school year	Teachers will be more reflective and knowledgeable on how to integrate multicultural education and awareness in their lessons. In turn curriculum coordinators will be able to evaluate on how multicultural education is integrated in the lesson.
Curriculum and Instruction	The assessment procedures used with students reflect their cultural values	Provide a seminar-workshop on authentic assessment, with focus of the cultural values-reflection among the students	Summer INSET	More authentic assessment which reflects the cultural values of the students will be administered
Curriculum and Instruction	Instructional materials are examined for bias across gender, ethnic and cultural lines	Include in the evaluation form for instructional materials the component for gender bias, ethnic and cultural lines examination	During the month of book / other instructional materials evaluation	Instructional materials which will be used will be gender-fair, ethnically and culturally sensitive

C. Matrix of Program (cont.)

Area	Subcomponent being addressed	Plan of Action	Period of Implementation	Success Indicator
Professional Development, Competence and School Policies	Tours, symposia and recreational activities which are geared toward the development of multicultural awareness are conducted	The HRD / Faculty and Staff Association should organize educational tours, symposium and recreational activities that would raise the level of multicultural awareness of the faculty and staff Out of the country trips should be made available to faculty who are interested	SUMMER Semestral Break	More teachers will be able to have foreign and local trips which will raise their multicultural awareness
Professional Development, Competence and School Policies	Teachers with specialization / background about multicultural education are tapped to help in the promotion of multicultural awareness of the school Multicultural awareness and sensitivity trainings are conducted	Identify teachers' qualification and those with specialization / background about multicultural education should be given the chance to conduct seminar workshops on the promotion of multicultural awareness of teachers	Summer INSET	Teachers with specialization / background about multicultural education will be able to conduct seminars / symposiums on the awareness of multicultural education
School Climate	The food in the cafeteria reflects the ethnic and cultural diversity in school	Canteen Management should be able to offer a variety of foods / cuisines to the students. There could be monthly themes on which a certain cuisine from other country will be highlighted	All through out the school year	Teachers and students alike will be more familiar with the different cuisines coming from other countries
School Climate	Parents from diverse cultural backgrounds participate in planning and executing school activities	Invite a parent of a foreign student to give lectures / talks about their culture during UN month	October	More parents will be interested and involved in the cultural diversity, thus raising the multicultural awareness of not only parents, but also students and teachers as well

C. Matrix of Program (cont.)

Area	Subcomponent being addressed	Plan of Action	Period of Implementation	Success Indicator
School Climate	The administrators in the school are culturally diverse	Invite other Lasallian Brothers coming from other countries / provinces to handle administrative position	Whenever possible	There will be administrators coming from diverse cultural background
Views on the Diversity of Culture in the School	<p>Socialization goals and values are identical in families from all cultural groups</p> <p>A child who is perceived to be socially competent in one group will be the same in any other cultural group</p> <p>The value of obedience and assertiveness does not differ by culture</p>	Provide a module / seminar workshop for teachers about the goals / intents of socialization of cultural groups in families and the uniqueness of children's traits and values	SUMMER INSET	Teachers will be more aware and sensitive that there are unique socialization goals in each family, unique values and social competence.

VI. CONCLUSIONS AND RECOMMENDATIONS

Teachers' multicultural awareness to school environment based on curriculum and instruction, professional development, competence and school policies, school climate and views on the diversity of culture in school are observed.

There is no significant difference on the multicultural awareness of the teachers based on curriculum and instruction, professional development, competence and school policies, school climate and views on the diversity of culture in school when grouped according to gender, educational attainment and position. However, when grouped according to rank, probationary teachers and junior teachers have higher multicultural awareness compared to senior teachers and master teachers in terms of school climate. The data also revealed that faculty who are teaching 1-10 years and 11-20 years are have higher multicultural awareness than those who are teaching 21-30 years and 31 years and above in terms of professional development, competence and school policies, and school climate.

A proposed program for the enhancement of multicultural awareness of teachers to school environment should be developed and administered.

It is recommended that there is a need to administer the multicultural enhancement program for the faculty and test if there will be a significant improvement on the multicultural awareness to the school environment of the faculty. Assess the multicultural awareness to the school environment of other school stakeholders like students, teachers, parents and the community. Develop a framework / model on how teachers could attain a high level of multicultural awareness to the school environment.

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