

5-2023

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Benefits of Multicultural Education on Diverse Student Populations

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Abstract

This senior capstone proves the benefits of multicultural education that promotes and brings about an inclusive and equitable education to all students, including diverse student populations. Through the use of literature review, interviews of two professors and educators, and surveys of college students, the result findings reveal that incorporating multicultural education approaches in the classrooms promotes inclusiveness that improves students' learning experiences and academic performance in the classroom. It further fosters empathy among students. It is recommended that educators, school administrators, and pre-service teachers learn what multicultural education is and know how to implement it in the classrooms to benefit their diverse student populations.

Introduction and Background

In the past and present, immigrant populations immigrate to the United States (US) from different territories. As a result, the population of the US is composed of people that come from distinct countries and have different customs. “The US has been so far called “a melting-pot country” or a multicultural nation. This metaphor was [used] to reflect the country’s accumulation of immigrants from different countries over history. Because of immigration, schools around the country admit students every year from different racial and cultural backgrounds” (Alghamdi, 2017, p. 45). Diverse students seeking education in the US have different characteristics than their peers in the dominant society. In classrooms, student characteristics involve different physical and mental abilities, gender, ethnic and racial backgrounds, socioeconomic classes, languages, religions, and sexual orientations (Alghamdi, 2017).

Classrooms around the US have shifted to include diverse populations due to immigration. For many years educational programs were designed to absorb and integrate cultures into the dominant culture. American schools primarily used assimilation programs to integrate immigrant groups into mainstream American culture. This method discouraged populations from learning, leading to low academic success and high dropout rates in diverse populations (Spring, 2012). Due to the negative effect of assimilation on diverse students, underrepresented populations fought to eliminate discrimination against them and to demand that the educational system responds to their needs, aspirations, cultures, and histories.

The civil rights movement of the 1950s and 1960s led to changes in educational institutions some educational institutions incorporated diverse courses, programs, and practices that educational

institutions to respond to the demands, needs, and aspirations of the various groups in classrooms (Banks & Banks, 2019). Multicultural education emerged due to the demand to address diverse populations. Although this method arose, this method is not consistently implemented, even when diverse populations are present in the classroom. I believe that all institutions, teachers, and educators are responsible for exploring teaching strategies that benefit all students.

My interest in researching multicultural education arose from my experience attending schools with diverse populations and white American students in the United States (US). Both my parents migrated to the US from Mexico as children. As Mexicans, we have different family traditions than other ethnicities. Growing up, I attended California public schools from kindergarten to high school. While attending school from Kindergarten to 8th grade, I struggled to learn some of the academic subjects. However, what kept me interested and engaged in learning at school was that teachers discussed in-class traditions from Mexico with students. Although I struggled with academics, the school was always interesting to me, and I was successfully learning and enjoyed attending my classes. On the other hand, the worst time came when I reached high school because I was enrolled in a high school where most students were white Americans. During this time, everything in the classes was done, focusing on academic subjects, and no teacher ever asked me anything about my background or myself. This made me feel out of place during high school like I was just present at the school, but it did not matter. As a result, the classes became uninteresting for me, and I performed poorly in my classes.

Reflecting back, multiculturalism was never taught during these years, and I was friends with a few other underrepresented students who needed to improve academically. Learning multicultural

education positively affected me. I felt a sense of inclusion and learned to understand others' experiences and become empathetic towards others different from myself. Currently, there are many other diverse students attending institutions. It will be interesting to learn more about their experiences in multicultural education. I want to learn about other diverse student experiences in classrooms. Have they attended classrooms where teachers incorporate multicultural education? Do they feel that multicultural education benefits them and others? I want to hear opinions from underrepresented diverse students because, as a prospective teacher, this will show me what method works best and to influence other educators, teachers, and preservice teachers to incorporate methods that can be improved when teaching diverse students.

To begin examining multicultural education's effect on students, I researched the following questions. Primary question: How does multicultural education benefit diverse student populations? This will inform me how much students benefit from teachers incorporating multicultural education into their curriculum. The related questions include: What is multicultural education? How has it developed? Why is multicultural education important for diverse student populations? What does research say about the benefits of multicultural education on diverse student populations? Are there pros and cons to multicultural education? How do educators implement multicultural education for their diverse students in the classrooms? How have diverse students benefited from learning multicultural education in the classrooms, according to educators? If so, in what ways? Are there resources available if educators if they want to implement multicultural education for their diverse students in the classrooms? To answer these questions, I will start with a review of the current academic literature.

Literature Review

The US is composed of persons who migrate from different countries and have different cultures. “Immigration is one of the main reasons that made the US a diverse and a multicultural country. Because of immigration, schools around the country admit students every year from different racial and cultural backgrounds” (Alghamdi, 2017, p. 45). In the past, it was believed that all students needed to eliminate their customs and assimilate into American culture. Spring (2012) explains, “Reflecting the attitudes of English colonists, the Founding Fathers rejected the idea of a multicultural society and advocated the creation of a unified American culture” (p. 1). The assimilation attempt was unsuccessful because diverse populations rejected the idea of letting go of their customs and traditions.

Anti-multicultural views failed, as Spring (2022) points out, “There were reports of Mexican children dropping out of school because of anti-Mexican bias in the curriculum” (p. 96). Some of these practices were removed in some educational institutions after people fought for ethnic inclusion in the curriculum. Banks & Banks (2019) explain, “The visible results of the civil rights movement, plus growing rage and a liberal national atmosphere, stimulated other marginalized groups to take action to eliminate discrimination against them and to demand that the educational system responds to their needs, aspirations, cultures, and histories” (p. 5). “Multicultural education emerged from the diverse courses, programs, and practices that educational institutions devised to respond to the demands, needs, and aspirations of the various groups [in classrooms]” (Banks & Banks, 2019, p.6).

“Multicultural education is an educational system that follows a standard process to deliver basic educational concepts that are suitable for all students”(Alghamdi, 2017, p. 45). The multicultural educational approach has proven to be effective with diverse students. Acknowledging diversity in

diverse students in the classroom has led to increased student academic achievement. Alghamdi (2017) explains that multicultural education:

[Creates] an engaging and [social] classroom climate, so it is important for teachers when delivering educational instructions to address students' cultural diversity. Second, it develops confidence and friendship between students and their teacher, which may increase students' performance. Therefore, teachers should show care and respect for their students' ethnic and racial backgrounds to achieve such goals (p.48).

“When student diversity is acknowledged in the classroom, students feel empowered and resilient because they feel seen” (Educator 1, personal communication, March 1, 2023). In other words, when a teacher acknowledges student diversity in each individual, it results in positive outcomes socially, leading the student to perform better academically.

Besides, additional studies have demonstrated that white students benefit academically from multicultural education. “Students are more apt to concentrate on their studies rather than on racially or ethnically based fights and incidents that create the disruption of the learning environment, divert time and resources from critical academic activities, and lead to the possible suspension or expulsion of such students from the schools, triggering an increase in the dropout rate of those students involved” (Okoye-Johnson, 2011, pp. 1267-1268). Martin (2014) found that:

White students whose identification increased during the semester in the MC course reported gains in their self-perceived intellectual engagement, measured as increases in academic ability, drive to achieve, intellectual confidence, and listening ability. These findings confirm that developmentally speaking, White students may be uniquely positioned to reap benefits from exposure to multiculturalism (p. 120).

There is a difference in engagement and understanding for everyone, regardless of background.

Whether a diverse student population or white students learn about their culture or other cultures, there

is an increased academic engagement. Also, all students learn to understand cultural differences, which leads to an understanding of each other and positive social interactions (Martin, 2014).

Education is enhanced, “when teachers are well equipped to foster inclusive and equitable classrooms, students from marginalized communities show higher rates of academic achievement, motivation, self-confidence, and self-efficacy” (Parkhouse, Lu, & Massaro, 2019, p. 331). “Teacher quality and teaching quality are both characterized by pedagogy designed to maximize student learning by catering to individual needs” (Boon, & Lewthwaite, 2016, p. 334). Educators express that a pedagogical setting includes incorporating a curriculum that addresses the experiences of different ethnicities, such as ethnic education.

Within multicultural education, an ethnic study curriculum is a part of connecting with diverse student populations. “Ethnic curriculum should be required and institutionalized in all grade levels. Teachers and educators should constantly incorporate such a curriculum. It should not be a one-time thing where only one or a few assignments in a semester are given to the student” (Educator 1, personal communication, March 1, 2023). In addition, there is another dimension of multicultural education where students should be considered individually aside from their cultural background. Conceptualizing multicultural education exclusively as content related to various ethnic and cultural groups is problematic (Banks & Banks, 2019). Although students are from a particular culture, they all have different experiences. All students should be individualized and not be seen as just experiencing events pertaining to their culture (Educator 2, personal communication, March 7, 2023).

A curriculum implemented with their background and students' individuality influences how they respond. Educators or teachers must be equipped to provide a culturally responsive pedagogy for

their students. Okoye-Johnson (2011) points out, “Culturally responsive teaching is validating, comprehensive, multidimensional, empowering, transformative, and emancipatory and involves using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p. 1259). Ultimately, the teaching method a teacher chooses to incorporate will affect how they view themselves and their mindset.

Research suggests that “despite increasingly diverse student bodies, and newly initiated curricular requirements for diversity classes primarily on race and ethnicity, students are not actually learning about and from diversity” (Barnett, 2011, p. 671). In some educational institutions, a multicultural curriculum is not implemented. Teachers and educators are influenced by their views in implementing curriculum or approaches in teaching. It is not required and enforced for teachers to apply a diversity curriculum, although it should be institutionalized (Educator 1, personal communication, March 1, 2023).

“Implementing multicultural education requires that teachers, educators, and institutions become involved in wanting to include it into their classroom and for them to want to join assist programs where they can acquire tools to implement it” (Educator 2, personal communication, March 7, 2023). Multicultural education should be addressed in all schools. “Teacher’s attitudes and expectations (academic, personal, social, and ethical dimensions), as well as their pedagogical skills, determine the tone, structure, and quality of instruction” (Bonner et al., 2018, p.701).

Bennett (2013) believes that “cultural immersion through field experiences provides opportunities for in-service and preservice teachers to develop a better understanding of issues related

to multicultural education and culturally responsive pedagogy” (p. 384). Preparation programs face demands to prepare current and future school leaders for the changing educational environment. These programs must focus on developing relevant content to support these leaders in creating the conditions needed for every child to receive an equitable and excellent education (Gooden & O’Doherty, 2015). The participation and whole immersion experience in a preparation program with diverse populations can provide a deeper connection between course material from the college and practical application in the classroom regarding culturally responsive pedagogy (Bennett, 2013).

When pre-service educators work with underserved and underrepresented diverse students, they learn to recognize conceptions of self and others. They learn to understand the significance of social interaction and promote social engagement in the classroom. As future teachers or educators, they consider the conception of knowledge in their prospective students. Pre-service preparation programs allow future educators to gain skills to incorporate culturally responsive teaching (Bennett, 2013). Dolby (2012) states that teachers or educators who enter education without adequate preparation often resent and stereotype students they do not understand, especially these teachers’ lack of skills, rendering them less successful. “Even decent people who want to do good work can be sabotaged by their lack of knowledge and skills” (p. 208). Based on the information acquired through the Literature Review, I have decided to form a study that will look in more detail at the experiences of diverse students experiences in classrooms with the implementation of multicultural education, which will be discussed in the next section; Methods and Procedures.

Methods and Procedures

This research consisted of gathering and analyzing information. I obtained peer-reviewed scholarly

journal articles and books from CSUMB's library database and google scholar. I met with two educators implementing multiculturalism into their curricula to address diversity. During the meeting, I interviewed a two-year community college educator (See Appendix 1 for two-year college educator interview questions) and a 4-year college educator (See Appendix 2 for four-year university educator interview questions). The interview aimed at gathering information about how educators implement a curriculum that addresses diverse students. To get an insight into what they have seen and experienced on implementing a curriculum that addresses student diversity and if it benefits students in the classroom. Finally, to know if there are resources that support teachers and educators who want to administer this kind of education that acknowledge the importance of diverse individuals.

In addition, students were given an anonymous student survey from the two-year community college (See Appendix 3 for two-year college anonymous student survey questions) and four-year college (See Appendix 4 for four-year university anonymous student survey questions). The purpose of the anonymous surveys was to determine the students' ethnicity and compare the experiences of diverse students. These students were selected because they are currently enrolled in a class where multiculturalism is implemented and because most attending the classrooms are diverse students.

Lastly, I examined the philosophies of the two-year Community College and four-year university through their websites, where both educators I interviewed teach. I reviewed the institutional philosophy that each provides for their students. Both colleges have a large population of diverse students, and it is important to know if they consider demographics in their institutions. In addition, it is essential to determine if they use an approach in their schools' philosophy that addresses student diversity. The purpose is to reflect on their statements and determine if they mentioned

inclusiveness and racial awareness. This leads to knowing if they used an approach in their schools' philosophy that addresses student diversity. Examining the statements would determine if they mention anything about multicultural education and how institutionalized multiculturalism is at a higher level. This leads to knowing if they used an approach in their schools' philosophy that addresses student diversity.

Results, Finding, and Discussion

Through applying methods and procedures, information was acquired through literature review, two educator interviews, student surveys, and examining the philosophy of the two institutions with a major population of diverse students. The benefits of applying multicultural education was examined. In this section, discussions of the results were organized based on the secondary research questions with the findings of literature review, interviews, and surveys.

What is multicultural education? How has multicultural education developed? Why is multicultural education important for diverse student populations?

In the personal interview, Educator 1 expressed that students learn about their own culture or others' cultures (Educator 1, personal communication, March 1, 2023). Overall, multicultural education is an educational system that follows a standard process to deliver basic academic concepts suitable for all students (Alghamdi, 2017). In other words, multicultural education is a method implemented to address different but, at the same time, all students because either they learn about their own or different experiences of cultures. Okoeye-Johnson (2011) defines multicultural education as being “culturally responsive teaching is validating, comprehensive, multidimensional, empowering, transformative, and emancipatory and involves using the cultural knowledge, prior experiences,

frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them”(p. 1259).

Based on research in the literature review, multicultural education emerged from the diverse courses, programs, and practices that educational institutions devised to respond to the demands, needs, and aspirations of the various groups in classrooms (Banks & Banks, 2019). Diverse students seeking education in the US have different characteristics. In classrooms, student characteristics involve different physical and mental abilities, gender, ethnic and racial backgrounds, socioeconomic classes, languages, religions, and sexual orientations (Alghamdi, 2017). However, the diverse characteristics were not acknowledged in an attempt to dominate. During the civil rights movement, underrepresented populations fought discrimination against them. They demanded that the educational system responds to their needs, aspirations, cultures, and histories (Spring, 2022).

Multicultural education is essential for diverse students because it addresses diversity in students. At the same time, students feel acknowledged through learning about their own culture, which leads to empowerment. At the same time, students benefit from learning about other cultures because it creates empathy and an understanding of others. (Educators 1 & 2, personal communication, March 1 & 7, 2023). In other words, all students benefit from multicultural education because it creates a positive environment where a student feels understood, or students understand other's cultures and experiences. In addition, Alghamdi (2017) points out that multicultural education creates an engaging and social classroom climate. It develops confidence and friendship between students and their teachers, which may increase students' performance. Therefore, teachers should show care and respect for their students' ethnic and racial backgrounds to achieve such goals.

Furthermore, based on student survey responses, most students are diverse students. In the two-year college classroom, there are fifteen Hispanics, one Filipino, one mixed white and black, and one white and Hispanic Table 1 contains demographics and responses (See Appendix 3, table 1). In the four-year university, sixteen students participated in the anonymous survey, and all except two were from diverse backgrounds. The students were thirteen Hispanics, one White and Hispanic, and two white. See table 2, which includes a summary of the students' demographics and responses (See Appendix 4, Table 2). Student responses are similar to the educators, and most of the two college students believe that students benefit from multicultural education (See Appendix 3 & 4, table 1 & 2).

Most survey student respondents 1 and 2 stated that multicultural education leads to understanding and empathy towards others from different cultures. For example, a student from the two-year college expressed that multicultural education raises awareness of cultures and leads to being more empathetic toward people (Student survey respondent 1, personal communication, March 1, 2023). Another student said students become aware of other's people cultures and the things that others go through, for example, more struggles as a result of their ethnicity (Student Survey respondent 2, Personal Communication, March 7, 2023). Students seem to have strong positive views on how students benefit from learning in a multicultural classroom environment. Most respondents believe multicultural education provides benefits such as empathy and understanding (See Appendix 3 & 4, table 1 & 2).

What does research say about the benefits of multicultural education on diverse student populations? Are there pros and cons to multicultural education?

According to research, the pro is that multicultural education promotes a positive classroom environment and can lead to better academic performance (Alghamdi, 2017). The con of multicultural education is that some educators may create a particular image of a student from a specific ethnic background. Even when a student comes from a particular culture, each individual has different life experiences. Educators or teachers have to be aware of biases that can lead to creating images of their students according to their culture. Those involved in teaching must connect with their students at a distinct level to differentiate students as individuals with unique experiences (Educator 2, personal communication, March 7, 2023).

How do educators implement multicultural education for their diverse students in the classrooms?

According to both educators during the personal interview, educators implement multicultural education according to their views on an approach. Educators 1 & 2 (2023) expressed that some departments discuss and encourage its implementation. Ultimately, getting involved in implementing the curriculum comes with the choice of doing so on an individual level. Those who want to implement such a curriculum choose to get involved in advocating and joining training to gain knowledge and new concepts that help teaching underrepresented populations (Educator 1 & Educator 2, personal communication, March 1 & 7, 2023).

How have diverse students benefited from learning multicultural education in the classrooms, according to educators? If so, in what ways?

Based on responses from educators, students benefit from multicultural education in many ways. Educator 2 expressed:

The process butcher shop for Latinos disfranchised me, and I didn't want to get educated. As a diverse student, the catalyst was when I took one class in multicultural education during college. I became empowered. It turned me inside out and made me feel empowered. I understood that the system was made to turn me away from education. Education was for other people but not me. Latino literature made me think about why I was never taught about while attending school. Education is power, and that power is not meant for brown-skinned people (Educator 2, personal communication, March 7, 2023).

In addition, Educator 1 stated that “diverse students feel empowered and resilient. It is beneficial for everyone to implement multiculturalism in the classroom, not just diverse students. White students benefit because they can understand other races, and it can create allies” (Educator 1, personal communication, March 1, 2023).

Are there resources available if educators if they want to implement multicultural education for their diverse students in the classrooms?

In the personal interview, Educator 1 shared that resources available vary from college to college. At the institution where she teaches, when there are funds, an educational program works with the college that provides workshops, free books, and training opportunities on racism, class, and equity. However, it is also faculty-driven. Educator 1 expressed, “We just have to keep putting pressure on the senate and faculty for social justice curricula to be institutionalized at all levels and classrooms.”(Educator 1, personal communication, March 1, 2023). In other words, implementing multicultural education is optional, and Educator 1 believes it should be enforced for all educators.

Similarly, student survey responses align with the educator's response that multicultural education is optional. All students believe that it is implemented by either most or some educators and teachers. In the anonymous survey from the two-year college students, seven students responded, “Yes,” four “Some teachers and educators,” and four answered, “Not sure” when asked if they believe

that teachers implement multicultural education in the classrooms they have attended (See Appendix 3, table 1). In addition, the four-year college students, five responded: “Yes,” ten “Some teachers and educators,” and one “Not sure” (See Appendix 4, table 2).

Additionally, Educator 1 expressed that not all educators join available workshops to learn how to incorporate multicultural education. Also, due to not taking advantage of the resources, educators lack skills and don’t learn the updated proper terms used to address underrepresented populations. For example, it is not proper to use the word multicultural education because this word has been watered down like it has no significant meaning. A proper word for multicultural education would be terms such as racial equity and social justice. An additional incorrect term used to address underrepresented populations is minority, and the correct one is minoritized. Educator 1 pointed out that underrepresented populations are not minorities; they were minoritized by an oppressive government system (Educator 1, personal communication, March 1, 2023).

Moreover, Educator 2 stated that was a time in history were there weren’t any resources. Resources have grown and are available for those who care to look. For some racists who like the oppressive system, multicultural education is a threat and an explosive combination. Some educators don’t have the skills to implement multicultural education but can still develop trust with their students. There is an opportunity for all to get into the hearts and shoes of their students. Educators have the power to establish relationships with their students or create toxic and distressing classroom environments (Educator 2, personal communication, March 7, 2023). There is an opportunity for all to get into the hearts and shoes of their students.

Lastly, when analyzing the two-year and four-year college mission statements of the colleges where the interviewees for this research teach, both colleges mention diversity but use different approaches. For example, the two-year college philosophy includes being committed to providing equitable support for success by emphasizing historically underrepresented and emerging student populations. The four-year college's mission is to advance excellence through inclusion and equity. It claims to promote diversity in all identities and ideas as an asset that enhances student learning. Both have different approaches to dealing with inclusion. One focuses on providing resources and support, whereas the other promotes diversity. On the other hand, although both believe in inclusive education for all students based on their mission statements, multicultural education was not mentioned. This led to the belief that multicultural education is not reinforced and institutionalized despite having a diverse population and trying to provide quality education.

Problems and Limitations

When researching, finding recently published scholarly articles was challenging. Most of the scholarly articles and books I used were published a few years ago. However, all sources were found to be within this paper's recommended time frame. Some articles relating to this topic are older than the recommended time frame suggested. As a result, more research have been done on multicultural education, and in recent years, more importance could have been placed on this method in classrooms. There needs to be continued research on the effectiveness of implementing multiculturalism education to continue influencing the best teaching methods in classrooms.

Additionally, I struggled with interviewing more educators on multicultural education because I did not know more educators implementing multicultural education. The two educators I interviewed

for this project are known for advocating for inclusion, and I had their contact information. It is essential to get more information from teachers and educators who implement multicultural education in their classrooms. Different perspectives help provide a solid foundation for the potential benefits of multicultural education.

Finally, due to the demographics of both college schools and the fact that I had the educator's contact information, the educators interviewed were Hispanic, and most surveyed were Hispanic. The information I gathered from the research provided significant insight into the importance of adequately serving populations in the education system. However, more research needs to be done on students and educators from different ethnicities and who are white. Researching from interviews and surveys with different ethnicities can provide a solid foundation that proves its benefits.

Recommendations

Furthermore, a recommendation for educational institutions is to provide resources for educators and pre-service teachers to learn how to implement multicultural education. Acquiring knowledge and curriculum methods takes knowledge but provides good teaching instructions. Educators need to have the resources that help them become effective in implementing a curriculum that benefits all students. Having resources will benefit educators in the implementation of multicultural education. Educators need support in implementing curriculum, and this is a step that supports educators that teach in your institution.

For future and current educators, I recommend joining the resources available that help incorporate multicultural education in the classroom. This will help you learn information on the best practices and be up to date with information, such as new terms, in effectively underrepresented

populations in the classrooms. Educator knowledge leads to ideas that can have a positive impact on learners. In other words, students will gain knowledge that can lead to a change in themselves and others. Additionally, based on all research, providing multicultural education is the best way for students to learn and be proactive in the classroom. Ultimately, all populations can benefit from learning from educators, leading to all individuals becoming better persons by becoming more empathetic and academically performing better in classrooms.

Furthermore, to generate educator and student classroom closeness, educators should keep in mind that ethnicity does not equal personal experiences. Teachers and educators should get to know their students personally by incorporating assignments focusing on their experiences. This could be done by providing an assignment that asks students about themselves. Although multicultural education is essential, more is needed for students to learn about culture or history because all students have different experiences or stories in their life. Teachers should find ways to be inclusive of all their students.

Lastly, further research should be done on different students with different ethnicities on whether they believe multicultural education benefits them in education. A larger population of students and educators of different backgrounds and customs need to elaborate on their personal perspectives as well. More educators need to be asked what leads them to either or not implement multicultural education. Also, more students need to be asked how they feel about learning about other cultures other than their own. Through further research, these recommendations can collect additional data regarding the benefits of multicultural education and influence more institutions and educators to provide and perhaps institutionalize multicultural education.

Conclusion

This senior capstone project examined the benefits of multicultural education on diverse student populations through the use of literature review, interviews with two professors and educators, and surveys of college students. Through methods and procedures, it was found that Multicultural education promotes and brings about an inclusive and equitable education to all students, including diverse student populations.

The results reveal that incorporating multicultural education approaches in the classrooms promotes inclusiveness that improves students' learning experiences and academic performance in the classroom. It further fosters empathy among students. It is recommended that educators, school administrators, and pre-service teachers learn what multicultural education is and know how to implement it in the classrooms to benefit their diverse student populations.

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Appendix 1
Two-year Community College Educator 1
Interview Questions

1. How do educators implement multicultural education for their diverse students in the classrooms?
2. How have diverse students benefited from learning multicultural education in the classrooms according to educators? If so, in what ways?
3. Are there resources available if educators want to implement multicultural education for their diverse students in the classrooms?

Appendix 3
Two-year College Student Anonymous Survey Questions

Please Circle:

1. What is your ethnicity?

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

Asian

White

Black or African American

Hispanic or Latino

Prefer not to answer

Other:

2. Do you feel like teachers/educators have acknowledged diversity in the classrooms that you have attended?

Yes

Not sure

No

Some teachers/educators

3. Do you feel that you benefit from multicultural education?

Yes

Not Sure

No

4. Do you feel that other students benefit from multicultural education?

Yes

Not Sure

No

Please respond to the following in a short answer. Feel free to use the back of this paper if you need more space.

If you answered yes to the previous questions, in what way/s do you think that you or other students benefit from multicultural education?

Two-year College Student Participant Responses

Number of Participants: 18

Ethnicity	Students who feel like teachers/educators have acknowledged diversity in the classrooms that they have attended.	Students that feel they benefit from multicultural education.	Students that feel that other students benefit from multicultural education.
Both White and Hispanic: 1	Yes: 5	Yes:14	Yes:15
Both White and Black:1	No:	No:	No:
Filipino: 1	Not sure: 1	Not sure:4	Not sure: 1
Hispanic: 15	Some teachers/educators: 10		

<p><u>Responses:</u></p> <p>In what way/s do students think they or other students benefit from multicultural education.</p> <p>As an elementary education major, I have strong views on this! I feel learning about cultures helps students build more connections which is essential for successful learning!!!!</p> <p>I think it’s beneficial because it's important to see your own culture in the history books.</p> <p>We benefit in different inputs and backgrounds being brought into an educational environment.</p> <p>To raise awareness of cultures and be more empathetic towards people.</p> <p>We can get different points of view from people based on different views and life experiences.</p> <p>I believe that students benefit from multicultural education when students introduce different perspectives creating a new sense which can open your mind to new ideas.</p> <p>The benefit of multicultural education is that it helps create an environment that accepts others.</p> <p>It gives us a glance at society. It helps us learn, try new things, and understand different cultures, allowing us to accept each other without judgment.</p> <p>I’m not sure.</p> <p>We get to see different aspects of social issues. Also, our views broaden to the outside world in the sense of what makes up our community.</p>
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MULTICULTURAL EDUCATION ON DIVERSE POPULATIONS

Other students get to benefit and appreciate other students' cultures and beliefs.
You get to learn and understand other people's cultures, making you appreciate it.
Other students benefit from multicultural education because we get to learn about different ethnicities.
Just by learning new cultures and seeing more perspectives.
People need to learn about other cultures cause if you travel, it's good to have knowledge of the culture.

Appendix 4
Four-year University Student Anonymous Survey Questions

Please Circle:

2. What is your ethnicity?

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

Asian

White

Black or African American

Hispanic or Latino

Prefer not to answer

Other:

2. Do you feel like

Yes

Not sure

No

Some teachers/educators

3. Do you feel that you benefit from multicultural education?

Yes

Not Sure

No

4. Do you feel that other students benefit from multicultural education?

Yes

Not Sure

No

Please respond to the following in a short answer. Feel free to use the back of this paper if you need more space.

If you answered yes to the previous questions, in what way/s do you think that you or other students benefit from multicultural education?

MULTICULTURAL EDUCATION ON DIVERSE POPULATIONS

Four-year University Student Participant Information Number of Participants: 16

Ethnicity	Students who feel like teachers/educators have acknowledged diversity in the classrooms that they have attended.	Students that feel they benefit from multicultural education.	Students that feel that other students benefit from multicultural education.
White: 2	Yes: 5	Yes:16	Yes:15
Both White and Hispanic:1	No:	No:	No:
Hispanic: 13	Not sure: 1	Not sure:	Not sure: 1
	Some teachers/educators: 10		

<p>In what way/s do students think they or other students benefit from multicultural education.</p> <p>Responses:</p> <p>All students benefit, myself included, as we develop a growth mindset. With a growth mindset, we can work collaboratively better with others and become self-aware of others. Non-biased, we can get more humane and kind.</p> <p>I believe I have benefitted from multicultural education because I have been exposed to a diverse structure of knowing others and their multicultural backgrounds.</p> <p>Multicultural Ed benefits everyone. We all have so much room to grow. At the very least, an education in window, door, and sliding glass doors are key.</p> <p>Understanding more than yourself welcomes change and diversity into your life so I 100% love multicultural education.</p> <p>We can all learn by sharing each other's differences.</p> <p>You get to see someone else perspective.</p> <p>Getting to understand that people have different experiences due to their culture is important. It allows you to empathize with other's.</p> <p>They get more knowledge of other cultures that they may not know. It also gives people more of a chance to learn more than they may hear in other classes.</p> <p>Awareness to others' lives/traditions etc. Gives them an insight to classmates lives.</p>

They become aware of other's people cultures and the things that others go through, for example more struggles.

It gives us culture awareness