

MULTICULTURAL EDUCATION JOURNAL MEJ 2024



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The National Center for Teacher Education
The Multicultural Education Hub

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The Multicultural Education Hub

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FORWORD

We are excited to present to you the 6th volume of the Multicultural Education Journal, an annual publication that continues to provide an avenue for diverse minds and voices in education, culture, and research. This year's edition is a collection of seven articles that reflect Philippine experiences, cultural practices, and educational insights.

The articles in this edition look into various topics, each contributing to the understanding of multicultural education. "Mula Salita Hanggang Lapi: Isang Pagsusuri sa mga Salitang Pangnilalaman sa Wikang Kamayo" highlights the linguistic and cultural richness of the Kamayo language, offering a linguistic analysis that underscores the significance of preserving local dialects. Similarly, "Mga Tingog to Guyangan: Pagsasalin sa Filipino ng mga Akdang Manobo ni Teofila Bada" tells the experiences of the Manobo people, presenting cultural narratives through translation and promoting inclusivity in literature.

"In the realm of Education, Virtual and On-Site Learning: Benefits and Challenges as Perceived by Private School College Students" presents learning dynamics in today's hybrid environment. Complementing this is "Stories from the Field: Higher Education Institution Faculty Embarking on a Research and Publication Journey" which tells the challenges and triumphs of faculty members in their pursuit of academic excellence.

This edition likewise delves into cultural practices and their values. "Rice Farming Practices Among Agusanon Farmers: A Reflection of Filipino Cultural Values" explores how traditional farming practices mirror the core values of the Filipino spirit. On the other hand, "Lived Experiences of Work Immersion Students in Housekeeping" gives a glimpse into the experiences of students in the work immersion program, emphasizing experiential learning. Meanwhile, "Academic Procrastination on the Academic Attribution of Students as Mediated by Teacher Professional Development" examines the interplay between procrastination, attribution, and the critical role of teacher development in shaping student outcomes.

It is our hope that this collection inspires further inquiry, reflection, and action in the pursuit of a more inclusive environment.

To our authors, contributors, and readers, we extend our heartfelt gratitude for being part of this journey.

The Editor

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