SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

MULTICULTURAL DIVERSITY MANAGEMENT AND EDUCATIONAL MANAGEMENT PRACTICES OF SCHOOL HEADS IN THE SCHOOLS DIVISION OF AURORA

Marilaya M. Agno[1], Mark Clester A. Rufino, PhD[2]
[1,2]*Nueva Ecija University of Science and Technology*

ABSTRACT

In this study, 43 public elementary and secondary schools in the Maria Aurora Districts, Schools Division of Aurora, were examined for their multicultural diversity management and educational management practices. The study used a descriptive-comparative quantitative research design to investigate how school heads' educational management practices and their multicultural diversity management relate to one another. The demographic profiles of respondents, multicultural diversity management, and educational management methods were all covered in the structured questionnaires that were sent to school heads, IPED coordinators, and SPTA officers. ANOVA, chi-square tests, weighted means, frequency counts, percentages, and Pearson correlation coefficients were among the statistical methods used to examine the data. Findings revealed that respondents represented diverse cultural and linguistic backgrounds, with Ilocano and Bago/Kankana-ey/Ibaloy ethnicities being most prominent. Multicultural diversity management across five key areas—content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture—was generally rated "Very Good," although gaps existed in inclusive assessments and consistent professional development. Similarly, educational management practices, although generally "Practised," lacked consistency and depth, especially in strategic leadership and inclusive curriculum integration. Statistical analyses showed no significant correlation between demographic variables and respondents' perceptions or practices. However, a strong positive correlation ($r = 0.70$, $p = 0.011$) was found between school heads' multicultural diversity management and their educational leadership practices, indicating that culturally responsive practices significantly enhanced overall school management. ANOVA results showed no significant differences in perceptions across respondent groups. The study culminated in a comprehensive, evidence-based action plan aligned with six Key Result Areas (KRAs), including curriculum development, inclusive leadership, governance, and community engagement. The proposed framework emphasized stakeholder collaboration, cultural integration, and institutional capacity-building to foster inclusive, respectful, and culturally responsive schools. These findings underscored the importance of embedding multiculturalism into educational leadership to support equitable, inclusive, and culturally relevant education for all learners.

KEYWORDS: *Multicultural Diversity Management, Educational Management Practices, Culturally Responsive Education, Inclusive Education*

1. INTRODUCTION

Education is not just about academics—it's a transformative force in multicultural societies, fostering respect, tolerance, equity, and preparing learners to be global citizens (UNESCO GCED).

In the Maria Aurora District, home to indigenous groups like the Egongots and Igorots alongside settlers, education is a key tool for equity and inclusion. It demands culturally responsive leadership and policies that honor diversity and unite communities (DepEd, 2015)

Philippine initiatives like MTB-MLE and IPEd embody the constitutional principle of "unity in diversity," safeguarding indigenous languages and culture while ensuring educational access (DepEd Order No. 62 s.2011; Order No. 32 s.2015; Briones, 2018).

Education is not just about academics—it's a transformative force in multicultural societies, fostering respect, tolerance, equity, and preparing learners to be global citizens (UNESCO GCED).

In the Maria Aurora District, home to indigenous groups like the Egongots and Igorots alongside settlers, education is a key tool for equity and inclusion. It demands culturally responsive leadership and policies that honor diversity and unite communities (DepEd, 2015).

Philippine initiatives like MTB-MLE and IPEd embody the constitutional principle of "unity in diversity," safeguarding indigenous languages and culture while ensuring educational access (DepEd Order No. 62 s.2011; Order No. 32 s.2015; Briones, 2018).

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

2. OBJECTIVES

This study aims to determine the influence of multicultural diversity management and educational management practices of school heads in the Maria Aurora Districts, Schools Division of Aurora, and serve as a plan of action.

Specifically, it seeks to answer the following questions:

1. How may the profile of the respondents be described in terms of:
   - 1.1. sex;
   - 1.2. ethnicity;
   - 1.3. language;
   - 1.4. religion;
   - 1.5. position;
   - 1.6. years in service, and;
   - 1.7. highest educational attainment;
2. How may the multicultural diversity management of school heads be described in terms of:
   - 2.1. content integration;
   - 2.2. knowledge construction process;
   - 2.3. prejudice reduction;
   - 2.4. equity pedagogy, and;
   - 2.5. empowering school culture and social structure
3. How may the educational management practices of school heads be described in terms of:
   - 3.1. leading strategically;
   - 3.2. focusing on teaching-learning;
   - 3.3. developing self and others, and;
   - 3.4. building connections.
4. Is there any significant relationship between the profile of the respondents and their description of the multicultural diversity management and their educational management practices?
5. Is there any significant relationship between the multicultural diversity management and the educational management practices of school heads?
6. Is there any significant difference between the responses of the school administrators, IPEd Coordinators, and SPTA Officers?
7. What course of action may be proposed based on the findings of the study?

3. METHODOLOGY

This study employed a descriptive method of research design to provide a comprehensive understanding of multicultural diversity in the educational management landscape. The study used a quantitative approach, specifically descriptive-comparative research design. As defined by Siedlecki (2020), descriptive-comparative research design, also known as comparative research or comparative analysis, is a methodological approach used in social sciences and other fields to compare two or more groups or variables to identify similarities, differences, patterns, or relationships between them.

3.1. Sampling Procedure

The data collection followed a systematic procedure illustrated in Figure 3. It began with the Preliminary Phase, where the researcher secured permission from the Schools Division Superintendent to ensure ethical compliance. In the Initial Contact, respondents were informed about the study's purpose and assured of confidentiality, with informed consent obtained through signed forms. Questionnaire Distribution and Retrieval followed, using various channels and reminders to ensure high response rates. Next, in the Data Verification and Validation phase, completed questionnaires were reviewed for accuracy and completeness, with follow-ups for missing data. Finally, in the Data Organization phase, validated responses were encoded, cleaned, and prepared for analysis.

3.2. Respondents

The study involved 43 school heads, 43 SPTA officers, and 43 IPEd coordinators from all elementary and secondary schools in Maria Aurora Districts. Using total population sampling—a purposive method suited for small, defined groups (Canonizado, 2021)—all respondents were included, with voluntary participation. Total enumeration ensured comprehensive data on how cultural diversity influences educational management. In multicultural schools, educators play a key role in creating inclusive environments that support academic success, respect, and collaboration across diverse backgrounds.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

4.RESULTS AND DISCUSSIONS

4.1. Profile of the Respondents

Most school heads (62.8%) are female, with diverse ethnicities—Ilocano (37.2%), Tagalog (34.9%), and IP groups (23.3%). The majority are Catholic (65.1%) or Born-Again Christians (32.6%) and hold advanced degrees, making them well-qualified for inclusive leadership. IP teachers are predominantly female (88.4%) from Bag-o/Kankanaey/Ibaloy groups (62.8%), with strong alignment to MTB-MLE. Most are Teacher III with 11–20 years' experience and pursuing graduate studies. SPTA officers are mostly Ilocano (58.1%), female (62.8%), Catholic (60.5%), and SPTA presidents (90.7%), though over half are in their first year of service.

4.2. Multicultural Diversity Management of School Heads

All five diversity management dimensions were rated Very Good, with Empowering School Culture highest (3.07) and Content Integration lowest (2.64). School heads rated themselves higher than IPEd coordinators and SPTA officers, revealing a perception gap. Training for bias reduction, culturally relevant materials, and teacher development were rated low, suggesting implementation gaps despite strong values of inclusion.

4.3. Educational Management Practices of School Heads

Practices were rated as Practised across domains, with Developing Self and Others rated highest (3.00). Building Connections scored well, though communication with diverse communities was weaker. Focusing on Teaching and Learning scored lowest (2.62), highlighting underdeveloped multicultural curriculum integration. Findings support the need for inclusive leadership and sustained teacher development.

4.4. Relationship Between the Profile of the Respondents and Their Description of the Multicultural Diversity Management and Educational Management Practices of School Heads

Demographic variables (sex, ethnicity, religion, education) showed no significant correlation with diversity or management ratings ($r = 0.001–0.234$, $p > 0.05$). This suggests that systemic and institutional factors, rather than individual traits, drive effective multicultural leadership, consistent with prior research.

4.5. Relationship Between the Respondents' Multicultural Diversity Management and Educational Management Practices of School Heads

A strong, significant correlation was found between multicultural diversity management and educational leadership practices ($r = 0.704$, $p = 0.011$), affirming that effective diversity management enhances school leadership. This supports frameworks like Banks' Multicultural Education and the PPSSH.

4.6. Difference Between the Responses of the School Heads, IPEd Coordinators, and SPTA Officers

SPTA officers gave the highest and most consistent ratings (mean = 2.91), while teachers and administrators scored lower and more varied. However, ANOVA results ($F = 2.252$, $p = 0.107$) showed no significant differences across groups, indicating generally aligned perceptions.

4.7. Proposed Plan of Action

The plan targets six KRAs: curriculum integration, inclusive environments, leadership, governance, capacity-building, and resource management. It promotes cultural pride, IP representation, inclusive policies, and professional development. Supported by DepEd Order No. 32 (2015), and frameworks like Pagkakasupeg (Bucal & Pawilen, 2025), the plan emphasizes equity, community engagement, and sustained multicultural education.

5. CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The respondent profiles in Maria Aurora Districts show a female-dominated educational workforce and parent leadership, with Ilocanos and Bag-o/Kankanaey/Ibaloy as the main ethnic groups. Ilocano and Tagalog languages prevail, and Catholicism influences school culture. Respondents hold balanced leadership roles, with school administrators and IPEd coordinators generally having higher education levels than SPTA officers.
2. Multicultural diversity integration is moderate but inconsistent. While inclusive environments and community engagement exist, multicultural resources, teacher training, and culturally sensitive assessments are lacking. Knowledge construction efforts face limited support, and prejudice reduction measures are unevenly applied. Equity pedagogy is recognized but inconsistently practiced, and professional development and community involvement need strengthening.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

3. Multicultural leadership is present but uneven across stakeholder groups. Strategic alignment and culturally responsive leadership training are weak, especially among IPEd coordinators and SPTA officers. Teaching practices lack sufficient multicultural content and assessment. Support systems are underused, and teacher preparedness for diverse classrooms is inadequate.

4. There is no significant relationship between respondents' demographic profiles and their perceptions or practices regarding multicultural and educational management, indicating individual traits do not influence engagement with multicultural education.

5. A strong positive correlation exists between effective multicultural management and good educational management, highlighting multicultural competence as a key aspect of overall educational leadership.

6. Perceptions of School Administrators, IP Coordinators, and SPTA Officers are generally aligned, showing consistent understanding and implementation of multicultural practices.

7. The Maria Aurora Districts demonstrate strong commitment to inclusive and culturally sensitive education through a comprehensive action plan integrating multicultural diversity into educational management.

REFERENCES

1. *Adams, D., & Velarde, J. M. (2020). Leadership in a culturally diverse environment: perspectives from international school leaders in Malaysia. Asia Pacific Journal of Education, 41(2), 323–335. https://doi.org/10.1080/02188791.2020.1732295*
2. *Arweck, E. (2017). Religion and Education: The Voices of Young People. Routledge.*
3. *Asuncion, R. E. L., & Follero, M. J. C. (2024). Implementation of National Indigenous People (IP) Education Policy Framework and the Level of Practice of Indigenous Knowledge System Practices (IKPS) in the CALABARZON Region. Ignatian International Journal for Multidisciplinary Research, 2(1), 391–420. https://doi.org/10.17613/ck5k-2s51*
4. *Babinski, L., Amendum, S., Carrig, M., Knotek, S., & Sanchez, M. (2025). Teaching young multilingual learners: impacts of a professional learning programme on teachers' practices and students' language and literacy skills. Journal of Multilingual and Multicultural Development, 1–20. https://doi.org/10.1080/01434632.2025.2472880*
5. *Balaba, R. J. (2023). Social Impact of Multicultural Education on Indigenous Secondary Learners of Caraga Region. https://doi.org/10.56648/aide-irj.v5i1.87*
6. *Banks, J. A. (2016). Cultural Diversity and Education: Foundations, Curriculum, and Teaching. New York: Routledge.*
7. *Banks, J. A., & Banks, C. A. M. (2020). Multicultural education: issues and perspectives (10th ed.). Intercultural Education, 31(4), 490–492. https://doi.org/10.1080/14675986.2020.1766194*
8. *Brooks, M. C. (2017).Southern Filipino school leaders and religious diversity: A typology.*
9. *International Journal of Educational Management, 31(5), 653–665. https://www.academia.edu/33928135*
10. *Brooks, M. C., & Brooks, J. S. (2018). Culturally (ir)relevant school leadership: Ethno-religious conflict and school administration in the Philippines. International Journal of Leadership in Education, 22(1), 6–29. https://doi.org/10.1080/13603124.2018.1503819*
11. *British Educational Research Association [BERA]. (2018). Ethical Guidelines for Educational Research(4thed.).https://www.bera.ac.uk/researchers-resources/publications/ethicalguidelines-for-educational-research-2018*
12. *Asuncion, J., & Follero, M. (2024). Assessment of the Indigenous Knowledge System and Practices (IKSPs) and the IPEd Policy Framework in the CALABARZON Region.*
13. *Del Castillo, F., Edara, I., Ching, G., Molino, J., Jacoba, R., & Castillo, C. (2023). Religiosity among Indigenous Peoples: A Study of Cordilleran Youth in the Philippines. Religions, 14(6), 751. https://doi.org/10.3390/rel14060751*
14. *Department of Education. (2015). DO 32, s. 2015 – Adopting the Indigenous Peoples Education Curriculum Framework.*
15. *Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice (3rd ed.). Teachers College Press.*
16. *Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). SuperVision and Instructional Leadership: A Developmental Approach (10th ed.).*
17. *Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research, 86(4), 1272–1311. https://doi.org/10.3102/0034654316630383*
18. *Ladson-Billings, G. (2021). The evolving role of culturally relevant pedagogy in teacher education. Journal of Teacher Education, 72(2), 159–172.*
19. *Le Kim, L., Tran, T., Le, H., & Trinh, L. T. (2020). A study on factors affecting school principals' competencies in Vietnam's mountainous provinces. Management in Education, 35. https://doi.org/10.1177/0892020620918254*
20. *Lindsey, R. B., Terrell, E. K., & Terrell, R. D. (2018). Culturally Proficient Leadership: The Personal Journey Begins Within (2nd ed.).*
21. *Llantos, E. (2021). Multicultural and diversity management in higher education institutions in the Philippines. International Journal of Management and Business Education Research, 2(11), 1275–1282.*
22. *McClintock, K., & Ku, H. (2024). Inservice teachers' experiences in intercultural competence professional development. Volume 12, Article 4. https://files.eric.ed.gov/fulltext/EJ1462512.pdf*
23. *Michael, S., Wolhuter, C. C., & van Wyk, N. (2012). The management of parental involvement in multicultural schools in South Africa: A case study. Center for Educational Policy Studies Journal, 2(1), 57–82. https://ojs.cepsj.si/index.php/cepsj/article/view/395*
24. *Middleton, F. (2023). The 4 types of reliability in research | Definitions & examples. https://www.scribbr.com/methodology/types-of-reliability/*
25. *Montenegro, E., & Jankowski, N. A. (2017). Equity and assessment: Moving towards culturally responsive assessment. https://files.eric.ed.gov/fulltext/ED574461.pdf*

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

26. *Moses, L. (2023). Multilingual representation matters: An in-depth analysis of translanguaging in "Dear Primo: A Letter to My Cousin". AJLL, 46, 285–300. https://doi.org/10.1007/s44020-023-00042-6*
27. *Mubaraq, Y., Hermaniar, Y., & Palupi, T. (2019). Teachers' role in handling multicultural classrooms: Overview on teaching strategies and media. ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 4, 25. https://doi.org/10.24235/eltecho.v4i1.4266*
28. *Munalim, L. O. (2020). Micro and macro practices of multicultural education in a Philippine university: Is it global integration ready?*
29. *Navas, E. A., Calinggangan, C. E., Rosete, J. J. G., Siyang, E. B., & Leano, A. J. (2023). A proposed Indigenous Peoples teacher education curriculum framework: Focused on some attributes of beginning teachers of Indigenous Peoples in the Philippines. Asian Journal on Perspectives in Education, 4(1), 17–31. https://ajpe.feu.edu.ph/index.php/ajpe/article/view/8481*
30. *Nieto, S. (2017). Re-imagining multicultural education: New visions, new possibilities. Multicultural Education Review, 9, 1–10. https://doi.org/10.1080/2005615X.2016.1276671*
31. *Nieto, S., & Bode, P. (2018). Affirming diversity: The sociopolitical context of multicultural education (7th ed.)*
32. *Tipan, S. J., Tuiza, J. T., Pabia, K. A., & Mojares, J. G. (2020). Faculty Awareness on Cultural Diversity of Learners: The Case of San Pedro National High School, Philippines. Asian Journal of Language, Literature and Culture Studies, 3(2), 20-30.*
33. *Tranquilan, T. (2020). The Implementation of Kindergarten Program in Multicultural Schools in Agusan Provinces, Philippines. JPAIR Institutional Research, 15(1), 20-38.*
34. *Tupas, R. (2014). Inequalities of multilingualism: challenges to mother tongue-based multilingual education. Language and Education, 29(2), 112–124. https://doi.org/10.1080/09500782.2014.977295.*
35. *Turney, S. (2024). Pearson Correlation Coefficient (r) | Guide & Examples. Retrieved from: https://www.scribbr.com/statistics/pearson-correlation-coefficient/#:~:text=The%20Pearson%20correlation%20coefficient%20(r,the%20relationship%20between%20two%20variables.&text=When%20one%20variable%20changes%2C%20the,changes%20in%20the%20same%20direction.*
36. *UNESCO Institute for Lifelong Learning (2024). Indigenous Knowledge Systems. Retrieved from: https://uil.unesco.org/indigenous-knowledge-systems*
37. *VanZandt, P.(2024). What is the Decision-Making Process? Definition, Steps, Examples, and Ethical Process. Retrieved from: https://ideascale.com/blog/what-is-the-decision-making-process/#:~:text=The%20decision-making%20process%20is%20a%20step-by-step%20approach%20used,and%20selecting%20the%20most%20appropriate%20course%20of%20action.*