

# **The Implementation of Kindergarten Program in Multicultural Schools in Agusan Provinces, Philippines**

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## **ABSTRACT**

This study evaluated the implementation of the Kindergarten Education Program in Multicultural schools in the provinces of Agusan del Norte and Agusan del Sur. It looked into the context, considering the activities given to learners and the extent of implementation of the program. Qualitative and quantitative data gathering were employed. The respondents were six school heads, 12 kindergarten teachers, five parents, and 12 pupils coming from different ethnic groups. Data were analyzed using mean for quantitative and thematic analysis for qualitative. The finding showed that the implementation of the Kindergarten Program in terms of context was only fair since multicultural concepts were not explicitly stated in the Department of Education curriculum guide, which could have served as a mandate for teachers to implement concepts of multiculturalism. The extent of implementation of policies and standards stipulated by the Department of Education was highly implemented. From these findings, policies and programs were recommended to improve the quality of instruction in the Kindergarten Education Program in multicultural schools in the two Agusan provinces. It is concluded that the curriculum guide and extent

of implementation as required by the Department of Education were highly implemented by the school heads and teachers; what was lacking was the explicit mandate of the Department of Education to teach the concepts, theories, and processes in the teaching of multiculturalism.

**Keywords** — Implementation, Kindergarten Education Program, Multicultural schools, Philippines

## INTRODUCTION

There are around 14 to 17 million identified indigenous peoples in the Philippines coming from 110 ethnolinguistic groups. The Caraga Region, where the two provinces of Agusan are located, have several tribal groups, namely: Manobo, Mamanwa, Tala-andig, Hiagaonon, and Kolibog, or merging of tribes caused by intermarriages. Many of them inhabit the peripheries in the Diwata Mountains of Agusan. These people often face various issues to include governmental neglect, non-respect for their tribal laws and autonomy, environmental degradation caused by illegal mining and logging, and social discrimination (UNDP, 2015).

As an answer to these above-mentioned challenges, in 1997, the Indigenous Peoples Right Act was passed. It specifically stated that cultural preservation, recognition, promotion, protection of the rights of the indigenous people's cultural identity and heritage, histories, language, knowledge systems, socio-economic practices, values, and aspirations should be given priority. Education should start at an early age; thus, the Kindergarten Program was implemented.

Education plays a dominant role in influencing a child's development, which starts from early childhood up to adulthood. Every stage of the child's life is affected by the socio-psycho systems that changed his behavior. According to Cannella and Reiff, as cited by Gayle-Evans (2004), one of the most important issues in the educational scenario today is how people respond to diversity. Respect and understanding should be the primary values to be taught to students in the classrooms in as much as globalization is taking place, and people coming from different ethnicities are coming into local communities.

It is important that students should understand differences in terms of looks, skin color, and spoken languages of their classmates because the school reflects the diversities in the communities they lived in (Derman-Sparks, LeeKeenan, & Nimmo, 2015).

The earliest age for the emotional and social development of children is from birth to twelve years of age (Abdullah, 2009). The brain of children needs good experiences, such as loving care, nutritious food, a safe and healthy environment, and suitable curriculum activities in schools. Conversely, negative experiences, such as unmet needs, rough handling, discrimination, and abuse, harm the developing brain (ASEAN, 2017). Early year's education for five years old is termed Kindergarten, which is implemented by the Department of Education.

The Kindergarten Act of 2013 outlines the importance of Early Childhood Education. It relates to the teaching of young children, preparing them for the grade school curriculum. It is the stage when children are taught to rationalize, be open to critical thinking, and become increasingly self-sufficient as adults. This is the education provided to the child's most formative years which as UNESCO (2010) states, "closing the educational achievement gap between and among students coming from multi-diverse backgrounds, with different religious beliefs, language, ethnicities and those coming from families with low and high income before formal schooling begins."

Globally, Kindergarten Education marks significant changes as it is considered a move to push children's rights. Sixty-one (61) countries signed the Convention on the Rights of the Child on January 26, 1990. The Global Conference on Education for All (EFA) held in Jomtien, Thailand, in March 1990 recognized Early Years Education as a crucial part of primary education. The World Summit for Children held in New York on September 26-29, 1990, moved early education to a place of international and global recognition (Pence, 2004.)

The implementation of Kindergarten education for five years old children through international laws has been the reason for countries around the globe to adopt their policies (Unicef, 2001). The condition has continued to exist. Children come to kindergarten classrooms with different levels of preparedness. Some may be able to identify letters or numbers, while others cannot or might call them by different names (Gonzalez-Mena, 2008).

Multicultural classroom in Kindergarten Education exists in several countries of the world. The Strong Start for America's Children Law of 2013 provides free education for low-income families in the United States of America (Congressional Digest, 2013). In Africa, the implementation of Kindergarten Education has been pushed within the international context (Pence et al. 2004). Meanwhile, Europe claims to be upbeat in its application of Early Years education. Seven European countries considered five to eight years old as early education being

increasingly oriented towards education, with five years old as the kindergarten stage (Bertram & Pascal, 2016).

Globally, the multicultural classroom has been a great challenge to administrators and teachers. Like every implementation of a purpose, there are always concerns about quality education. In the African states and the seven countries in Europe picture the need to address cultural diversities in schools, based on differing ethnicities, religion, perspectives, and value systems at home. The same conditions are also pointed out by the Administrators and teachers of Early Education in the Philippines. In a conference conducted by the Department of Education in the Caraga Region, kindergarten Education teachers, specifically from the two provinces of Agusan del Sur and Agusan del Norte, expressed the challenges they met in the schools' classrooms.

Agusan del Sur and Agusan del Norte are home to people with diverse cultures. The existence of diversity has been the product of the migration of several groups of people from Luzon, the Visayas, and some provinces in Mindanao. The indigenous peoples' culture is an integration of varied cultures brought about by migrants.

There is no one particular culture, ethnicity, or language in these two provinces (Masendo, 2014). Initially, these localities were inhabited by the Manobo tribes, an indigenous tribal group but were pushed inwards to the hilly and mountainous portion of the islands of Mindanao because of cultural misunderstanding, often leading to conflicts. However, there were those who refused to budge and were caught in the process of being acculturated to the dominant culture of the migrants, and their children were mainstreamed into the public schools of the Department of Education (Burton, 2003).

Based on the foregoing discussions, this study was conducted to determine the implementation of the kindergarten program in multi-cultural schools in the divisions of Agusan del Norte and Agusan del Sur considering the different activities provided to the learners for their cognitive, values development with the end in mind of proposing a program to enhance the implementation of the kindergarten program in schools with learners of diverse culture.

## FRAMEWORK

In this study, the Context, Input, Process, and Product (CIPP) model of Stufflebeam (2003) was used. CIPP is a system based model where the four processes of evaluation play essential parts in understanding the entire whole of the system. The context of the kindergarten program in multicultural schools was considered relative to cognitive development, values formation, and openness to embracing change. The input considered were those set by the Department of Education as standards in the implementation of the Kindergarten Education Program in multicultural schools, such as policies and objectives, curriculum, and instruction. The process phase involved the methodologies used to gather data sufficiency, such as a checklist to get the profile of the respondents, questionnaires to measure how multicultural are the learning activities inside the classrooms, and the extent of implementation of the inputs from the Department of Education. Interviews and focused group discussions were used to get the thematic responses of the respondents regarding issues and problems that confront them in the implementation of the kindergarten education program in multicultural settings and the practices evolved by the schools to address the needs of the pupils coming from various ethnicities. Delphi technique, which was a face to face interview with the Division leaders, was also done. All these were made to lay out the bases for policy recommendations and actions to enhance the teaching of the Kindergarten Education Program in multicultural schools. The research paradigm is presented in Figure 2.

Context	Input	Process	Product
Level of Diversities	Provisions from the Department of Education	Methodologies	Recommendations in terms of policies and programs for implementation
Ongoing activities in Kindergarten classes in a multicultural setting in terms of:	<ol style="list-style-type: none"> <li>1. Policies and objectives</li> <li>2. Curriculum and instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. checklists</li> <li>2. questionnaires</li> <li>3. interviews</li> <li>4. Focused group discussion</li> <li>5 Interview</li> </ol>	<ol style="list-style-type: none"> <li>1. The need for a policy from the Department of Education on multicultural education implementation.</li> <li>2. The need for the curriculum guide used in multicultural schools for explicit statements of learners' activities along with multicultural concepts.</li> <li>3. Orthography on the language used by the multicultural classrooms has to be studied, formulated and recommended to the Central Office of DepEd.</li> <li>4. Teachers training for those assigned in multicultural kindergarten classrooms have to be conducted. Teachers need to learn about the culture of the people on which language, customs, beliefs, traditions, and even their literature are based.</li> <li>5. It should be made as a matter of policy that at every start of the school year, children should be made to speak in their native tongue to signal a welcoming atmosphere of the school to multicultural diversities.</li> </ol>
<ol style="list-style-type: none"> <li>1. cognitive development</li> <li>6. values formation</li> <li>7. openness to embracing change</li> </ol>			

Figure 2. Research paradigm of the study

## OBJECTIVES OF STUDY

This study evaluated the implementation of the Kindergarten Education Program in multicultural schools in the provinces of Agusan del Norte and Sur, the Philippines, looking at the context in a multicultural setting in terms of cognitive development, health and safety, psychosocial, emotional development, cultural and values formation and the openness to embrace change. It has to be taken into consideration that the Indigenous Peoples Education Curriculum cannot solely answer the issues met by children in a multicultural setting. Therefore, School Administrators and teachers should be enlightened as to the basic concepts, processes, and teaching strategies employed in multicultural classrooms. It also studied the extent of implementation of the Department of Education's policies, and objectives, curriculum, and instruction.

## METHODOLOGY

### Research Design

The study is a descriptive- survey research that used both quantitative and qualitative methods of collecting data. The mixture of quantitative and qualitative approaches in data gathering was applied in phases of the research process. This research used the four steps of the CIPP process, looking at how multi-diverse is the setting of the study which is the context, secondly, the inputs which referred to the level of implementation of the policies and objectives of kindergarten education as mandated by the Department of Education in schools with diverse learners in the two provinces of Agusan, Norte, and Sur.

It looked into the sufficiency of the data gathered out from the different instruments used such as a checklist to profile the respondents, questionnaire to verify the context of the study, a survey to measure the level of implementation of the inputs, interview and focused group discussions with the respondents to validate and intensify meanings of data gathered from the questionnaires and Delphi technique, which was a face to face dialogue with the officials of the Department of Education and the National Commission for Indigenous People. Out of all these activities, policy recommendations and plan of action to enhance the teaching of the Kindergarten Education Program in multicultural schools were formulated.

## Participants

The respondents/participants of the study were the school heads of identified schools in Agusan del Norte and Agusan del Sur with multi-cultural learners; teachers teaching kindergarten, parents, or stakeholders with children who are enrolled in kindergarten and kindergarten pupils of the identified schools.

There were two identified schools in Agusan del Norte and four in Agusan del Sur. Table 1 shows the distribution of the respondents/participants.

Table 1. Distribution of respondents of the study

Division	Number of School Heads	Number of Teachers	Number of Parents/Guardians/Stakeholders	Number of Pupils
Agusan del Norte	2	3	30	4
Agusan del Sur	4	9	50	8
Total	6	12	80	12

From the data gathered, one school head is a holder of the Doctor of Philosophy, one a holder of a master's degree, and the other four are currently working on their master's degree. Three teachers have units in Early Childhood Education, while nine are holders of the baccalaureate degree in education.

Some parents belonged to the Higaonon tribe, others from Mamanwa, Manobo, and Kamayo. Around 10% of the parents still practiced the kahimunan and Taghagan and sought the Babaylan "medicine man" in times of sickness before going to the doctor.

## Research Site

The study was conducted in the two provinces of Agusan del Norte and Agusan del Sur, particularly in the two elementary schools in Agusan del Norte and four in Agusan del Sur with pupils identified as belonging to the mainstream Bisaya speaking group and the other half of the pupils belonging to indigenous tribes.

The elementary schools in Agusan del Norte are Simbalan Central Elementary School in Buenavista and San Antonio Elementary School in RTR. Simbalan ES has forty-eight percent of the pupils coming from the Higaonon tribe, while fifty-two percent belong to the Bisaya mainstream. In San Antonio, ES, fifty-three percent of the pupils come from the Manobo, Mamanwa, and the Kolibog tribes. The Kolibogs were Manobos who married Mamanwas or with mixed Manobo-Mamanwa blood. Forty-seven percent of the pupils were mainstream or Bisaya speaking pupils.



The other four sample schools located in the province of Agusan del Sur are Jose Calo Agudo Central Elementary School in Esperanza, with fifty-one percent of pupils coming from Manobo and Higaonon tribes while forty-nine percent were mainstream, Bisaya speaking pupils; Patin-ay Central Elementary School in Prosperidad with forty-six percent of the pupils from the Manobo and Kamayo tribes, and fifty-four percent are Bisaya speaking pupils; Brookside Central Elementary School in Bunawan with forty-eight percent of the pupils coming from the Manobo tribe and fifty-two percent were mainstream, Bisaya speaking pupils and Paciencia Central Elementary School in Loreto with forty-two percent Manobo pupils while fifty-eight percent were Bisaya speaking mainstreamed pupils. Figure 3 shows the location of the research locale.

### **Instrumentation**

The instruments used in the study were adapted from various authors according to the selected variables. It is composed of three parts. Part I sought the profile of the respondents/participants, which were used as descriptors of the respondents. Part II investigated the context of the kindergarten program in a multicultural setting considering the activities for learners relative to cognitive development (indicators adapted from Meyers et al.), values formation (Matrix for Values Formation for Early Years, 2017), and openness to embracing change (Shah, 2017).

Part III determined the extent of the implementation of the kindergarten program. The questions were based on the National Framework for Kindergarten Education and from the Kindergarten Act of 2012, Department Order 47 s. 2016, and the Omnibus Policy on Kindergarten of the Department of Education included data on policies and objectives of the kindergarten program in multicultural schools, curriculum, and instruction.

Four experts validated the instrument. First, a statistician, second by an expert on Multicultural Education, third, an expert on kindergarten education program, and the last by an expert on face construct validation.

All instruments were subjected to pilot testing to ensure reliability. It was tested in one of the schools in the Cabadbaran City Division, with the teachers handling kindergarten classes using the test-retest method. Results were analyzed using Pearson product-moment of correlation where the coefficient was 0.7234, indicating a high positive correlation.

The five-point Likert scale where one was considered the lowest rating and five as the highest. The same quantification was used for measuring the context

in the implementation of the kindergarten program as to activities for learners and the extent of implementation. The meaning as to the responses, however, differed.

The responses were quantified using the following parameters: 4.50 – 5.00 to mean extremely high/ extremely implemented as to DepEd standards;

3.50- 4.49 to mean very high / very highly implemented as to DepEd standards;

2.50- 3.49 to mean high/ highly implemented as to DepEd standards;

1.50- 2.49 to mean fair/ moderately implemented as to DepEd standards; and

1.00- 1.49 to mean poor/ poorly implemented as to DepEd standards.

### **Ethical Considerations**

Ethical considerations in research are important to ensure that the participants understood the purpose of the study. It is necessary that the quality and integrity of the research is ensured. This was attained by the independent and impartial participation of the participants and the information given to them on the benefits of the conduct of the study.

Likewise, the confidentiality and anonymity of the research respondents were ensured. Safety of the participants was likewise considered by giving them the right venue and time where the participants felt comfortable, happy, and relax (Fleming and Zegward, 2018).

### **Data Gathering Procedure**

In gathering the needed data, the protocol was appropriately observed. Firstly, the researcher asked permission from the Regional Director of the National Commission of Indigenous People (NCIP) that the research will be conducted in schools where indigenous pupils are enrolled and that the parents coming from the tribes with their children will be made to answer questions appertaining to the study. Secondly, the researcher visited the office of the Regional Director of the Department of Education to request approval to conduct the research in the schools in the Divisions of Agusan del Norte and Agusan del Sur, Caraga Region, Philippines, and to pilot test the instruments in Cabadbaran City Division.

Letters were sent to the concerned Divison Schools Superintendents and School Heads with attached approval from the Regional Directors of the

Department of Education (DepEd) and the National Commission for Indigenous Peoples (NCIP).

The researcher went to the selected schools, set the date to conduct the study at the same time requesting the school heads to assist in gathering the parents, children and teachers who are respondents of the study.

The data gathering was done personally by the researcher with the assistance of the teachers. The participants were convened in one room in the school. The purpose of the study was explained thoroughly so that all will have a common understanding of the questions that are asked in the questionnaires. After a thirty-minute break, the Focused Group Discussion (FGD) followed. The parents assisted their children in answering questions asked from them. Some teachers assisted by taking pictures and videos of the proceedings. Mechanics and considerations regarding the conduct of FGD were given, such as no monopoly and respect for the answers of each participant.

### RESULTS AND DISCUSSION

Table 3. Context of the Kindergarten education program as to activities given to learners relative to cognitive development as identified by the teachers

Indicators	Mean	Interpretation
1. Encourage children to sing songs coming from different ethnic groups.	1.67	Fair
2. Encourage children to sing songs, particularly those coming from their own ethnic group.	1.67	Fair
3. Play children's favorite songs and music regularly	2.50	High
4. Play the drums and cymbals to imitate the music of the ethnic group.	1.50	Fair
5. Encourage children to identify the sounds and noises they hear around them.	3.45	High
6. Make children understand how these sounds relate to the objects in their everyday environment, their immediate flora, and fauna or imitate sounds of animals and other sounds they hear.	3.49	High
7. Help children identify the letter in the alphabet by making sounds based on flashcards with pictures.	4.00	Very High
8. Offer children choices to make them feel more independent and learn to make confident decisions that affect their day.	3.00	High
9. Ask questions to develop in children to think for themselves, to teach them how to solve problems and for them to understand better how their environment works.	3.00	High

Indicators	Mean	Interpretation
10. Take trips to local children's museums to stimulate curiosity and to provide hands-on experiences to explore and listen to their responses and reactions.	1.50	Fair
Overall Mean	2.58	High

Making sounds based on pictures on flashcards can be the most frequently done is explained by the fact that flashcards are the instructional materials that are readily available in most schools. The use of cymbals for children to listen was not done since all of the teachers interviewed did not belong to the indigenous groups and lacked the skill in the use of these instruments. This was explained by teacher A, who said: "I cannot play their musical instruments. Besides, these are not available in the school. If I asked the children to bring one, their elders do not allow them to."

The teacher who teaches Kindergarten expressed her lack of skill in the use of cymbals and drums. Taking the children to the museum is difficult for teacher B, who said that it was too risky and expensive for her to take the children to the museum. The community does not have a museum, and the one in the city is quite far from where the teacher is assigned.

Table 4. Context of the Kindergarten education program in a multicultural setting as to the activities for learners relative to values formation

Values Formation	Mean	Interpretation
1. Encourage children to love to learn basic skills in reading and writing.	3.30	High
2 Encourage children to love solving simple, mathematical problems related to their social realities.	2.25	Fair
3. Explore the relationships between people and animals to develop values in care, compassion, and responsibility.	2.58	High
4. Connect language with culture, a language with identity to develop values in understanding, tolerance, and inclusion.	2.25	Fair
5. Explain the wise use of water in the home and in school to develop values in the conservation of resources.	3.30	High
6. Role plays how to get along with others to develop healthy relationships, honesty, and trustworthiness.	3.24	High
7. Celebrate good things that happen locally to develop values of appreciation for an excellent performance.	2.25	Fair
8. Celebrate historical events and festivities to develop values of goodness and a sense of humanity.	2.25	Fair
Overall Mean	2.68	High

This table shows that activities leading to values formation is high. Two activities got the highest rating. These were: Encourage children to love to learn necessary skills in reading and writing; and explain the wise use of water in the home and school to develop values in the conservation of natural resources.

Table 5. Context of the kindergarten education program in a multicultural setting as to the activities for learners relative to openness to embracing change

Indicators	Mean	Interpretation
1. Let children appreciate the merging of the cultures of different ethnic groups.	2.33	Fair
2. Let the children understand and feel happy with their own ethnicity.	1.73	Fair
3. Introduce to the children the good practices of each ethnic group.	1.73	Fair
4. Prepare children to listen, talk, and learn about cultures from different groups of people.	2.33	Fair
5. Show the children that accepting and adding beautiful, positive aspects of other cultures can enrich their lives.	2.33	Fair
6. Discuss the geography and history of other tribes by using local maps.	1.73	Fair
7. Encourage children to have friends from different ethnic groups, learn their language, songs, dances, and food to enhance their life preferences.	2.33	Fair
8. Teach children to be open-minded and accept cultural changes and flow with times.	2.33	Fair
9. Appreciate that life will be easier for them if they learned to accept, trust people coming from other cultures.	2.46	Fair
10. Sustain the pupil's momentum to accept diversities and the changes that are happening in their minds, accepting, respecting, and appreciating the beauty of multicultural diversities.	2.45	Fair
Overall Mean	2.18	Fair

This table on the preparedness to accept change is rated at Fair. This implied that the teachers in the classroom did not as much tackle the concept of change on the part of the IP kindergarten pupils. This could be explained by the fact that Kindergarten is more targeted at Readiness basically for Grade One in terms of literacy and numeracy as the most basic stage in formal education.

Table 6. The extent of implementation of Kindergarten Education Program in terms of Policies

Indicators	School Heads	Teachers	Mean	Interpretation
1. The Kindergarten Education Program in this school is learner-oriented.	2.30	2.40	2.35	Moderate Extent
2. The Kindergarten Education Program in this school is responsive to the needs of the learners.	4.00	3.20	3.60	Very High Extent
3. The Kindergarten Education Program in this school provides activities for the cognitive development of the learners as well as psycho-social and emotional development.	3.50	3.00	3.25	High Extent
4. The kindergarten Education Program of this school helps learners to develop an understanding of different cultures.	4.20	4.00	4.0	Very High Extent
5. The Kindergarten Education Program in this school helps learners embrace cultural diversity through the use of appropriate languages in teaching and learning.	4.30	3.58	3.94	Very High Extent
Overall Mean	3.66	3.24	3.43	High Extent

Teachers and school administrators strictly followed those policies stipulated by the Department of Education.

Table 7. The Extent of Implementation of Kindergarten Education Program In Terms Of Curriculum and Instruction

Indicators	School Heads	Teachers	Mean	Interpretation
1. The curriculum and instruction in the school include the standards and competencies expected of five-year-old children by the Department of Education.	3.00	4.00	3.50	Very High Extent
2. The curriculum and instruction in the school are thematic and integrative to ensure the development of foundational skills among children.	2.50	3.50	3.00	High Extent
3. The curriculum and instruction in the school cater to the needs of learners with special needs such as the gifted, those with disabilities, and other diverse learners.	3.10	4.00	3.55	Very High Extent
4. The curriculum and instruction in the school use the mother tongue of the learners as the primary medium of instruction.	3.50	3.00	3.25	High Extent
5. The curriculum and instruction in the school employ differentiated instruction when the pupils in the kindergarten classroom have different mother tongue or when some of them speak another mother tongue/ first language at home.	4.0	4.5	4.25	Very High Extent
Overall Mean	3.22	3.80	3.51	Very High Extent

This showed that teachers and School Administrators implemented the provisions highly as stipulated by the Department of Education.

Thematic Responses:

School Heads:

Inadequacy of contextualized curriculum guide

Lack of knowledge and skill in the use of the language of the Indigebeous Peoples

Groups

Lack of training on Multicultural Education

Teachers:

- Inadequacy of curriculum guide
- Language barriers
- Language policy of DepEd
- Lack of orthography of the languages of the indigenous peoples' group
- Lack of training for multicultural education

Parents:

- Shy children due to the language barrier
- Teachers lack the skill on how to handle children from indigenous peoples group

Pupils:

- Shy with their classmates because of the food they had for lunch
- Ashamed of native culture
- Being bullied by classmates
- Loss of love of culture and native language due to a regimented curriculum

From the FGD, it was revealed that there is a divergence between the language and the culture used in school from those used in their homes. This was also cited by Calvo (2017) and this gap has to be bridged by coming up with innovative educational strategies. Language plurality is a boon, not a bane, and teachers have to learn the languages of their pupils to understand where they are coming from as a base in the educative process.

Further, there is a need for teachers to possess the right cultural skills to formulate the right intervention inside the classroom to ensure proper cultural education (Ghaffari and Çiftçi, 2018).

## CONCLUSIONS

Based on the findings of the study, the following are concluded: teachers and School Administrators have no knowledge of the concept, processes, and teaching strategies on Multiculturalism since the Department of Education has not come up with a clear policy on this educational concept for proper implementation in multicultural schools. A one school policy or mainstreaming using the Sinugbuanong Binisaya is the one implemented not taking into consideration the mother tongue of the pupils. Teachers and School Administrators followed strictly



that which were explicitly stated in the curriculum guide of the Department of Education in terms of policies and curriculum and instruction.

School Heads and teachers are not well versed in the culture and language of the indigenous peoples' group which eventually led to pupils not being able to freely communicate and thus, later on, reject the use of their own language, losing pride in their own culture. This situation also sent the wrong message of natives being not welcome to the school and for them to be assimilated to the mainstreamed culture.

## **TRANSLATIONAL RESEARCH**

The IPed cannot, at all times, work for a multicultural classroom. This has to be understood by the school heads and teachers who are assigned in kindergarten classrooms in a multicultural setting. There is a need to develop an orthography of the different ethnic groups as bases for teaching Mother Tongue Based- Multi-Lingual Education for the kindergarten classes, teachers' training, and more incentives for teachers teaching in multicultural schools.

Government Line Agencies and several line agencies of the government need to support multicultural classrooms. The National Commission for Indigenous People (NCIP), the Department of Social Welfare and Development (DSWD), the Department of Agriculture (DA), and even the Military have their own programs that can support the implementation of multicultural education. Philippine Association for Teachers and Educators (PAFTE) and other Professional Organizations can help in the indigenizing of the kindergarten curriculum, learning, and assessment materials and support training for teachers for multicultural education.

For future researchers, they can come up with experimental research on assessment of whether pupils who are indigenous fare lower academically than the mainstream kids and what the probable causes are, thus, recommend further policies or plans of actions that will improve performance in multicultural schools.

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