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THE MODERATING EFFECT OF MULTICULTURAL INTEGRATION IN SOCIAL STUDIES INSTRUCTION ON THE CORRELATION BETWEEN AWARENESS ON MULTICULTURALISM AND CLASSROOM INCLUSIVITY

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ABSTRACT

Poor classroom inclusivity remains a pressing global concern. This study determined the significance of awareness on multiculturalism as a predictor and multicultural integration as a moderator of classroom inclusivity using the predictive research design. A multiple linear regression analysis was utilized, involving 274 samples selected through simple random sampling. Awareness on multiculturalism and multicultural integration are significant predictors of classroom inclusivity, with an 8% combined degree of influence on the latter. Multicultural education theory is affirmed. Conduct research utilizing other variables not covered in the study to account for the 92 % variance in the criterion variable. Further, the value of awareness on multiculturalism was recommended by conducting training relevant to the promotion of classroom inclusivity.

KEYWORDS: *The Moderating Effect of Multicultural Integration, Social Studies, Awareness on Multiculturalism, Classroom Inclusivity*

CHAPTER 1
INTRODUCTION

The Problem and Its Setting

Poor classroom inclusivity remains a pressing challenge in educational settings worldwide. Many classrooms fail to establish environments where culturally diverse students feel truly valued and represented. Tayyaba et al. (2022) found that middle-class females are still marginalized in educational spaces. Bhandari and Dhakal (2022) observed poor classroom inclusivity and difficulties in classroom adjustment for students from diverse backgrounds. Ramírez-Solórzano and Navas (2024) documented how poor classroom inclusivity and educational policies and practices in many countries fail to address the needs of students with disabilities, leading to physical, educational, and social barriers.

This problematic situation transcends geographical boundaries. In Hong Kong, Wong et al. (2024) revealed that kindergarten children with special educational needs suffer exclusion from poor classroom inclusivity. Similar patterns of resistance to diversity emerge in the educational systems of Brazil (Silva et al., 2024), Nigeria (Hamza, 2024), and Latin America (Ramírez-Solórzano & Navas, 2024). In the Philippines, Malanog et al. (2024) found that creating an inclusive atmosphere and employing flexible learning strategies are overlooked in classroom contexts. Bacolor (2024) documented how barriers create participation inequities, particularly affecting students from minority groups.

The consequences of poor classroom inclusivity are far-reaching, impacting academic performance and psychosocial development. Students experiencing exclusion demonstrate lower academic engagement and are more likely to drop out of school (Dewi, 2024). Additionally, poor classroom inclusivity can lead to social isolation, low self-esteem, and mental health issues (Kaufman & Killen, 2022). Despite these concerning outcomes, there exists a significant research gap regarding effective intervention strategies, particularly examining how multicultural integration moderates the relationship between multicultural awareness and poor classroom inclusivity. Addressing this gap is urgent as educational institutions increasingly serve diverse student populations requiring equitable learning environments. Thus, the conduct of this study.

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Significance of the Study

This study held both international and national significance as it aligns with global and local research agendas promoting inclusive education and multicultural understanding. At the international level, it supported the United Nations Sustainable Development Goal (SDG) 4, which advocates for inclusive and equitable quality education, fostering lifelong learning opportunities for all. It also aligns with the United Nations Special Objective on Global Sustainability (UNSOGS), which emphasizes educational inclusivity as a cornerstone of sustainable development. By examining how integrating multicultural perspectives in social studies instruction enhances student awareness and inclusivity, this research contributed to preparing globally competent citizens. At the national level, it supported the Philippines' Basic Education Research Agenda, which prioritizes equity, inclusion, and diversity in education.

At the institutional level, it resonated with the mission and vision of the Department of Education and public secondary schools in Davao City, which strive to provide equitable and culture-based education. By exploring multicultural perspectives in social studies instruction, the study promotes learning experiences that respect and celebrate diversity, fostering harmony and mutual respect among learners. This aligns with institutional goals of shaping students into socially aware and inclusive individuals who contribute meaningfully to their communities. The findings served as a foundation for curriculum development, teacher training, and policy formulation, ultimately enhancing educational quality and ensuring it reflects the Philippines' rich cultural heritage and diversity.

Statement of the Problem

This study determined the significance of the moderating effect of multicultural integration in social studies instruction on the correlation between learners' awareness on multiculturalism and classroom inclusivity.

Specifically, it pursued the following objectives:

1. To determine the level of awareness on multiculturalism in terms of implicit culture awareness, tacit culture awareness, and cultural interaction awareness; multicultural integration in social studies instruction in terms of content integration, knowledge construction, prejudice reduction, and equitable pedagogy; and classroom inclusivity in terms of emotional inclusion, social inclusion, and academic self-concept,
2. To determine the significance of the correlation between awareness on multiculturalism and multicultural integration in social studies instruction and classroom inclusivity.
3. To determine the significant influence of awareness on multiculturalism and classroom inclusivity.
4. To determine whether multicultural integration in social studies instruction significantly moderates the influence of awareness on multiculturalism and classroom inclusivity.

Hypotheses

To objectively answer the questions of this study, the following hypotheses were tested at a 0.05 level of significance:

H_{o1}: There is no significant relationship between awareness on multiculturalism and multicultural integration in social studies instruction and classroom inclusivity

H_{o2}: Awareness on multiculturalism does not significantly influence classroom inclusivity.

H_{o3}: Multicultural integration in social studies instruction does not significantly moderate awareness on multiculturalism and classroom inclusivity.

Theoretical/Conceptual Framework

This study is anchored on Multicultural Education Theory developed by James A. Banks in 1989. The theory explains that multicultural education involves basic concepts that are connected with each other. These are content integration, equity pedagogy, empowering school culture and social structure, prejudice reduction, and knowledge construction process (Banks, 1989).

This study is delimited only to the variables regarding content integration, equity pedagogy, and prejudice reduction. Classroom inclusivity, which is indicated by emotional inclusion, social inclusion, and academic Self-Concept, stands for equity pedagogy, which is spoken about in theory. Likewise, the Multicultural Integration in Social Studies Instruction indicated by content integration, knowledge construction, prejudice reduction, and equitable pedagogy stands for the content integration that is explained in the theory. Lastly, the awareness on multiculturalism, which is indicated by implicit cultural awareness, tacit cultural awareness, and cultural interaction, stands for prejudice reduction, which is included in the theory. Other ideas explained in the theory, namely, the knowledge construction process, an empowering school culture, and social structure, are excluded from the study.

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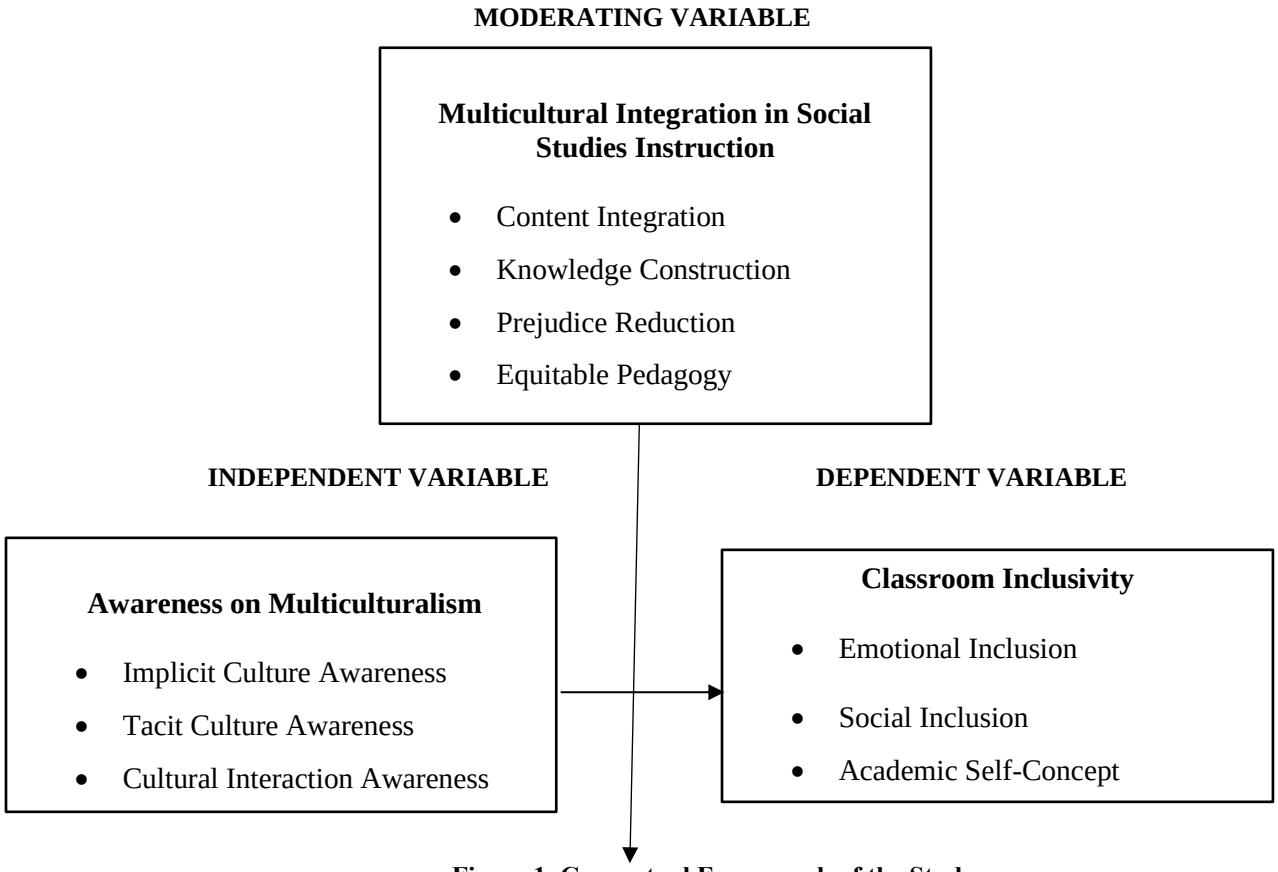


Figure 1. Conceptual Framework of the Study

CHAPTER 2

Methodology

The methods and procedures the researcher employed to carry out the study, such as the research design, research locale, research respondents, research instrument, ethical considerations, data gathering procedure, and data analysis, are presented in this chapter.

Research Design

The researcher used a quantitative research design employing a correlational study. Quantitative research involves the process of gathering and interpreting numerical data, which is used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger groups (Mohajan, 2020). In addition, this study was descriptive as it determined the level of integrating multicultural perspectives in social studies instruction, learners' awareness on multiculturalism, and classroom inclusivity. Generally, descriptive research describes the features of the population or phenomena under study and expresses a group's viewpoint, attitude, or actions on a specific topic (Baur, 2019). This descriptive study addressed objective details regarding the level of integrating multicultural perspectives in social studies instruction, learners' awareness on multiculturalism, and classroom inclusivity. The survey questionnaire was an efficient strategy for collecting data from the target respondents to answer the research questions. Thus, important data were collected for analysis using questionnaires.

Moreover, the correlational study sought to ascertain relationships between two or more variables (Nyutu et al., 2021). Simply put, it investigated whether a rise or fall in one variable was accompanied by a rise or fall in another. Researchers assessed whether two variables changed together or not, as well as the magnitude of this change, using the results of correlational studies. This study was correlational as it investigated the relationship between and among the three variables of the study. Likewise, the study determined the significant influence of the independent variable (i.e., awareness on multiculturalism) on the dependent variable (i.e., classroom inclusivity).

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Research Locale

The study was conducted among the public secondary schools in the Division of Davao City. The Department of Education duly supervises these schools and is committed to providing free, accessible, equitable, culture-based, and complete basic education. Further, these schools are randomly selected by the researcher to avoid bias. With this, the researcher aimed to examine the Awareness on Multiculturalism, Multicultural Integration, and Classroom Inclusivity of Senior High School Learners.

Sample and Sampling Technique

The researcher used the cluster sampling technique to identify the respondents of this study. Cluster sampling is defined as a sampling technique in which a sample of the cluster is then randomly chosen from the population, which divides the population into pre-existing groupings (clusters). A natural, complete collection of population members that is varied but not uniform is referred to as a cluster (Kuditchar, 2019).

On the other hand, simple random sampling is a form of probability sampling in which a subset of participants from a population is randomly chosen by the researcher (Senaweera et al., 2021). A simple random sample, where each participant has an equal chance of being selected, selects a tiny, random piece of the total population to represent the full data set (Onsongo et al., 2018). After using simple random sampling, the researcher applies stratified sampling to determine the total number of respondents in the selected school for the survey.

The respondents of the study are senior high school learners from public secondary and integrated schools in the Division of Davao City. Moreover, this study asked 274 public Grade 12 learners in Davao City to answer the survey questionnaires. The researcher used the Taro Yamane formula to determine the sample size. Moreover, the identified learners should be at least 18 years old to be included in the study. The sample size of the study (n=274) provided sufficient statistical power for modeling analysis (Akpur, 2021).

Research Instrument

This study used survey questionnaires. The first set of the questionnaire dealt with multicultural integration in social studies instruction, which was based on the dimensions of multicultural education as presented by Banks (1995) and restated to fit the context of the study. It was answered by the respondents based on the following Likert-type scale: 5 – Strongly Agree, 4 - Agree, 3 – Moderately Agree, 2 - Disagree, and 1 – Strongly Disagree. The numerical and descriptive interpretation of the questionnaire is indicated below.

Range of Means	Description	Interpretation
4.20- 5.00	Very High	The multicultural integration in social studies instruction is very good.
3.40- 4.19	High	The multicultural integration in social studies instruction is good.
2.60- 3.39	Moderate	The multicultural integration in social studies instruction is moderate.
1.80- 2.59	Low	The multicultural integration in social studies instruction is poor.
1.00 – 1.79	Very Low	The multicultural integration in social studies instruction is very poor.

Meanwhile, the second set of the questionnaire addressed the level of learners' awareness on multiculturalism, which was based on the scale of multicultural awareness validated by Awang-Rozaimie et al. (2011) and modified to fit the context of the study. It was answered by the respondents based on the following Likert-type scale: 5 – Strongly Agree, 4 - Agree, 3 – Moderately Agree, 2 - Disagree, and 1 – Strongly Disagree. The numerical and descriptive interpretation of the questionnaire is indicated below.

Range of Means	Description	Interpretation
4.20- 5.00	Very High	Awareness on multiculturalism is very good.
3.40- 4.19	High	Awareness on multiculturalism is good.
2.60- 3.39	Moderate	Awareness on multiculturalism is moderate.
1.80- 2.59	Low	Awareness on multiculturalism is poor.
1.00 – 1.79	Very Low	Awareness on multiculturalism is very poor.

Finally, the third set of the questionnaire examined the level of classroom inclusivity, which was based on the perceptions of the inclusion questionnaire validated by Zwierzchowska et al. (2022) and modified to fit the context of the study. This was answered by the college students using a scale of 1-5, with 5 – Strongly Agree, 4 - Agree, 3 – Moderately Agree, 2 - Disagree, and 1- Strongly Disagree. The numerical and descriptive interpretation of the questionnaire is indicated below.

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Range of Means	Description	Interpretation
4.20- 5.00	Very High	Classroom inclusivity is very good.
3.40- 4.19	High	Classroom inclusivity is good.
2.60- 3.39	Moderate	Classroom inclusivity is moderate.
1.80- 2.59	Low	Classroom inclusivity is poor.
1.00 – 1.79	Very Low	Classroom inclusivity is very poor.

The contents of the instrument were presented to a group of experts for validation. After the questionnaire was validated, pilot testing was carried out. Additionally, Cronbach's alpha was utilized to determine the reliability of the research instrument being tested. For the r-value, the following scheme is used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 - +/- 0.99	High correlation
Between +/- 0.51 - +/- 0.74	Moderately high correlation
Between +/- 0.31 - +/- 0.50	Moderately low correlation
Between +/- 0.01 - +/- 0.30	Low correlation
0.00	No Correlation

Expert validation was conducted to ensure the validity of the instrument and assess its content relevance, clarity, and coherence with the study's feedback to eliminate redundant items and ensure that all indicators were probably reflected in the questionnaire.

Following validation, a pilot test was conducted among 30 senior high school learners in Cluster 4, DepEd Division of Davao City, who met the inclusion criteria. The Cronbach's Alpha coefficient was computed to determine the internal consistency of the questionnaire, ensuring its reliability in measuring the intended constructs. The reliability of the survey instruments was evaluated through pilot testing, yielding the following Cronbach's alpha coefficients: learners' awareness of multicultural perspective (α=.845), learners' perception of inclusivity (α=.842), and integrating multicultural perspective in Social Studies Instruction (α=.892).

The instrument was presented to a panel of experts for evaluation before being pilot tested to ensure validity. Reliability was further confirmed through Cronbach's alpha analysis, affirming the robustness of the research instrument in accurately measuring the intended constructs.

Data Gathering Procedure

The following procedures were followed to get sufficient information from the participants and respondents:

Asking for Permission to Conduct the Study. The researcher sought permission from the Dean of the Graduate School of Holy Cross of Davao College to conduct the study on assessing the influence of integrating multicultural perspectives in social studies instruction on student awareness and inclusivity. Upon approval, the researcher then requested permission from the office of the Schools Division Superintendent of the Division of Davao City to conduct the study. An approved letter of endorsement was needed so that the researcher could administer the survey questionnaires to the study respondents.

Administration and Retrieval of Informed Consent. Before the respondents were prompted to respond to the survey, the researcher obtained informed consent from them. Informed consent was obtained by asking the respondents to sign and submit the form. After they had read the entire informed consent document, they were notified of the schedule for the actual administration of the survey questionnaire. Only the respondents who consented to participate in the study were given the survey questionnaire.

Administration, Retrieval, and Tabulation of Quantitative Data. In this part of the data gathering, the researcher distributed survey questionnaires to the respondents who agreed to be included in the study and carefully explained the purpose and contents to them. The respondents were given enough time to comprehend and complete the survey questionnaires. Then, the researcher collected the survey after the respondents had answered all the items. Finally, the researcher tallied the responses of the respondents and applied appropriate statistical treatments to answer the questions in the statement of the problem. With the quantitative results, conclusions were drawn, and recommendations were formulated based on the findings of the study.

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Data Analysis

In this study, the researcher used the following statistical treatments as statistical tools for data analysis and interpretation:

Mean. Mean is the average of a set of numbers, calculated by dividing the sum of all values by the total number of values in the dataset (Stemler & Naples, 2021). This was used to determine the level of multicultural integration in social studies instruction, awareness on multiculturalism, and classroom inclusivity.

Pearson Product Moment Correlation Coefficient. Pearson Product Moment Correlation Coefficient is a statistical measure that quantifies the strength and direction of the linear relationship between two continuous variables, ranging from -1 to +1 (Yu & Hutson, 2024). This statistical tool was used to determine the significance of the relationship between the level of multicultural integration in social studies instruction and awareness on multiculturalism and the significance of the relationship between the level of multicultural integration in social studies instruction and classroom inclusivity.

Simple Linear Regression. This is a statistical technique that includes a dependent variable and an independent variable, or what is called the explanatory variable (Maylawati et al., 2024). This statistical tool was used to predict the influence of awareness on multiculturalism on classroom inclusivity.

Society For Moral Integrity and Legal Ethics (SMILE)

Ethical procedures in this study were carefully designed to mitigate any potential risks to respondents. The researcher ensured that respondents fully understood their participation in the study by obtaining informed consent, explaining the study's purpose, and assuring them of their voluntary involvement without coercion. Face-to-face orientations were conducted to thoroughly explain the study's purpose, methods, and potential outcomes, ensuring that respondents had a clear understanding of their role. Measures were taken to protect respondents from potential harm, including psychological distress and privacy invasion, by maintaining confidentiality, anonymity, and adherence to the Data Privacy Act of 2012.

The study's findings were intended to benefit the Department of Education, teachers, and the Philippine Youth Commission in fostering students' cultural competence and patriotism. Respondents were selected based on set criteria, given school supplies as tokens of appreciation, and provided access to the study results for future research use. The researcher upheld ethical standards by ensuring fairness, disclosing conflicts of interest, and promoting honesty in data collection and reporting. With a strong academic background and institutional training, the researcher conducted the study with integrity, ensuring an unbiased questionnaire design and equitable treatment of respondents. Upon completion, the study results were disseminated to encourage further research, and respondents were duly acknowledged for their valuable contributions.

CHAPTER 3

Results

In this chapter, the following are presented. The collected data were analyzed using appropriate statistical methods to explore the issues outlined in Chapter 1 of this study. The discussions are organized categorically, following the sequence of the statement of the problem. Hence, it contains descriptive analysis, correlation analysis, regression analysis, and moderating analysis.

Descriptive Analysis

Table 1 is the descriptive table. It contains the variables involved in the study, namely awareness on multiculturalism, classroom Inclusivity, and multicultural integration in Social Studies instruction and their corresponding indicators. Moreover, it contains the number of samples, the standard deviation, the mean, and the corresponding descriptive level.

Table 1. Descriptive Table

Variables	N	SD	Mean	Descriptive Level
Awareness on Multiculturalism	**274**	**0.48**	**3.84**	**High**
Implicit Culture Awareness		0.61	3.81	High
Tacit Culture Awareness		0.52	3.98	High
Outcomes Cultural Interaction Awareness		0.63	3.73	High
Classroom inclusivity	**274**	**0.58**	**3.66**	**High**
Emotional inclusion		0.73	4.00	High
Social Inclusion		0.83	3.57	High
Academic Self-concept		0.59	3.40	High

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4.20-5.00 Very High 1.80-2.59 Low
3.40-4.19 High 1.00-1.79 Very Low
2.60-3.39 Moderate

Table 1 is continued on the next page.

Table 1. (continued)

Variables	N	SD	Mean	Descriptive Level
Multicultural Integration in Social Studies	**274**	0.39	3.89	High
Content integration		0.47	3.83	High
Knowledge Construction		0.49	3.81	High
Prejudice Reduction		0.55	3.91	High
Equitable Pedagogy		0.44	4.01	High

4.20-5.00 Very High 1.80-2.59 Low
3.40-4.19 High 1.00-1.79 Very Low
2.60-3.39 Moderate

Table 1 specifically shows the Awareness on Multiculturalism variable, which obtained a mean of 3.84 and was described as *high*. This indicates that multiculturalism awareness is very good. All its indicators obtained corresponding means described as high. Moreover, Table 1 also shows that the Classroom Inclusivity variable obtained an overall mean of 3.66, which is described as *high*. It indicates that classroom inclusivity is very good. All its indicators obtained corresponding means described as high.

Table 1 further shows that the Multicultural Integration in Social Studies Instruction variable obtained an overall mean of 3.89, which is described as *high*. It indicates that multicultural integration in social studies instruction is very good. All its indicators also obtained corresponding means described as high.

Correlation Analysis

Table 2 is the correlation table. It contains the awareness on multiculturalism as a predictive variable, multicultural integration in Social Studies instruction as a moderating variable, and classroom inclusivity as the criterion variable. Likewise, it contains the r-value, p-value, the decision for the hypothesis, and the corresponding interpretation.

Table 2. Correlation Table

Variables	Classroom Inclusivity			
	R-squared	**p-value**	**Decision on Ho @ 0.05 level of significance**	**Interpretation**
Awareness on Multiculturalism	0.194	0.017	Reject H_{o1}	**Significant**
Multicultural Integration in Social Studies Instruction	0.223	0.006	Reject H_{o1}	**Significant**

Table 2 indicates the correlation analysis between Awareness on Multiculturalism and Classroom Inclusivity and obtained a p-value of 0.017, which is less than a 0.05 degree of confidence and rejects the null hypothesis. This indicates that the correlation between Awareness on Multiculturalism and Classroom Inclusivity is significant. The analysis also obtained an r-value of 0.194, which indicates a significantly positive low correlation.

Table 2 also shows that the correlation analysis between Multicultural Integration in Social Studies Instruction and Classroom Inclusivity obtained a p-value of 0.006, which is less than 0.05 degree of confidence. This rejected the null hypothesis, which indicates that the relationship between Multicultural Integration in Social Studies Instruction and Classroom Inclusivity is statistically significant. Moreover, the r-value of 0.223 indicates a significantly positive low correlation.

Regression Analysis

Table 3 is the regression table. It contains Awareness on Multiculturalism as a predictive variable and Classroom Inclusivity as the criterion variable. Finally, it contains the coefficient β, t-value, p-value, the decision on the hypothesis, and the corresponding interpretation.

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Table 3. Regression Table

Predictor	Classroom Inclusivity					
	Estimate	Stand. Estimate	*t*	Sig.	Decision on H_{02}	Interpretation
(Intercept)	2.771		7.47	<.001		
Awareness on Multiculturalism	0.231	0.194	2.41	0.017	Reject H_{02}	**Significant**

R= .194; R^2=.0376; F-value=5.79; p-value= 0.017

Table 3 specifically shows that the influence of awareness on multiculturalism on the classroom inclusivity variable obtained a standardized beta of 0.231 or 23.1%. It indicates that this variable has a 23.1% influence on classroom inclusivity. That degree of influence is significant, as indicated by the p-value of 0.017, which is less than 0.05 degree of confidence.

Moderation Analysis

Table 4 is the moderation table. It contains the awareness on multiculturalism as a predictive variable, multicultural integration in Social Studies instruction as a moderating variable, and classroom inclusivity as the criterion variable. Finally, it contains the coefficient β, t-value, p-value, the decision on the hypotheses, and the corresponding interpretation.

Table 4. Moderation Table

Variables	Estimate	SE	Z	p	Decision on Ho	Interpretation
Awareness on Multiculturalism (LA)	0.1614	0.0975	1.654	0.098		
Multicultural Integration (IMP)	0.2467	0.1461	1.688	0.091		
Awareness ✻ Multicultural Integration	0.0888	0.2823	0.315	0.753	**Fail to Reject**	**Not Significant**

Table 4 specifically shows that the awareness on multiculturalism variable obtained a standardized beta coefficient of 0.1614, or it has a 16.14 % influence on classroom inclusivity. On the other hand, the multicultural integration variable obtained a standardized beta coefficient of 0.2467 or has a 24.67% influence on classroom inclusivity. Finally, the table shows that when multicultural integration is moderated, moderation obtained a p-value of 0.0888, which is an 8.88% influence on the classroom inclusivity variable. However, the multicultural integration variable moderated the influence of awareness on multiculturalism or reduced the influence of awareness on multiculturalism. However, the moderation is not significant, as indicated by the 0.753 p-value, which is greater than the 0.05 degree of confidence.

Summary of Findings

1. The levels of Awareness on Multiculturalism, Multicultural Integration in Social Studies Instruction, and Classroom Inclusivity are excellent.
2. Awareness on Multiculturalism and Multicultural Integration in Social Studies Instruction are significantly correlated with Classroom Inclusivity, with a positive low correlation.
3. Awareness on Multiculturalism significantly influenced Classroom Inclusivity by 23.1%.
4. The moderation of the Multicultural Integration in Social Studies Instruction variable reduced the standardized beta coefficient of awareness from 0.1614 down to 0.0888, and the reduction is greater than 0.753, which is not significant. Therefore, the moderation of Multicultural Integration in Social Studies Instruction on the relationship between Awareness on Multiculturalism and Classroom Inclusivity is not significant.

CHAPTER 4
DISCUSSION

This chapter presents the conclusion and recommendations that are drawn from the data gathered in this study.

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Descriptive Analysis

Summary of the Awareness on Multiculturalism

The results indicate that awareness on multiculturalism is at a high level. These results suggest that the learners are well-informed in relation to multicultural integration in social studies instruction. This presents that their teachers are educating them well and providing the necessary information to increase their knowledge. This aligns with the findings of the study by Doucette et al. (2021), which stated that structured multicultural instruction is said to significantly enhance students' knowledge about other cultural perspectives as well as their appreciation thereof. To this end, educators are responsible for presenting reasonable and relevant information and instructional strategies that impinge on inclusive education. This argument is in tandem with the point that teachers significantly impact student's knowledge of multicultural perspectives in social studies.

Summary of Classroom Inclusivity

The results indicate that classroom inclusivity is at a high level. The findings suggest that classroom inclusivity is high, which signifies that they are emotionally and socially included in their learning environment. Their teachers have provided an inclusive education for them, which makes them feel comfortable, and they can learn more knowledge due to the inclusive teaching strategies implemented by their educators. This aligns with the findings of the study proposed by Schwab (2021) indicating that teachers, by employing inclusive teaching methods, provide a significant contribution to building an atmosphere conducive to and equitable for learning. This agrees with the point made about learners being at ease and, therefore, learning better in such an environment, thus further reinstating the value of inclusive teaching approaches.

Summary of the Multicultural Integration in Social Studies Instruction

The multicultural potential is interpreted as high, which indicates that the educators or the teachers prioritize equitable pedagogy and prejudice reduction. This means that teachers provide equal treatment to the learners regardless of their background in terms of learning opportunities and resources. The teachers also minimize biases, stereotypes, and discrimination among students. This aligns with the findings of the study conducted by Saunders and Wong (2020) showing the strategies that teachers have used to eliminate prejudices, stereotypes, and discrimination in the process of giving fair treatment and equal access to learning resources for all students. The research supports the argument that educators help promote equity in learning environments by actively reducing teacher prejudice and promoting inclusivity.

Correlation Analysis

The findings of this study indicate a positive correlation between awareness on multiculturalism and classroom inclusivity. The results indicate that the awareness on multiculturalism significantly influences classroom inclusivity, as shown by the predictor estimates. The results state that awareness has a significant influence on multiculturalism and classroom inclusivity. Kustati et al. (2020) proposed developing awareness concerning different cultural perspectives to improve one's ability to create belonging and engagement among students. The research indicates that educating teachers will lead to transforming the environment where learning takes place and that, indeed, students' perceptions of this transformational process would be positively associated with multicultural education.

Meanwhile, multicultural integration in social studies had a significant relationship to classroom inclusivity. This signifies that there is a direct effect or a positive influence on classroom inclusivity and the effectiveness of multicultural instruction in the classroom. As stated by Papadopoulou et al. (2022), there is a positive correlation between creating awareness on multiculturalism and perceptions of inclusivity for effectiveness in conducting multicultural instruction. The research itself substantiates that those have a good number of underlying linkages with an assumption of a better, more inclusive, and culturally receptive classroom environment. Kustati et al. (2020) proposed developing awareness concerning different cultural perspectives to improve one's ability to create belonging and engagement among students. The research indicates that educating teachers will lead to transforming the environment where learning takes place and that, indeed, students' perceptions of this transformational process would be positively associated with multicultural education.

Regression Analysis

The strong influence of awareness on multiculturalism on classroom inclusivity. The results indicate that the learners' awareness on multiculturalism significantly influences classroom inclusivity, as shown by the predictor estimates. Kustati et al. (2020) proposed developing awareness concerning different cultural perspectives to improve one's ability to create belonging and engagement among students. The research indicates that educating teachers will lead to transforming the environment where learning takes place and that, indeed, students' perceptions of this transformational process would be positively associated with multicultural education.

Moderation Analysis

In terms of the moderation analysis, the results suggest that multicultural integration in social studies instruction and awareness on

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

multiculturalism positively influence classroom inclusivity. There are also positive trends, but the lack of statistical significance implies that other factors may contribute more significantly to the outcome. Figueredo-Canosa et al. (2020) argue that while multicultural perspectives enhance inclusivity, statistically speaking, their direct impact can vary due to other contributing factors (i.e., teaching strategies, school policies, and, of course, student engagement). Extra elements are crucial in effecting successful inclusiveness in multicultural education, as the study corroborates.

Conclusion

Based on the results, it is concluded that awareness on multiculturalism and multicultural integration are significant predictors of classroom inclusivity, with an 8 % combined degree of influence on the latter. The Multicultural Education Theory was affirmed.

Recommendations

Based on this conclusion, further studies may be conducted using other variables not covered in the study to account for the 92% variance in classroom inclusivity. Moreover, to enhance the awareness on multiculturalism, it is recommended that training be conducted that is relevant to the promotion of classroom inclusivity.

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

Appendix A

Map of the Research Locale



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Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

Appendix B
Research Instrument
Survey Questionnaire on the Moderating effect of Multicultural Integration in Social Studies Instruction on the correlation between Awareness on Multiculturalism and Classroom Inclusivity

Dear Respondents,

I am conducting a survey on the Influence of Student Awareness on Inclusivity: The Moderating Role of Multicultural Integration in Social Studies. This study aims to explore how students' awareness of inclusivity impacts their experiences in Social Studies classrooms, and how multicultural integration may influence this dynamic. Your participation will provide valuable insights into improving inclusivity in education, particularly within the context of Social Studies.

The survey will ask you to answer questions about your perceptions of inclusivity and multicultural perspectives in your classroom. It will take approximately 15 minutes to complete. Please note that your participation is entirely voluntary, and you may withdraw at any time without any consequences. All responses will be kept confidential, and no personal information will be linked to your answers.

If you have any questions or concerns about this study, please feel free to contact Grace W. Dagohoy at 9514137745. By proceeding with the survey, you are indicating that you understand the purpose of the research and consent to participate. Thank you for your time and contribution to this important study.

Sincerely,
Grace W. Dagohoy
Researcher

Instructions: : Please read each statement carefully. For each one, select the response that best reflects how you feel or relate to the statement, using the scale below:

5	4	3	2	1
Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree

Part I. Awareness on Multiculturalism

Implicit Culture Awareness means being naturally aware of and understanding cultural differences without needing to think about them.					
I am aware that…					
my culture, values, and beliefs can differ from those of my classmates.	5	4	3	2	1
that male-female roles in families may vary significantly among different cultures.	5	4	3	2	1
that religion and other beliefs may influence peoples' reaction.	5	4	3	2	1
customs and beliefs about daily life are applied different from culture to culture.	5	4	3	2	1
my cultural background influences my understanding of certain topics.	5	4	3	2	1
Tacit Culture Awareness means knowing and understanding cultural differences based on experience, even without being taught directly.					
I am aware that…					
it is important to identify immediately the ethnic groups of a person we meet or communicate with.	5	4	3	2	1
family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).	5	4	3	2	1
different ethnic groups have distinct customs and traditions.	5	4	3	2	1
it is important to recognize the impact of societal factors on how different cultures function.	5	4	3	2	1
cultural differences influence people's roles within a community.	5	4	3	2	1
Cultural Interaction Awareness means understanding how to communicate and behave with people from different cultures.					
I am aware that...					
there are times when racial statements should be ignored.	5	4	3	2	1
I should discourage people from using racial and ethnic slurs or insult statement or behavior.	5	4	3	2	1
age and seniority must be considered in interactions with individuals and families.	5	4	3	2	1
social interactions can change depending on cultural backgrounds.	5	4	3	2	1
understanding different cultures improves collaboration among classmates.	5	4	3	2	1

Statements for this variable were based on:

Awang Rozaimie, A. S., Anees, J. A., & Oii, B. C. S. (2011). Multicultural awareness for better ways of life: A scale validation among Malaysian undergraduate students. In International conference on Business and Economic Research, Kuching Sarawak, Malaysia. Retrieved from http://www/internationalconference. com. my/proceeding/icber2011_ proceeding/234-2nd-2011ICBER2011PG1174-1186MulticulturalAwareness. pdf.

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

Part II. Classroom Inclusivity

Emotional Inclusion					
In our social studies classes, I ….					
enjoy going to school.	5	4	3	2	1
have the desire to come to class.	5	4	3	2	1
like attending the class.	5	4	3	2	1
consider class to be fun.	5	4	3	2	1
Social Inclusion					
In our social studies classes, I…					
have a lot of friends in the class.	5	4	3	2	1
get along very well with their classmates.	5	4	3	2	1
do not feel alone in class.	5	4	3	2	1
have very good relationships with their classmates.	5	4	3	2	1
Academic Self-Concept					
In our social studies classes, I…					
learn quickly.	5	4	3	2	1
can solve very difficult exercises.	5	4	3	2	1
do well in my schoolwork.	5	4	3	2	1
find things in class easy for them.	5	4	3	2	1

Statements in this variable were based on:
Zwierzchowska, A., Kostorz, K., Rosołek, B., & Tomińska-Conte, E. (2022). Validation of the perceptions of inclusion questionnaire including PE teachers' opinion as part of an innovative use of the tool. *Sustainability*, *14*(6), 3241.

Part III. Multicultural Integration in Social Studies Instruction

Content Integration					
In our social studies class, our teacher…					
uses examples from diverse cultural backgrounds to explain important concepts.	5	4	3	2	1
incorporates content from various ethnic groups when teaching theories in our subject.	5	4	3	2	1
draws on materials representing different cultures to illustrate key principles.	5	4	3	2	1
presents case studies from multiple cultural perspectives to demonstrate generalizations.	5	4	3	2	1
utilizes resources from diverse groups to enhance our understanding of the subject.	5	4	3	2	1
Knowledge Construction					
In our social studies class, our teacher…					
encourages us to examine how cultural assumptions influence the creation of knowledge in our field.	5	4	3	2	1
guides us to investigate how different racial perspectives shape theories in our subject.	5	4	3	2	1
prompts us to analyze how social-class positions affect the development of ideas within the subject.	5	4	3	2	1
helps us understand how ethnic backgrounds can impact the interpretation of information in our studies.	5	4	3	2	1
facilitates discussions on how personal biases might influence research methodologies in our field.	5	4	3	2	1
Prejudice Reduction					
In our social studies class, our teacher…					
encourages us to examine our own racial attitudes and biases.	5	4	3	2	1
implements activities that help us develop more inclusive and democratic values.	5	4	3	2	1
facilitates discussions about racial awareness and its impact on our interactions.	5	4	3	2	1
provides opportunities for us to challenge and modify our preexisting racial beliefs.	5	4	3	2	1
promotes understanding of diverse racial and ethnic experiences through various learning materials.	5	4	3	2	1
Equitable Pedagogy					
In our social studies class, our teacher…					
incorporates examples and materials that reflect the diverse cultures represented in our classroom.	5	4	3	2	1
modifies lessons to ensure all students can relate to and understand the content, regardless of their background.	5	4	3	2	1
encourages discussions that value and respect different perspectives and experiences from various cultural backgrounds.	5	4	3	2	1
uses teaching strategies that actively engage students from all racial and ethnic groups in the learning process.	5	4	3	2	1
creates a classroom environment where I feel comfortable sharing my cultural background and experiences.	5	4	3	2	1

Statements for this variable were based on:
Banks, J. A. (1995). Multicultural education and curriculum transformation. The Journal of Negro Education, 64(4), 390-400. https://www.jstor.org/stable/29672

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Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

APPENDIX C

Validation Results

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Questionnaires Evaluation Sheet for Quantitative Research

Name of Evaluator: DR. CHRISTHOFFER LELIS, LPT
Degree: PhD in MATHEMATICAL SCIENCES, MBA, MAT-Math
Position: FACULTY
Institution: ATENEO DE DAVAO UNIVERSITY

Name of the Researcher: **Grace W. Dagohoy**

Title of the Research: **Influence of Student Awareness on Inclusivity: The Moderating Role of Multicultural Integration in Social Studies**

To the Evaluator: Please check the appropriate box for your ratings. *Points*: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor

Criteria/Indicators	5	4	3	2	1
1. Clarity of Directions and Items *The questionnaires suits the level of the participants in terms of vocabulary, language structure, and concept.*		✓			
2. Presentation and organization of Items *The questionnaire is arranged in a logical and progressive order.*	✓				
3. Suitability of the Items *The questionnaire is appropriate and it represents the substance of the research.*	✓				
4. Adequateness *The questionnaire is sufficient and substantial in eliciting information from the participants.*		✓			
5. Attainment of Purpose *The questionnaires fulfill the objectives for which it is constructed.*		✓			
6. Objectivity *The questionnaire does not stimulate bias nor lead to pre-mediated answer.*	✓				

Comments/Suggestions/Recommendations:
Refer to the corrected survey questionnaire regarding my suggestions/remarks for improvement.
General Comments: All item statements are generally relevant to the variables being measured. Well-written with singularity of thought, no issue on grammar. Just include inform consent as introductory part and improve instruction.

Evaluator's Signature: Christhoffer P. Lelis, PhD
Date: November 10, 2024

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RESEARCH ASSESSMENT TOOL VALIDATION SHEET

FOR QUANTITATIVE RESEARCH

Name of Evaluator: **Josie D. Fuentes, DM**
Degree: **Doctor of Management**
Position: **Dean, School of Business and Management Education/Full-time Faculty-Graduate School (HCDC)**
Institution: **Holy Cross of Davao College**

Name of the ~~Researcher :~~ **Grace W. Dagohoy**
Title of the ~~Research :~~ Influence of Student Awareness on Inclusivity: The Moderating Role of Multicultural Integration in Social Studies

To the evaluator, please check the appropriate box for your ratings.

Points: 5 – Excellent; 4 – Very good; 3 – good; 2 – Fair; 1- Poor

Criteria/ Indicators	5	4	3	2	1
1. Clarity of directions and items *The vocabulary, language structure and concepts suit the level of the ~~respondents~~ and the items are written in ~~clear~~ and understandable manner.*			/		
2. Presentation and Organization of Items *The items are presented and organized in a logical manner.*			/		
3. Suitability of the items *The items are ~~appropriate~~ and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions and/or the attitudes that are supposed to be measured.*		/			
4. Adequateness *The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.*			/		
5. Attainment of Purpose *The research tool ~~as a whole~~ fulfills the objectives for which it is constructed.*			/		
6. Objectivity *No aspect of the questionnaire suggests bias on the part of the researchers.*		/			

Comments/ Suggestions/ Recommendations:

Please refer to the comments/suggestions in the survey questionnaire. Consider my suggestions about the opening statements in every Part. Because it might bring confusion on the part of the respondents.

Evaluator's Signature: JOSIE D. FUENTES, DM Date: **November 13, 2024**

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RESEARCH ASSESSMENT TOOL VALIDATION SHEET

FOR QUANTITATIVE RESEARCH

Name of Evaluator : Johnruf Niño C. Nuñala
Degree : Master of Arts in Education Teaching Social Studies
Position : Social Studies Lecturer
Institution : International English Program, Samsenwittayalai School
Name of Researcher : Grace W. Dagohoy
Title of Research : Influence of Student Awareness on Inclusivity: The Moderating Role of Multicultural Integration in Social Studies

To the Evaluator: Please check the appropriate box for your ratings. *Points*: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor

Criteria/ Indicators	5	4	3	2	1
1. Clarity of directions and items *The vocabulary, language structure and concepts suit the level of the respondents and the items are written in clear and understandable manner.*			✓		
2. Presentation and Organization of items *The items are presented and organized in a logical manner.*		✓			
3. Suitability of the items *The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions and/or the attitudes that are supposed to be measured.*			✓		
4. Adequateness *The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in ~~the research~~.*			✓		
5. Attainment of Purpose *The research tool as a whole fulfills the objectives for which it is constructed.*		✓			
6. Objectivity *No aspect of the questionnaire suggests bias on the part of the researchers.*		✓			

Comments/ Suggestions/ Recommendations:

- Reduce items for each indicator of every variable to five questions.
- Contextualize your question to the aim of your study. (suggested questions are on the comment sections)
- Specific comments are in the research tool

Evaluator's Signature : Johnruf Niño C. Nuñala
Date : 11/08/24

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

APPENDIX D
Reliability Test Results

Awareness on Multiculturalism

Reliability Analysis

Scale Reliability Statistics

	Mean	SD	Cronbach's α
scale	4.01	0.510	0.845

Item Reliability Statistics

				If item dropped
	Mean	SD	Item-rest correlation	Cronbach's α
LAA1	3.83	1.234	0.5301	0.834
LAA2	3.73	0.828	0.7356	0.822
LAA3	4.03	0.850	0.5986	0.829
LAA4	4.33	0.884	0.7465	0.820
LAA5	3.63	0.615	0.1877	0.848
LAB6	3.80	0.997	0.3377	0.845
LAB7	3.97	0.964	0.5571	0.831
LAB8	4.20	0.887	0.6613	0.825
LAB9	4.17	0.874	0.6507	0.826
LAB10	4.10	0.803	0.1783	0.851
LAC11	3.80	0.925	0.0434	0.860
LAC12	3.83	1.085	0.7176	0.819
LAC13	4.00	0.871	0.6209	0.828
LAC14	4.07	1.015	0.1787	0.854
LAC15	4.60	0.563	0.4910	0.838

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

Classroom Inclusivity

Reliability Analysis

Scale Reliability Statistics

	Mean	SD	Cronbach's α
scale	3.50	0.578	0.842

Item Reliability Statistics

				If item dropped
	Mean	SD	Item-rest correlation	Cronbach's α
LPA1	3.77	1.194	0.7794	0.805
LPA2	3.80	1.095	0.7134	0.812
LPA3	4.07	1.081	0.6054	0.822
LPA4	3.90	0.995	0.2538	0.849
LPB5	3.20	0.961	0.6027	0.823
LPB6	3.30	0.952	0.6868	0.816
LPB7	3.33	0.994	0.6316	0.820
LPB8	3.53	1.042	0.4668	0.833
LPC9	3.33	0.844	0.2955	0.844
LPC10	3.03	0.718	0.0772	0.854
LPC11	3.37	0.809	0.5249	0.829
LPC12	3.40	0.621	0.3518	0.840

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 4 | April 2025 - Peer Reviewed Journal

Multicultural Integration in Social Studies Instruction
Reliability Analysis

Scale Reliability Statistics

	Mean	SD	Cronbach's α
scale	3.76	0.435	0.892

Item Reliability Statistics

				If item dropped
	Mean	SD	Item-rest correlation	Cronbach's α
IMPA1	4.03	0.718	0.400	0.890
IMPA2	3.53	0.629	0.323	0.892
IMPA3	3.57	0.728	0.471	0.888
IMPA4	3.57	0.858	0.486	0.888
IMPA5	3.70	0.750	0.576	0.885
IMPB6	3.73	0.740	0.538	0.886
IMPB7	3.70	0.794	0.511	0.887
IMPB8	3.73	0.640	0.380	0.890
IMPB9	3.73	0.740	0.409	0.890
IMPB10	3.50	0.731	0.650	0.883
IMPC11	3.83	0.791	0.730	0.880
IMPC12	3.67	0.711	0.655	0.883
IMPC13	3.77	0.728	0.585	0.885
IMPC14	3.87	0.629	0.554	0.886
IMPC15	3.80	0.761	0.678	0.882
IMPD16	3.80	0.761	0.556	0.886
IMPD17	3.73	0.740	0.473	0.888
IMPD18	4.03	0.850	0.455	0.889
IMPD19	3.90	0.803	0.460	0.888
IMPD20	3.97	0.999	0.381	0.893

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APPENDIX E
FINAL STATISTICS RESULT

SOP1
Descriptives

Descriptives

	Mean	SD
LAA1	3.55	1.213
LAA2	3.65	0.751
LAA3	3.93	0.803
LAA4	4.14	0.836
LAA5	3.77	0.798
LAA	3.81	0.607
LAB6	3.75	1.010
LAB7	3.79	0.840
LAB8	4.22	0.802
LAB9	4.19	0.893
LAB10	3.97	0.874
LAB	3.98	0.523
LAC11	3.36	0.929
LAC12	3.40	1.248
LAC13	3.76	0.872
LAC14	3.80	1.087
LAC15	4.31	0.904
LAC	3.73	0.626
LA	3.84	0.484

Descriptives

Descriptives

	Mean	SD
LPA1	3.95	0.965
LPA2	3.85	1.039
LPA3	4.09	0.937
LPA4	4.11	0.860
LPA	4.00	0.730
LPB5	3.71	0.973
LPB6	3.57	1.032

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Descriptives

	Mean	SD
LPB7	3.50	1.008
LPB8	3.51	0.932
LPB	3.57	0.832
LPC9	3.29	0.877
LPC10	3.26	0.764
LPC11	3.54	0.748
LPC12	3.50	0.673
LPC	3.40	0.587
LP	3.66	0.576

Descriptives

Descriptives

	Mean	SD
IMPA1	4.09	0.714
IMPA2	3.73	0.598
IMPA3	3.69	0.657
IMPA4	3.66	0.722
IMPA5	3.96	0.732
IMPA	3.83	0.473
IMPB6	3.91	0.714
IMPB7	3.82	0.625
IMPB8	3.81	0.652
IMPB9	3.75	0.785
IMPB10	3.77	0.743
IMPB	3.81	0.488
IMPC11	3.91	0.777
IMPC12	3.90	0.702
IMPC13	3.93	0.692
IMPC14	3.87	0.669
IMPC15	3.95	0.763
IMPC	3.91	0.545
IMPD16	3.91	0.659
IMPD17	3.95	0.649
IMPD18	4.11	0.725
IMPD19	4.06	0.771

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Descriptives

	Mean	SD
IMPD20	4.03	0.755
IMPD	4.01	0.444
IMP	3.89	0.393

SOP2

Correlation Matrix

		IMPA	IMPB	IMPC	IMPD	IMP
LAA	Pearson's r	0.145	0.247	0.245	0.116	0.238
	df	148	148	148	148	148
	p-value	0.076	0.002	0.003	0.157	0.003
LAB	Pearson's r	0.289	0.347	0.310	0.189	0.355
	df	148	148	148	148	148
	p-value	< .001	< .001	< .001	0.020	< .001
LAC	Pearson's r	0.234	0.366	0.283	0.252	0.353
	df	148	148	148	148	148
	p-value	0.004	< .001	< .001	0.002	< .001
LA	Pearson's r	0.266	0.386	0.336	0.225	0.379
	df	148	148	148	148	148
	p-value	0.001	< .001	< .001	0.006	< .001

Correlation Matrix

		LPA	LPB	LPC	LP
IMPA	Pearson's r	0.185	0.122	0.184	0.199
	df	148	148	148	148
	p-value	0.024	0.138	0.024	0.015
IMPB	Pearson's r	0.205	0.117	0.215	0.216
	df	148	148	148	148
	p-value	0.012	0.155	0.008	0.008
IMPC	Pearson's r	0.191	0.034	0.187	0.161
	df	148	148	148	148
	p-value	0.019	0.680	0.022	0.049
IMPD	Pearson's r	0.173	0.044	0.149	0.145
	df	148	148	148	148

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		LPA	LPB	LPC	LP
	p-value	0.034	0.593	0.069	0.077
IMP	Pearson's r	0.234	0.097	0.229	0.223
	df	148	148	148	148
	p-value	0.004	0.238	0.005	0.006

Correlation Matrix

		LPA	LPB	LPC	LP
LAA	Pearson's r	0.292	0.162	0.167	0.258
	df	148	148	148	148
	p-value	< .001	0.048	0.041	0.001
LAB	Pearson's r	0.294	0.032	0.027	0.149
	df	148	148	148	148
	p-value	< .001	0.699	0.739	0.069
LAC	Pearson's r	0.120	0.040	0.017	0.076
	df	148	148	148	148
	p-value	0.144	0.629	0.834	0.357
LA	Pearson's r	0.279	0.096	0.087	0.194
	df	148	148	148	148
	p-value	< .001	0.242	0.289	0.017

SOP3

Linear Regression

Model Fit Measures

				Overall Model Test			
Model	**R**	**R²**	**Adjusted R²**	**F**	**df1**	**df2**	**p**
1	0.194	0.0376	0.0311	5.79	1	148	0.017

Model Coefficients - LP

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	2.771	0.3709	7.47	< .001	
LA	0.231	0.0959	2.41	0.017	0.194

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SOP4

Moderation

Moderation Estimates

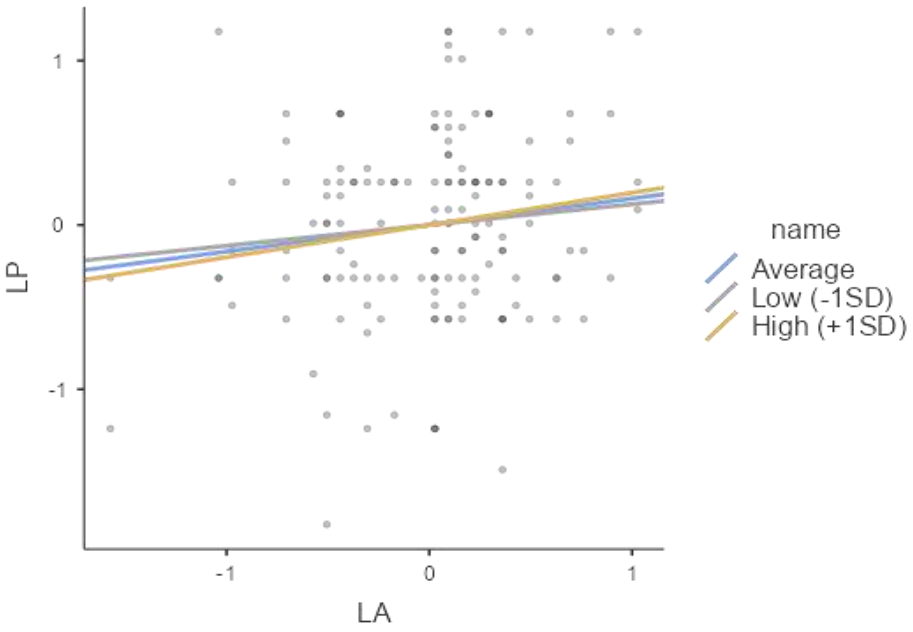
	Estimate	SE	Z	p
LA	0.1614	0.0975	1.654	0.098
IMP	0.2467	0.1461	1.688	0.091
LA ✻ IMP	0.0888	0.2823	0.315	0.753

Simple Slope Analysis

Simple Slope Estimates

	Estimate	SE	Z	p
Average	0.161	0.0971	1.662	0.097
Low (-1SD)	0.127	0.1371	0.923	0.356
High (+1SD)	0.196	0.1548	1.268	0.205

Note. shows the effect of the predictor (LA) on the dependent variable (LP) at different levels of the moderator (IMP)



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CURRICULUM VITAE



Name : GRACE W. DAGOHOY
Company : Department of Education
Company Address : E. Quirino Ave., Davao City

Academic Background

Graduate Level

Degree: Master of Arts in Education major in Social Studies
School: Holy Cross of Davao College, Inc.
Academic Year: 2024 – 2025

Degree: Teacher Certificate Program for Non-Education Professionals (TCPNEP) – Earning Units
School: Saint John Paul II College of Davao,Inc.
Academic Year: 2020

Tertiary Level

Degree: Bachelor of Science in Business Administration major in Marketing Management
School: Saint Peter's College of Toril,Inc.
Academic Year: 2007 - 2011

Secondary Level

School: Doña Carmen Denia National High School
Academic Year: 2002-2006

Primary Level

School: Don Juan Dela Cruz Central Elementary School
Academic Year: 1997-2002

Employment History

Title/Position: Teacher I
Institution: Crossing Bayabas National High School
Date of Employment: June 15, 2020

Title/Position: Laboratory Technician
Institution: Saint Peter's College of Toril, Inc.
Date of Employment: June 2013

Title/Position: Office Staff
Institution: Holy Cross of Mintal, Inc.
Date of Employment: June 2011

Eligibility/Licensure

Examination: Licensure Examination for Professional Teacher
Date Taken: October 02, 2022
Rating: 80.80

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Relevant Seminars and Conferences

Title:	MID-YEAR PERFORMANCE REVIEW AND EVALUATION
Date:	November 25-29, 2024
Venue:	Crossing Bayabas National High School