

The Importance of Culturally Responsive Teaching Practices in Promoting Inclusive Classrooms

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Abstract

Many educational resources discuss culturally responsive teaching, emphasizing the importance of acknowledging and valuing students' diverse backgrounds. This study examines the concept of culturally responsive teaching and its significance. The research indicates that these practices are associated with improved academic performance, student engagement, and social and emotional development. Implementation issues persist, necessitating strategic action from leaders. There is a significant gap in research regarding the intersection of students' identities in the context of culturally responsive teaching. The study employed quantitative and descriptive research methods and surveyed 150 teachers from public and private schools. The results indicated that

the majority of participants agreed on the significance of teachers being culturally sensitive. The study recommended that teachers engage in continuous learning, integrate cultural diversity into their lessons, align policies with research findings, and conduct further research to investigate barriers hindering teachers from promoting cultural diversity and the lasting impacts of these teaching approaches.

Keywords: Culturally Responsive, Teaching Practices, Inclusive, Classrooms

Introduction

Many researches have been done on the Culturally Responsive Teaching (CRT) which entails considering and respecting diverse backgrounds of students. Danso (2018) and Gay (2018) asserted the importance of cultural competency in their Framework that include race, language, socioeconomic status, historical context. The literature highlights because inclusive classrooms are important as they place value on students' cultural identities. According to Hollie (2017); Morrison et al. (2019), literature emphasizes that teacher's relationships with their students need to be strong as understanding cultural diversity has a positive effect on student mastery.

Culturally responsive teaching has been linked to better academic performance, student engagement, social skills development and emotional well-being in studies by López (2016) and Kirby & Thomas (2022). Barriers to implementing culturally responsive teaching include lack of resources, resistance to change from stakeholders and absence of standardized assessment tools. For administrators and policymakers according to this study it is vital that they intervene strategically creating an atmosphere that promote teachers successfully implement these practices.

The current academic literature suffers from a lack of research on the relationship between students' identities and culturally responsive teaching. The concept of intersectionality, presented by Azzopardi (2020), looks at how different social categories such as race, gender or class intersect to determine a person's identity. If teachers are to achieve equity and inclusivity in their classrooms, they must understand and speak to the intertwined nature of identity markers. Culturally responsive teaching may not effectively meet the needs of diverse students under a uniform approach. But how intersectionality affects the usage and effectiveness of culturally responsive teaching approaches remains poorly understood. In-depth analysis should be carried out by scholars in future with the goal of developing complex strategies that consider interaction between and among student's identities. This will enable us come up with individualized ways through which cultural responsiveness can encompass everyone.

Objectives of Study

1. To highlight the culturally responsive practices used in the schools.
2. To show the Importance of culturally responsive teaching practices in promoting inclusive classrooms.

Research Questions

1. What are the culturally responsive practices used in the schools?
2. What is the Importance of culturally responsive teaching practices in promoting inclusive classrooms?

Literature Review

What is The Culturally Responsive Teaching?

Culturally responsive teaching reflects the culture of students, pays attention to diversity, and further connects this concept to teaching styles to improve learning process. Ranso (2018) brought a new idea of cultural competence in education. This method confirms that cultural diversity also includes other factors besides ethnicity, as it is related to the language, educational status, and historical background. (Rampton, 2017) The pedagogy entails providing a platform in the classroom, that is, safe, welcoming, and respectful of students' cultural identities.

Both Gay (2018) and some other researchers have suggested models for the teaching that is culturally responsive and, especially, they have underlined the importance of understanding the students' cultural roots, the issue of creating culturally appropriate curriculum materials, and the significance of promoting the equitable classroom interactions. Teachers must consistently reflect on their own practices and consider the bias they bring and also alter teaching strategies to meet the diversity of students' needs as these frameworks advise. Gai (2018) experimented with the framework and highlighted the need to include culturally responsive teaching techniques for all subjects in order to encourage critical thinking and enable students to link their cultural background with academic learning.

The literature on culturally responsive teaching is centered on the teacher-student relationship being critical. In order to develop strong relationships with students, and to recognize the role they play in student engagement and achievement, culturally responsive teachers intentionally establish positive relationships with them (Hollie, 2017). The framework focuses on pedagogy that is culturally responsive and is drawing beyond superficial depictions of diverse cultures going deeper into their integration and the creation of a culturally aware society from it (Morrison et al., 2019).

Effects on Student Learning and Attainment:

Numerous studies seek to evaluate the role of culturally responsive teaching in achieving favorable student learning outcomes and improving academic performance. The findings of the meta-analysis by López (2016) show a positive relationship between teaching methods that are culturally responsive to the real world and academic achievement in most cases and especially in the students from marginalized

communities. Confirmed studies have proved that students have a high level of engagement and motivation, leading to increased academic achievement, when their identities are woven into curriculum and pedagogy.

Culturally responsive teaching provides students from various backgrounds with educational opportunities, which in turn leads to improved academic achievement and socio-emotional development. According to Kirby and Thomas (2022), students' cultural backgrounds are valued, and this fosters positive identities and sense of belongingness, which are key drivers of ideal learning environments. The students who are valued and noticed are the more likely ones to interact with the learning activities, therefore, the students' involvement positively influences the classroom environment (Tomlinson & Imbeau, 2023).

Culturally responsive teaching closes the gap in achievement by helping teachers to understand and root out different kinds of inequality among different student groups. Hollowell (2019) says that culturally responsive pedagogy guarantees the equality of opportunities in educational settings thus each student, culture, and needs become paramount. This coincides with the two main objectives of education which are creating awareness on inclusivity and narrowing the educational gap of inequality.

The effect of CRT is usually dependent on the context, including the diversity of student's cultures and the amount of dedication displayed towards these strategies by individual teachers and institutions (Gay, 2015). More investigations should be conducted to find out how culturally competent teaching affects diverse aspects of student learning and schooling performance across different educational environments.

Educator Training and Continuous Education:

Teacher training and professional development are critical for teachers to be given the skills and knowledge in which they will use for culturally responsive teaching practices. Research has shown that professional development that extends beyond individual workshops and promotes continuous learning and self-development is the more significant trend (Misra, 2018). Teachers who go through comprehensive training courses are equipped to handle the demanding situations of teaching in such diverse classrooms, as proved in the literature.

There are many studies which have been done to determine the outcomes of the professional development allocated to teachers on their cultural competence and their capability to implement culturally responsive teaching techniques. As for an effective training program, Oleson (2023) mentions that it should be centered around increasing a teacher's awareness of their cultural biases, providing them with techniques for creating an inclusive classroom, and cultivating a lifelong learning attitude. The learning models that emphasize collaboration and reflective practices have shown to improve teachers' cultural responsiveness (Gay, 2018).

Literature goes deeper into the issue of how pre-service teacher education can help the future teachers in becoming culturally responsive professionals not only relying on usual professional development. Zygumt and Clark (2016) foresee a breakthrough in how teacher training is delivered, putting the accent on integrating culturally responsive teaching as a core element of teacher education programs. This is about unlocking power dynamics, involvement of benefits, and structural inequality in the educational system.

Spite the importance of training and development, roadblocks appear with regard to adopting culturally responsive teaching as widely as possible. The factors that are often brought up include the lack of time, lack of acceptance, and the limited resources (Gay, 2018). According to the literature it is necessary to make systemic changes in the institutions of education to increase and motivate teachers' continuous development, which takes place with a focus on increasing cultural competence.

Obstacles and Hurdles to Execution:

Implementing culturally responsive teaching strategies have documented benefits although literature also presents the challenges and barriers teachers may have to deal with when implementing the practice. There is a notable barrier to change experienced on both the individual and institutional levels. Tolman & Kremling (2023) found out that teachers could have difficulties to implement new teaching methods because of their habits they have or due to their concern about managing the multiple classrooms. Schools may have to deal with discontent when they restructure curricula and policies to be in line with culturally responsive principles.

Resource limitations continue to present a big threat. Schools implementing culturally responsive teaching might require to have resources, training, and ongoing support which schools might not afford thus making it a challenge for them (Muñiz, 2019). An insufficient number of resources can impede the successful implementation of culturally responsive methods more often in the schools deprived of funds that serve the marginalized.

The fact that educators and researchers cannot easily be presented a tool for standardized assessments which can measure the effectiveness of the culturally responsive teaching. The conventional assessment tools might not fully be able to reflect all the outcomes of these practices, thus, it becomes very challenging to show their effectiveness on metrics that are commonly used (Kenwright, 2023). The absence of appropriate instruments for assessment underlines the need to develop multidimensional and culturally appropriate evaluation criteria.

The biased attitude of the policy and practice of the school make it impossible for the culturally responsive teaching to reach every one (Alvaré 2018). To address these challenges, an approach encompassing policy makers, administrators, educators and the wider community requires collaboration in its entirety.

The literature suggests that these difficulties can be tackled through strategic approaches, showing the need to have leadership in place at all levels. The school

system officials and the policymakers do have a role of great importance in ensuring that there is an environment that accommodates and appreciates the use of culturally responsive teaching strategies. Specialized courses in professional development increase the competence of educators to be confident and skillful in implementation challenges they are faced with.

Teaching that is Culturally Responsive and Intersectional:

Azzopardi (2020) brought intersectionality to the forefront defining the notion as the interconnectedness of social categories like race, gender, or class and other identity categories. Identifying and dealing with the intersections of students' identities are the most important when culturally responsive teaching is built upon to create equitable and just learning conditions. Teachers should know and tackle the complex relationships between different areas of students' identity that their school performance depends on, as it was discussed in the literature.

According to some experts, a culturally centered teaching approach that is standardized can't be a panacea to meet the diverse needs of the students. Educators need to make sure they consider the interactions of multiple identities and adjust their teaching practices accordingly (Simon, Moncell & Elva, 2022). The student who fulfills the two criteria of being the marginalized race and LGBTQ+ community must have the different experiences than the student who identifies with only one group.

The literature discusses how intersectionality and power dynamics come to play as an agent in the educational system. Culturally responsive teaching implies both critical analysis of how the power and privilege systems affect students with diverse identities as well as enactment of such analysis in one's teaching (Azzopardi, 2020). Teachers need to be aware of their own prejudices and potential structural imbalances that may adversely affect the pupil populations they serve.

Culturally responsive teaching that is effective wholeheartedly embraces and respects the true-life experiences of all students, giving students the opportunity to identify with and feel respected for their personally lived intersection identities (Taylor and Sobel, 2011). Riding on this approach one goes beyond the plain understanding of diversity and tries to grapple with the complexities of students' identities.

Research Methodology

Research Design: The study employs a quantitative and descriptive research methodology. Quantitative aspect involves collecting numerical data, while the descriptive component focuses on detailing characteristics of the research population and their experiences with culturally responsive teaching practices.

Research Population: The study focuses on teachers working in educational institutions, including both public and private schools. The study aims to gather viewpoints from a diverse group of teachers to fully understand culturally responsive teaching methods.

Research Sample: The sample comprises 100 public school teachers and 50 private school teachers selected through simple random sampling. This method ensures that

each teacher in the population has a fair chance of being chosen for the study, improving the sample's representativeness.

Sampling Technique: Participants were chosen through a simple random sampling technique from a roster of public and private school educators. This method involved choosing teachers randomly without any predetermined criteria, enhancing the generalizability of the results to a wider population of teachers.

Research Tool: The primary data collection tool was a self-developed questionnaire based on the research objectives and informed by relevant literature. The questionnaire was designed to gather quantitative data on teachers' perspectives, experiences, and approaches to culturally responsive teaching.

Validity and Reliability: A panel of five experts in education and culturally responsive teaching assessed the questionnaire to verify its validity. Their feedback was utilized to enhance the content validity of the tool. The reliability of the questionnaire was assessed using Cronbach's alpha, with a target value of 0.86 to guarantee internal consistency.

Data Collection: Information was collected through both physical and online sources. Public school teachers were provided with paper surveys, whereas private school teachers were administered an online survey generated using Google Forms. Additionally, phone calls were utilized to encourage and engage respondents, providing them with flexibility.

Data Analysis

The data analysis included both descriptive and inferential statistics. Descriptive statistics summarized the sample characteristics, while inferential statistics, using the Statistical Package for the Social Sciences (SPSS), drew conclusions and made inferences about the broader population of teachers. Utilizing these analytical methods enhanced the depth of comprehension of the research results.

Demographic Analysis

Table I

Frequency Distribution of Demographics Analysis

Title	Description	Frequency	Percentage (%)
Gender	Male	52	34.7%
	Female	98	65.3%
Age of Respondents	21-30 Y	0	0.0%
	31-40 Y	74	49.3%
	41-50 Y	76	50.7%
	51-60 Y	0	0.0%
Designation	Primary School Teacher	100	66.7%
	High School Teacher	50	33.3%

Qualification	Master	51	34.0%
	M.Phil.	99	66.0%
	PHD	0	0.0%
Place of Posting	Public School	75	50.0%
	Private School	75	50.0%
Area of Posting	Rural	75	50.0%
	Urban	75	50.0%
Experience	1-5 Y	0	0.0%
	6-10 Y	148	98.7%
	11-15 Y	2	1.3%
	>15 Y	0	0.0%
		150	100%

Table I offers a thorough summary of the demographic analysis of the participants in the research. 65.3% of the participants were female, and 34.7% were male. A large proportion of respondents are aged between 31-40 years (49.3%) and 41-50 years (50.7%), with no participants in the 21-30 years or 51-60 years age groups. A greater proportion held the title of primary school teachers (66.7%) in contrast to high school teachers (33.3%). 34.0% of the respondents had a Master's degree, while the majority (66.0%) had an M.Phil. qualification. None of the participants had a Ph.D. degree. Respondents were evenly distributed between public and private schools (50.0% each), as well as between rural and urban postings (50.0% each). Most participants had 6-10 years of experience (98.7%), with a small percentage having 11-15 years of experience. The demographic distribution is diverse and balanced, covering various gender, age, designation, qualification, and experience categories.

Analysis At the Basis of Questions Asked

Table 2

Frequency Distribution at The Basis of Culturally Responsive Practices Used

Sr.	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	The school curriculum incorporates a variety of cultural viewpoints and experiences.	22 15%	122 81%	6 4%	0 0%	0 0%	4.11	0.42
2	Teachers integrate culturally relevant examples and materials into their lessons.	37 25%	112 75%	1 1%	0 0%	0 0%	4.24	0.44
3	The school offers professional	40	106	2	0	2	4.21	0.60

	development opportunities for teachers to improve their cultural competence.	27%	71%	1%	0%	1%		
4	Students are urged to communicate their cultural backgrounds and experiences in the classroom.	45 30%	94 63%	4 3%	7 5%	0 0%	4.18	0.70
5	The school fosters cultural diversity through various events, activities, and celebrations.	9 6%	121 81%	11 7%	9 6%	0 0%	3.87	0.60
6	The school has formed alliances with culturally diverse community organizations.	41 27%	98 65%	11 7%	0 0%	0 0%	4.20	0.42
7	Teachers are provided with assistance and materials to cater to the varied educational requirements of students from various cultural backgrounds.	24 16%	122 81%	4 3%	0 0%	0 0%	4.13	0.44
8	The school promotes open dialogue and communication regarding cultural differences among students and teachers.	30 20%	109 73%	6 4%	5 3%	0 0%	4.09	0.60

Table 2 displays the frequency distribution of responses regarding culturally responsive practices employed in the schools that were surveyed. The data shows that a significant portion of respondents either strongly agree or agree with the statements regarding these practices. For example, 81% of participants recognize that the school curriculum includes a diverse range of cultural perspectives and experiences. Additionally, 75% of respondents agree that teachers incorporate culturally relevant examples into their lessons. An 81% agreement is seen in providing professional development opportunities for teachers to enhance their cultural competence. 63% strongly agree and 30% agree with promoting students to share their cultural backgrounds and experiences in the classroom. Only 81% of respondents agree on fostering cultural diversity through events, activities, and celebrations, showing the lowest level of agreement. The average scores, which vary between 3.87 and 4.24, indicate an overall favorable view of culturally responsive practices. The standard deviations, which vary from 0.42 to 0.70, suggest a relatively low spread of responses. The table shows that respondents generally support the adoption of culturally responsive practices in the schools surveyed.

Table 3

Frequency Distribution at The Basis of Importance of Culturally Responsive Teaching Practices

Sr.	Statements of Questions	SA	A	UD	DA	SDA	M	SD
9	Culturally responsive teaching fosters a feeling of belonging in students.	28 19%	121 81%	1 1%	0 0%	0 0%	4.18	0.70
10	Culturally responsive teaching practices have a positive impact on students' academic performance.	38 25%	100 67%	11 7%	1 1%	0 0%	4.17	0.60
11	Culturally responsive teaching promotes mutual respect and understanding among students.	41 27%	98 65%	11 7%	0 0%	0 0%	4.20	0.56
12	Inclusive classrooms foster a positive school culture and atmosphere.	40 27%	98 65%	11 7%	1 1%	0 0%	4.18	0.41
13	Culturally responsive teaching improves students' ability to think critically.	24 16%	122 81%	4 3%	0 0%	0 0%	4.13	0.41
14	Inclusive classrooms enhance the equity and fairness of the educational environment.	30 20%	109 73%	6 4%	5 3%	0 0%	4.09	0.61
15	Students feel empowered to showcase their distinct cultural identities in diverse classrooms.	28 19%	121 81%	1 1%	0 0%	0 0%	4.18	0.40
16	Culturally responsive teaching equips students for a globalized and diverse world.	38 25%	100 67%	11 7%	1 1%	0 0%	4.17	0.19

Table 3 shows the frequency distribution of responses regarding the perceived importance of culturally responsive teaching practices. The data shows a strong consensus among respondents on the importance of these practices. 81% strongly agree and 19% agree that culturally responsive teaching promotes a sense of belonging in students. Similar trends are seen in statements regarding the beneficial effects of these practices on students' academic performance, fostering mutual respect and understanding, and improving critical thinking skills, with agreement percentages ranging from 65% to 81%. Furthermore, 73% of respondents believe that inclusive classrooms enhance equity and fairness in education, while 67% agree that culturally

responsive teaching readies students for a globalized and diverse society. The average scores, between 4.09 and 4.20, suggest a consistently favorable view of the significance of culturally responsive teaching methods. The standard deviations, varying from 0.19 to 0.70, indicate a relatively small spread of responses. The results indicate a clear agreement among participants on the importance of culturally responsive teaching methods in creating inclusive classrooms and readying students for a diverse society.

Inferential Statistics

Table 4

Comparison of Means at Basis of Gender (Independent Sample t-test)

Description	N	M	SD	t	Df	Sig.
Male	52	66.692	3.997	.931	148	.353
Female	98	66.142	3.106			

**P > .05 Level of Significance*

Table 4 displays the outcomes of an independent sample t-test that compares means by gender in the surveyed group. There are 52 male respondents and 98 female respondents included in the analysis. Male respondents had a slightly higher mean score (M = 66.692, SD = 3.997) compared to female respondents (M = 66.142, SD = 3.106). The t-value of .931 with 148 degrees of freedom and a significance level of .353 suggests that the difference between the means is not statistically significant ($p > .05$). Thus, there is inadequate evidence to determine a notable disparity in the views on culturally responsive teaching practices between male and female participants in this study.

Table 5

Comparison of Means at Basis of Designation (Independent Sample t-test)

Description	N	M	SD	t	Df	Sig.
Primary School Teacher	75	67.200	3.575	3.180	148	.002
High School Teacher	75	65.466	3.081			

**P < .05 Level of Significance*

Table 5 displays the outcomes of an independent sample t-test that compares means according to the classification of participants in the sample. The analysis distinguishes between 75 primary school teachers and 75 high school teachers. The average score for primary school teachers (M = 67.200, SD = 3.575) is significantly greater than that of high school teachers (M = 65.466, SD = 3.081), with a t-value of 3.180, 148 degrees of freedom, and a significance level of .002 ($p < .05$). This indicates a statistically significant disparity in how primary and high school teachers perceive culturally responsive teaching practices.

Table 6

Comparison of Means at Basis of Place of Posting (Independent Sample t-test)

Description	N	M	SD	t	Df	Sig.
Public School	100	66.570	3.579	1.194	148	.234
Private School	50	65.860	3.116			

**P > .05 Level of Significance*

Table 6 presents the results of an independent sample t-test that compares means according to the posting location in the sample surveyed. The analysis differentiates between 100 respondents from public schools and 50 from private schools. Public school teachers have a mean score of 66.570 with a standard deviation of 3.579, which is slightly higher than the mean score of private school teachers, which is 65.860 with a standard deviation of 3.116. The t-value of 1.194 with 148 degrees of freedom and a significance level of .234 suggests that the difference between the means is not statistically significant ($p > .05$). Thus, there is inadequate evidence to determine a notable disparity in the views on culturally responsive teaching practices among teachers in public and private schools in this study.

Table 7

Comparison of Means at Basis of Area of Posting (Independent Sample t-test)

Description	N	M	SD	t	Df	Sig.
Rural	75	67.2000	3.57544	3.180	148	.002
Urban	75	65.4667	3.08148			

**P < .05 Level of Significance*

Table 7 displays the outcomes of an independent sample t-test that compares means according to the posting area in the surveyed sample. The analysis distinguishes between 75 respondents from rural areas and 75 from urban areas. The average score for teachers in rural areas ($M = 67.2000$, $SD = 3.57544$) is significantly greater than that of teachers in urban areas ($M = 65.4667$, $SD = 3.08148$), with a t-value of 3.180 and 148 degrees of freedom, and a significance level of .002 ($p < .05$). This indicates a statistically significant disparity in how teachers from rural and urban areas perceive culturally responsive teaching practices.

Table 8

Comparison of Means at Basis of Experience (One Way ANOVA)

Description	Sum Squares	df	Mean Square	F	Sig.
Between Groups	3.604	1	3.604	.303	.583
Within Groups	1757.730	148	11.877		
Total	1761.333	149			

**P > .05 Level of Significance*

Table 8 displays the outcomes of a one-way ANOVA that compares means according to the experience levels of the respondents in the sample surveyed. The analysis investigates the differences in perceptions among various experience groups. The between-groups sum of squares is 3.604, with 1 degree of freedom, leading to a mean square of 3.604. The sum of squares within groups is 1757.730, with 148 degrees of freedom, resulting in a mean square of 11.877. The F-ratio is 0.303 with a significance level of .583, indicating that the p-value is greater than .05. The insignificant p-value indicates that there is no statistically significant difference in the perceptions of culturally responsive teaching practices among various experience levels.

Results

Findings

The study participants are a varied sample in terms of gender, age, designation, qualification, and experience. Most respondents are female, with the age distribution focused on the 31-40 and 41-50 categories. The majority of participants are primary school teachers with diverse qualifications, and there is a significant lack of individuals holding Ph.D. degrees. The distribution among public and private schools, rural and urban placements, and levels of experience also enhances the diversity of the sample.

The frequency distribution of responses indicates a significant level of consensus among participants regarding culturally responsive practices. The study shows agreement on different statements, including the inclusion of diverse cultural perspectives in the curriculum, the use of culturally relevant examples by teachers, and the offering of professional development opportunities. Although there is generally strong agreement in most areas, the level of agreement was slightly lower when it came to fostering cultural diversity through events. The average scores, which vary from 3.87 to 4.24, suggest a favorable view of culturally responsive practices. The data shows a low standard deviation, indicating consistency in responses. The perceived importance of culturally responsive teaching practices highlights their significant role in promoting a sense of belonging, improving academic performance, fostering mutual respect, and enhancing critical thinking skills. Inclusive classrooms are considered to enhance a positive school culture, equity, and fairness.

Inferential statistics show differences in perceptions among various demographic groups. Gender does not have a substantial effect on how culturally responsive teaching practices are perceived. Primary school teachers show a higher level of agreement compared to high school teachers based on their designation. Analysis of teachers' place of posting reveals no significant disparity between public and private school teachers. However, teachers in rural regions exhibit a greater degree of consensus in comparison to their urban counterparts. The one-way ANOVA results indicate that there is no significant variation in perceptions among individuals with different levels of experience. This shows a consistent acknowledgment of the

significance of culturally responsive teaching methods, regardless of teachers' diverse levels of experience.

Discussion

The results of this study support previous research emphasizing the significance of culturally responsive teaching methods in promoting inclusive classrooms. The strong consensus among participants on integrating various cultural perspectives into the curriculum aligns with the principles of culturally relevant pedagogy (Ladson-Billings, 1994). Scholars contend that incorporating a variety of viewpoints in educational resources improves students' cultural sensitivity and involvement (Gay, 2010). Teachers incorporating culturally relevant examples have received a favorable response, aligning with literature that highlights teachers as cultural mediators connecting students' diverse backgrounds with the curriculum (Villegas & Lucas, 2002).

Most participants agreed on many aspects, but there was slightly less agreement on promoting cultural diversity through events, which corresponds with the challenges found in the literature. Some research emphasizes the necessity of implementing more thorough strategies to incorporate cultural diversity into different aspects of school life, extending beyond the formal curriculum (Banks, 2008). This indicates a need for enhancing cultural inclusivity in school events and activities through a more comprehensive and unified approach.

The widespread acknowledgment of the significance of culturally responsive teaching methods in promoting a feeling of inclusion is consistent with research on the psychological advantages of inclusive education (Mellor, 2016). Evidence shows that the inclusive and affirmative environment, which culturally responsive approaches bring in, boosts students with different cultural backgrounds (Howard, 2010). Studies demonstrate linking the culturally-responsive pedagogy to increased rate of student achievements indicating an improvement in the area of academic performance (Au, 2019). Inclusion classrooms actually are seen as the best tools for promotion of school a culture in which equity and fairness reign without exclusion (Gorski, 2018).

The study suggests that the adequacy and effectiveness of cultural adaptations in teaching are emphasized since they promote the use of inclusive classrooms. When students reflect their own experiences in the classroom, it emphasizes that ethical issues regarding interculturality which are most essential to be addressed in educational settings as a space for different cultural identities. The further studies and actions involved should focus more on the techniques to do with the solution of the problems previously outlined, as this is essential in integration different cultures into the systems of the given state.

Conclusion

In conclusion, this research work and detailed analysis thus form solid evidence for the wide-spread support of all participants on the cultural adaptability classes as among the best strategies for effective inclusion. The teachers, who were also

varied in their origins, including people of different cultures, strongly agreed to add cultural perspectives into the teaching materials, provide culturally relevant examples and arrange professional developments on the topic of cultural competence. The research report pinpointed a similar kind of problem concerning proclaiming multicultural diversity through events, which was also mentioned in different publications, expressing the fact that there is a need for more extensive networking of cultural inclusiveness at different aspects of school activities. Nowadays almost everybody, mentors, psychologists, politicians and community increasingly use these techniques in order to make the learners feel an atmosphere of acceptance; improve their learning outcomes, create respectful environment, and foster the thinking capabilities of the children who need these methods. The findings concur with the trend and smartly argue that culturally responsive practices must be carried on and made better in the education system. Policies and interventions in the future should rather deal directly with the specific challenges these students face rather than merely how to respect their different cultural identities. The educational environment should be drafted in such a way that it not only recognizes but also celebrates the different cultural identities among these students.

Recommendations

- Teacher training and professional growth should be an important focus area for educational institutions with the financial allocation to the expansion of teachers' proficiency in implementing culturally responsive teaching techniques. Work in tandem with teachers to create workshops, seminars and trainings giving room for feedback, which will assist in the generation of content that is relevant and effective. More teachers will utilize professional development as a means of acquiring the vital tools and information necessary for imparting a learning environment that promotes all forms of diversity.
- Target could be achieved by the development of a broad-ranging program that will incorporate the cultural diversity in various areas of school life beyond the formal curriculum. This type of initiative is done through Cultural Festivals, initiating activities, programs and even celebrating the nation's stand out different cultures. Collaboration between teachers, students and the community and can promote transformation of educational surrounding to adapt to the students' diversities.
- People responsible for making educational policies should take into account these research findings on culturally responsive teaching and eventually introduce them as policies and guidelines in education. Organizations of educational can launch a wide scale advocacy, by enforcing laws that are based on scientific proof to create an environment of support. This combination of initiatives may lead to the implementation of the common concepts and practices related to cultural diversity education in schools.

- The future researchers should consider to shed the light on multiple dimensions and their solutions to encourage cultural diversity through organizing the campaigns and enrichment programs in educational settings. Legitimizing the challenges schools with promoting inclusivity facing by investigating the issues of the agreement that is slightly reduced in this area offers the understanding of particular obstacles one can observe while many schools try to be culturally inclusive within the official curriculum. Conducting more investigations on how culturally inclusive teaching strategies persist within students across time in terms of the intellectual and emotional facets of a learner could provide more insights into the long-term impact of the educational methods.

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