

Social Identity and Human Diversity in Increasing Cross – Cultural Learning

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ABSTRACT

The study seeks to strengthen educational practices in culturally diverse settings and empower instructors to provide enriched learning experiences for students from diverse cultural backgrounds. This will be accomplished by evaluating different methods of classroom management, ensuring that teachers are in agreement, and addressing issues linked to student engagement and resolving conflicts. The study examines the concepts of social identity and cultural backgrounds in the Daet North District. The study utilizes a descriptive-inferential approach and includes a sample of 359 elementary school teachers that teach learners in grades 1-6 throughout the school year 2023-2024. The findings indicate that the student population in these classes exhibits a wide range of demographic characteristics. The teachers integrate the social identities and cultural backgrounds of the learners into their classroom management practices in order to promote learner participation and engagement and conflict resolution and cultural understanding. Consequently, these strategies exhibit a clear and evident alignment. One of the issues faced by teachers was the need for intervention. As a result, the “Cultural Competence: An Inclusive Classroom Guide” was created to improve teachers’ capacity to provide better chances for learners from diverse cultural backgrounds. The study emphasizes the significance of inclusion and fairness in educational opportunities, as well as the teachers’ emphasis on inclusivity and empowering the students. It is recommended to prioritize providing focused training guide to enhance cultural competence, fostering collaboration among educators, and implementing comprehensive strategies and support systems to effectively address classroom management concerns. The study suggests that educators should utilize tools like the output of the study to acquire the necessary skills to successfully negotiate cultural diversity and promote inclusivity in education.

Keywords: Social identity, Human Diversity, Cultural diversity, Classroom management

INTRODUCTION

Ensuring universal education is not just a moral need but also a legal requirement that is backed by international accords and national legislation. The dedication to providing education that is easily accessible and fair is firmly established in documents such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child, supported by provisions in the 1987 Philippine Constitution. Recognizing social identity and human diversity promotes the creation of inclusive learning settings, which are essential for fostering cross-cultural understanding. Research highlights the crucial importance of teachers in efficiently managing classrooms with varied learner populations, with a focus on cultural competence and responsive teaching strategies. The impact of effective classroom management on learner

participation and engagement and conflict resolution and cultural understanding underscores the necessity of equipping teachers with essential skills. The objective of this study conducted in the Schools Division of Camarines Norte was to assess social identity and human diversity in the said division, with a focus on fostering cross-cultural learning. The findings of this research provide significant insights that can contribute to educational enhancements.

Specifically, this study answered the following questions:

A. What are the social identities and cultural backgrounds of the elementary classes in Daet North District, as to:

1. religious affiliation,
2. class size,
3. spoken mother tongue, and
4. cultural events participation?

B. What are the teachers' classroom management approaches in the Daet North District considering the influence of learners' social identities and cultural backgrounds, in both:

1. Learner participation and engagement
2. conflict resolution and cultural understanding

C. Is there a significant concordance among the classroom management approaches used by teachers in Daet North District?

D. What are the challenges in the classroom management approaches in terms of:

1. learner participation and engagement
2. conflict resolution and cultural understanding

E. What intervention can be developed to further empower teachers in providing enhanced learning experiences for learners from diverse cultural backgrounds?

METHODS

The study utilized a descriptive-inferential research approach to investigate social identity, cultural diversity, and classroom management in elementary schools in Daet North District. The participants in the study were 359 teachers who taught grades 1-6 during the academic year 2023-2024 in Daet North District. They were recruited using a method called total enumeration, which means that all eligible teachers were included in the study. The main research tool used was a carefully designed researcher-developed questionnaire, which was tested and shown to be reliable and valid. The statistical analysis of the data included conducting frequency counts, calculating percentages, and using inferential statistics such as the Kendall coefficient of concordance. This study was facilitated by using SPSS Version 28 for data analysis and interpretation.

RESULTS AND DISCUSSIONS

Social identities and Cultural Backgrounds of the Elementary Classes in Daet North District. The social identities and cultural backgrounds of elementary classes in Daet North District vary across religious affiliation, class size, spoken mother tongue, and cultural events participation.

a. Religious Affiliations. Recognizing the religious affiliations within elementary classes in Daet North District is crucial for fostering inclusive educational environments. Religion shapes learners’ identities and interactions, influencing classroom dynamics and cultural understanding. By acknowledging and respecting religious diversity, educators can create learning spaces that promote mutual respect and dialogue among learners of various faith backgrounds.

Understanding the religious affiliations within elementary classes in Daet North District not only fosters inclusivity but also promotes cultural awareness and sensitivity among learners. Acknowledging the diverse religious backgrounds of learners enables educators to tailor instructional approaches and curriculum content to accommodate varying beliefs and practices. Moreover, it provides opportunities for learners to learn from each other and develop empathy and tolerance towards individuals with different religious perspectives. Table 1 that follows shows the social identities and cultural backgrounds of the elementary classes in Daet North District as to religious affiliations.

Table 1: Social Identities and Cultural Backgrounds of the Elementary Classes in Daet North District as to Religious Affiliations

Religious Affiliation	Schools															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total	Rank
	F	f	f	f	F	F	F	f	f	f	f	f	F	F		
RC	10	19	15	35	120	15	9	9	36	15	3	26	17	23	352	1
IK	2	5	1	8	17	8	1	1	10	4	2	5	3	3	70	2
BA	2	2	2	5	12	5	3	5	8	5	2	5	5	5	66	3
CJC	1	1	0	4	6	2	0	0	4	2	0	3	2	1	26	4
DD	0	5	0	0	4	0	0	0	3	0	0	2	0	0	14	5
SDA	0	1	0	2	3	0	0	0	2	1	0	0	1	1	11	6
JW	1	1	1	1	1	1	1	0	0	1	0	1	1	1	11	6
I	3	0	0	0	3	0	0	0	0	0	0	0	0	0	6	8
AY	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	9
Total	19	34	20	55	165	32	14	15	63	28	7	42	29	34	558	

Legend:

RC	Roman Catholic
IK	Iglesia ni Kristo
BA	Norn Again
CJC	Church of Jesus Christ of Latter-day Saints
SDA	Seventh- Day Adventist
JW	Jehova’s Witnesses
I	Islam
AY	Assemblies of Yahweh

As depicted in Table 1, within the elementary schools of Daet North District, the prevailing religious affiliation is Roman Catholic, revealing a frequency of 352 among the classes surveyed. Conversely, the Assemblies of Yahweh garnered the least frequency at 2. It is noteworthy that a total of 558 responses were collected, as the question allowed for multiple response, reflecting the cumulative count of religious affiliations across all classes surveyed.

The substantial prevalence of Roman Catholic affiliation, as evidenced by its frequency of 352 among the classes surveyed in Table 1, underscores the dominant religious landscape within elementary schools in Daet North District. This suggests a significant influence of Catholicism on the cultural and social fabric of the community, potentially shaping educational practices and interactions within the classroom. Conversely, the notably lower frequency of Assemblies of Yahweh affiliation, with only 2 instances, highlights the diversity of religious beliefs present but less pronounced within the district.

Interpreting the data reveals insights into the religious composition of elementary classes in Daet North District and its implications for fostering inclusive educational environments. The prevalence of Roman Catholic affiliation suggests a need for educators to be cognizant of Catholic teachings, practices, and traditions to effectively accommodate the religious needs and sensitivities of learners. Additionally, the presence of diverse religious affiliations, although less common, underscores the importance of promoting religious tolerance, understanding, and respect among learners to cultivate a harmonious and inclusive learning environment. Moreover, acknowledging and embracing religious diversity in the classroom presents opportunities for learners to engage in meaningful dialogue, celebrate cultural differences, and foster empathy and mutual respect.

The implications of these findings extend to educational policy and practice, highlighting the importance of promoting religious diversity and inclusion within elementary schools in Daet North District. Educators and policymakers can leverage these insights to develop strategies and initiatives aimed at promoting religious tolerance, understanding, and respect among learners. This may involve integrating religious education and cultural awareness programs into the curriculum, fostering interfaith dialogue and collaboration, and providing professional development opportunities for educators to enhance their cultural competence and sensitivity. By embracing religious diversity as a cornerstone of inclusive education, schools can create learning environments that celebrate the richness of religious traditions and promote unity amidst diversity, ultimately fostering positive social cohesion and academic success among learners.

Several studies in the field of multicultural education and religious diversity offer insights relevant to understanding the social identities and cultural backgrounds of learners in educational settings. For instance, a study by Chaves Haracemiv and Branco (2018) investigated the impact of religious diversity on classroom dynamics and student engagement, highlighting the importance of creating inclusive learning environments that accommodate diverse religious perspectives (Chaves Haracemiv and Branco, 2018). Additionally, Ysseldyk et al (2020) explored the role of religious identity in shaping learners' social interactions and academic experiences, emphasizing the need for educators to recognize and respect learners' religious beliefs and practices (Ysseldyk et al, 2020).

b. Class Size. One fundamental aspect of understanding the social identities and cultural backgrounds within the elementary classes of Daet North District is examining the variation in class sizes. Class size plays a pivotal role in shaping the dynamics of interaction, engagement, and learning experiences among learners. By examining the spectrum of class sizes within Daet North District, the research can gain valuable insights into the complexities of social identity and cultural backgrounds within elementary classrooms, setting the stage for a deeper exploration of their implications for cross-cultural learning.

Table 2: Social Identities and Cultural Backgrounds of the Elementary Classes in Daet North District as to Class Size

Class Size	Schools														Total	Rank
	A	B	C	D	E	F	G	H	I	J	K	L	M	N		
	f	f	f	f	F	F	F	F	f	f	f	F	F	F		
61 & above	0	0	0	2	1	0	0	1	0	0	0	0	0	0	4	6
51 – 60	0	0	0	0	11	0	0	2	2	1	0	2	1	1	20	4

41 – 50	2	2	0	0	12	0	2	1	2	0	0	0	0	21	3	
31 – 40	3	2	4	8	55	1	2	2	6	4	3	3	6	7	106	2
21 – 30	6	14	10	24	44	12	5	3	25	10	0	20	10	14	197	1
20 & below	0	1	1	1	0	2	0	0	1	1	0	1	1	2	11	5
Total	11	19	15	35	123	15	9	9	36	16	3	26	18	24	359	

As shown in Table 2, elementary schools in Daet North District, the majority of classes have a size of 21 – 30 learners, with a frequency of 197. This suggests that a significant portion of classrooms in the district falls within this size range, indicating a commonality in student-teacher ratios. On the other hand, the class size of 61 and above receives the lowest frequency of 4 among the 359 total respondents, indicating that fewer classrooms in the district cater to larger learner populations. This trend suggests variations in class sizes across schools in Daet North District, with smaller classes being more prevalent than larger ones, potentially impacting teaching methodologies and classroom dynamics.

The predominance of classes with 21 – 30 learners in elementary schools across Daet North District, as indicated by the frequency of 197, reflects a common trend in classroom composition, implying a standardization of student-teacher ratios within the district. This consistency in class size suggests a deliberate effort to maintain manageable classroom populations, facilitating more personalized instruction and student engagement. Conversely, the notably lower frequency of classes with 61 learners and above, with only 4 total respondents, highlights a scarcity of larger classrooms within the district. This could potentially signify challenges in accommodating larger student populations or reflect a preference for smaller, more intimate learning environments.

Interpreting the data reveals insights into the distribution of class sizes and their potential impact on educational practices within Daet North District. The prevalence of classes with 21 – 30 learners suggests a balance between classroom capacity and instructional effectiveness, allowing teachers to provide individualized attention and support to learners. Conversely, the scarcity of larger classes may pose challenges in managing diverse student needs and fostering collaborative learning experiences. Moreover, variations in class sizes across schools underscore the importance of considering context-specific factors, such as school infrastructure and community demographics, in educational planning and resource allocation.

The implications of these findings extend to educational policy and practice, highlighting the need for strategic interventions to optimize class size distribution and enhance teaching and learning experiences. Schools may benefit from tailored strategies to address the challenges associated with both smaller and larger class sizes, such as implementing differentiated instructional approaches and leveraging technology to support personalized learning. Furthermore, policymakers should prioritize investments in infrastructure and staffing to ensure equitable access to quality education for all learners, regardless of class size. By addressing the distinct dynamics of class size distribution, educational stakeholders can work towards fostering inclusive and supportive learning environments that promote student success and well-being in Daet North District.

Several studies in the field of educational psychology and classroom management provide insights relevant to understanding the relationship between class size and social identity. This was confirmed in the study by Blatchford and Russell conducted a meta-analysis of class size effects on student achievement, highlighting the importance of considering both quantitative and qualitative aspects of class size in educational research (Blatchford and Russell, 2020). Additionally, Thornberg et al investigated the impact of class size on teacher-student relationships and classroom dynamics, emphasizing the role of class size in shaping student engagement and academic performance (Thornberg et al, 2022). Furthermore, a study by Thng (2018) explored the influence of class size on student perceptions of social belonging and classroom climate, underscoring the importance of class size in fostering a sense of community and inclusion among learners.

These studies contribute to our understanding of the complex interactions between class size, social identity, and educational outcomes, providing valuable insights for informing policy and practice in elementary education.

c. Spoken Mother Tongues. The spoken mother tongue serves as a foundational aspect of learners’ cultural identities, shaping their communication styles, cognitive development, and sense of belonging within the classroom. Table 3 shows the social identities and cultural backgrounds of the elementary classes in Daet North District as to spoken mother tongue.

Table 3: Social Identities and Cultural Backgrounds of the Elementary Classes in Daet North District as to Spoken Mother Tongue

Spoken Mother Tongue	Schools														Total	Rank
	A	B	C	D	E	F	G	H	I	J	K	L	M	N		
	f	f	f	f	F	f	f	f	f	f	f	F	f	F		
Tagalog	11	19	15	34	116	14	9	9	35	16	3	25	16	23	345	1
Bicol	5	7	5	5	68	8	4	5	28	8	1	10	9	9	172	2
English	0	0	0	1	3	0	0	0	2	0	0	1	0	0	7	3
Total	16	26	20	40	187	22	13	14	65	24	4	36	25	32	524	

As depicted in Table 3, within the elementary schools of Daet North District, Tagalog emerges as the predominant spoken mother tongue, revealing a notable frequency of 345 instances. Conversely, English appears with the least frequency, totaling only 7 occurrences. It is essential to note that the data encompass a comprehensive total of 554 responses. This inclusivity is due to respondents being allowed to provide multiple responses, acknowledging the varied and multiple spoken mother tongues among learners in their classes.

The prevalence of Tagalog as the predominant spoken mother tongue among learners in the elementary schools of Daet North District, as evidenced by its notable frequency of 345 instances in Table 3, highlights a significant aspect of linguistic diversity within the educational landscape. This observation is particularly intriguing considering Daet’s status as a Bikol-speaking town, suggesting a noteworthy preference for Tagalog among families or homes from which learners originate. The prominence of Tagalog in classroom settings underscores its role as the primary mode of communication among learners, shaping their interactions and educational experiences. Conversely, the minimal occurrence of English, with only 7 instances, prompts a distinct interpretation of language dynamics within Daet North District’s elementary schools. Given that English is often introduced as a secondary language for learners in this context, its limited presence underscores its status as a language of instruction rather than a primary spoken language.

This observation underscores the importance of considering the linguistic backgrounds and preferences of learners in shaping educational practices and language policies within the district.

The predominance of Tagalog as the primary spoken mother tongue among learners in Daet North District’s elementary schools suggests a strong influence of familial and societal language preferences on learners’ linguistic development and classroom interactions. This observation underscores the importance of acknowledging and valuing learners’ linguistic backgrounds and promoting cultural inclusivity within educational settings. Furthermore, it emphasizes the need for educators to implement strategies that support language diversity and facilitate effective communication among learners from different linguistic backgrounds.

Moving forward, the findings regarding language dynamics in Daet North District’s elementary schools have several implications for educational policy and practice. Firstly, they highlight the importance of

providing comprehensive language support programs that cater to the diverse linguistic needs of learners, including bilingual education initiatives and language enrichment activities. Additionally, these findings underscore the significance of professional development opportunities for teachers to enhance their skills in addressing language diversity in the classroom effectively. Moreover, fostering a culturally responsive learning environment that values and respects learners’ linguistic backgrounds can contribute to positive learning outcomes and promote inclusive educational experiences for all learners in Daet North District’s elementary schools.

Several studies in the field of language education and multiculturalism offer insights relevant to understanding the social identities and cultural backgrounds of learners based on spoken mother tongue. For example, a study by Skuka and Murtezani (2023) explored the impact of bilingual education programs on learners’ academic achievement and cultural identity, highlighting the importance of incorporating learners’ mother tongues into the curriculum. Additionally, Noormohamadi (2019) investigated the role of spoken mother tongue in shaping learners’ sense of belonging and academic engagement, emphasizing the need for culturally responsive teaching practices. Furthermore, a meta-analysis by Bredtmann et al., (2021) examined the effects of language diversity on classroom dynamics and student outcomes, providing insights into effective strategies for promoting linguistic inclusivity in educational settings. These studies contribute to our understanding of the complex interplay between spoken mother tongue, social identity, and educational experiences, informing practice and policy in language education.

d. Cultural Participation. Engaging in cultural events also promotes social cohesion and mutual understanding among diverse communities. By coming together to celebrate shared cultural practices and traditions, people from different backgrounds can build bridges of empathy and respect, fostering a sense of unity and belonging. Additionally, cultural events often serve as platforms for intercultural exchange, allowing individuals to learn from one another’s customs, beliefs, and perspectives. This exchange not only enriches personal experiences but also contributes to the promotion of cultural diversity and tolerance within society. Table 4 shows the social identities and cultural backgrounds of the elementary classes in Daet North District as to cultural events participation.

Table 4: Social Identities and Cultural Backgrounds of the Elementary Classes in Daet North District as to Cultural Events Participation

Cultural Events Participation	Schools															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total	Rank
	f	f	f	f	f	f	F	f	f	f	f	F	F	F		
YES	9	16	11	33	120	14	7	8	34	16	3	25	17	24	337	1
NO	2	3	4	2	3	1	2	1	2	0	0	1	1	0	22	2
Total	11	19	15	35	123	15	9	9	36	16	3	26	18	24	359	

It is evident that the majority of elementary classes in Daet North District participate in cultural events, with a total of 337 instances indicating “Yes” responses. Conversely, a smaller number of classes, totaling 22 instances, reported “No” responses to cultural event participation. This data suggests a widespread engagement in cultural activities across the district’s elementary schools.

The variety of cultural and social events cited by respondents indicates the multifaceted nature of cultural identities within elementary classes in the Daet North District. Participation in events such as Buwan ng Wika, Ramadan, and Festivals signifies the celebration of specific cultural and religious traditions, while activities like Anti-Bullying Campaigns and Tree Planting demonstrate a commitment to social causes and environmental stewardship. Additionally, events such as Family Day and Intramurals promote familial bonds and healthy competition, contributing to the overall well-being of learners and their families.

Understanding the cultural significance of these events provides insights into the values and beliefs that shape the social fabric of the community.

The findings underscore the importance of incorporating cultural events and traditions into the educational experience of elementary classes in the Daet North District. By actively participating in cultural celebrations and social activities, learners can develop a deeper appreciation for their cultural heritage, build connections with peers from diverse backgrounds, and cultivate a sense of belonging within the school community. Educators and policymakers should prioritize the integration of cultural events into the curriculum and extracurricular activities, ensuring that learners have opportunities to engage with and learn from diverse cultural perspectives.

Several studies in the field of cultural education and community engagement offer insights relevant to understanding the social identities and cultural backgrounds of learners in educational settings. A study by Coleman et al., (2021) examined the impact of cultural events participation on learners’ sense of belonging and academic achievement, highlighting the positive effects of incorporating cultural celebrations into the school calendar. Additionally, El-Asri and El Karfa (2024) explored the role of cultural exchange programs in promoting intercultural understanding and cooperation among learners, emphasizing the importance of experiential learning in multicultural settings. Furthermore, a meta-analysis by Saracosti et al., (2019) investigated the effects of family involvement in cultural events on learners’ socio-emotional development and academic success, providing insights into effective strategies for fostering cultural inclusivity in educational settings. These studies contribute to our understanding of the complex interplay between cultural events participation, social identity, and educational outcomes, informing practice and policy in cultural education.

Teachers’ Classroom Management Approaches in the Schools Division of Camarines Norte Considering the Influence of Learners’ Social Identities and Cultural Backgrounds.

The classroom management practices employed by teachers in the Schools Division of Camarines Norte take into account the impact of learners’ social identities and cultural backgrounds on their participation, engagement, conflict resolution, and cultural comprehension.

a. Learner Participation and Engagement. This exploration delves into the intricate dynamics of learner participation and engagement, critical aspects that underpin effective teaching methodologies. It emphasizes the importance of understanding how educators navigate the influence of learners’ social identities and cultural backgrounds on their involvement and engagement. Insights into these dynamics are crucial for fostering inclusive learning environments. Recognizing and valuing each learner’s unique perspectives and identities is foundational for creating a space where everyone feels acknowledged and empowered to participate actively. Table 5 shows the Teachers’ Classroom Management Approaches in Daet North District Considering the Influence of Learners’ Social Identities and Cultural Backgrounds in Learner Participation and Engagement as ranked by the respondents based on the maximum action they take.

Table 5: Teachers’ Classroom Management Approaches in the Daet North District Considering the Influence of Learners’ Social Identities and Cultural Backgrounds in Learner Participation and Engagement

Learner Participation and Engagement	Sum of Ranks	Rank
The teacher encourages all pupils to actively participate in classroom discussions and activities.	1295	5
The teacher provides opportunities for pupils to share their unique perspectives and experiences during class.	1193	4

The teacher employs diverse teaching methods to cater to different learning styles and preferences.	956	2
The teacher fosters a positive and inclusive classroom environment that values each student’s input.	1013	3
The teacher uses inclusive language and examples that resonate with pupils from various cultural backgrounds.	928	1

Among the indicators “The teacher encourages all learners to actively participate in classroom discussions and activities” received a sum of rank of 1295, while “The teacher uses inclusive language and examples that resonate with learners from various cultural backgrounds” received a sum of rank of 928.

The placement of the indicator with sum of rank of 928 underscores a potential oversight in recognizing and accommodating the diverse cultural identities present within the group of learners. While the top-ranked indicator with the sum of rank of 1295, highlights the significance of student engagement, the lower ranking of inclusive language and examples indicates a possible gap in addressing the cultural sensitivities and experiences of all learners. This suggests a critical need for a more distinct and culturally responsive approach to classroom management, one that transcends mere participation to encompass a deeper understanding and appreciation of students’ diverse backgrounds.

It becomes evident that several underlying factors may be at play. This ranking could reflect a lack of awareness or training among teachers regarding the importance of culturally relevant pedagogy and its profound impact on student engagement and academic success. Additionally, it may signify broader systemic challenges within the educational framework, such as limited resources or support for implementing culturally responsive practices. This interpretation underscores the pressing need for targeted interventions and professional development initiatives aimed at equipping educators with the requisite knowledge and skills to effectively address the cultural diversity within their classrooms.

The implications of this extend far beyond the realm of classroom management, encompassing broader educational equity and inclusivity concerns. A low ranking in this indicator signals a missed opportunity to foster a more inclusive and culturally responsive learning environment, where all students feel valued, understood, and empowered to succeed. Addressing this disparity necessitates a concerted effort at the individual, institutional, and policy levels to prioritize diversity, equity, and inclusion in educational practices and policies. By elevating the importance of culturally responsive teaching strategies and providing support and resources to facilitate their implementation, educational stakeholders can work towards cultivating a more equitable and inclusive educational landscape for all learners.

A study by Garcia et al. (2020) investigated the role of culturally responsive teaching in promoting student participation and fostering a sense of belonging in the classroom. This study provides critical insights into how valuing diverse perspectives and cultural backgrounds can enhance learner engagement and success. These findings underscore the significance of considering learners’ social identities and cultural backgrounds in designing instructional practices that promote equitable participation and engagement, advocating for a more inclusive approach to classroom management.

b. Conflict Resolution and Cultural Understanding. Examining teachers’ classroom management approaches in the Daet North District within the context of conflict resolution and cultural understanding provides valuable insights into the dynamics of education in culturally diverse settings. Conflict resolution and cultural understanding are integral aspects of effective classroom management, as they contribute to creating a harmonious and inclusive learning environment. Table 6 shows the Teachers’ Classroom Management Approaches in the Daet North District Considering the Influence of Learners’ Social Identities and Cultural Backgrounds in Conflict Resolution and Cultural Understanding as ranked by the respondents based on the maximum action they take.

Table 6: Teachers’ Classroom Management Approaches in the Daet North District Considering the Influence of Learners’ Social Identities and Cultural Backgrounds in Conflict Resolution and Cultural Understanding

Conflict Resolution and Cultural Understanding	Sum of Ranks	Rank
The teacher effectively addresses conflicts that may arise among pupils related to cultural differences.	1093	3
The teacher promotes open communication about cultural differences and encourages dialogue among pupils.	1190	5
The teacher provides guidance on how to respect and appreciate each other’s cultural backgrounds.	1119	4
The teacher actively seeks to understand the cultural backgrounds of their pupils.	995	2
The teacher facilitates activities that promote cultural understanding and unity among pupils.	988	1

The table shows that the indicator “The teacher promotes open communication about cultural differences and encourages dialogue among learners” received a sum of rank of 1190, while the indicator “The teacher facilitates activities that promote cultural understanding and unity among learners” received a sum of rank of 988.

The placement of the indicator with sum of rank of 988 about classroom management approaches in Daet North District suggests a divergence from actively prioritizing structured initiatives aimed at fostering cultural understanding and unity within the class. While the top-ranking indicator with 1190 sum of rank acknowledges the importance of addressing cultural diversity, the lower ranking of activities promoting cultural understanding raises questions about the depth of commitment to fostering cross-cultural interactions. This underscores the need for a more deliberate and concerted effort to integrate activities that promote cultural understanding and unity into the classroom environment, fostering an inclusive and harmonious atmosphere conducive to holistic student development.

These reveal potential underlying factors. It may indicate a lack of awareness among educators regarding the tangible benefits of structured activities aimed at nurturing cultural understanding and unity. Additionally, it could reflect systemic challenges within the educational system, such as limited resources or institutional barriers hindering the implementation of such initiatives. This interpretation highlights the importance of addressing these underlying issues to effectively promote cultural understanding and unity among learners, thereby enriching the educational experience and fostering a sense of belonging and mutual respect among all learners.

Its implications extend beyond the immediate context of classroom management to encompass broader considerations of educational equity and inclusivity. A lower ranking in this indicator signals a missed opportunity to cultivate a school culture that values and celebrates diversity, potentially impeding efforts to promote social cohesion and intercultural understanding among learners. Addressing this discrepancy necessitates a holistic approach, encompassing professional development for educators, community engagement initiatives, and policy reforms aimed at embedding cultural competence into educational practices. By prioritizing activities that foster cultural understanding and unity, educational stakeholders can work towards creating more inclusive and cohesive learning environments where all learners feel empowered to thrive academically, socially, and culturally.

Several studies in the field of education and intercultural communication offer insights relevant to understanding conflict resolution and cultural understanding in the classroom. For example, a study by Beelmann and Lutterbach (2020) explored the effectiveness of conflict resolution training programs in

promoting positive intergroup relations and reducing prejudice among learners. Additionally, Ruschak (2021) investigated the impact of culturally responsive teaching practices on learners’ cultural understanding and empathy development, highlighting the importance of culturally relevant instruction in fostering intercultural competence. Furthermore, a meta-analysis by Coleman et al (2021) examined the relationship between teacher cultural competence and student outcomes, providing insights into the role of teacher training in promoting cultural understanding and inclusivity in the classroom. These studies contribute to our understanding of effective strategies for promoting conflict resolution and cultural understanding in educational settings, informing practice and policy in Daet North District.

Significant concordance among the classroom Management approaches used by teachers in Daet North District.

The inquiry into the presence of significant concordance among classroom management approaches employed by teachers in Daet North District delves into the cohesive alignment and consistency of strategies utilized within educational settings. This investigation seeks to discern patterns of agreement and coherence among educators in their methodologies for facilitating learning environments. By examining the degree of concordance among teachers’ approaches, we aim to unveil the shared practices and principles that underpin classroom management within Daet North District, offering valuable insights into the collaborative efforts aimed at fostering effective teaching and learning experiences. Table 7 that follows shows the test of the significant concordance among the classroom management approaches used by teachers in Daet North District.

Table 7: Test for Significant Concordance among the Classroom Management Approaches Used by Teachers

Classroom Management Approaches	Kendall’s W	p-value	Remarks	Interpretation of W
Learner Participation and Engagement	.079**	.000	Significant	Slight Agreement
Conflict Resolution and Understanding	.023**	.000	Significant	Slight Agreement

***Significant correlated @ 0.41 level*

The test for significant concordance on the classroom management approaches by teachers along with learner participation and engagement and conflict resolution and understanding were tested using Kendall’s Coefficient of Concordance (W). The table below reveals that the learner’s participation and engagement (W=.079, p-value=.000) and conflict resolution and understanding (W=.023, p-value=.000) at 0.01 level obtained significant agreement. It can be observed on the coefficients of W, that there is a slight agreement on how the respondents ranked the variables under classroom management approaches.

Though an agreement exists on how the teachers ranked the indicators in the classroom management approaches, such can be described as very minimal agreement. While there is a slight agreement in the variables considered, still there is a significant concordance due to the p-value being less than that of 0.001 level. Hence, the hypothesis that there is no significant concordance among the classroom management approaches by teachers will be rejected.

The examination of significant concordance among classroom management approaches in Daet North District reveals an understanding of the alignment and consistency in strategies used by teachers. Despite slight agreement in the rankings for learner participation, engagement, conflict resolution, and cultural understanding, this agreement signifies a noteworthy alignment in prioritizing these crucial components for effective teaching.

The findings suggest that while teachers’ perceptions vary, there is a collective effort to address these key

aspects of classroom management, highlighting a commitment to fostering inclusive and supportive learning environments. The significant W values and p -values indicate that the observed agreement, although minimal, holds statistical significance, reinforcing the validity of the findings and rejecting the null hypothesis of no significant concordance among classroom management approaches.

From an interpretative standpoint, the slight agreement in rankings implies that while teachers may approach classroom management differently, there is a shared recognition of the importance of learner participation, engagement, conflict resolution, and cultural understanding. This underscores the complexity of classroom dynamics and the need for tailored approaches to accommodate diverse student needs and backgrounds. The statistical significance of the concordance tests provides a foundation for further exploration and analysis of classroom management practices in the district.

The implications of these findings extend to both educational practice and policy formulation. They emphasize the importance of fostering collaborative platforms and professional development initiatives to enhance teachers' understanding and implementation of effective classroom management strategies. The slight agreement underscores the need for ongoing dialogue among educators to refine practices and adapt to evolving learner needs. Furthermore, at the policy level, the recognition of significant concordance highlights the importance of incorporating evidence-based insights into decision-making processes, guiding the development of targeted interventions and support initiatives aimed at fortifying effective teaching practices and promoting positive learning outcomes district-wide. Through strategic investments in professional development and collaborative efforts, educational stakeholders can leverage this concordance to drive meaningful improvements in teaching and learning, ultimately enhancing education quality in Daet North District.

The study's findings reveal a significant yet slight agreement among respondents on classroom management approaches concerning learner participation, engagement, conflict resolution, and understanding. This minimal agreement indicates that teachers have relatively different perceptions of these indicators, but the significant concordance observed means the hypothesis that there is no significant agreement among teachers can be rejected. This aligns with Grzegorzewski's (2006) research, which highlights the use of Kendall's Coefficient of Concordance to measure agreement levels in various contexts, demonstrating its applicability and relevance in assessing concordance among multiple rankings (Grzegorzewski, 2006).

Challenges in the Classroom Management Approaches.

The challenges within classroom management approaches, especially regarding learner participation and engagement, and conflict resolution alongside cultural understanding, provide a deeper understanding of the multifaceted nature of educational settings. Educators encounter various obstacles in cultivating active engagement among learners, ranging from disinterest and distractions to varying learning styles and preferences.

a. Learner Participation and Engagement. Inquiry into the challenges faced in classroom management approaches concerning learner participation and engagement is paramount for fostering effective teaching practices. As educators strive to create inclusive learning environments, understanding the hurdles hindering student involvement is essential for devising strategies to overcome them. This investigation delves into the various obstacles encountered by teachers in promoting active engagement and participation among learners, shedding light on key areas where improvements and interventions are needed to enhance the overall learning experience. Learner participation and engagement are integral components of effective classroom management, crucial for fostering meaningful learning experiences and academic success. Table 8 shows the challenges in the classroom management approaches in terms of learner participation and engagement as revealed by the respondents.

The top challenge highlights the significant obstacles teachers face in creating an inclusive and engaging classroom environment. The widespread nature of this challenge suggests that many educators struggle with managing large, diverse classrooms, indicating a critical need for targeted strategies and support to address this problem effectively.

The data reveals that in large classroom settings, students often struggle to interact effectively, which can hinder their collaborative learning experiences. This challenge is compounded when students come from various cultural backgrounds, as teachers must navigate and bridge diverse perspectives and communication styles. The prominence of this issue suggests that many teachers may feel unprepared or lack the resources to manage such dynamics effectively, highlighting a gap in current teaching practices and support systems.

The findings imply that educational institutions need to prioritize strategies and training that equip teachers to handle large, diverse classrooms more effectively. Professional development programs should focus on techniques for fostering interaction and collaboration among students, regardless of class size or cultural differences. Additionally, schools may need to consider structural changes, such as reducing class sizes or providing more support staff, to help teachers manage these challenges. Addressing this issue is crucial for promoting an inclusive educational environment that supports all learners' participation and engagement.

A related study supporting these findings is by Sorcinelli (2002), which examines the challenges teachers face in large classrooms, particularly regarding student interaction and cultural diversity. The study highlights that large class sizes often lead to reduced student engagement and interaction, which is further complicated by cultural differences. The research emphasizes the need for effective classroom management strategies and professional development to help teachers navigate these challenges, aligning with the implications of prioritizing training and structural changes to foster an inclusive educational environment (Sorcinelli, 2002).

Table 8: Challenges in the Classroom Management Approaches in terms of Learner Participation and Engagement

Learner Participation and Engagement	F	Rank
In big classes, it's tough to get everyone involved because the teacher can't give individual attention. Making sure all learners participate equally becomes harder.	191	2
It's tricky to talk about things that respect everyone's religious beliefs. Some learners might not want to join in discussions that clash with their own beliefs.	114	8
When learners speak different languages, it can be hard for them to join in discussions or express themselves. Teachers need to make sure everyone feels included.	141	7
Including everyone in cultural events can be a challenge. Teachers need to make sure all learners are excited and participating, even if they come from different cultural backgrounds.	171	4
Some learners might not be very interested in class because of the size, different beliefs, or cultures. This lack of interest can affect how much they participate.	149	6
Using technology in big classes can be difficult, and it might distract learners. Teachers need to handle potential issues related to technology use based on religious or cultural rules.	81	10
In large classes, learners might not interact as much, making it harder for them to work together. Teachers need to encourage everyone to get involved, especially those from different backgrounds.	212	1

Communication can be tough in bigger classes where learners speak different languages. Teachers need to make sure language differences don't stop learners from taking part.	103	9
Some learners might join in more than others in big classes, affecting everyone's learning. Teachers should use strategies to make sure everyone participates, no matter their beliefs or culture.	165	5
In larger classes, there might not be enough materials to go around, affecting how lessons are taught. Teachers need to think about the beliefs and cultures of their learners when choosing materials.	183	3

b. Conflict Resolution and Cultural Understanding. This inquiry delves into the complexities faced by educators in navigating conflicts arising from cultural differences and promoting cultural understanding among learners. Educators often encounter situations where cultural misunderstandings lead to conflicts, which can disrupt the learning environment and hinder student development. Addressing these conflicts requires a deep understanding of diverse cultural backgrounds and the ability to implement effective conflict resolution strategies. Furthermore, promoting cultural understanding involves not only resolving conflicts but also fostering an environment of respect and inclusivity. This process is essential for creating a harmonious classroom where all students feel valued and understood.

Table 9: Challenges in the Classroom Management Approaches in terms of Conflict Resolution and Cultural Understanding

Conflict Resolution and Cultural Understanding	F	Rank
Dealing with fights or disagreements among learners and figuring out how to solve them.	177	6
Being mindful of and respecting the different cultures and backgrounds of learners in the class.	162	10
Helping learners who speak different languages understand each other better.	177	6
Clearing up confusion when learners don't understand each other's cultural practices or behaviors.	189	5
Making sure that teaching methods include everyone and don't leave out certain cultural or religious groups.	171	9
Avoiding making assumptions or treating learners unfairly based on their cultural background.	190	4
Learning more about the cultures and experiences of learners to create a classroom where everyone feels included.	197	3
Fixing problems and misunderstandings quickly so they don't cause ongoing issues in the classroom.	213	1
Checking and correcting any unfair or negative information about certain cultures in teaching materials.	175	8
Getting more training and support to better handle conflicts and understand different cultures in the classroom.	208	2

Table 9 outlines the challenges faced in classroom management concerning conflict resolution and cultural understanding. The findings include the challenge "Fixing problems and misunderstandings quickly so they don't cause ongoing issues in the classroom" which received a frequency of 213. While, "Being mindful of and respecting the different cultures and backgrounds of learners in the class" with a frequency of 162.

Examining both the highest and lowest challenges it illuminates the critical aspects of classroom management that educators encounter. The top three challenges highlight the pressing need for proactive

conflict resolution strategies, cultural competency development, and the creation of inclusive learning environments. These challenges underscore the complexities educators face in fostering harmonious classroom dynamics and promoting cultural understanding among students. On the other hand, the bottom three challenges emphasize the importance of addressing biases, ensuring inclusivity, and respecting diverse cultural backgrounds within educational settings. Despite their lower frequency, these challenges are equally significant in shaping inclusive learning environments and require careful consideration by educators and stakeholders.

Interpreting the analysis reveals the multifaceted nature of classroom management and its implications for educators and educational stakeholders. The top three challenges underscore the imperative for educators to cultivate conflict resolution skills, enhance cultural competence, and foster inclusivity within classrooms. Conversely, the bottom three challenges highlight the urgency of combating biases, promoting inclusivity in teaching methodologies, and fostering cultural sensitivity. These insights underscore the need for comprehensive approaches to address both prominent and challenges in creating supportive and equitable learning environments for all students.

The implications of the analysis extend beyond the classroom, emphasizing the need for systemic changes in educational practices and policies. Investing in professional development programs focused on conflict resolution skills, cultural competency, and inclusive teaching methodologies is essential. Moreover, addressing biases and fostering cultural sensitivity within educational settings requires collaborative efforts among educators, policymakers, and stakeholders. By addressing both prominent and challenges proactively, educational stakeholders can work towards creating inclusive learning environments where every student feels valued and empowered to succeed academically and socially.

Three intertwined strands of research offer invaluable insights into tackling the challenges outlined in classroom management concerning conflict resolution and cultural understanding. Muñiz's (2019) study emphasizes the pivotal role of culturally responsive teaching practices in nurturing positive student-teacher relationships and addressing conflicts in diverse classrooms effectively. Similarly, Richards (2018) delves into the effectiveness of restorative justice practices in resolving conflicts and fostering a cohesive sense of community among learners from various cultural backgrounds. Additionally, Hossain's (2023) research sheds light on the advantages of cross-cultural communication training programs for educators, enhancing their ability to navigate conflicts and promote cultural understanding within educational settings. These studies collectively provide actionable strategies and interventions for educators to adeptly manage conflicts and cultivate cultural competence in the classroom. Consequently, they underscore the implications for systemic changes in educational practices and policies aimed at fostering inclusive learning environments where every student can thrive academically and socially.

Developed Intervention to Further Empower Teachers in Providing Enhanced Learning Experiences for Learners from Diverse Cultural Backgrounds.

In response to the growing diversity within educational settings, there arises a critical need for interventions that empower teachers to provide enriched learning experiences for learners from diverse cultural backgrounds. This part of the research emphasizes the importance of such interventions in addressing the challenges associated with cultural diversity in the classroom. It sets the stage for discussing the specific intervention developed to support teachers in navigating and embracing cultural differences while promoting inclusive and effective teaching practices.

The research revealed several key findings about the social identities and cultural backgrounds of elementary classes in Daet North District. Firstly, Roman Catholicism was the predominant religious affiliation, while the Assemblies of Yahweh had the least presence. This finding underscores the need for religious inclusivity and respect in educational settings, which is addressed by the emphasis on recognizing

and accommodating diverse religious beliefs in the developed intervention, “Cultural Competence: An Inclusive Classroom Guide.”

In terms of class size, the majority of classes comprised 21-30 learners, with very few classes exceeding 61 learners. This suggests a standardized student-teacher ratio, highlighting the impact of class size on teaching methodologies and classroom dynamics. The intervention guide responds to this by offering strategies tailored to different class sizes, promoting effective classroom management regardless of the number of students.

Regarding spoken mother tongue, Tagalog was the most common, while English was the least common. This points to a significant linguistic diversity within the district, suggesting the need for language support programs. The intervention guide includes strategies for valuing and incorporating linguistic diversity, thereby supporting teachers in addressing the varied linguistic backgrounds of their students.

Cultural events participation was also high, with most classes engaging in various cultural activities, reflecting a commitment to inclusivity. This finding is addressed by the guide’s recommendation to integrate cultural events into the curriculum, fostering a deeper appreciation of cultural diversity among learners.

The study further explored teachers’ classroom management approaches, finding that while teachers generally encouraged participation, the use of inclusive language and examples was less frequent. This highlights the importance of culturally responsive teaching, a key focus of the intervention guide, which provides practical tips for teachers to use inclusive language and culturally relevant examples.

In terms of conflict resolution and cultural understanding, teachers promoted open communication about cultural differences but engaged less in activities that promote cultural understanding. The guide responds by offering structured initiatives to foster cultural understanding and address conflicts, equipping teachers with the skills to manage diverse classroom dynamics effectively.

Finally, the research identified significant but slight concordance among teachers’ classroom management strategies, suggesting the need for collaborative platforms and professional development. The intervention guide addresses this by advocating for ongoing professional development and collaboration among educators, ensuring that classroom management practices are continually improved and adapted to meet the needs of diverse learners.

Overall, the findings of the research served as the basis for the development of the intervention, “Cultural Competence: An Inclusive Classroom Guide.” This guide directly responds to the identified needs and challenges by providing comprehensive strategies and practical solutions for teachers. It emphasizes the importance of religious inclusivity, managing diverse class sizes, valuing linguistic diversity, and integrating cultural events into the curriculum. Additionally, the guide focuses on promoting culturally responsive teaching practices, structured initiatives for fostering cultural understanding, and effective conflict resolution. By advocating for ongoing professional development and collaboration among educators, the guide aims to enhance classroom management practices and create inclusive, supportive learning environments for all students.

The developed intervention is a handbook titled Cultural Competence: An Inclusive Classroom Guide, designed to address the pressing need for empowering teachers to provide enriched learning experiences for learners from diverse cultural backgrounds. Grounded in recognizing the significance of cross-cultural learning in education, the handbook aims to equip educators with the knowledge and tools necessary to management principles within diverse cultural contexts, shedding light on the impact of cultural diversity on classroom dynamics. By delving into specific challenges related to learner participation and engagement, as

well as conflict resolution and cultural understanding, the handbook offers practical strategies and best practices for educators to foster inclusive learning environments. Moreover, it emphasizes the importance of ongoing professional development for educators and advocates for collaboration and knowledge-sharing among educators to enhance classroom management approaches collectively. The Cultural Competence: An Inclusive Classroom Guide offers comprehensive content for educators to navigate the complexities of cultural diversity within their classrooms. Beginning with an introduction that emphasizes the importance of cross-cultural learning in education, the handbook sets the stage by outlining its purpose and scope.

It then delves into the foundational principles of classroom management within diverse cultural contexts, providing educators with insights into the impact of cultural diversity on classroom dynamics. The guide proceeds to address specific challenges encountered in classroom management, such as learner participation and engagement, conflict resolution, and cultural understanding. Through a combination of identification and exploration of these challenges, as well as practical strategies and best practices, educators are equipped with the tools necessary to foster inclusive learning environments for learners from diverse cultural backgrounds.

Additionally, the handbook emphasizes the importance of ongoing professional development for educators and advocates for collaboration and knowledge-sharing among peers to enhance collective classroom management approaches. Each section of the guide includes practical examples, case studies, and actionable tips to support educators in implementing the strategies discussed effectively. Finally, the handbook concludes with a summary of key points and recommendations, accompanied by a call to action for educators to implement effective cross-cultural classroom management strategies in their practice. Through its comprehensive content and practical approach, the Cultural Competence: An Inclusive Classroom Guide serves as a vital resource for empowering educators and promoting inclusive learning environments for all learners.

Educators, school administrators, and policymakers stand to benefit significantly from the insights and recommendations outlined in the Cultural Competence: An Inclusive Classroom Guide. Educators will find valuable guidance on navigating cultural diversity within their classrooms, equipping them with practical tools and techniques to promote active participation, engagement, and conflict resolution among learners from diverse cultural backgrounds. School administrators can utilize the handbook to inform professional development initiatives and policy decisions aimed at fostering inclusive learning environments. Additionally, policymakers can leverage the guide's implications for educational practice and policy to advocate for systemic changes that prioritize cultural competence and equity in education. Ultimately, the Cultural Competence: An Inclusive Classroom Guide serves as a vital resource for all stakeholders invested in promoting cross-cultural learning and enhancing educational experiences for learners from diverse cultural backgrounds. The analysis of the developed handbook reveals a thorough exploration of classroom management principles within diverse cultural contexts.

By identifying specific challenges related to learner participation, engagement, conflict resolution, and cultural understanding, the handbook offers practical strategies and best practices for educators to address these issues effectively. It provides educators with actionable insights into fostering inclusive learning environments and emphasizes the importance of ongoing professional development and collaboration among peers to enhance classroom management approaches collectively. Interpreting the content of the handbook underscores its significance in equipping educators with the knowledge and tools necessary to navigate cultural diversity within the classroom. By offering practical strategies and best practices, the guide empowers educators to promote active participation, engagement, and conflict resolution among learners from diverse cultural backgrounds. It highlights the importance of fostering inclusive learning environments and emphasizes the role of ongoing professional development in enhancing educators' cross-cultural competencies.

The implications of the developed handbook extend beyond individual classrooms to inform professional development initiatives and policy decisions aimed at fostering inclusive learning environments. Educators can leverage the insights and recommendations outlined in the handbook to inform their practice and enhance cross-cultural classroom management strategies. School administrators and policymakers can utilize the guide to advocate for systemic changes prioritizing cultural competence and equity in education, ultimately promoting inclusive educational experiences for all learners.

Linked research supports the importance of cultural competence in education and the effectiveness of handbooks in enhancing educators' practices. For example, Ventista and Brown (2023) found that teachers' professional learning significantly influences learners' learning outcomes, highlighting the value of resources such as handbooks in providing educators with actionable strategies. Additionally, research by Richards (2018) emphasizes the role of restorative justice practices in creating calm and conducive learning environments, demonstrating the impact of handbook-based interventions on classroom management. Furthermore, Hossain (2023) explores the challenges and opportunities for educators in addressing cultural diversity in English language learning, underscoring the need for practical resources like handbooks to support teachers in navigating diverse classroom settings. These studies collectively highlight the effectiveness of handbooks, such as *Cultural Competence: An Inclusive Classroom Guide*, in equipping educators with the knowledge and tools necessary to promote inclusive learning environments and enhance educational experiences for learners from diverse cultural backgrounds.

In conclusion, the research on "Social Identity and Human Diversity in Increasing Cross-Cultural Learning" sheds light on the pivotal role of cultural competence in education and the significance of fostering inclusive learning environments. Through an exploration of classroom management approaches, challenges, and interventions, this study underscores the importance of recognizing and embracing cultural diversity within educational settings. By providing insights into effective strategies and practices, as well as advocating for ongoing professional development and collaboration among educators, the research offers valuable guidance for promoting cross-cultural learning and enhancing educational experiences for learners from diverse backgrounds.

CONCLUSIONS

Based on the obtained results, the researcher formulated the following conclusions.

1. The elementary classes in Daet North District demonstrate significant diversity in social identity and cultural background. This highlights the crucial need to recognize and adapt to these diverse backgrounds within the educational setting, aiming for inclusivity and fairness in educational opportunities for every student.
2. The teachers' classroom management approaches in the Schools Division of Camarines Norte are designed to consider the influence of learners' social identities and cultural backgrounds. Regarding learner participation and engagement, the prioritization of active student involvement and the encouragement of diverse perspectives underscore the value placed on inclusivity and student empowerment. Similarly, in conflict resolution and cultural understanding, the emphasis on promoting open communication, respecting cultural differences, and facilitating activities that promote unity reflects a commitment to fostering a harmonious and culturally sensitive learning environment. Generally, these strategies demonstrate a proactive approach to addressing the diverse needs of students and promoting cultural understanding within the classroom.
3. The significant concordance among the classroom management approaches used by teachers in Daet North District indicates a consistent alignment in the strategies employed by teachers, emphasizing the effectiveness of their approaches in promoting student engagement and resolving conflicts within the classroom.

4. The challenges in classroom management approaches are evident, particularly in learner participation and engagement, as well as conflict resolution and cultural understanding. These challenges underscore the need for comprehensive strategies and support systems to promote inclusive learning environments and effectively address the diverse needs of students within the classroom.
5. The “Cultural Competence: An Inclusive Classroom Guide” offers a vital resource for empowering educators to navigate cultural diversity within their classrooms effectively. By providing comprehensive insights into classroom management principles, addressing specific challenges, and emphasizing the importance of professional development and collaboration, the handbook equips educators with the necessary knowledge and tools to foster inclusive learning environments for students from diverse cultural backgrounds. This intervention represents a significant step towards promoting cultural competence and enhancing educational experiences for all students.

RECOMMENDATIONS

1. It is recommended that teachers be provided with learning opportunities to enhance their cultural competence and ability to address the needs of diverse student populations effectively.
2. It is recommended to enhance teachers’ cultural competence to effectively accommodate the diverse student populations in Daet North District through targeted training programs. These initiatives may focus on developing educators’ understanding of cultural diversity and strategies for creating inclusive learning environments. Additionally, implementing multicultural education initiatives within schools can promote mutual respect among students and celebrate diversity. Investing in resources tailored to the needs of culturally diverse students, such as culturally relevant teaching materials and support systems, can further enhance academic success. Foster collaboration among educators to exchange best practices and strategies for addressing the diverse needs of students. Embracing cultural diversity within the educational landscape can foster an environment where every student feels respected and valued.
3. It is recommended to capitalize on the consistent alignment observed among the classroom management approaches used by teachers in Daet North District by facilitating platforms for educators to share their successful strategies and best practices. Additionally, providing ongoing support and resources to teachers to implement these effective strategies can contribute to sustained improvements in student engagement and conflict resolution within the classroom.
4. It is recommended to address the evident challenges in classroom management approaches, particularly regarding learner participation and engagement, conflict resolution, and cultural understanding. Implementing comprehensive strategies and support systems tailored to promote inclusive learning environments is crucial. This can include providing professional development opportunities for teachers to enhance their skills in managing diverse classrooms and facilitating open communication channels to address conflicts effectively. Additionally, investing in resources and tools that promote cultural sensitivity and understanding can aid in bridging the gap between diverse student populations and promoting mutual respect within the classroom.
5. It is recommended to widely implement the “Cultural Competence: An Inclusive Classroom Guide” as a fundamental resource for educators in addressing cultural diversity within their classrooms. This handbook not only offers comprehensive insights into classroom management principles but also provides practical strategies to overcome specific challenges related to cultural diversity. Encouraging educators to engage with this resource can empower them with the necessary knowledge and tools to create inclusive learning environments that cater to the needs of students from diverse cultural backgrounds. Additionally, fostering a culture of ongoing professional development and collaboration among educators can further enhance the effectiveness of this intervention in promoting cultural

competence and improving educational experiences for all students.

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