



Available Online

Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<http://www.scienceimpactpub.com/jess>

A REVIEW OF CULTURALLY RESPONSIVE TEACHING FOR BRIDGING THE GAP OF TEACHING EFFORTS AND PERFORMANCE OF CULTURALLY DIVERSE LEARNERS

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ABSTRACT

Diversity of age, language, culture, norms, standards, and demographics is prevailing in educational institutions in Pakistan. The cultural diversity of learners in a classroom is the blessing of varied experiences the students bring with themselves if that can be used properly and smartly during the educational activities of students and projects of different types in the shape of assignments. For this purpose, the teacher must be competent to avail of such types of opportunities. On the other hand, the diversity of learners hurts the overall results, the reputation of management, and teachers' performance. To deal with the cultural diversity of learners, the researcher has reviewed articles with a sample of 17 articles, theses, and reports that have presented some strategies and steps to deal with diverse learners in a classroom. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Protocol was adopted for article selection, finalization, and data analysis with the objectives of finding out the steps required for a conducive atmosphere in ethnically diverse learning classrooms which may be helpful in the performance of the students and practices, activities that may assist a teacher in better learning outcomes in ethnically heterogeneous classrooms and to explore such strategies which may lessen the trust deficit of parents in public institutions. A period of 1995-2020 was selected. Findings were drawn through tabulation, and all objectives were met. After a detailed discussion, conclusions of the study were made. Practices, strategies, and steps were recommended for the teachers, with a discussion on the limitation of data. Future researchers were also given fields to be explored by them. The article concluded with the remarks that the teacher may respect the norms and cultures of the learners, engage learners in those activities that relate to their cultural contexts, welcome students' families for a better understanding of the learners, and resolve school-centered problems by identifying home-centered problems.

Keywords: Culturally responsive teaching; Ethnic diversity; Conducive environment; Practices; Norms; Standards.

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<https://doi.org/10.52223/jess.2023.4210>

Received: February 21, 2023; Revised: July 29, 2023; Accepted: August 03, 2023

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INTRODUCTION

Concerns over the students' performance are shown not only in Pakistan but this reality was felt the world over, especially in the USA. Efforts at different levels, through different educational organizations and individuals, were made to bridge student performance gaps. One effort for the betterment of learners' performance was Culturally Responsive teaching, which was started in the 20th century, and development was observed in the 21st century in its approach. Pakistan is a hub of different languages, cultures, classes, cast, and different sects in a single religion. Diversity can be found inter and intra-religion. The cause of diversity is not only religion, but its roots are in gender, language, economic status, nature of the environment one lives in, education, strategic location, and beliefs a group may have. Due to the diversity

and status of people, we are facing a sad reality that exists in Pakistan: that is, a very small quantity of people completes their education. One cause among different causes of incomplete education is treating the children without acknowledgment of their culture, the capabilities they have, and the differences they bring to their classrooms. Teachers are unaware of the different potentials their students have and the norms they bring with them. A lot of educationists agree that if students deal with honor to their norms and capabilities, they will perform better than with routine pedagogical approaches. In this regard, a lot of theories, approaches, and models were worked upon. Gay (2010) describes culturally responsive teaching as “the behavioral expressions of understanding, opinions, and standards that identify the significance of ethnic and traditional variety in learning”. It depends on recognizing ethnic differences as assets, creating respectful learning environments where ethnically diverse people and traditions are valued, and using the cultural expertise of ethnically diverse cultures, families, and groups to support curriculum improvement, classroom environments, instructional plans, and connections with students. It also depends on changing ethnic and traditional stereotypes, biases, discrimination, and other forms of narrow-mindedness, inequality, and apathy.

The definition of Gay encompasses different angles of Culturally Responsive Teaching; these angles are:

1. Diversity of Cultures (Base of Knowledge)
2. Curriculum that Relates to Culture
3. Building of Learning Community and Care for Culture
4. Intra Cultural Communication
5. Teaching approaches may be based on cultural congruity

Culturally Responsive Teaching has gone through different phases to benefit the learners of minority groups who belong to non-mainstream cultures of the area of the school. Awareness of teaching staff about the diversity of culture and skills to cope with the diverse students and curriculum that have such content which cares for the diversity of students is a necessary step in the CRT approach. The basic goal of culturally sensitive instruction is the better performance of all students irrespective of race, ethnicity, language, area, colour, etc. The researcher reviewed the different research articles spanning from 1995 to 2020; those discussed culturally responsive teaching from the angles mentioned above.

Educational institutions of Pakistan have ethnically diverse learners in every hook and corner, that's why teachers and principals may have such type of approach, which may bridge the gap between efforts made by the teachers and the performance of the diverse learners. One of the different options is Culturally Responsive Teaching (CRT).

In educational institutions, K-12 teachers, especially at the secondary level, just take an interest in the teaching of their subject and do not try to create a conducive atmosphere for learning in which diverse learners may benefit from the efforts of the teacher. As a result, most secondary educational institutions are unsuccessful in giving good results in board exams. Communities try to send their children to private institutions rather than public educational institutions. In Pakistan, the teaching community is always worried about why their students are unable to perform, although they are teaching them to their full capacity. Culturally responsive teaching is not properly investigated in educational institutions at the K-12 level specifically.

Objectives

The following are the objectives of the study.

1. To find out the steps required for a conducive atmosphere in ethnically diverse learning classrooms, which may be helpful in the performance of the students.

2. To search out practices and activities that may assist a teacher in better learning outcomes in ethnically heterogeneous classrooms.
3. To explore such strategies which may lessen the trust deficit of parents in public institutions.

Hypothesis/Assumptions

1. It is assumed that culturally responsive teaching (CRT) is an attitude that creates a conducive atmosphere in an ethnically diverse learning situation, and it improves the performance of students.
2. CRT has some practices and activities that assist a teacher in better learning outcomes in ethnically heterogeneous classrooms.
3. CRT is a strategy that lessens the trust deficit of parents and communities in public institutions.

LITERATURE REVIEW

According to Irvine & Armento (2001) and Nieto (2013), culturally responsive teaching is such a method that has caught the interest of researchers as well as educationists the world over due to the factor of globalization and loss of ethnical identities, which created concern in the minds of teaching communities. CRT emerged and became popular very rapidly. A lot of books and articles were published that focused on the importance of adopting intercultural approaches to teaching so as to recognize and rejoice in the ethnic heterogeneity that students bring with them into their classrooms (Banks, 2006; Gay, 2010; Wlodkowski & Ginsberg, 1995).

The Dream Keepers by Ladson-Billings

Ladson-Billing, who was interested in culturally responsive instruction and effective teaching of African American children, for the first time, introduced the culturally relevant pedagogy for bringing the educationists' attention to engage learners whose ethnicities and practices are regularly left out from the conventional educational arrangements. She worked on the stories and involvements of eight African-American instructors who have achieved success. The methodologies and teaching methods used by the eight teachers were diverse, but they all shared a culturally relevant pedagogy that empowers cultural identity in African American learners and other ethnically diverse learners (Ladson-Billings, 1994, 1995)

Although the typical word of CRT was used by Banks, Sleeter & Grant. CRP or CRT and all other similar approaches were aimed at diverse cultural education. Such approaches aimed to teach students from a diverse cultural point of view for mainstream society. Another purpose of those efforts was to prepare learners from diverse cultural backgrounds to live together in harmony, to reduce prejudice, to provide equal opportunities and social justice for all cultural groups, to empower learners of heterogeneous ethnicities, to develop students to become social reformers who want to redistribute power and other resources among multiethnic groups (Banks, 1993; Derman-Sparks, 1989).

As we already mentioned, Ladson-Billings (1995) worked hard to understand why some teachers of African American students were successful. She found that such teachers had the belief that teaching is an Art rather than a technical task. It could be completed in a recipe-like fashion. She also found that such type of successful teachers exhibited many culturally responsive teaching characteristics. Teachers have a belief in students' academic success, and they help their students in the accomplishment of their goals.

CRT Framework by Wlodkowski & Ginsberg

Culturally Sensitive, Culturally Relevant, Culturally Congruent, and Cultural Contextualized Pedagogies are just a few examples of the various techniques that fall under the umbrella term of "culturally responsive teaching." With the primary goal of assisting students in connecting lesson content to their cultural context, culturally responsive teaching is an equity-based approach that places a strong emphasis on learners'

cultures at the center of the teaching-learning process. Theories of intrinsic motivation serve as the basis for CRT (Wlodkowski & Ginsberg, 1995). They proposed four requirements for culturally sensitive instruction.

Establish Insertion

1. Stress the human objective of what is being learned and its connectivity to the learners' skills.
2. Ownership of knowledge must be shared with learners.
3. Cooperate and collaborate.
4. Learners should be treated on equity basis.

Development of a Positive Attitude

1. Teaching Learning activities may be related to learners' experiences.
2. Learners may be stimulated to make choices in content and valuation methods based on their knowledge, tenets, desires, and strengths.

Enrich Meaning

1. The learners may be provided with challenging tasks containing higher-order thinking and critical inquiry. Discuss appropriate, real-world problems in an action-oriented fashion.
2. Stimulate debate of relevant experiences. Integrate learners' language in classroom discussion.

Prompt Competency

1. The evaluation process may be connected to the learners' world, frames of reference, and Norms.
2. Incorporated diverse methods to represent experiences and knowledge and permit for the achievement of outcomes at different points in time.
3. Self-assessment may be encouraged.

Preparing for Culturally Responsive Teaching by Geneva Gay

Gay (2002) asserts that the culturally sensitive teacher training and practice modules do not cover everything. There must be much more knowledge, thought, and action. The advice provided for CRT teachers only includes a few examples of the knowledge and abilities, such as "Developing a Cultural Diversity Knowledge Base," "Designing Culturally Relevant Curricula," "Demonstrating Cultural Caring and Building a Learning Community," "Cross-Cultural Communications," and "Cultural Congruity in Classroom Instruction," that are required for trainers to prepare teachers to work more effectively with students who do not belong to any of the dominant cultures. The education of teachers necessitates a deeper understanding of the distinctive cultures of other cultural groups. They might be aware of how cultural differences impact learning behaviors and how to adapt education and classroom interactions to accommodate them. Because of how strongly culture affects the attitudes, values, and behaviors that students and teachers bring to the classroom, in-depth knowledge is required. How to address the issues of underachievement is heavily influenced by culture. This part of the change is both understated and significant. Modest because it requires students from varied ethnic backgrounds to approach learning challenges from the perspective of the strength and relevance found in their cultural heritage. The culture is profound because education has not been culturally responsive to the ethnic heterogeneity of learners to date; rather, it is anticipated that the students aloof themselves from their native cultures and learn according to the mainstream's standards and norms. This situation brings them to conflict situation dually. First, they have to gain knowledge and degrees under an unnatural cultural atmosphere, and second, they have to enhance performance too. It may be made possible if all the teachers teach their learners in a responsive way to their culture in their whole instructional process. However, if they are unable to respond in the required manner, they may not be made accountable for that because lacunas are present in teachers'

training programs rather than in teachers. Therefore, it is crucial to teach students from varied cultural backgrounds in a way that is sensitive to their needs at the upper secondary level. However, it is also essential that our teacher training programs take steps to prepare pre-service teachers for this role.

CRT: A Resource Guide for Teachers

Introspection teaches self-values and beliefs: It is a thesis that upon two important factors to facilitate culturally responsive teaching. One is to understand his students' behaviors, and the second is to introspect their behavior too. From in-depth introspection, the teacher can know his students well and then the teacher can strategize his teaching to the cultures of his students' background (Brockway, 2005).

Culturally Responsive Teaching

Foundations, Curriculum Content, Expectations on the part of Teachers for their students and Skills needed for the CRT Teachers: In this article, the writer introduced culturally responsive teaching and discussed, Historical and Theoretical Foundations, Democratic Foundations, Multicultural Education Foundations, and Critical Pedagogy Foundations of Culturally Responsive Teaching. After discussing various foundations of CRT, he highlighted the Cultural Complexities of CRT, i.e., Cultural Deficits/Differences/Assets, Learning Styles, etc. Then he moved on to discuss Knowledge, Skill, and Professional Dispositions for CRT. The researcher mentioned that CRT is employed in all fields under the category of Applications. CRT employs a transformational approach to teaching and learning; it involves changing the curriculum's organizational structure to enable students to perceive concepts, issues, events, and themes from the perspectives of marginalized racial and ethnic groups. CRT is a transformative practice that involves assisting students in recognizing the positive aspects and significance of their own cultures, families, and communities, as well as helping them see their own lives and perspectives as themes deserving of study, studying subject matter from the perspective of students' cultures as opposed to how concepts are presented in textbooks, and giving opportunities for community members to get involved (Vavrus, 2008).

CRI Creation for Learners and Educators

Culturally Responsive Classroom Activities: Donna and Kea (2009) discussed solutions in three areas, i.e., the achievement gap, gifted education underrepresentation, and special education over representations. The most emphasized recommendation is that educators evade color-blind methodologies and use creating culturally responsive classrooms (CRCs) for culturally diverse learners. They discussed and presented an overview of culture, some challenges such as changing traditional practices, and the fundamental characteristics of culturally responsive teachers, i.e.,

- a) Sociocultural awareness.
- b) A positive outlook toward students from diverse cultural origins (Skills and commitment to serve as change agents).
- c) Constructivist perspectives on learning.
- d) Learning about learners.
- e) Culturally aware teaching techniques.

They also mentioned culturally responsive teaching philosophy, i.e., learning environment, CR Assessment, CR Curriculum, and CR Instruction. It also discussed Boykin's Afro-central Model: One Framework for CRT. It also shared a student's story, namely James, who had learning and behavioral challenges in third grade. To solve James' problem, his teachers were given some recommendations by following Boykin's Model.

This article concluded with the remarks that different learners are not achieving success and are consequently sent to special education classrooms. The education stakeholders must ponder cultural clashes, which pave the way to such issues. The teacher may follow the principles of:

- a) Respect, reverence, and validation of people, groups, and their culture.
- b) Creating a collaborative learning environment and classroom where connections are encouraged.
- c) Engaging in culturally responsive evaluation. Adopting and implementing a multicultural curriculum that is rigorous and current.
- d) Strive to have education and teaching methods that are appropriate for learners' needs and preferred learning styles.

Through formal and informal contact with the learners and their families, teachers can gather knowledge about the learners' cultural background, as well as their practices and conventions, to create activities that are culturally sensitive for the classroom. Instructors must inspire ethnically diverse learners to fetch their communal know-how into the classroom and bond classroom content to these practices. Educators may show a kind approach that reveals cultural awareness to avert misapprehensions that result in students' disobedience and academic impassiveness, along with teacher thwarting.

Ethnically diverse learners will get both scholastically and communally if their teachers use a strengths-based methodology and mingle cultural relevancy throughout the classroom. It should be kept in mind that teachers must be competent in a knowledge base of ethnically heterogeneous learners and the heterogeneous communities they are working for.

CRT: Praxis for a Personal Case of C.R.T

Teaching is a drama that is still developing, a never-ending story. According to Gay (2010) a story in the making that is never finished. Each period is a new chapter in this drama. Each sitting has its distinctive touch and function, yet a critical role for the teachers is to create the sets, supports, and rough draft of the scripts for the learning meetings that take place. But how these work, in reality, is not in my control alone, as the learners play their role during instruction. The teachers may not dictate nor control what role students will play. The writer may simply cast the parts, and the learners build the characters. The teacher and the students can create teaching and learning dynamics that may result in what we are trying to achieve in the larger story.

C.R.P Framework

The No Child Left Behind Program of the USA and CRT go hand in hand: No Child Left Behind (NCLB) was established by US educational authorities because it was felt that some groups of students were not receiving the quality education they ought to be receiving (Brown-Jeffy & Cooper, 2011). The mentioned program lessened the achievement gap (Sack. 2005), with the inequities in the education of culturally different learners.

Brown-Jeffy & Cooper (2011) have presented a conceptual framework of culturally relevant pedagogy. They infused five areas of CRP with the tenets of culturally responsive teaching. These tenets were:

A conceptual framework for culturally appropriate pedagogy has been presented by Brown-Jeffy & Cooper (2011). The principles of culturally responsive teaching were incorporated into five CRP areas. These principles were:

- a. Identity and Achievement: It includes the ideas of identity development, cultural heritage, a variety of viewpoints, affirmation of diversity, and public validation of home-community cultures, which are made up of the social and cultural capital that students bring to school.
- b. Disposition, Incorporating Multicultural Curriculum Content: Access, and High Expectations are all principles that are part of equity and excellence.

- c. Cultural Variations in Psychological Needs: Learning Styles, and Teaching Styles are all parts of developmental appropriateness.
- d. Teaching the Whole Child: This concept incorporates the concepts of Supportive Learning, Learning Outcomes, Home-School Collaboration, and Skill Development in a Cultural Context.
- e. Student-Teacher Relationships: These include the models of caring interactions, relationships, and learning environments.

CRT: A Missing Element of Teacher Education in Pakistan

CRT is a missing Element: According to Pasha (2012), both the curriculum of teacher education programs and of education systems as a whole lack the component of CRT. Students' ethnic diversity is a challenge for a teacher in the classrooms, but a lack of knowledge about learners' ethnicity and CRT becomes a deterrent to teaching children from diverse backgrounds more effectively. Lacking training opportunities about CRT further deteriorates their professional responsibilities.

Historical Perspective of C.R.T

A sense of Empowerment: Through the title captioned above, the researcher (Harmon, 2012) reviewed the background of Culturally Responsive Teaching historically and explained why it is needed that CRT may be a part of teacher preparation. In addition to reviewing the history of multicultural education, the researcher also looked into Boykin's cultural asset-based instruction, literacy, and critical race theory. The Emergence of African American Schools. In Final Thoughts, the following suggestions for change were discussed:

- i. To properly equip teachers and principals to instruct in culturally diverse Rainbow classrooms, programs of teacher training may prepare instructors to be culturally responsive,
- ii. Training Programs may have professors who are culturally competent and informed about culturally responsive pedagogy,
- iii. Professional development is required in all educational institutions to promote and prepare teaching staff to have the cultural competency to teach in Rainbow classrooms of ethnically diverse learners,
- iv. Educational institutions may try to work persistently to increase the number of Non-mainstream teachers.

CRT Framework: Effectively Implementing CRI in a Classroom of Science

Dunne (2013) asserts that teachers who want to implement Culturally Responsive Instruction must reflect on, fully comprehend, and carefully organize instruction because haphazard implementation will harm CRT. He presented the following conceptual framework through six zones, which the author thinks are helpful in reorganizing six main zones to be more racially sensitive, like, a). Curriculum, b). Management, c). Academic language, d). Literacy, e). Conceptual frameworks, and f). Learning environment.

Table 1. Conceptual framework.

External Structures	School Structures	Teachers' Knowledge and Attitude
Content Standards	Flexible Curriculum	Sociocultural awareness, Acceptance,
High Stakes Assessment Practices	Scheduling Conflict Resolution Discipline	Agent of Change, Knowledge of Constructivism.

Table 1 depicts three dimensions of the conceptual framework: the external structure, which consists of assessment procedures and content standards; the School Structure, which consists of the flexibility of structures; and the curriculum, which may also be according to the nature of the students. Scheduling may

also be kept flexible, Conflict among staff and students may also be resolved, discipline may be according to the variety of learners to meet their requirements, Teachers' knowledge and attitude may be enhanced with sociocultural awareness, acceptance of diversity of culture, capabilities, and race, teachers may play the role of change agent and know constructivism.

Table 2. Classroom practices for CRT.

Curriculum	Management	Academic Language	Literacy	Learning Environment
Social Justice	Protocols to Students in Responding Questions	Home and Academic	Engagement with Text	Display Student's Work
Students' Experience Family & Community Meaningful Opportunity	Discussion Protocols	Vocabulary Instructions	Text of Cultural Experiences	Space is used Flexibly, Bulletin Boards, Contains Multicultural Libraries Cultural Aesthetics

Table 2 shows how a classroom may be managed through different practices for CRT, e.g., curriculum may be constructed through social justice, students' experiences, family and community may have meaningful opportunities to participate in students' activities, management may have provisions to respond to the question according to their cultural background and discussion may be allowed by the teacher so that learner may contribute their point of view, Academic language, as well as indigenous languages, may be allowed for some time so that learners may express their actual concerns properly and vocabulary may also be enhanced through instruction in indigenous languages. Students may be engaged with text for literacy and through the text of cultural experiences may also be included in the libraries. The learning environment may be made conducive through a display of students' work, and the space of the classroom may not be rigid. Bulletin boards may include cultural news, multicultural libraries may be maintained, and diverse cultural aesthetics may be created in learners.

Innovation Configuration for Culturally Responsive Teaching

The study cited above was carried out by Aceves & Orosco (2014). They claimed that an innovation configuration (IC) matrix could guide experts in teacher preparation in the development of appropriate, culturally relevant teaching content. After describing CRT, the writers wrote about the following CRT Practices:

Table 3. Culturally receptive teaching rehearses.

Pertinent Themes of CRT	Evolving Data-Built CRT Rehearses	Endorsed CRT Methodologies and Deliberations
Teaching Arrangement Traditional, Linguistic and Cultural Uniqueness	Joint Schooling Receptive View	Problem-Resolving Methodology Learner-Placed Teaching
Multiethnic Consciousness Extraordinary Hope	Representing or displaying Teaching through Support	Valuation Resources
Rational Approach Shared Impartiality		

The instructor may intentionally get to know the cultures, languages, and customs of the students to engage in speculative achievement while preserving their cultural and linguistic identities.

Starting CRT for Identity Construction

Identity Construct: According to Idrus (2014), this article presents evidence for the requirement of Culturally Responsive Teaching (CRT) for the construction of learners' identities in the classrooms. He further concludes that a shared Malaysian identity creates an opportunity for a representation of Malaysian society in which new cultures of belonging re-surface to find a way towards a more just and unified society.

It is evident from the conclusion of the article that the researcher wants that as Malaysia is known for believing in "Unity in Diversity", which is a strength for them, they also wish, like Indonesia who has made the "Benika Tungle Ika" which means "Unity in Diversity" a national emblem. Therefore, their teacher may understand the Country's philosophy and adopt those strategies that are most suited for learners in the classroom. For this purpose, programs of teachers training to resolve the increase of cultural diversity in Malaysia are very important. Classroom instruction may also be changed to respond positively by linking to learners' family's culture. These strategies are famous for the name Culturally Compatible, Culturally Congruent, Culturally Responsive, and Culturally Relevant Teaching.

Application of the Framework for CRT to Explore the Adaptation

Adaptation of CRT: This paper provides proof that Culturally Responsive Teaching (CRT) is necessary for the development of students' identities in the classrooms, according to Idrus (2014). He goes on to say that the chance for a representation of Malaysian society in which new cultures of belonging reemerge to find a path towards a more just and united society is made possible by a shared Malaysian identity.

According to Hramiak (2015), Beginning teachers are talented in adjusting their practice to the requirements of culturally different learners. They were developing their practice into culturally adaptive teaching. As Table 4 depicts the five characteristics listed below, describe the CRT Basic Framework:

Table 4. Basic framework of CRT.

Sr.	Characteristics	Detail
1.	Acknowledgment	Recognition of the heterogeneous cultural legacy of learners as inheritances that have an impact on their learning and are important curriculum content.
2.	Breach Closing	Between work and home, academic ideas and sociocultural reality, and between home and school
3.	Deployment	from a range of instructional techniques
4.	Encouragement	of students to appreciate and embrace one another's cultures
5.	Incorporation	includes a variety of multicultural knowledge, sources, teaching aids, and curriculum materials for all topics taught in schools

Source: Gay (2000).

CRE in Perspective of Theory and Practice

Aronson & Laughter, (2015) discussed the point of view of Sleeter (2012) who said that, standardized curricula and testing have devalued CRE in discourses about educational reform.

1. Evidence-based research is needed to study connections between culturally responsive pedagogy (CRP) and students' outcomes;
2. Principals, teaching staff, and the College Management Committee need to be equipped with knowledge about CRP;
3. To reframe the public debate about teaching.

In response to Sleeter's needs, the article tried to present the actual position of CRE. However, we have to ponder on his following synthesis of CRT, CRP, and CRE.

Table 5. Synthesis of CRT, CRP, and CRE.

Culturally Responsive Teaching (CRT)	Culturally relevant pedagogy	Culturally relevant education
Academic and Social Empowerment	Academic Excellence	Concepts and Academic Skills
Multi-faceting		
Ethnic Acceptance	Cultural Capabilities	Critical Consideration
Comprehensiveness on a social, emotional, and political level		Social Skill
Transformation of society and education	Sociological awareness	Discourses of Power under
Liberation from restrictive educational policies and beliefs, often known as emancipation		Criticism

Table 5 presents the synthesis of CRT, CRP, and CRE. Multidimensionality social and academic empowerment are promoted via culturally responsive teaching. Every culture of learners is validated, and social, emotional, and political comprehensiveness is part and parcel of CRT, along with the attitude of the administration. To make the school a platform for discussion on learners' problems, oppressive educational practices may be avoided. In CRP in their final concluding words, Aronson & Laughter (2015) stated that CRE is our best chance at resolving the sociocultural problems that stem from society and affect our educational institutions.

Culturally Responsive Teaching (CRT) & the Brain

Challenges and Way Out: Hammond (2016) shared her thoughts through a podcast about the promulgation of CRT. She considers CRT as a powerful method for accelerating learners' learning. She also has concerns over the educators that most of them are not categorically sure what CRT is. Some consider it secretive, some consider it a "touchy feel" or they focus on CRT to raise learners' self-esteem to achieve better levels. She explained to clear the status of CRT. Before that, she summarized the above situation in the form of the following two challenges:

- a. The part that culture plays in instruction.
- b. How to put culturally sensitive methods into practice.

Teachers have worries that they have to learn more cultures. The teachers may keep the following ideas in mind while they try to adopt CRT:

1. CRT, Multicultural Education, and Social Justice Education are not the same methodologies.
2. CRT constructs learners' brain influence by refining information-treating ability using ethnic learning tools.
3. CRT deals with social and intellectual neurosciences.
4. CRT stresses teachers to recognize the cultural orientation that is known as "Collectivism".

The teachers cannot succeed in delivering CRT successfully until they make themselves emotionally strong and de-bias by the following three conditions:

- a. Intention: Be willing to change and harbor unconscious biases.
- b. Pay attention: Pay attention to your triggers and be aware of when stereotypical reactions are elicited.
- c. Time: The teacher must set aside time to put new techniques into practice to "halt" the reflexive link between unfavorable outcomes and behavior that is culturally dissimilar from your own.

Metacognition is necessary for de-biasing. Revamping must be done in conjunction with de-biasing, which entails that the individual de-biases himself as well as his unconscious receptivity to the unfavorable dominant narratives regarding the potential for learning of all types of learners across all levels and cultures. Teachers must develop their amygdala, the brain's fight-or-flight defense mechanism, and make use of neuroplasticity, the ability of human brains to change and react differently to emotionally charged situations, such as discussions about racial, ethnic, and social injustice.

CRT: A Survey of 50-State Teaching Standards

Muniz (2019) concludes in his survey reports with the remarks that culturally responsive teaching focuses on the abilities, understanding, and approaches that all educators need to work effectively with the learners in their environment. View concepts about quality teaching have changed in the modern world to give importance to the characteristics of CRT. Due to awareness and change in views, states of the country started to cultivate, test, review, and embrace standards of cultural responsiveness with flawless metrics, guidance, professional learning opportunities, and appraisal schemes for their operationalization in the system of licensure. He suggested three prone strategies, i.e.

- i. Revision of teaching standards is necessary to coherent the CRT competencies.
- ii. Construct a scale of teaching practice that communicates a detailed vision of quality teaching at different levels.
- iii. Plan teachers' professional learning system that assists them to progress and reinforce the skills relevant to the teaching standard of a country.

In the end, the researcher pointed out that CRT is to be treated as an “add-on” approach by policymakers and education leaders.

METHODOLOGY

The researcher has worked in high and higher secondary schools for more than 25 years. During the study in the Ph.D. course, an article got the researcher's attention that has material on cultural diversity. A question always raised in the researcher's mind was why some of the other ethnic learners who were not of the same culture as I had not performed well in the exam. Those articles have something that made me interested and because they have some solutions to cater to diversity and seem to be the key to bridging the gap between the teachers' efforts and the outcomes of diverse learners. To support that theory presented by Ladson-Billing and authenticated by Geneva Gay, Sonia Nieto, Zaretta Hammond, and some others. The researcher tried to find suitable articles, books, and podcasts which further the objective. Figure 1 depicts that the PRISMA Protocol (Wah & Nasri, 2019) seems fit to use as a methodology. There are four steps in it, which are:

It consists of the following four steps:

1. Identification from the downloaded articles
2. Screening of articles through their subject and abstract
3. Suitability by reading its content
4. Selection for the review purpose

Search Browsers like Bing and Google Scholar were used to identify suitable articles. The words Culturally Responsive teaching was used for the search, and different types of articles, thesis, podcast, and reports were shown as a result. Some of the articles were downloaded, and references paved the way for further searches. Then, criteria were set to screen out the suitable articles from the resulting articles that were shown on the web browsers. A period of 1995 to 2020 was also finalized as a specific work was started on cultural diversity in 1994 by Ladson-billing (Ladson-billing, 1994). Searched sources were different types

of relevant journals, theses, podcasts, and reports. Criteria were to highlight the cultural diversity classrooms, learners' low performance, and a suitable strategy to deal with diversity.

A total of 80 Articles were found through the mentioned search database during the initial identification phase. Of those 80 articles, some were not specifically related to objectives. Through the screening phase, the large articles went through a bird's eye view, and irrelevant articles were omitted from being analyzed for this present study. 16 relevant articles, reports, and podcasts were finally selected, which met the study's objectives and were reviewed.

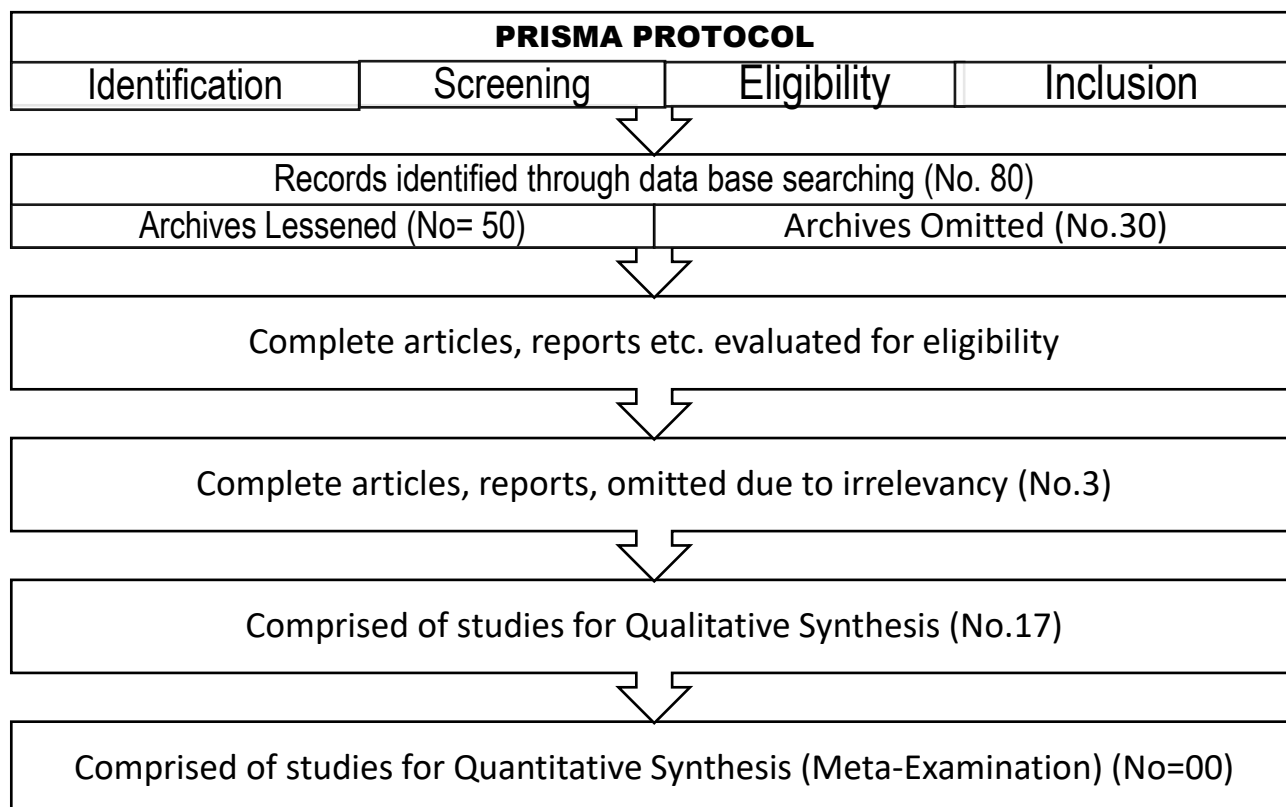


Figure 1. Data collection and data analysis using PRISMA protocol.

Table 6. Research findings.

Sr. No	Author, Year, and Title	Objectives	Research Findings
1	Ladson-Billings (1994, 1995) The Dream Keepers	Bringing the educationists' attention to engage culturally diverse learners is regularly left out of the conventional educational arrangements.	Successful teachers have a belief in students' academic success and they help their students in the accomplishment of their goals.
2	Wlodkowski, & Ginsberg (1995) A Framework for CRT.	Assisting students in connecting instructional material to their cultural environment.	The foundation of CRT lies in theories of intrinsic motivation.
3	Gay (2002) Preparing for Culturally Responsive Teaching	To improve the school success of culturally heterogeneous learners through CRT and to make teachers in pre-service education programs with the familiarity, approaches, and dexterity desired to do this.	Constructing teachers' skills plans must be as culturally responsive to cultural heterogeneity as K-12 classroom education.
4	Brockway (2005) CRT: a Resource Guide for Teachers	How to facilitate culturally responsive teaching through understanding students' behaviors and the second is to introspect their behavior?	The board sensed that the demonstration was well done and provided both good information and useful strategies, as mentioned in the objectives.
5	Vavrus (2008) Culturally Responsive Teaching	How do educators enable students to understand the curriculum's structure so that they can consider concepts, issues, events, and themes from the perspectives	CRT is a transformative practice that involves giving learners the tools to recognize the positive aspects and connotations of their cultures, families, and communities as well as to see their own lives and perceptions as

		of underrepresented ethnic and racial groups?	themes deserving of study. It also entails studying subject matter from the perspective of learners' cultures as opposed to how concepts are presented in textbooks. Finally, it offers opportunities for community members to observe the efforts of learners through meetings, presentations, and other events.
6	Creating Culturally Responsive Instruction for Students' and Teachers' Sakes (Donna & Kea, 2009).	How can the educational outcomes of students from different racial and ethnic backgrounds be improved?	Ethnically heterogeneous learners will gain academically and socially if their teachers use a strength-based approach and impart ethnically responsive in the classroom. As a whole, all educators must be completely competent in a knowledge base of ethnically diverse learners and heterogeneous communities to whom children they are serving.
7	Gay (2010) CRT; A Personal Case of Culturally Responsive Teaching Praxis	How should a teacher model himself in culturally Responsive Teaching for his learners,, which is an ethical and professional obligation? How can a teacher be supportive and a facilitator? How can learners learn cooperatively and successfully? What is necessary for learning, like choice and authenticity?	The teacher and learners are partners in the search for learning. They can combine their resources for better teaching and learning.
8	Toward a Conceptual Framework of Culturally Relevant Pedagogy (Brown-Jeffy & Cooper, 2011).	Why some categories of learners were not receiving quality education instead they should be.	Program No Child Left Behind (NCLB) IN the USA lessened the achievement gap (Sack. 2005), with the inequities in the education of culturally different learners. With the integration of five CRP areas and the principles of culturally responsive teaching, the authors have created a conceptual framework for culturally relevant pedagogy.
9	CRT: A Missing Element of Teacher Education in Pakistan (Pasha, 2012).	i. How many teachers in Pakistan are aware of cultural diversity in their classrooms? ii. How many teachers use CRT in their classrooms? iii. How much does the curriculum of the teacher education program promote the CRT skills of prospective teachers? iv. How much training on CRT is available for teachers?	Although the act of "Education for all" is there, No efforts on the part of the government to address the challenges of learning in diverse learners' classrooms based on access, equity, and quality education for all. CRT is missing from teachers' training programs. A lack of competencies regarding knowledge of learners' diversity exists in Pakistan. The curriculum is also unresponsive to cater to the diverse learners of the classroom.
10	Culturally Responsive Teaching through a Historical Lens: Will History Repeat Itself (Harmon, 2012)?	Why is CRT needed to be a part of teacher preparation?	Programs of Teachers' Training may prepare teachers to successfully equip themselves and heads of institutions to teach in today's diverse classrooms, prepare instructors to be culturally responsive and have professors who are culturally competent and informed about culturally responsive pedagogy in cultural mosaic classrooms. Professional development is required in all educational institutions to promote and prepare teaching staff to have the cultural competency to teach in ethnically diverse learners' classrooms, and Educational institutions may try to work persistently to increase the number of Non-main stream teachers.
11	A Framework for CRT: Effectively implementing CRI in the science classroom (Dunne, 2013).	How can CRT be effectively implemented through culturally responsive instruction in Science Classrooms?	Curriculum, Management, Academic Language, Literacy, Conceptual Frameworks, and Learning Environment are the six key zones that can be changed to be more ethnically sensitive.
12	Aceves & Orosco (2014) Innovation Configuration for Culturally Responsive Teaching	How to develop appropriate CRT content?	CRT has not been very successful in raising the academic achievement of many students in K-12 settings. Institutions of higher learning and school districts must offer a demanding range of ongoing professional development services for beginning and seasoned teachers in their understanding and use of ethnically responsive teaching practices to ensure the academic success of diverse learners in all regions of a nation.
13	Idrus (2014) Initiating Culturally Responsive Teaching for Identity Construction in the Malaysian Classrooms	What conditions must be met by culturally responsive teaching (CRT) for students to develop their identities in the classroom?	Programs of teacher training to resolve the increase of cultural diversity in Malaysia are very important. Classroom instruction may also be changed to respond positively by linking to learners' family's culture. These strategies are famous by the name Culturally Compatible, teaching that is culturally relevant, responsive, and congruent.

14	Applying The Framework for CRT to Explore the Adaptation that First Beginning Teachers use to meet the Needs of Their Pupils in Schools (Hramiak, 2015).	How should beginning teachers approach meeting the needs of their pupils in the classroom?	(i). Recognition of the learners' diverse cultural legacies as rich curriculum content and as inheritances that influence their learning. (ii). Closing the Gap between Home and School, as well as between Academic Concepts and Socio-Cultural Reality. (iii). Use of a range of teaching and learning strategies, item. (iv). Encouraging students to appreciate and embrace one another's cultures. (v). Incorporating a variety of intercultural knowledge, tools, and teaching and learning materials into the curriculum for all academic areas.
15	The Theory and Practice of CRE: A Synthesis of Research across Content Areas (Aronson & Laughter, 2015).	What is the actual position of Culturally Responsive Education across content areas?	Our best chance of resolving the sociocultural problems arising in society and affecting our educational institutions is through culturally responsive education.
16	Culturally Responsive Teaching (CRT) & the Brain (Hammond, 2016).	a. What part does culture play in instruction, and how? b. How might culturally sensitive techniques be operationalized?	Revamping must be done in conjunction with de-biasing, which entails that the individual de-biases himself as well as his unconscious receptivity to the unfavorable dominant narratives regarding the potential for learning of all types of learners across all levels and cultures. Teachers must develop their amygdala, the brain's fight-or-flight defense mechanism, and make use of neuroplasticity, the ability of human brains to change and react differently to emotionally charged situations, such as discussions about racial, ethnic, and social injustice.
17	Muniz (2019) Culturally Responsive Teaching: A 50-State Survey of Teaching Standards	How can all educators work effectively with the learners in their environment?	i. Revision of teaching standards is necessary to coherent the CRT competencies. ii. Construct a scale of teaching practice that communicates a detailed vision of quality teaching at different levels. iii. Plan teachers' professional learning system that assists them to progress and reinforce the skills relevant to the teaching standard of a country.

Discussion

After studying all the above 17 articles, the researcher is in a position to compile results. Table 6 shows that successful teachers have a belief in students' academic success, and they have helped their students in the accomplishment of their goals (Ladson-Billings, 1994, 1995). The foundation of CRT lies in theories of intrinsic motivation (Wlodkowski & Ginsberg, 1995). Constructing teachers' skills plans must be as culturally responsive to cultural heterogeneity as K-12 classroom education (Gay, 2002). The board sensed that the demonstration was well done and provided both good information and useful strategies, as mentioned in the objectives (Brockway, 2005).

CRT is a transformative practice that involves assisting students in recognizing the positive aspects and significance of their own cultures, families, and communities as well as helping them see their own lives and perspectives as themes deserving of study, studying subject matter from the perspective of students' cultures as opposed to how concepts are presented in textbooks, and giving opportunities for community members to get involved. Ethnically heterogeneous learners will gain academically and socially if their teachers use a strength-based approach and impart ethnically responsive in the classroom. As a whole, all educators must be completely competent in a knowledge base of ethnically diverse learners and heterogeneous communities to those children they are serving (Donna & Kea, 2009).

The teacher and learners are partners in the search for teaching and learning (Gay, 2010). They can combine their resources for better teaching and learning. Program No Child Left Behind (NCLB) in the USA lessened the achievement gap with the inequities in the education of culturally different learners. The authors have presented a conceptual framework for culturally appropriate pedagogy has been presented by Brown-Jeffy & Cooper (2011). A program of "Education for all" already existed, but no efforts were found

on the part of the government to address the challenges of learning in diverse learners' classrooms based on access, equity, and quality education for all. CRT is missing from teachers' training programs. A lack of competencies regarding knowledge of learners' diversity exists in Pakistan. The curriculum is also unresponsive to cater to the diverse learners of the classroom (Pasha, 2012).

To properly equip teachers and principals to instruct in culturally diverse Rainbow classrooms, programs of teacher training may prepare instructors to be culturally responsive, and Training Programs may have professors who are culturally competent and informed about culturally responsive pedagogy. Professional development is required in all educational institutions to promote and prepare teaching staff to have the cultural competency to teach in Rainbow classrooms of ethnically diverse learners; Educational institutions may try to work persistently to increase the number of Non-mainstream teachers. (Harmon, 2012). According to Dunne (2013), the six main zones are to be adopted for more racially sensitive, like, a). Curriculum, b). Management, c). Academic language, d). Literacy, e). Conceptual frameworks, and f). Learning environment.

CRT has not been very successful in raising the academic achievement of many students in K-12 settings. Institutions of higher learning and school districts are required to offer beginning and experienced teachers a demanding range of ongoing training and support for improving their understanding and use of ethnically responsive teaching practices to ensure the academic success of diverse learners in all regions of a nation (Aceves, & Orosco, 2014). Programs for teacher preparation are crucial to addressing Malaysia's growing cultural diversity. By relating classroom training to the culture of the learners' families, the classroom environment may also be improved. The terms "culturally compatible," "culturally congruent," "culturally responsive," and "culturally relevant teaching" are used to describe these techniques (Idrus, 2014). The following practices, according to Hramiak (2015), are:

1. Recognition of the learners' diverse cultural legacies as rich curriculum content and as inheritances that influence their learning.
2. Closing gaps between academic ideas and sociocultural realities as well as those between home and school.
3. Use of a range of teaching and learning strategies.
4. Encouragement for students to appreciate and embrace one another's cultures.
5. Incorporating a variety of intercultural knowledge, tools, teaching aids, and curriculum materials into all academic topics.

Our best chance of resolving the sociocultural problems arising in society and influencing our educational institutions is through culturally responsive education (Aronson & Laughter, 2015). In addition to removing their own biases, teachers may unwittingly reinforce harmful mainstream narratives about how well all learners, regardless of culture or level, can learn. Teachers must develop their amygdala, the human brain's fight-or-flight defense mechanism, and take advantage of neuroplasticity, which is the ability of the human brain to change itself and react differently to emotionally charged situations, such as discussions about racial, ethnic, and social inequity (Hammond, 2016). Last but not least, for the instructors to work effectively, required for the states to adopt the following actions as suggested by Muniz (2019)

- i. Revision of teaching standards is necessary to coherent the CRT competencies.
- ii. Construct a scale of teaching practice that communicates a detailed vision of quality teaching at different levels.
- iii. Plan teachers' professional learning system that assists them in progressing and reinforcing the skills relevant to the teaching standard of a country.

CONCLUSIONS AND RECOMMENDATIONS

The review concludes through findings that successful teachers have a belief in students' academic success and they had to help their students in the accomplishment of their goals (Ladson-Billings, 1994, 1995); the foundation of CRT lies in theories of intrinsic motivation (Wlodkowski, & Ginsberg, 1995); Teaching plans must be ethnically receptive (Brockway, 2005; Gay, 2002); facilitating learners to recognize strong points and references of students' ethos over and done with expositions, and displays (Vavrus, 2008); CRT teachers use a strength-based approach (Donna, & Kea, 2009); The teacher and learners are partners in the search for learning (Gay, 2010); Program No Child Left Behind (NCLB) lessened the achievement gap (Sack, 2005); inequities can be reduced by the infusion of the CRT tenets (Brown-Jeffy & Cooper, 2011); a lack of competencies in teachers regarding knowledge of learners' diversity exists in Pakistan, the curriculum is also unresponsive (Pasha, 2012); Programs of Teachers' Training may prepare teachers to teach in cultural mosaic classrooms (Harmon, 2012); the teacher should practice such activities that enhance modeling, support, and clarify challenging curriculum (Dunne, 2013); teachers' training departments at tertiary level and at institutional level of teachers' training colleges must offer a challenging array of continuing trained improvement care for start and veteran teachers (Aceves & Orosco, 2014); Classroom instruction may respond positively by linking to learners' family's culture (Idrus, 2014); Encouragement of learners to hold and compliment for each other's values (Hramiak, 2015); Culturally Responsive Education is our paramount anticipation for resolving the social and ethnic concerns (Aronson & Laughter, 2015); Teachers have to train and made their amygdala, "Human beings brains' power to modify the situation and answer in a different way to fervently stimulating settings (Hammond, 2016); and last but not the least construct a scale of teaching practice that communicates a detailed vision of quality teaching at different levels (Muniz, 2019).

The findings and conclusion pave the way for the reviewer to recommend that, the teacher may create such an environment in diverse learning classrooms which may be helpful in the performance of the students by keeping high expectations from learners, the curriculum developers may prepare curriculum that promote social justice, learners' experiences through projects that may be completed with indigenous resources, arouse students' inner motivation by encouraging relationships between schools and communities, and promote critical literacy, the training institutions may make ensure that the prospective teachers may go through rigorous practical engagement with students with strategies those has roots in cultural background, may be able to recognize and redress bias in the system, may be able to draw on learners' culture to shape curriculum and instruction, may bring real-world issues into the classroom, may promote respect for learners variety, can communicate in linguistically and culturally responsive ways, curriculum of teachers' training may be updated that may have response to the diverse learners of the classroom, the teacher has to delegate powers of classroom activities to learners equally and on an equity basis, The teacher may start instructions on those points which are the strengths of the learners, Continuous professional Development (CPD) of teachers may be made part and parcel both at the institutional as well as at District Education offices level, Promotions may also be linked to such types of CPDs, The school environment may be kept flexible, so as curriculum, timetable, conflict resolution programs, and discipline, a single strategy may not be preferred on multiple approaches, Teachers, administrators as well as students will work cooperatively to meet the challenges of diversity along with the recognition of the value of other learners' culture. The teacher may acknowledge students' heterogeneity as well as their homogeneity. Students' assignments in which local resources were used may be displayed in the classrooms, and Classroom space may be used flexibly and according to the assignment.

The steps necessary to deal with the diversity discussed above are searched out through a review of related literature and have to be empirically tested and have no validity until they pass through action, experimental, and quasi-experimental research in the local context, standards, norms, and demographics.

These are the future avenues in which the researcher can study to further the advantages, challenges, requirements, and competencies of culturally responsive teaching in the 21st century.

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