

Popular Culture and Cultural Diversity Using Developmental Method of Intercultural Sensitivity

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Abstract

This thesis entitled, “Popular culture and Cultural Diversity using Developmental Method of Intercultural Sensitivity” sought to answer the following questions: 1. What is the extent of student’s popular culture in terms of fashion, food, language, music, and social media? 2. What is the level of student’s undertaking of cultural diversity in terms of Ethnocentric stage as to denial, defense and minimization? Ethnorelative stage as to acceptance, adaptation and integration? 3. Is there any significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to ethnocentric stage? 4. Is there any significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to ethnorelative stage?

A descriptive method is used in the study to determine the level of student’s acceptance of popular culture in cultural diversity using developmental method of intercultural sensitivity. The primary respondents of this study were the Senior high school learners of Laguna University Senior High School. The total population was 1033, and 289 learners served as the respondents of the study.

The level of undertaking of students of popular culture in cultural diversity using Developmental Method of Intercultural Sensitivity as to Ethnocentric Stage, specifically, Fashion & Denial, Fashion & Defense, Language & Defense, Music & Defense, Social-Media & Defense, Food & Minimization, Language & Minimization, Music & Minimization and Social-media & Minimization showed a significant relationship. On the hand, Food & Denial, Language & denial, Music and Denial, Social Media and Denial, Food and Defense, Fashion and Minimization did not show a significant relationship. It can be inferred that 0.05 level of significance, the null hypothesis “There is no significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnocentric Stage” is partially rejected.

The level of undertaking of students in popular culture in cultural diversity using Developmental Method of Intercultural Sensitivity as to Ethnorelative Stage, specifically Fashion, Food, Language, Music and Social Media was observed to have a significant relationship to the Cultural Diversity in terms of Ethnocentric stage as to Acceptance, Adaptation and Integration. On the other hand, Fashion & Food, and Food & Acceptance of the respondents did not show a significant relationship. It can be inferred that 0.05 level of significance, the null hypothesis “There is no significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnorelative Stage” is partially rejected.

This recommends that the teachers may promote cultural diversity and encourage students towards the Ethnorelative Stage of DMIS by incorporating lessons and activities that value acceptance, adaptation, and integration.

Keywords: Popular culture, cultural diversity, intercultural sensitivity, ethnocentric stage, ethnorelative stage

1. Main text

There are numerous cultural traditions, beliefs, and identities coexisting in modern society. Culture has an important part in forming our identities and affecting our behavior. Popular culture, which comprises a number of genres such as music, language, fashion, food, and media, has grown more accessible and pervasive as a result of technological improvements, resulting in diversity. Popular culture can be a powerful tool for exploring and promoting cultural diversity and intercultural sensitivity.

According to Lin (2020) perspective, the concept of "cultural diversity" is not clearly defined and can be disputed. However, it generally pertains to the coexistence of people with different knowledge, beliefs, arts, morals, laws, customs, religions, languages, abilities and disabilities, genders, ethnicities, races, nationalities, and sexual orientations. This notion can also encompass how individuals perceive and interact with this diversity. Cultural diversity allows us to establish trust, respect, and understanding between different cultures as it enables us to acknowledge and embrace different ways of life that may differ from our own.

The youth today are the most influential and largest consumers of popular culture because it is present everywhere, and because of the wide variety of representation in the numerous genres of pop culture, it contributes in personal development and inclusiveness of people. Youth can easily interact and engage with one another through popular culture, and adapt to the culture that many prefer. It is critical to be aware of and accept cultural diversity. Sharing experiences and understanding how different cultures are perceived can bring comfort and peace to all. Acknowledging and accepting cultural diversity can help us build bridges of trust, respect, and understanding when interacting with people from different cultures (Malouin, 2020).

The Developmental Model of Intercultural Sensitivity (DMIS) is a theoretical framework that describes different stages of cultural sensitivity and competence. In the context of popular culture and cultural diversity, the DMIS can be used to analyze how individuals and societies engage with different cultural expressions and identities and can help us understand how individuals perceive and interact with diverse cultural expressions and practices.

With this, the researcher recognizes the significance of embracing diversity among individuals, which can foster unity across the globe. In addition, the researcher aims to explore the relationship between popular culture and cultural diversity using the DMIS approach.

1.1. Structure

The research will be guided by three different theories: Developmental Model of Intercultural Sensitivity, Symbolic interactionism and Intersectionality theory.

The Developmental Model of Intercultural Sensitivity (DMIS) created by Milton J. Bennett is a grounded theory based on constructivist perception and communication theory. It assumes that the experience of reality is constructed through perception, and that more complex perceptual categories yield more complex (sophisticated) experience. Specifically, the DMIS assumes that we are constructing boundaries of "self" and "other" in ways that guide our experience of intercultural events. The most ethnocentric construction, Denial, is one wherein only vague categories of "other" are available for perceiving people from different cultural contexts. At the other end of the continuum, the most ethnorelative construction of Integration supposes that complex self/other categories are incorporated into one's personal identity and into decision-making regarding ethicality in multicultural relations. This entry describes the theory and application of DMIS to diagnosis and intervention, including some discussion of measuring intercultural sensitivity and the main criticisms of the model and its measurement. The DMIS categorizes cultural awareness into six stages (Bennett, 2017).

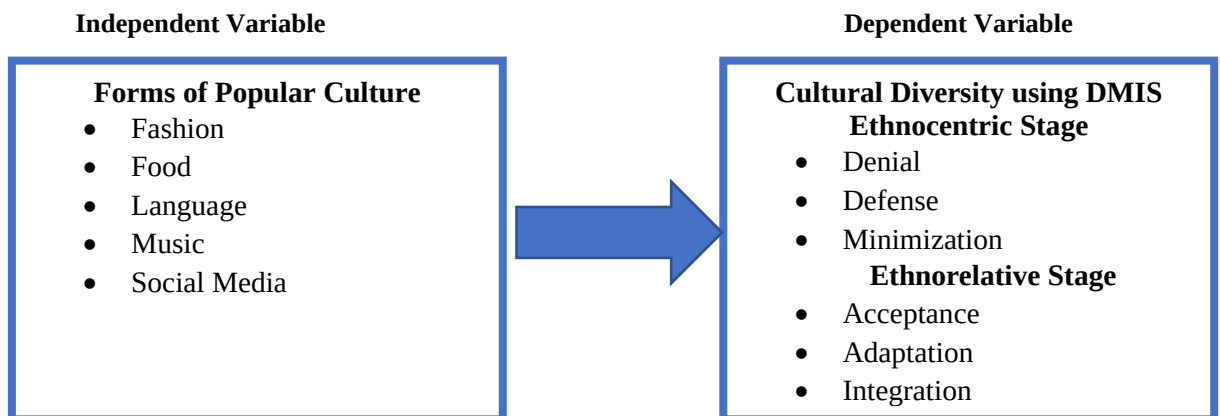
Symbolic interactionism is a sociological perspective that focuses on the importance of face-to-face interactions in creating and maintaining social structures. The theory also emphasizes the importance of the self-concept, which refers to an individual's perception of themselves based on how they believe others perceive them. The self-concept is shaped and maintained through interactions with others, and individuals often seek confirmation of their self-concept through these interactions. For example, in fashion, symbolic interactionism emphasizes the role clothing plays in communicating who we are and how we interpret others. This perspective is also relevant in popular culture, where media such as movies and music create and convey meaning through characters and lyrics. Additionally, cultural diversity is influenced by symbolic

interactionism, as people from different cultural backgrounds may have different interpretations of symbols and gestures, leading to potential misunderstandings and conflicts (Carter, 2016).

Intersectionality theory is a concept that acknowledges how multiple components of a person's identity, such as race, gender, class, sexual orientation, and ability, intersect and overlap to create distinct experiences of discrimination and oppression. In the context of popular culture and cultural diversity, intersectionality theory emphasizes the significance of acknowledging and promoting the variety of experiences and points of view among marginalized communities. Intersectionality is a method to research that focuses on mutually constitutive forms of social oppression rather than on single axes of difference. Intersectionality is not only concerned with various identities, but also with logic, social context, power dynamics, complexity, social justice, and inequities (Hopkins, 2019).

The DMIS model was chosen for this study because the researcher was interested in the self-awareness of one's own culture as a fundamental step in learning and being sensitive to other cultures. In order to increase students' acceptance of cultural diversity, the researcher believed that the DMIS to be helpful in assessing students for understanding how they respond to cultural diversity. Symbolic interactionism is related to the study as intersectionality theory provides a powerful framework for understanding the complexities of cultural diversity and the importance of centering the experiences and perspectives of marginalized communities within popular culture. Intersectionality theory is related to the current study as symbolic interactionism highlights the importance of understanding how cultural products are consumed and interpreted by individuals from different cultural backgrounds. It suggests that cultural products are not neutral, but rather are shaped by the cultural contexts in which they are produced and consumed. Therefore, it is important to consider the perspectives and experiences of diverse cultural groups when analyzing popular culture and its impact on society.

Conceptual Framework



1.2. Tables

Results and Discussion

Table 1. Level of Extent of Student's Popular Culture in terms of Fashion

Table 1 shows the level of nonlinguistic representation in terms of graphic organizer. The students

Table 1 shows how the students influence their fashion. Based on the responses of the students they *sometimes* decide on what to wear based on what is popular in their community ($M=3.17$, $SD=0.97$). They prepare to purchase well-known brands of clothes in shopping ($M= 2.88$, $SD=1.18$). On the other hand, students *seldom* dress like the artist they like as much as possible ($M=2.49$, $SD=1.21$).

STATEMENTS	MEAN	SD	REMARKS
<i>I decide what to wear based on what's popular in my community.</i>	3.17	0.97	Sometimes
<i>When I shop for clothes, I prefer to purchase well-known brands.</i>	2.88	1.18	Sometimes
<i>I wear the same clothes that many other people wear.</i>	2.82	0.97	Sometimes
<i>I try to dress like my favorite artists as much as possible.</i>	2.49	1.21	Seldom
<i>When picking out new outfits, I first look at what's trending on the internet.</i>	2.80	1.22	Sometimes
Weighted Mean		2.83	
SD		0.74	
Verbal Interpretation		Moderately High	

The weighted mean of 2.83 indicate the level of student's popular culture in terms of fashion is *moderately high*. This means that the fashion preferences of students seem to be impacted by prevailing cultural trends, particularly when it comes to their clothing style. Nevertheless, this also indicates that students are not always fully convinced by what is presently popular and that they are not exclusively focused on adhering to specific brand labels, as they are open to other considerations.

Table 2. Level of Extent of Student's Popular Culture in terms of Food

STATEMENTS	MEAN	SD	REMARKS
<i>I like eating foreign food.</i>	2.93	1.12	Sometimes
<i>I like eating in famous restaurants.</i>	2.51	1.21	Sometimes
<i>I purchase foods that are currently popular on the internet.</i>	2.73	1.11	Sometimes
<i>I prepare dishes based on recipes I saw on social media.</i>	2.83	1.15	Sometimes
<i>I visit places where the food is popular.</i>	2.80	1.18	Sometimes
Weighted Mean		2.76	
SD		0.81	
Verbal Interpretation		Moderately High	

Table 2 illustrates the level of extent of student's popular culture in terms of food. The students *sometimes* like eating foreign food ($M=2.93$, $SD=1.12$). They also prepare dishes based on recipes on social media ($M= 2.83$, $SD=1.15$). On the other hand, they *sometimes* like eating in famous restaurants which received the lowest mean score of responses ($M=2.51$, $SD=1.21$).

The weighted mean of 2.76 indicate the level of student's popular culture in terms of food is *moderately high*. This means that the students have a moderately high level of popular culture in terms of food indicating that the respondents have a tendency to enjoy foreign food and try out recipes they see on social media but they do not much prioritize eating at famous restaurants

Table 3. Level of Extent of Student's Popular Culture in terms of Language

STATEMENTS	MEAN	SD	REMARKS
<i>I study a foreign language to communicate with others.</i>	3.03	1.10	Sometimes
<i>I speak the language that is most used.</i>	4.17	0.97	Often
<i>My favorite dramas inspire me to learn foreign languages.</i>	3.28	1.29	Sometimes
<i>The way I talk and the words I use are influenced by my friends.</i>	3.32	1.07	Sometimes
<i>I am influenced to speak another language because of social media.</i>	3.09	1.16	Sometimes
Weighted Mean		3.38	
SD		0.67	
Verbal Interpretation		Moderately High	

Table 3 illustrates the level of extent of student's popular culture in terms of language. The students *often* speak language that is most used ($M=4.17$, $SD=0.97$). The students *sometimes* influence by their friends on the way they talk ($M= 3.32$, $SD=1.07$). On the other hand, they sometimes study foreign language to communicate with others received the lowest mean score of responses with ($M=3.03$, $SD=1.10$)

The weighted mean score of 3.38 and a standard deviation of 0.67 was *Moderately High* among the respondents. This means that students commonly hold the view that their language usage is greatly impacted by the language patterns of the people they interact with, particularly their peers. This indicates that social circles have a substantial impact on language development, and thus should be taken into account when examining language acquisition.

Table 4. Level of Extent of Student's Popular Culture in terms of Music

STATEMENTS	MEAN	SD	REMARKS
<i>I listen to popular songs.</i>	4.40	0.89	Always
<i>I listen to music every day.</i>	4.46	0.89	Always
<i>I prefer listening to foreign songs than local tunes.</i>	3.38	1.15	Sometimes
<i>I memorize the songs that are now popular on social media.</i>	3.64	0.14	Often
<i>I enjoy listening to music by some of my favorite bands and musicians.</i>	4.61	0.86	Always
Weighted Mean		4.10	
SD		0.61	
Verbal Interpretation		High	

Table 4 illustrates the level of extent of student's popular culture in terms of music. The students *always* enjoy listening to music by some of their favorite bands and musicians ($M=4.61$, $SD=0.86$). They also *always* listen to music everyday ($M=4.46$, $SD=0.89$). On the other hand, they sometimes prefer to listen to foreign songs than local tunes ($M=3.38$, $SD=1.15$).

The weighted mean score of 4.10 and a standard deviation of 0.61 was *High* among the respondents. This can be inferred that the students in this study have a high level of engagement with popular music culture. The highest rated statement indicates that listening to music by favorite bands and musicians is a

regular and enjoyable activity for most of the students.

Table 5. Level of Extent of Student's Popular Culture in terms of Social Media

STATEMENTS	MEAN	SD	REMARKS
<i>I follow the latest trends on Facebook.</i>	3.09	1.10	Sometimes
<i>I like Twitter and Facebook pages with many followers.</i>	2.99	1.18	Sometimes
<i>I am influenced by the social media content I watch.</i>	3.14	1.08	Sometimes
<i>I share and comment on memes that I find on various social media platforms.</i>	3.19	1.36	Sometimes
<i>I follow my favorite artists' social media pages and groups.</i>	4.05	1.17	Always
Weighted Mean		3.29	
SD		0.79	
Verbal Interpretation		Moderately High	

Table 5 illustrates the level of extent of student's popular culture in terms of social media. The students *always* follow their favorite artists on their social media pages and groups ($M=4.05$, $SD=1.17$). They *sometimes* share and comments on the memes that they find various social media platforms ($M=3.19$, $SD=1.36$). On the other hand, they sometimes like the Twitter and Facebook pages with many followers received the lowest mean score of responses with ($M=2.99$, $SD=1.18$).

The weighted mean score of 3.29 and a standard deviation of 0.79 and was *Moderately High* among the respondents. This means that the students are actively engage in using social media platforms. They follow the latest trends on Facebook, like pages with many followers, and are influenced by the content they watch. They also share and comment on memes they find on various social media platforms. However, they consistently follow their favorite artists' social media pages and group.

Table 6. Level of Students' Acceptance of Cultural Diversity using Ethnocentric Stage of DMIS in terms of Denial

STATEMENTS	MEAN	SD	REMARKS
<i>I don't wear clothing from other countries because I think my style is better.</i>	2.66	1.12	Sometimes
<i>I don't eat food from other places because it doesn't taste good to me.</i>	2.32	1.03	Seldom
<i>I don't study foreign languages because I don't find them useful.</i>	2.05	0.97	Seldom
<i>I don't listen to foreign music because it is different from my language.</i>	1.77	1.05	Seldom
<i>I don't share post in my social media accounts about other culture.</i>	2.46	1.25	Seldom
Weighted Mean		2.25	
SD		0.71	
Verbal Interpretation		Low	

Table 6 illustrates the level of students' acceptance of cultural diversity using ethnocentric stage of

DMIS in terms of Denial. The students *sometimes* don't like to wear clothing from other countries because they think that their style is better ($M=2.66$, $SD=1.12$). They *seldom* share post in their social media accounts about other culture ($M=2.46$, $SD=1.25$). On the other hand, the students sometimes don't listen to foreign music because it is different from their language received the lowest mean score of responses with ($M=1.77$, $SD=1.15$)

The weighted mean score of 2.25 and a standard deviation of 0.71 and was *Low* among the respondents. This means that the students has a low inclination towards cultural diversity. They tend to prefer their own style of clothing and do not find foreign food, languages or music appealing. Additionally, they rarely share posts about other cultures on their social media accounts.

Table 7 illustrates the level of students' acceptance of cultural diversity using ethnocentric stage of DMIS in terms of Defense. The students *always* tried different foreign foods, but they believe that Filipino dish is better ($M=4.22$, $SD=1.03$). They *often* study English, but they believe that they should learn more of my native language ($M=3.78$, $SD=1.06$). On the other hand, they *sometimes* like sharing my beliefs and culture on my social media accounts because they are true, received the lowest mean score of responses with ($M=2.94$, $SD=1.130$).

Table 7. Level of Students' Acceptance of Cultural Diversity using Ethnocentric Stage of DMIS in terms of Defense

STATEMENTS	MEAN	SD	REMARKS
<i>I think clothes from other countries are nice, but I believe my style is better</i>	3.34	1.22	Sometimes
<i>I tried different foreign foods, but Filipino dish is better.</i>	4.22	1.03	Always
<i>I study English, but I should learn more of my native language.</i>	3.78	1.06	Often
<i>I listen to Korean music, but it's better to listen to music in the same language as me.</i>	3.20	1.37	Sometimes
<i>I like sharing my beliefs and culture on my social media accounts because they are true.</i>	2.94	1.30	Sometimes
Weighted Mean		3.50	
SD		0.80	
Verbal Interpretation		Moderately High	

The weighted mean score of 3.50 and a standard deviation of 0.80 and was *Moderately High* among the respondents. This means that the students show a moderate inclination towards their own language and culture compared to foreign ones, while still finding certain aspects of other cultures enjoyable and appreciable. They place importance on their own fashion and culinary preferences, but also recognize the significance of learning and mastering the English language.

Table 8. Level of Students' Acceptance of Cultural Diversity using Ethnocentric Stage of DMIS in terms of Minimization

STATEMENTS	MEAN	SD	REMARKS
<i>I like that people have different styles of clothes.</i>	4.24	0.95	Always
<i>I think that food around the world has different eating customs.</i>	4.06	0.97	Often

<i>I study another language because it is also important in communication.</i>	3.89	1.08	Often
<i>I encourage my friends to listen to and enjoy the music of other countries.</i>	3.58	1.13	Sometimes
<i>I watch videos on social media that helps me in learning different cultures.</i>	3.80	1.11	Often
Weighted Mean		3.91	
SD		0.70	
Verbal Interpretation		High	

Table 8 illustrates the level of students' acceptance of cultural diversity using ethnocentric stage of DMIS in terms of Minimization. The students *always* like that people have different styles of clothes (M=4.42, SD=0.95). The students *often* think that food around the world has different eating customs (M=4.06, SD=0.97). On the other hand, the students sometimes encourage by their friends to listen to and enjoy the music of other countries received the lowest mean score of responses with (M=3.58, SD=1.13).

The weighted mean score of 3.91 and a standard deviation of 0.70 and was *High* among the respondents. This means that the student's value diversity in various aspects of life, such as clothing styles, food, language, music, and cultures. They often seek out opportunities to learn about different cultures through various means such as studying another language or watching videos on social media. Additionally, they encourage their friends to appreciate and enjoy the music of other countries.

Table 9. Level of Students' Acceptance of Cultural Diversity using Ethnorelative Stage of DMIS in terms of Acceptance

STATEMENTS	MEAN	SD	REMARKS
<i>I appreciate the beauty of the fashion style of other countries</i>	4.47	0.86	Always
<i>I try not to judge foreign food when I eat it.</i>	3.98	1.02	Often
<i>I treat people who speak different languages with respect.</i>	4.57	0.80	Always
<i>I don't judge other people based on what kind of music they like.</i>	4.39	1.00	Always
<i>I appreciate when people show respect for other cultures in their social media posts.</i>	4.60	0.85	Always
Weighted Mean		4.40	
SD		0.61	
Verbal Interpretation		Very High	

Table 9 illustrates the level of students' acceptance of cultural diversity using ethnorelative stage of DMIS in terms of acceptance. The students *always* appreciate when people show respect for other cultures in their social media posts (M=4.60, SD=0.85). They *always* treat people who speak different languages with respect (M=4.57, SD=0.80). On the other hand, they *sometimes* try not to judge foreign food when I eat it (M=3.98, SD=1.02).

The weighted mean score of 4.40 and a standard deviation of 0.61 and was *High* among the respondents. This means that the respondents holds a very high level of appreciation and respect for cultural diversity. They tend to avoid making judgments about foreign food and music preferences, and treat people who speak different languages with respect. They highly value the beauty of fashion styles from other countries, and appreciate it when others demonstrate respect for diverse cultures on social media.

Table 10. Level of Students' Acceptance of Cultural Diversity using Ethnorelative Stage of DMIS in terms of Adaptation

STATEMENTS	MEAN	SD	REMARKS
<i>I follow the fashion style of other cultures, especially if it is trending.</i>	3.04	1.07	Sometimes
<i>I learn to cook the dishes of other countries.</i>	2.62	1.22	Sometimes
<i>I learn the greetings of different countries.</i>	3.39	1.15	Sometimes
<i>I listen to the music sung by my favorite artist every day.</i>	4.19	1.03	Often
<i>I show my respect for different cultures on my social media account by posting and sharing videos about them.</i>	3.59	1.26	Often
Weighted Mean		3.37	
SD		0.72	

Verbal Interpretation

Moderately High

Table 10 illustrates the level of students' acceptance of cultural diversity using ethnorelative stage of DMIS in terms of Adaptation. The students *often* listen to the music sung by my favorite artist every day (M=4.19, SD=1.03). They also *often* show respect for different cultures on social media account by posting and sharing videos about them (M=3.59, SD=1.26). On the other hand, they *sometimes* learn to cook the dishes of other countries received the lowest mean score of responses with (M=2.62, SD=1.22).

The weighted mean score of 3.37 and a standard deviation of 0.72 and was *High* among the respondents. This means that the respondents are actively engaged in promoting cultural diversity through social media and they are also interested in learning about other cultures through music. They sometimes follow the fashion styles, learn to cook dishes, and learn greetings from other countries. They often listen to music from their favorite artist and frequently show their respect for different cultures on their social media accounts by posting and sharing videos.

Table 11. Level of Students' Acceptance of Cultural Diversity using Ethnorelative Stage of DMIS in terms of Integration

STATEMENTS	MEAN	SD	REMARKS
<i>I imitate the fashion style of my favorite foreign artist.</i>	2.81	1.10	Sometimes
<i>When I'm at home, I always cook and eat Korean and Japanese food.</i>	1.86	1.09	Seldom
<i>I'm learning Korean language so I can understand K-pop songs.</i>	2.27	1.28	Seldom
<i>I sing along with my friends when they play music from another country.</i>	3.34	1.30	Sometimes
<i>I follow fashion trends I saw in social media.</i>	2.93	1.13	Sometimes
Weighted Mean		2.64	
SD		0.80	

Verbal Interpretation

Moderately High

Table 11 illustrates the level of students' acceptance of cultural diversity using ethnorelative stage of DMIS in terms of Integration. The students *sometimes* sing along with their friends when they play music from another country (M=3.34, SD=1.30). They *sometimes* follow fashion trends they saw in social media

($M=2.93$, $SD=1.13$). On the other hand, they *seldom* cook and eat Korean and Japanese food ($M=1.86$, $SD=1.09$).

The weighted mean score of 2.64 and a standard deviation of 0.80 and was *High* among the respondents. This means that the student is willing to engage with and appreciate cultural practices from other countries. They occasionally imitate the fashion style of their favorite foreign artist, follow fashion trends on social media, and sing along with their friends when they play music from another country. They also express an interest in Korean culture by cooking and eating Korean and Japanese food and learning the Korean language to understand K-pop songs, although these activities are less frequent.

Table 12 presents the significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnocentric Stage.

The Fashion & Denial ($p=0.002$) Fashion & Defense ($p=0.000$) Language & Defense ($p=0.300$) Music & Defense ($p=0.000$) Social-Media & Defense ($p=0.000$) Food & Minimization ($p=0.006$) Language & Minimization ($p=0.000$) Music & Minimization ($p=0.000$) and Social-media & Minimization ($p=0.000$) of the respondents was observed to have a significant relationship to the Cultural Diversity in terms of Ethnocentric stage. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance. On the other hand, Food & Denial ($p=0.057$), Language & denial ($p=0.265$), Music and Denial ($p=0.235$), Social Media and Denial ($p=0.047$), Food and Defense ($p=0.252$), Fashion and Minimization ($p=0.089$) of the respondents did not show a significant relationship to the Cultural Diversity in terms of Ethnocentric stage. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is no significance. The hypothesis that is there a significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to ethnocentric stage is partially rejected.

Table 12. Significant relationship between Popular Culture and Cultural Diversity using Developmental Model of Intercultural Sensitivity as to Ethnocentric Stage

Popular Culture	DMIS using Ethnocentric Stage	r value	Degree of Correlation	P-Value	Analysis
Fashion	Denial	.182	Very Weak relationship	.002	Significant
Food		.112	Very Weak relationship	.057	Not Significant
Language		.066	Very Weak relationship	.265	Not Significant
Music		.070	Very Weak relationship	.235	Not Significant
Social Media		.117	Very Weak relationship	.047	Not Significant
Fashion	Defense	.219	Weak relationship	.000	Significant
Food		.068	Very Weak relationship	.252	Not Significant
Language		.127	Very Weak relationship	.030	Significant
Music		.257	Weak relationship	.000	Significant
Social Media		.265	Weak relationship	.000	Significant
Fashion	Minimization	.100	Very Weak relationship	.089	Not Significant

<i>Food</i>	.160	Very Weak relationship	.006	Significant
<i>Language</i>	.477	Moderate relationship	.000	Significant
<i>Music</i>	.309	Weak relationship	.000	Significant
<i>Social Media</i>	.272	Weak relationship	.000	Significant

This means that the study's findings indicate that some factors of popular culture can influence people's attitudes and behaviors towards cultural diversity, while others may not have an impact. Being exposed to a diverse range of popular cultures may increase people's acceptance and tolerance towards different ways of life, leading to more inclusive behaviors in their daily lives.

Table 13. Significant relationship between Popular Culture and Cultural Diversity using Developmental Model of Intercultural Sensitivity as to Ethnorelative Stage

Popular Culture	DMIS using Ethnorelative Stage	r value	Degree of Correlation	P-Value	Analysis
<i>Fashion</i>	<i>Acceptance</i>	.016	Very Weak relationship	.782	Not Significant
<i>Food</i>		.080	Very Weak relationship	.175	Not Significant
<i>Language</i>		.295	Weak relationship	.000	Significant
<i>Music</i>		.256	Weak relationship	.000	Significant
<i>Social Media</i>		.121	Very Weak relationship	.040	Significant
<i>Fashion</i>	<i>Adaptation</i>	.277	Weak relationship	.000	Significant
<i>Food</i>		.456	Moderate relationship	.000	Significant
<i>Language</i>		.527	Moderate relationship	.000	Significant
<i>Music</i>		.445	Moderate relationship	.000	Significant
<i>Social Media</i>		.492	Moderate relationship	.000	Significant
<i>Fashion</i>	<i>Integration</i>	.391	Weak relationship	.000	Significant
<i>Food</i>		.455	Moderate relationship	.000	Significant
<i>Language</i>		.462	Moderate relationship	.000	Significant
<i>Music</i>		.269	Weak relationship	.000	Significant
<i>Social Media</i>		.429	Moderate relationship	.000	Significant

Table 13 presents the significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity using Ethnorelative Stage.

The Fashion, Food, Language, Music and Social Media of the respondents was observed to have a

significant relationship to the Cultural Diversity in terms of Ethnocentric stage as to Acceptance, Adaptation and Integration. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance. On the other hand, Fashion & Food ($p=0.782$); and 2) Food & Acceptance ($p=1.75$) of the respondents did not show a significant relationship to the Cultural Diversity in terms of Ethnorelative Stage. The hypothesis that is there a significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnorelative Stage is partially rejected.

This means that exposure to popular culture, such as fashion, music, and social media, can help individuals become more tolerant and receptive of other cultures, and even facilitate adaptation and integration. This demonstrates that popular culture can nurture intercultural sensitivity and understanding, specifically in the areas of language, music, social media, fashion, and food.

Findings and Conclusion

Based on the findings, the following conclusion was drawn:

The level of undertaking of students of popular culture in cultural diversity using Developmental Method of Intercultural Sensitivity as to Ethnocentric Stage, specifically, Fashion & Denial, Fashion & Defense, Language & Defense, Music & Defense, Social-Media & Defense, Food & Minimization, Language & Minimization, Music & Minimization and Social-media & Minimization showed a significant relationship. On the hand, Food & Denial, Language & denial, Music and Denial, Social Media and Denial, Food and Defense, Fashion and Minimization did not show a significant relationship. It can be inferred that 0.05 level of significance, the null hypothesis "There is no significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnocentric Stage" is partially rejected.

The level of undertaking of students in popular culture in cultural diversity using Developmental Method of Intercultural Sensitivity as to Ethnorelative Stage, specifically Fashion, Food, Language, Music and Social Media was observed to have a significant relationship to the Cultural Diversity in terms of Ethnocentric stage as to Acceptance, Adaptation and Integration. On the other hand, Fashion & Food, and Food & Acceptance of the respondents did not show a significant relationship. It can be inferred that 0.05 level of significance, the null hypothesis "There is no significant relationship between popular culture and cultural diversity using Developmental Model of Intercultural Sensitivity as to Ethnorelative Stage" is partially rejected.

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