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Cultural Diversity and Students' Learning Outcomes in Social Science

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Abstract. This study investigates the levels of cultural diversity, learning outcomes in social sciences, and the differences in cultural elements across colleges of the graduating students at Central Philippines State University-Main Campus, Kabankalan City, Philippines. This research problem addresses the need to explore how students' awareness of cultural diversity within their classrooms impacts their academic achievements, particularly their adaptability to diverse learning environments. It also highlights the gap in understanding whether and how culturally responsive teaching strategies can positively affect academic performance, suggesting further investigation to generalize findings and enhance inclusive, effective learning environments. This descriptive-correlational study was designed to establish the relationship between cultural diversity and learning outcomes among 361 students across key areas in Social Sciences. The primary data were derived from examinations administered to the students to assess learning outcomes. A questionnaire consisting of ten-item statements for each component was administered to test the students' levels of cultural diversity. The largest number of respondents was from respondents in the College of Teacher Education, while the lowest number of respondents was from the College of Forestry. The diversity of cultural expressions among colleges manifests the heavy influence of academic settings in the design of students' cultural understanding. The study showed the necessity of more proper cultural diversity training at some colleges, such as Business Education and Teacher Education, where the knowledge of norms and values must be reinforced. The outcomes represented that students from the various colleges are exposed to a good understanding of cultural diversity, although aspects like cultural values and beliefs require improvement. Intercorrelation between the exposure to cultural diversity and the consequences implies that students' views, particularly the social sciences views, grow through greater exposure to cultural diversity.

Keywords: Academic performance; Cultural diversity; Culturally responsive teaching; Learning outcomes; Social Science.

1.0 Introduction

This study highlights a significant relationship between perceived classroom cultural diversity and students' learning outcomes in Social Sciences. Given the enormous diversity of social, religious, ethnic, and cultural groups present in schools today, multicultural education programs that acknowledge and value the uniqueness of children and adolescents are necessary. Teachers' perceptions of the school environment are influenced by cultural differences in authority, academic and social norms, peer and self-regulation behaviors, and classroom

management. For people to properly teach about other cultures and understand that there is unity amidst differences, educators must examine and consider intercultural awareness (Opeña & Pontillas, 2020).

In the 21st century, teachers must have a new set of skills and abilities to successfully apply inclusion practices in the rapidly evolving educational landscape of the twenty-first century. Inclusive education aims to give every student equitable opportunity for learning and development, irrespective of their backgrounds or talents (UNICEF, 2023). With the growing cultural diversity of the world, the classroom has become a critical launching pad for educating cultural differences that begin with the teacher. However, the teacher finds it difficult to uncover how cultures influence families, government, language, and academic learning outcomes (Jones, 2013). Cultural diversity in higher learning institutions has the advantage of challenging student perspectives, ideas, and ways of thinking, encouraging dialogue, and invoking critical thinking. This boosts the level of globalization and matters affecting society at large. Increased exposure to peer socialization with individuals from other backgrounds fosters empathy, adaptability, and cultural competence.

In the Philippines, Pejaner and Vistades (2020) found out that although teachers used a variety of applications and techniques in the classroom, it was only limited to those activities that connected the subject's concepts to their daily lives. Due to the teachers' lack of knowledge of the students' culture, other indigenous knowledge systems and practices were not considered. In a classroom, whether for children or adults, pupils learn in an educational setting. Students from diverse religious backgrounds, socioeconomic backgrounds, sexual orientations, genders, and languages are present in the classroom. Therefore, students in the classroom will exhibit various behaviors, learning styles, communication abilities, etc. This diversity requires acceptance and encouragement to help kids develop the ability to stay in their roots. Global diversity will only increase, so it is critical to teach children how to adjust to this changing environment and value differences as assets rather than flaws. Students from different cultural backgrounds bring their knowledge and life experiences to the academic setting. Teachers should take the time to learn more about the background, values, histories, practices, and traditions of these students and their families. For this reason, teachers must be equipped to differentiate instruction, accommodate diverse learning styles, and create inclusive classroom environments that foster collaboration and support for all students (Hamstead, 2024). They must also possess strong communication skills, empathy, and cultural competency to effectively engage with students from diverse backgrounds.

In a classroom, the students spend their working hours learning and receiving their education. However, from time to time, they had that bad feeling about the place. In general, different classroom experiences have different effects on the students because students in the class come from different ethnic origins. That could be controlled and fixed using the teacher's abilities and lessons taught. Another important factor is cultural diversity, which directly impacts the learning outcome. It unites students belonging to different cultures and, thus, provides a vibrant and dynamic learning environment. This resonates with research by Marvi, K. (2023) on the effects of cultural diversity in school classrooms. The study was conducted to promote and sustain a positive environment in diverse classrooms. Socio-cultural value realized in schools always tends toward the dominant culture, leaving behind the rest that differs from the former. This situation, therefore, leads to educational practices that enhance social inequalities because of the failure to recognize and value cultural differences.

In connection, this study was conducted to analyze the distribution of participants, levels of cultural diversity, learning outcomes in social sciences, and the differences in cultural elements across colleges. The study explored how academic disciplines, environments, and student characteristics influence cultural diversity and learning outcomes and the connection between diversity in cultures and learners' outcomes in core areas of social sciences. This assessment evaluates the students' perceptions of the class's cultural diversity and its influence on their learning outcomes.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design to determine levels of cultural diversity among students from four categorized components in the classroom setting. In this study, a structured questionnaire with ten items for every component was rated by the students on a Likert scale. The study also aimed to determine the outcome of learning through exams on courses in Social Science. The dependent variable is the outcome of

learning, assessed through course-based assessment. This comprises courses like Anthropology, Economics, Political Science, and Social Psychology, all with ten general questions from each.

2.2 Research Locale

The study was conducted at Central Philippines State University located in Kabankalan City, Negros Occidental, Philippines. The author's prior position as a Social Science instructor at the said university gained important knowledge about the academic environment and cultural variety of the school experience, which made it a good setting for investigating the connection between learning outcomes and classroom diversity. More accurate data collection and interpretation would have been made possible by familiarity with the students and the academic environment.

2.3 Research Participants

The respondents, who were selected using purposive sampling—a non-probability technique in which the researcher explicitly chooses individuals based on predefined criteria—were 361 fourth-year students. In this case, the selection of 68% of the target group (531 students) is justified because the respondents were graduating students. Graduating students are a relevant population for this study since they are in their final year of study and are well-positioned to examine the relationship between cultural diversity and learning outcomes. Their extensive academic background provides valuable insights into the long-term effects of cultural variety on performance and adaptability.

2.4 Research Instrument

The survey questionnaire to assess students' cultural diversity was adapted and modified from instruments commonly employed in similar studies at various universities worldwide. To ensure construct validity, the questionnaire underwent Factor Analysis. For cultural diversity, a structured questionnaire with ten items for every component was rated by the students on a Likert scale. The outcomes of learning were assessed through examination. This comprises courses like Anthropology, Economics, Political Science, and Social Psychology, all with ten general questions from each.

2.5 Data Gathering Procedure

The researcher conducted the data collection process. After obtaining the required permissions, the researcher personally administered the survey questionnaires and the exams. The researcher administered the tests and surveys simultaneously while utilizing other colleagues to coordinate the data collection process.

2.6 Data Analysis

In data analysis, the profile of the fourth-year students in CPSU-main according to Colleges, Courses, Language, and Gender was determined using the frequency and percent distributions. The levels of students' cultural diversity and Learning Outcomes when grouped into Colleges and Languages were treated using the Mean. The significant differences in students' cultural diversity and learning outcomes when grouped into Colleges and Gender were computed with one-way ANOVA. The significant correlation between students' cultural diversity and learning outcomes in social science was dealt with by Pearson correlations.

2.7 Ethical Considerations

The respondents were provided with a detailed report outlining the specific approach and objectives of the study. Process discretion ensures that data is kept completely confidential, whereby the respondent identities are masked through all phases of data processing and analysis to avoid violating participants' rights. In addition, the data was completely evaluated and interpreted to explicate the study's relevance. Furthermore, the researchers needed to guarantee that the volunteers properly understood the study's goals and relevance and had the choice to participate or not.

3.0 Results and Discussion

3.1 Distribution of Participants

Table 1 presents the distribution of the study participants according to colleges. The respondents from the College of Teacher Education rank highest, with 70, or 19.39% of the total respondents.

Table 1. Distribution of participants according to colleges

Colleges	Frequency	Percentage
College of Agriculture	42	11.63
College of Animal Science	45	12.47
College of Arts and Sciences	30	8.31
College of Business Education	50	13.85
College of Computer Science	40	11.08
College of Criminal Justice Education	58	16.07
College of Engineering	20	5.54
College of Forestry	6	1.66
College of Teacher Education	70	19.39
Total	**361**	**100.00%**

This reflects interest or enrollment among senior students in education-related courses. This corresponds to Hansen (2014), who also noted that getting students off lower-achieving teachers and onto higher-achieving ones led to notable gains in learning, and improvement of the performance of a country's teaching corps is just one of the important ways through which it can shore up the overall quality of education. Specifically, the College of Forestry invested the smallest share at the senior level, only 6 students, 1.66 percent. Thus, it can be interpreted as limited enrollment or niche specialization in forestry studies. According to CHED (2019), enrolment in Agriculture, Forestry, and Fisheries in the country is quite low compared with the numbers of Business Administration and Education Science and Teacher Training enrollment, which has become the primary theme of the country for the past ten years. This development has made the agriculture sector unpopular, especially among the young population (CHED 2019).

3.2 Cultural Diversity

Table 2 provides data on the levels of cultural diversity of senior students across nine colleges, measured across four components: Cognitive Elements (CE), Language and Symbols (LS), Beliefs (BEL), and Norms and Values (NV).

Table 2. Levels of cultural diversity

Colleges	Cognitive Elements (CE)	Language and Symbols (LS)	Beliefs (BEL)	Norms and Values (NV)
College of Agriculture	3.57	3.80	3.86	3.78
College of Animal Science	3.42	3.56	3.67	3.52
College of Arts and Sciences	3.38	3.47	3.48	3.20
College of Business Education	3.28	3.72	3.76	2.98
College of Computer Science	3.59	3.91	4.07	3.59
College of Criminal Justice Education	3.59	3.58	3.53	3.50
College of Engineering	3.39	3.48	3.46	3.53
College of Forestry	3.53	3.47	3.55	3.57
College of Teacher Education	3.92	3.11	3.00	3.10
Overall Mean (Interpretation)	**3.51 (High)**	**3.55 (High)**	**3.57 (High)**	**3.41 (High)**

The scores range from 3.41 to 4.20, which indicates a "High" level of cultural diversity based on the scale provided. The overall cultural diversity level across all colleges is 3.54 (High), indicating that senior students have a strong orientation toward cultural diversity. The strongest component is the beliefs (3.57), and language and symbols (3.55) are the highest-scoring components, indicating that students are particularly aware of cultural symbols, language, and belief systems. The weakest component is the norms and values (3.41), suggesting that students might struggle to understand or adhere to cultural norms and values more than other aspects of cultural diversity. Lin and Jackson (2019) state that the human condition has become multicultural and interactive. As shown in the table above, most colleges consistently score high across the components, indicating a well-rounded understanding of cultural diversity. The lower scores in "Norms and Values" in several colleges, especially in the College of Business Education, point to a potential area for improvement in reinforcing cultural norms and values in student orientation. The College of Teacher Education scores lower across components, especially in "Beliefs" and "Norms and Values," suggesting a need for more focus on cultural diversity training within the education sector. The data suggest senior students are generally well-versed in cultural diversity, particularly cognitive understanding, language, and beliefs. However, there is room for improvement in understanding norms and values, especially in specific colleges like Business Education and Teacher Education.

3.3 Learning Outcomes

Table 3 provides insight into the learning outcomes in social sciences across nine colleges. These outcomes are assessed across various subject areas such as anthropology (IANTH, PANTH), economics (INECON, PRNECON), political science (PS, PRNPS), sociology, and psychology (SOCPSY, PRNSSP).

Table 3. Learning outcomes in Social Sciences across nine colleges

Colleges	IANTH	PANTH	INECON	PRNECON	PS	PRNPS	SOCPSY	PRNSSP	Total
College of Agriculture	3.07	3.10	3.05	3.57	2.36	3.62	3.05	2.31	3.01
College of Animal Science	2.60	2.27	3.13	3.24	3.22	4.44	3.44	2.58	3.12
College of Arts and Sciences	4.10	3.07	2.57	3.43	3.50	4.47	2.93	3.93	3.50
College of Business Education	3.58	3.38	2.26	3.12	3.46	3.70	3.92	3.28	3.34
College of Computer Science	3.93	3.30	1.98	3.18	3.33	3.08	2.95	3.48	3.15
College of Criminal Justice Education	3.09	2.69	2.10	3.45	4.19	3.07	3.67	3.60	3.23
College of Engineering	5.05	5.30	5.20	5.15	5.80	5.50	5.20	5.10	5.29
College of Forestry	3.17	2.67	2.83	5.00	5.50	3.67	4.17	3.50	3.81
College of Teacher Education	5.80	6.30	5.73	5.60	5.96	6.03	4.81	4.86	5.64
Overall Mean	**3.91**	**3.72**	**3.27**	**3.90**	**4.06**	**4.23**	**3.78**	**3.62**	**3.81**
Level	**Low**	**Low**	**Low**	**Low**	**Low**	**Low**	**Low**	**Low**	**Low**

The scores range from 2.81 to 6.40, with 2.81-4.60 categorized as Low (L) and 4.61-6.40 as Average (A). The overall learning outcome score across the nine colleges is 3.81, which falls into the Low (L) category. This suggests that, on average, students across most colleges do not demonstrate strong proficiency in social sciences. Despite the low overall average, two standout colleges—the College of Engineering and the College of Teacher Education—perform at an Average (A) level, with scores of 5.29 and 5.64, respectively.

The disciplines in social science play a significant role in fostering knowledge, skills, and behavior necessary to become members of society who understand their rights and civic duties (Mafrudin, 2023). Furthermore, this cultivates essential skills, including creative thinking, problem-solving, decision-making, and research, empowering individuals to enhance their lives and contribute to social transformation (Mafrudin, 2023; Mutiani & Faisal, 2019). In the table above, the lowest scores are seen in Political Science (PS) for the College of Agriculture (2.36) and Economics (INECON) for the College of Computer Science (1.98), indicating that students in these colleges struggle significantly in understanding certain social science disciplines. The large disparity between the College of Engineering and Teacher Education versus the other seven colleges suggests that certain colleges emphasize social sciences more effectively. It may also reflect the academic expectations in these fields, where students must maintain higher academic standards (cut-off GPAs of 85% or higher). Learning outcomes assist students in concentrating on their studies, but this does not automatically imply that these outcomes promote active, autonomous, responsible, and self-directed learning (Brooks et al., 2014).

3.4 Differences in Cultural Diversity

As shown in Table 4, the significance value of 0.965 is far above the typical threshold of 0.05, indicating no significant difference in the languages students speak across the colleges.

Table 4. Analysis of the difference in students' cultural diversity

Cultural Diversity	Mean Square	F	Sig.
Language	0.076	0.301	0.965
Language and Symbols (LS)	2.877	7.536	0.000
Beliefs (BEL)	4.904	13.705	0.000
Norms and Values (NV)	3.151	7.408	0.000
Cognitive Elements (CE)	2.390	6.147	0.000

The result implies that the number of students speaking Cebuano and Hiligaynon is relatively consistent across the different colleges, and language does not vary as a key differentiating factor among them. The significance value of 0.000 indicates a highly significant difference in the use of language and symbols across the colleges. This suggests that how students use language and symbols (such as communication styles, cultural references, or local terminologies) varies substantially between colleges, possibly due to different cultural backgrounds, fields of study, or academic environments that influence communication patterns. With the highest F-value of 13.705, there is a highly significant difference in belief systems among students across different colleges. This may reflect differences in personal, cultural, or religious beliefs influenced by the specific focus or ethos of the various colleges.

For instance, students in fields like education, criminal justice, or business might be exposed to values, ethics, and worldviews different from those in technical fields like engineering or agriculture. Not bilingual speakers enjoy greater cognitive control or mental fluency regarding executive functioning in the brain (Qu et al., 2021).

The significant difference in norms and values across colleges suggests that students from different fields adhere to different social norms and prioritize varying values. The distinct social environments and expectations within each academic discipline could influence this. For instance, fields like teacher education or criminal justice may emphasize certain ethical norms and values, while others might prioritize different cultural or professional standards. The significant differences in cognitive elements suggest that students across colleges differ in their ways of thinking, perceiving, and understanding cultural diversity. This could be shaped by the education type and intellectual challenges in their respective fields. The analysis shows that while language is not a distinguishing factor, significant differences exist in how cultural diversity is expressed through language and symbols, beliefs, norms and values, and cognitive elements across colleges. These differences suggest that students' academic environments and disciplines strongly influence their perceptions and expressions of cultural diversity. Tailored programs and interventions are necessary to address these differences and promote a more unified understanding of cultural diversity across the institution. According to Berry et al. (2022), there is still a lot to do to understand the complexities of culture and its role in behavior.

3.5 Differences in Learning Outcomes

The table presents ANOVA results on learning outcomes in social sciences for various subjects (Anthropology, Economics, Political Science, Social Psychology) across different colleges. The significance (Sig.) values for all variables are 0.000, indicating highly significant differences in student performance across colleges for each subject.

Table 5. Analysis of the difference in students' learning outcomes

Cultural Diversity	Mean Square	F	Sig.
Introduction to Anthropology (IANTH)	54.001	21.729	.000
Principles of Anthropology (PANTH)	90.148	46.182	.000
Introduction to Economics (INECON)	89.191	45.878	.000
Principles of Economics (PRNECON)	41.812	17.803	.000
Introduction to Political Science (PRNPS)	53.202	22.789	.000
Introduction to Social Psychology (SOCPSY)	24.302	11.818	.000
Principles of Social Psychology (PRNSSP)	35.203	16.663	.000

There are highly significant differences in the scores for Introduction to Anthropology across colleges. The table mentions that Teacher Education and Engineering students top the scores in this subject, indicating that these colleges have a stronger grasp of basic anthropological concepts than other colleges. The differences in performance in Principles of Anthropology are even more pronounced, with a higher F-value. This suggests that certain colleges, including Teacher Education and possibly Engineering, have a much stronger understanding of advanced anthropological theories than others. The stark differences may reflect varying levels of emphasis on anthropology in different college curriculums. INECON (F-value: 45.878) and PRNECON (F-value: 17.803) show significant differences across colleges.

Colleges and universities are no longer just under pressure to enhance access, affordability, and the rate of completion in today's uncertain future but to develop individuals' core competencies and dispositions, or their "non-economic" benefits in terms of logical thinking, having the capacity to question the status quo, and an aspiration to develop sophisticated values for success in the highly competitive global labor market (Brennan et al., 2013; Selingo, 2016; Tilak, 2008; Washburn, 2005). This reflects how economics is approached differently depending on the discipline. Colleges like Business Education may naturally emphasize economics, leading to higher scores, while other colleges may not prioritize the subject as much. The lower F-value for Principles of Economics (compared to Introduction) suggests that while there are still significant differences, students across colleges may have a slightly more uniform understanding of more advanced economic principles. There are significant differences in students' understanding of Political Science across colleges. This could be due to the relevance of political science in certain fields, like Criminal Justice Education or Teacher Education, where students are more exposed to concepts related to governance, law, and social structures. These differences may indicate which colleges prioritize political science in their core curriculum. Both the Introduction and Principles

of Social Psychology show significant differences across colleges. Like political science, fields like Teacher Education and Criminal Justice may emphasize understanding human behavior and societal interactions, leading to better performance in these subjects than in technical or scientific fields like Engineering or Agriculture. According to Roksa and Arum (2015), there is a need for new research that analyzes the public or social purpose of higher education and its personal or private purpose to understand the extent to which students learn the discipline-specific competencies and higher-level learning outcomes necessary to live responsibly in an increasingly diverse democracy and an interconnected global community.

3.6 Relationship between Cultural Diversity Variables

Table 6 presents the correlations among components of cultural diversity (Language, Language and Symbols, Beliefs, Norms and Values, and Cognitive Elements), showing how each element is related to the others.

Table 6. Correlation analysis of the relationship between cultural diversity variables

	Language (Lang)	Language and Symbols (LS)	Beliefs (BEL)	Norms and Values (NV)
Language and Symbols (LS)	0.002 0.967			
Beliefs (BEL)	-0.093 0.079	0.738(**) 0.000		
Norms and Values (NV)	-0.101 0.054	0.637(**) 0.000	0.707(**) 0.000	
Cognitive Elements (CE)	-0.119(*) **0.024**	0.713(**) **0.000**	0.739(**) **0.000**	0.769(**) **0.000**

Note: *Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed).

Cognitive Elements (CE) are significantly correlated with Language and Symbols (LS) ($r = 0.713$, $p < 0.01$), Beliefs (BEL) ($r = 0.739$, $p < 0.01$), Norms and Values (NV) ($r = 0.769$, $p < 0.01$). These high correlations suggest that students' cognitive understanding of cultural diversity (CE) is strongly tied to their understanding of symbols, beliefs, and norms. In other words, those who score high in cognitive understanding of culture are also likely to have a deeper grasp of cultural symbols, beliefs, and values. Beliefs (BEL) are positively correlated with Norms and Values (NV) ($r = 0.707$, $p < 0.01$), Language and Symbols (LS) ($r = 0.738$, $p < 0.01$). This shows that students with stronger beliefs related to cultural diversity also tend better to understand cultural norms, values, and symbols. Language (Lang), specifically Cebuano and Hiligaynon, has a weak negative correlation with Cognitive Elements (CE) ($r = -0.119$, $p < 0.05$). This suggests that as students' understanding of cognitive aspects of cultural diversity increases, their reliance or identification with local languages (Cebuano and Hiligaynon) slightly decreases. This might indicate that regional linguistic factors less influence students who perform well in cognitive aspects of cultural diversity. However, the correlation is weak and insignificant, so this finding should be interpreted cautiously.

The significant correlations among Cognitive Elements (CE), Beliefs (BEL), Norms and Values (NV), and Language and Symbols (LS) show that these components of cultural diversity are highly interconnected. When students score highly in one area, they are likely to score highly in others, indicating that their understanding of cultural diversity is comprehensive rather than fragmented. The negative correlation between Language (Cebuano and Hiligaynon) and Cognitive Elements (CE) suggests a complex relationship between local languages and students' understanding of broader cultural concepts. As students increase their cognitive understanding of cultural diversity, they might rely less on specific linguistic identities, indicating that linguistic diversity could be less emphasized in a broader cultural context. However, since the correlation is weak, this might indicate a minimal impact, and it would be worth further exploring how regional language plays into broader cultural understanding. The present institutions of learning are hurdles in generating an environment of learning where all students have equal opportunities, representation, and belongingness (Huijnk et al., 2016). The present interethnic tensions prevailing between the students and their peers and with their teachers, as well as structural barriers like mainstream education that fail to connect with the personal experiences and views of the minoritized students (Stevens et al., 2017).

The data suggests that students with a better understanding of cultural diversity, particularly cognitive elements, beliefs, norms, and values, are likelier to perform well in subjects like social sciences. These relationships can

positively influence students' learning outcomes because a deep understanding of cultural diversity enriches their perspectives on these subjects.

4.0 Conclusion

The objectives of this study included the analyses of participant distribution and levels of cultural diversity, learning outcome in social sciences, and differences in cultural elements across colleges. In that respect, the paper aimed to test how academic disciplines, environmental factors, and student character influenced cultural diversity and learning outcomes. This significance unfolds because the studies fill gaps in available literature in research on how academic environments shape cultural understanding and proficiency in social sciences, providing valuable insights into student learning and diversity within a university setting.

The largest was from respondents in the College of Teacher Education, that many have an interest in education course offerings, while the lowest number of respondents were coming from the College of Forestry. Thus, the outcomes thus suggest that there is a national influence triggered by their trends whereby the business and education sectors have more demand, while those from agriculture and forestry have lesser. In theory, this already reflects Hansen's observation: with quality teaching greatly improved, the outcome changes accordingly (Hansen, 2014). The low enrollment in agriculture-related fields point to the need for shifts in the policy landscape to revive interest in these sectors, as opined by CHED in 2019.

This of course, proves and can be supported by the diversity of culture among colleges, indicating a wider awareness of culture in cognitive aspects, language, and beliefs, though in norms and values, it had relatively low scores. The diversity of cultural expressions among colleges manifests the heavy influence of academic settings in the design of students' cultural understanding. This outcome aligns with the claim by Lin and Jackson (2019) that multiculturalism is increasingly interactive and vital in modern society. The study showed the necessity of more proper cultural diversity training at some colleges, such as Business Education and Teacher Education, in which the knowledge of norms and values has to be reinforced.

The study concludes that students from the various colleges are exposed to a good understanding of cultural diversity, although aspects like cultural values and beliefs require improvement. Intercorrelation between the exposure to cultural diversity and the consequences implies that students' views, particularly the social sciences views, grow through greater exposure to cultural diversity. Academic environments shape not only the cultural understanding of students but also the ultimate learning outcomes that influence their roles in responsible citizenship. For practice, it suggests a need for finely tailored interventions to improve cultural understanding and proficiency in social science, even in technical disciplines, and to design policies to enhance interdisciplinary cultural education.

One of the major limitations of this study is that it is based on self-reported data. Moreover, it was based only on one institution, and therefore, the generalizability of the findings to other contexts of education is limited. The analysis of cultural diversity was limited only to the four components that could encompass other viable and significant dimensions of culture. Future work can extend the scope of cultural diversity metrics across more institutions to provide a broader view of the relative variations of other educational settings regarding cultural diversity.

Future studies should attempt to determine how specific cultural diversity interventions in higher education may impact the outcome of the student's learning, especially in such fields as badly underperforming agriculture, forestry, and technical disciplines. Further, the long-term outcomes of improving cultural diversity could be subjected to study, understanding of students' professional development, and societal engagement. Additionally, there is a need for longitudinal studies that track the evolution of cultural diversity comprehension throughout a student’s academic career, considering factors such as regional language influence and interethnic relations within the academic environment.

5.0 Contributions of Authors

The author contributes to the conceptualization, formal analysis, original draft, supervision, data curation, validation, writing–review and editing, visualization, funding acquisition, investigation, methodology, and project administration of this study.

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7.0 Conflict of Interests

The author declares that she has no known competing financial interests or personal relationships that might influence the work reported in this paper.

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