Cultural Competence Of Early Career High School Teachers And The Potential Impact On Education Equity: A Systematic Review

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ARTICLE INFO	ABSTRACT
	India is a country with diversity in all its forms. More than 120 languages are spoken and officially registered are 29 languages belonging to 29 states. The diversity in India is also seen in its cultural lifestyle. The culture changes as one move geographically and also from community to community. Of several privileges, the most important is the right to education. Education is the root building block of any human being; thus, culture's influence is inevitable. The standard of education for various ethnic groups has been discussed extensively globally. In India, with culture also comes educational equity. Some communities are still practicing education inequity based on gender as well as based on ethnicity. The teacher's cultural competence is likely to impact the educational equity of their own and their students. The paper's objective is to conduct a systematic review on the cultural competence of the early career service high school teachers and the potential impact on educational equity. For this study, we have refereed 36 published articles, of which 21 papers are suitable for the study. The study's outcome is to discuss the global methods to adapt cultural competence and provide educational equity recommendations for the Indian teaching system.
	Keywords: Cultural Competence; Educational Equity; Early Career Teachers, Indian Highschool System;

1. Introduction

The National Association of Social Work defines cultural competency as a collection of congruent behaviors, attitudes, and policies that enable educators to operate effectively in cross-cultural contexts. Cultural competence may be measured at various levels, including person, program, and organization (Melendres, 2020). The differences in our culture, race and ethnicity can be well taught in schools in order to educate the students about cultural competency and equity. Racism implies that certain groups have authority over others. An emphasis on race is one of Glenn Singleton's six criteria for starting bold discussions (Saito, 2020; Davis, M,nd). The effect of culture and socio-economic position as obstacles to student achievement is widely emphasized. Even in the highest socio-economic categories, white kids outperform pupils of color. Cultural competency is about power. It is vital to understand the influence of roles like principal and teacher. They need to use that authority to assist all students in achieving a balanced learning environment (Johnson & Bowman, 2021). Power is described as the ability to create change. In conventional classes, teachers had all the authority. They made the discourse, taught the material, graded the students, and imposed discipline. In recent years, education has grown more interactive, sharing authority between students and teachers. Sharing power in the classroom does not imply a teacher relinquishing authority or accountability ("Sharing authority," n.d.).

A culturally sensitive curriculum that allows students to perceive things through various cultural lenses is required for teachers to educate all students enrolled in a course. Also, pupils' cultural backgrounds must be understood. Critical thinking skills, debates, idea presentation, and other interactions within a learning environment may be influenced by teacher and peer perspectives influenced by culture (Harn & Meline, 2021). It is perceived as the loss of control when confronted by unknown variations, such as cultural and racial

differences. We can no longer comprehend or influence this other person as our society has taught us. So, we fall back on stereotypes and pre- conceived notions that "fit" our cultural standards. The paper reviews the need and importance of knowledge and training among early career teachers.

2. Indian Cultural Diversity

India is a multi-ethnic nation. Its geographical, demographic, historical, political, economic, and social diversity is inherent. Languages, religions, tribes, and castes have all contributed to its societal variety ("Economic deprivation and social exclusion of marginalized castes," 2020). While social variety is a historical truth, a synthesis has developed. "Unity in Diversity" is the Indian slogan as India is country with collection of several ethnic groups, casts and races covering a broad range of culture. Local and regional identities survive within the broader national Indian identity. In everyday life, one encounters national and regional identities. Unbalanced national identity can lead to a monolithic nation-state, destroying regional or sub-national identities ("Muslim perceptions: Nation, identity and rights," 2014). Improving education may help preserve and alter identities. Considering the diversity of Indian culture, the national education strategy promotes growth while retaining group identities. The constitutional clause reflects the balancing act of education. The Constitution's Concurrent List has allowed for propagating national and subnational identities (Mathew, G., & Hooja, R.,2009). While the Indian Constitution mentions essential obligations to be ordained in all forms of education, it also requires the state to safeguard and promote the economic and educational interests of the more inferior parts. It also encourages religious and linguistic minorities' education ("Diversity and equity issues," 2017).

India is a culturally diverse country with one of the world's oldest cultures. So, intercultural education is needed in India. Multi-cultural education promotes placing students and their lives at the center of the teaching and learning process, and pedagogy occurring in a setting familiar to students and addressing diverse ways of thinking ("Multicultural teaching in regions (Within sustainability conception in education)," 2019). A critical analysis of oppression and power relations in communities, society, and the globe is required. Beyond the classroom, multi-cultural education may help kids from various cultural background. It may help students feel better about themselves and their work by fostering positive self-esteem ("Inter-cultural knowledge, equality and relationships," 2011). In addition, students' pride in and comfort with their own cultures are increased. Positive cross-cultural relationships may be increased if multi-cultural education helps students from different communities and languages. Finally, multi-cultural education may help the kids better understand overall perspectives (Tukdeo, 2019). The teachers need to adapt the training courses about cultural competence and equity in the early career stage to impact their careers substantially.

3. Background

Diversity in the classroom may either strengthen or weaken a teacher's multi-cultural competency (Moon, 2018). According to research, many pre-service educations programs do not adequately educate teachers in diverse classrooms (OZUDOGRU, 2020). Students and teachers from varied backgrounds often don't grasp entirely or appreciate one another's environments (Dyer, 2018). Lack of experience or knowledge may result in culturally insensitive classrooms, lowering minority students' success. Some instructors are unwilling to learn cultural competency even when provided training (Yıldırım, 2019). A lack of parental support, teen pregnancy, technology, money, economic problems of the household, school, and local community, and student ability are cited as reasons for student underachievement (Gunnarsson et al., 2009). Teachers who feel diversity is a problem to be addressed rather than a benefit led to low expectations for student learning. Lack of understanding and awareness of students' needs and talents negatively impacts their psychological and academic wellness (Pulcini et al., 2017). To create successful and sensitive teaching methods, teachers must examine how their assumptions and beliefs about students affect their teaching practices, and hence better student results are achieved.

3.1. Multi-Cultural Competence & Student Outcome

One of the most recognized effects of a teacher's lack of cultural understanding or respect is reduced academic expectations ("Negotiating gendered and cultural expectations on a teacher's salary." 2019). Culturally diverse students who are chronically disengaged express a lack of positive interactions with instructors and awareness of cultural or ethnic disrespect (Perso & Hayward, 2020). Discrimination and prejudice have been linked to poor academic performance in students with low self-efficacy and self-concept (Oluwatayo & Famurewa, 2018). Although the educational literature supports teacher intercultural competency, little empirical research links it to key classroom factors (SOYDAN et al., 2018). It may lead to believe that a multiculturally competent teacher has better teacher-student connections and classroom performance.

4. Method

A comprehensive systematic literature evaluation ("Resources for systematic review," 2021) to determine the

cultural competence and equity in the academic and training domain for early career teachers to understand the role and importance of ethnic/ racial/ community and equity in the educational sector. The research is carried out as a systematic review due to the expected heterogeneity of the literature. To that aim, the systematic literature review is conducted covering educational and health care sectors—the two public sectors where there is vast cultural diversity.

4.1.   Objective

The study carried out evidence on the usefulness and need of cultural competency and equity training for early-career school teachers. Thus, this scoping review examined the need and importance of cultural competence and the outcomes to discover teacher's approaches that may improve cultural competency and equity among the students. The study's findings may help raise awareness of such education and influence future educational research to improve cultural competency in a culturally diverse country like India. This evaluation may help facilitate curricular adjustments that improve teaching outcomes, decrease bias, and offer high-quality education at the school level for all.

4.2. Study Design
Customized search techniques are used for each database. At first, a core approach was created based on "Cultural Competence," a critical article text. Many of the other electronic databases' techniques were based on the PubMed model. In Google Scholar, the search keywords used were "Cultural competence for teachers," Cultural competence and equity," "Cultural competence and equity in education," "Cultural competence and equity training for the early-career teacher."

4.3. Eligibility Criteria
For this paper, a review of tables of contents on priority journals was considered with the highest citations. The total number of articles referred for the systematic review was 36 in number, and 21 were suitable for achieving the objective. The research was conducted from 1^{sr} March to 20th April 2021. The articles referred for the paper are considered from 2000 to 2021, all published in English. But for the review purpose, the articles were considered from 2016 to 2021. The primary eligibility criteria were discussed with my co-author about the impact and role of cultural competence and equity in academics in the context of early carrier teachers. There was bleak research in the early teaching career, but there have been quite a few articles published in quality journals with a decent citation score. The inclusion criteria were considered based on the need and importance of cultural competence in academics and health care as both the sectors are exposed to multi-cultural groups.
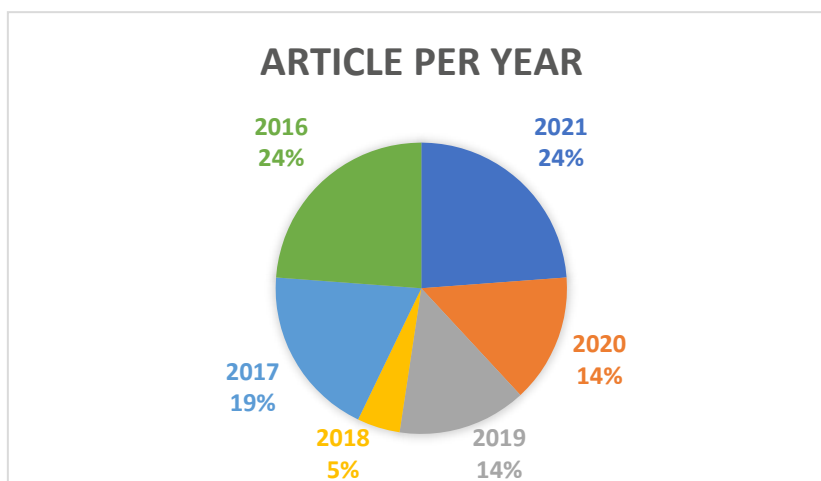

Figure 1: Articles per year included

4.4. Data Synthesis
We produced evidence tables from these trials and compared intervention features and outcomes between studies. Aiming to help educators and policymakers, we looked at the results of interventions based on many characteristics. Cultural immersion, clinical experience, or interviewing individuals of another culture were all characterized as experiential learning approaches.

A.   Author Demographics
The authors of the referred articles are considered based on their previous and future works on cultural competence and equity in academic research. The study did not consider articles from repetitive authors or from the same institutions to have disconnected views of authors from their research. Table 1 displays the

authors are affiliated with well-known institutions globally belonging to the department of education and psychology.

Table 1: Author Affiliations

CHRIST Deemed to be University	Winthrop University	Cleveland Clinic Lerner College
Duke University School of Medicine	University of Oklahoma Health	George Mason University
Louisiana State University	University of Sydney	Loyola Marymount University
Maastricht University	The University of New Mexico,	Miami University
MPISSR,	University of Minnesota	Seattle Pacific University
State Islamic Institute (IAIN) of	University of Maryland	Universidad de Zaragoza
University of Arkansas Fort Smith	University of Huddersfield	University of California

Figure 2 illustrates the distribution of Authors from different countries and different institutions being variation in thoughts towards their research and experience in cultural competence and equity in different sectors of academics at different levels from primary school to university level. Out of 21 authors, 14 authors belong to the USA, 2 Authors from India, and others from different parts of the world like the UK, Netherlands, Spain, and Indonesia. The objective of the paper focuses on Indian teachers and the need for understanding cultural competence and equity.


Figure 2: Author Country

Students come from various cultural backgrounds, customs, norms, and beliefs that may inform and affect their education. Respect for learners is an essential component of effective teaching in a diverse classroom. The paper presents a collection of gathered ideas to focus on the need and importance of cultural awareness of the teacher in the classroom.

B. Article Details

A thorough search for relevant papers found a few previous systematic reviews' reference lists. Cultural competence with educational equity in the case of early-career high school teachers was not carried out. Some of the cultural competence programs are optional, while others are required. As a result, the studies included may have given cultural competence instruction in various ways. Selected projects from universities, skills laboratories, and virtual classroom's digital repositories were searched for the suitable articles. But internships, immersion, and service-learning courses were barred. Since no time limit or frequency was specified, the instructional session might be one-time or ongoing. No geographical restrictions were imposed. The categories broadly considered were cultural competence and equity in academic and healthcare teachers.

(A)

(B)

(C)
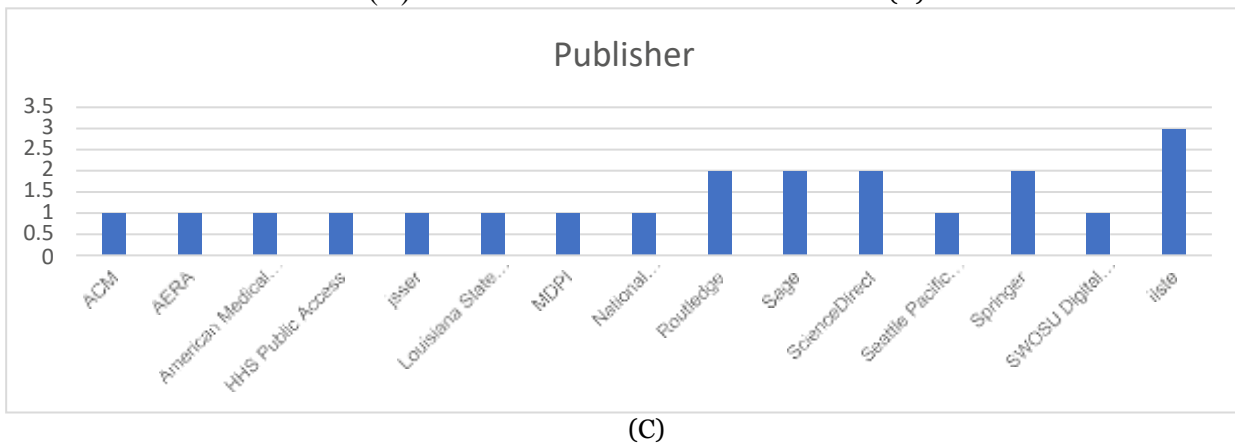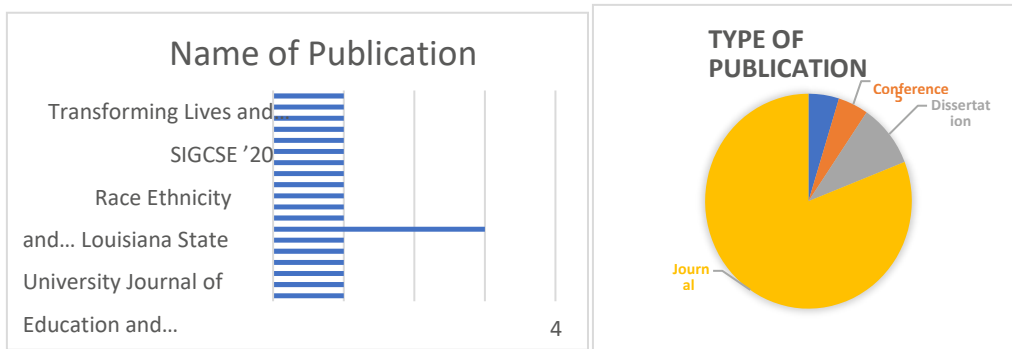
**Figure 3:** (A, B, C) Article Publication Details

The articles on cultural competence, cultural sensitivity, cross-cultural environment, and equity in the classroom are searched and carefully picked from seasoned publications. Figure 3 (A, B, C) illustrates the distribution of the publication type, and 81% of the articles are published in journals covering MDPI, ScienceDirect, Sega, and Springer, along with others. 5% of articles are from conference and book chapters, respectively, and 9% are doctoral dissertations in the broad areas of cultural and cross-cultural competence and equity in academic and healthcare academics.

5. Article Reviews
Articles were considered based on what they included as independent variables related to cultural competence and research and analysis methods.
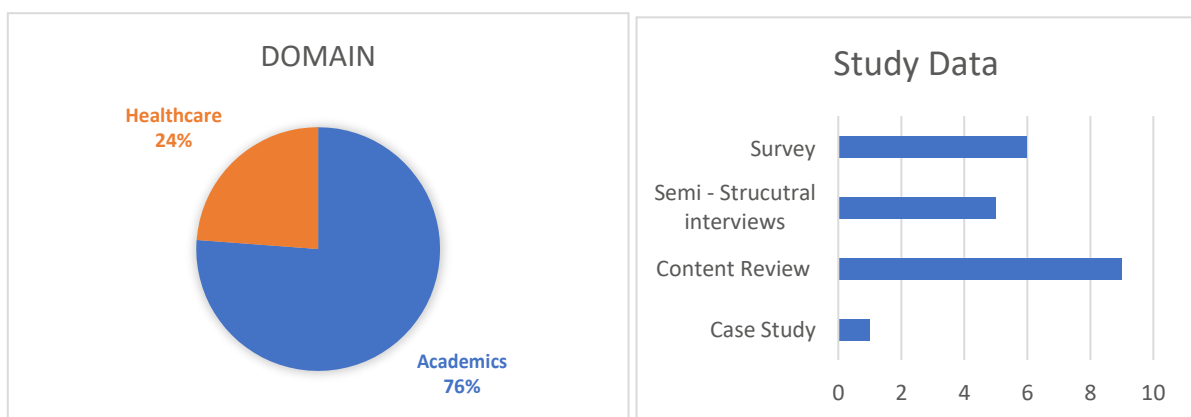

Figure 4: (A, B) Data Items & Acquiring Methods
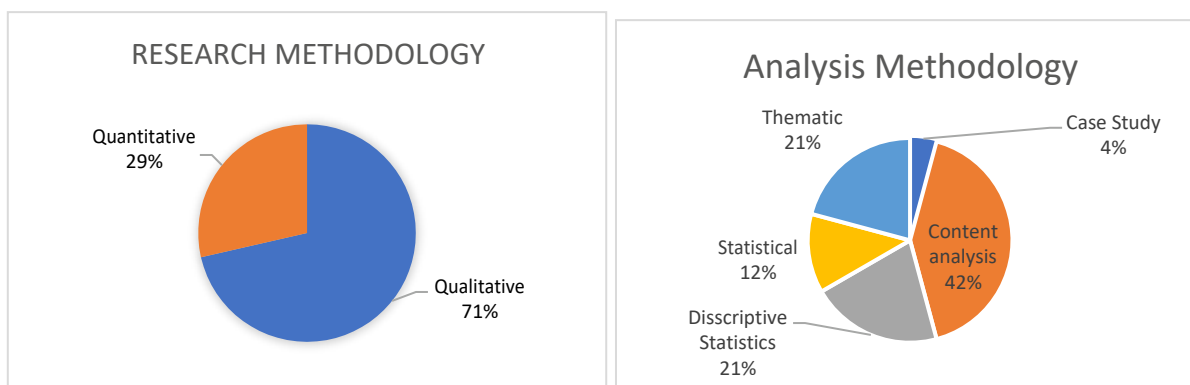
Figure 5: (A, B) Research and Data Analysis Methods

Figure 4 (A, B) and Figure 5 (A, B) illustrate the distribution of data items categorized in health care training and academics ranging from pre-school to university level covering a combination of qualitative and quantitative research. The data collections covered surveys, semi-structural interviews, including content review and case study. The researchers categorized the data analysis methodology into thematic analysis, content analysis, descriptive statistics, and pure statistical analysis, including a case study. The article reviews are a combination of empirical and theoretical studies.
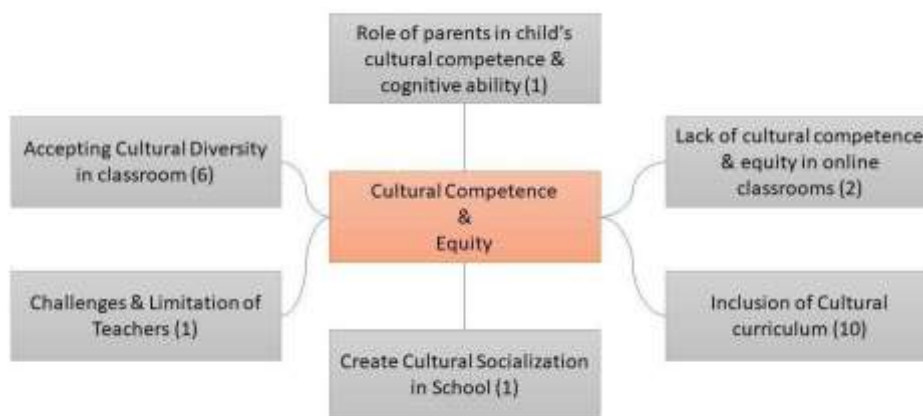
Figure 6: Mind Map Cultural Competence & Equity

Figure 6 illustrates the summarized categories of cultural competence and equity. Ten articles discuss the need to include cultural competence-related courses in the curriculum of the teacher training program. Six articles discuss the need to accept cultural diversity in the classroom by treating every student equally. In the wake of the global pandemic, when every educational institution is conducting virtual classes, there is a massive lack of cultural competence and equity; the priority is shifted towards the technological acquittances are which are discussed in the two articles. The need for creating cultural socialization, the challenges and limitations faced by teachers, and the role of parents in student's knowledge about cultural diversity are discussed respectively in one article each. The further sections review individual articles mentioned in the mind maps.

Antón-Solanas, I. et al. (2021) discusses how teachers and students from different cultures have difficulties communicating and working together. However, instructors believed that learning in a multicultural setting helped students acquire cultural knowledge, skills, and values. Constrained time and syllabi, challenging themes like gender and religion concerns, and deeply ingrained prejudices and attitudes shaped by society were barriers to incorporating cultural material into undergraduate nursing courses. The nursing courses did not clearly address the cultural competency. They utilized examples and case studies to demonstrate the idea. This was not a planned or modeled approach to integrating cultural elements into multiple curricula. There should be a systematic integration of cultural material into nursing curricula, with defined rules and standards. It is necessary to conduct further study on effective teaching methods and patient outcomes.

Paric, M. et al. Adding cultural competency content to the curriculum is not enough to assure student skill development; faculty members must collaborate to establish a shared plan. The primary takeaway from this study is that teachers should prioritize establishing an international and culturally competent teaching environment (Paric et al., 2021).

Shadi, A. et al. Modern mentoring are active, organized, and inclusive. Assisting the mentee's vision involves

deliberate outreach and service. The road of lifetime development and discovery is unique to everyone. Individuals may make great strides, and departmental, institutional, and national leadership matters a great deal. One that will change its makeup and structure for years to come is our specialty. Inequities and possibilities abound in this critical time for mentors. Humility is a virtue in mentoring. Our impact on the next generation will likely be determined by our audacious questions rather than our expertise. "A good question never gets answered," said John Ciardi. We are planting seeds to green the landscape of ideas. It is not a bolt to be tightened into place ("John Ciardi quotes", n.d.). There is a need to take up new age methods in order to keep up with the new generation (Ahmadmehrabi et al., 2021).

Boucher, N. et al. Culture and linguistic competence are recommended in the National Standards for Culturally and Linguistically Appropriate Services in Health Care. 29 Consistent with this, over 3=4 hospices reported material relevant to strengthening cross-cultural communication skills and enhancing awareness of attitudes influencing end of life care for various groups. Because communication results for racial and ethnic minorities with serious diseases differ significantly, cross-cultural communication skills are crucial. 30-33 Disparities in EOL treatment or healthcare, in general, were not covered by more than 60% of hospices. Although there is no evidence that such material alters the impact or results of training, it may help contextualize its relevance (Boucher & Johnson, 2020).

Khanna, K. et al. Participating in class discussions, socializing, engaging in physical exercise, and completing assignments is the core of education. Since the epidemic limits us in many ways, the teachers do their best to create a prosperous and inclusive virtual classroom (Khanna & Kareem, 2021).

Alicia, N., More attention must be paid to building more diverse, egalitarian, and inclusive university computer departments for students and teachers from underrepresented groups. Increasing majority allies and advocates involves introducing and requiring cultural competency in computers. This program's success might increase student and teacher retention and their overall experiences in academia and industry. Companies will have talent pools that appreciate the value and necessity of DEI and seek to build more diverse, egalitarian, and inclusive workplaces and technology. Also, more students from underprivileged groups will finish their degrees (Washington, 2020).

McHugh-Cole, A. et al., The purpose of this study was to assess the impact of workshops in developing staff cultural competency in an Australian university. According to survey and focus group data, the seminars helped educate participants about social and emotional wellness, cultural competency basics, relational learning, and the roots of racism. Our seminars do not give a 'one- size-fits-all' solution. The outcomes of this study give us hope that NCCC resources are helping to foster cultural change at higher institutions.

Maunah, B., Social and Cultural Capital orientation, cognitive learning capacity, and family history were studied in this study. The survey found that respondents have strong social and cultural capital orientation, with literacy being the most critical component. Similarly, the responders had average cognitive abilities. A difference test revealed that individuals with high educational performance parents demonstrate solid social competence, social solidarity, cultural competence, and extraversion. Students with solid cognitive capacity are those whose fathers are well educated. The link between literacy and global-cultural competency and pupils' cognitive capacity was tested. A high degree of social and cultural capital orientation predicts good cognitive capacity. The present study's conclusions have theoretical and practical consequences (Maunah, B., 2020).

Grisdale, M., Notably, there is no substantial difference in assessments of intercultural competency between instructors from minority and majority groups. Demographic assumptions about someone's competency might be harmful. Multi-cultural competency may need teaching, practice, observation, and improvement. Similarly, instructors who have an ethnic match with most of their pupils have similar perceptions of their connections (conflict or closeness). However, the findings of this investigation suggest otherwise. On the other hand, a teacher-student ethnic match resulted in better self-efficacy and decreased fatigue. More research on this concept is needed (Grisdale, M.,2019).

Abe, J., When we go beyond our view of the world to perceive the reality of the other, we are engaging in cultural humility as a social practice. This look is not apathetic but rather one of respect, openness, and openness to change. Interpersonally, cultural humility is cultivated via the cultivation of critical consciousness, interpersonally and collectively (Abe, 2019).

Jabbar, A. et al., Cultural branching concerns in a dynamic and lively HE setting, where typical classroom rules are not as widespread, are explored in this study. The suggested use of technology in this context creates an online environment where academic professionals may help students connect home culture and the classroom (Jabbar & Mirza, 2017).

Sheri, W., The research and interview were created to help candidates understand cultural competency and use it in their school leadership journey. Confidence and the ability to evaluate the implications and consequences of cultural competency in leadership were discussed. These definitions and indicators would be valuable guides for establishing culturally embedded practices at their respective locations, candidates said after feedback from their reflections. Participants wanted additional opportunities to exercise teamwork and confront deficit thinking throughout their pre-service training session. Faculty stated this might assist them

better identify where students or groups of students need more guidance, information, coaching, or experience opportunities to advance their learning. This would necessitate rapid feedback, watching student interactions, and assessing culturally competent communication skills (Williams, 2018).

Simone Landa, M., et al., In teacher education programs, time restrictions keep theory and practice at odds. As a result, subject-based method educators may feel that cultural material is an unnecessary luxury. All instructors' efforts should be focused on cultural competency. A society governed by various social, political, and economic systems, and the families that endure the consequences, would be hazardous without this substance. Children and families from diverse origins might be seen negatively by teachers. To understand social interactions with children and parents, they frequently use stereotypical language such as, "These parents don't care." That unfavorable picture that young students from non-dominant groups frequently create and their academic abilities might be detrimental to their everyday social interactions. Teachers do not address social and cultural themes, depriving pupils of the vocabulary and space to explore important issues such as identity, racism, and injustice (Ispa-Landa & Thomas, 2019).

Lehman, C., L., To educate a diverse classroom of kids, pre-service teachers must thoroughly comprehend intercultural competency and have chances to build awareness, knowledge, and abilities. Any teacher's concentration should prepare pupils to graduate, go into the community, and work as respected citizens. That awareness, knowledge, and skills should be present at all times is the goal of this literature study. Training pre-service teachers and other stakeholders establish a continuous process to connect all kids in every classroom better. A future study might examine pre-service teachers' development following graduation and their first year of teaching. Three and five-year follow-up studies might reveal intercultural competency growth (Lehman, C. L., 2017).

Patel, R., A., Culture awareness helps teachers acquire and refine abilities. However, culture differs considerably in modern classrooms. Building cultural competence is a continuous process. Cultural awareness involves training and experiences that represent the communities a teacher works with. In the classroom, accurate and valid evaluations of student abilities and knowledge are essential, as is a reliable and valid measurement of cultural awareness. While existing cultural awareness tests are extensively utilized, a newer measure is required to overcome theoretical gaps and better represent changing classroom demographics and societal perspectives (Patel, R.,2018).

Sheikhm Y., A., Education is forming and strengthening the body, intellect, and character. It unites the intellect, heart, and body, allowing a person to create an all-around personality that brings out the best in them. Higher education in India has developed fast in the six decades since independence, but not equitably. India is now one of the world's fastest-growing economies, with an annual growth rate above 9%. A substantial proportion of the population is illiterate, and many children do not complete elementary school. This has hindered many individuals from entirely contributing to the country's progress and fully benefiting from it. While India's higher education system faces several difficulties, addressing them and promoting higher education is critical. The question is how to use India's vast human resource potential appropriately. Opportunities abound, but making use of them and making them available to others is a worry. To maintain that growth pace, India's higher education system must expand in both quantity and quality. This means reassessing financial resources, access and equity, quality and relevance, and finally, responsiveness (Sheikh, Y. A., 2017).

Aronson, B. et al. Because it focuses on individual performance, school reform has failed historically disenfranchised children and worsened achievement disparities. Increasing socio political awareness and power to effect change; understanding how bias affects content-area knowledge creation; making connections to more significant social and political issues (Aronson & Laughter, 2016).

Gorski, P., What if, instead of discussing racism and economic injustice, we used made-up communication patterns of African American families as theoretical or practical loopholes in our equality work? A classroom, school, or community that actively opposes racism, sexism, and other forms of oppression if we teach cultural proficiency? Do we practice culturally relevant or culturally responsive teaching in its intended form, responding to both students' distinct individual cultures and their rights to fair and reasonable educational opportunities (Gorski, 2016)?

Alismail, H.A. discusses the findings of this study raise several questions for further investigation. Researchers should interview instructors before and after training programs to assess their teaching tactics and learning environments. To establish the consequences of such training. Researchers should look at schools and districts that have excellent multi-cultural curricula and professional development for teachers. These studies would show how multi-cultural education is implemented in schools and classrooms. It's also vital to know how kids and parents evaluate school curricula. Pre-service teachers need to be aware of multi-cultural education and the kids they will educate. This process must be planned and supported purposefully so that instructors are personally and professionally equipped to engage with kids from diverse cultural and ethnic backgrounds. This course will help instructors think about and discuss cultural diversity. With multi-cultural pedagogy skills and knowledge, new teachers may help create school structures and social arrangements that promote equality both within and outside the classroom (Alismail, H.A. 2016).

Byrd, M C., Culturally appropriate education may help students of all races accomplish and feel good about themselves. When evaluating teaching techniques from students' perspectives, it is evident that recognizing the relevance of race and culture is essential (Byrd, 2016).

Jernigan, B., V., et al. (2016) The healthcare system desperately requires healthcare practitioners who detect and understand health inequalities and confront and eliminate them. According to cultural humility, cultural competency training should be provided at every step of medical education, from medical school through continuing medical education. These initiatives must also address the impacts of structural prejudice on health and healthcare at the physician-patient, organizational, and community levels. Finally, standardizing these training approaches would benefit the healthcare community by increasing program efficacy and thorough assessment across programs.

5.1.   Discussion

Cultural competency may help teachers, administrators, and school communities understand one another. Educational fairness and excellence are closely entwined in multi-cultural education (Kirby, 2017). A variety of instructional methods may help sure students. To assist students with various cultural identities to succeed academically, culturally competent educators can adjust their teaching approaches and classroom procedures to their unique requirements (Papadopoulos, 2018). Culture-aware educators can better engage parents and families. The ability to communicate with families in their language is one example. Parent participation improves school attendance, test results, and discipline (Bamford et al., 2018). Last but not least, cultural competency may assist create a school climate that promotes equality, respect, and tolerance.

Teaching tolerance, a Southern Poverty Law Center project ("Inter-cultural knowledge, equality and relationships," 2011), says culturally sensitive education is key to improving academic performance for kids of color. A culturally responsive curriculum is incorporating cultural material into existing standards and curricula. Multi-cultural views in literature, mathematics, science, and social sciences can be taught. A culturally responsive curriculum fosters higher-order critical thinking abilities and promotes interdisciplinary, cross-cultural learning (Chhabra, 2017; Jones, 2017; King, 2020;). Culturally competent curriculum integration strategies include:

A. Include different cultural perspectives: For example, India is a country with 29 states, and more than 120 languages are scripted and spoken; the cultural diversity in India changes based on the geography, community/caste system. Racial/ethnicity differences and the mythological belief system diversity. Expansion teacher's knowledge and experience should be incorporated into their viewpoints.

B. It is not uncommon for the teachers to reach their limitations in acquiring the knowledge of different cultures to promote equity and acceptance. The students might be requested to study subjects or carry out projects related to their community, or exhibit objects from home that connect to their cultural identity.

C. Discussions about racism, injustice, and helplessness need to be familiar topics to be discussed among culturally competent instructors during their training sessions.

6. Conclusion

Students and teachers both need awareness and training with an attitude to appreciate diversity. Teachers might indirectly affect how students regard one other by observing how the teaching staff interacts with people from various cultures. Teachers heavily influence the school atmosphere. Teachers must be conscious of their own culture, attitudes, assumptions, and prejudices to affect their classroom instruction. The review discovered that the classroom should promote student inclusion, respect, and connection. Despite overwhelming evidence that exclusionary discipline practices are detrimental and likely influenced by teachers' cultural knowledge and racial/ethnic biases. Inexperienced teachers use exclusionary discipline. Researchers discovered that school children, typically based on the community(or)caste and the diverse socio-economic structure, can be categorized from aggressive to shy.

Teachers view schools as mechanisms for changing the dominant society's imbalances of power and privilege. Culturally sensitive instructors recognize that schools often reproduce socio- economic inequalities. Thus, culturally sensitive instructors regard themselves as change agents who can help their pupils achieve. Culturally sensitive instructors do not see children as troublesome or as deficient. Teachers have caring and affirming attitudes, believing in and supporting student accomplishment, and have confidence in their capacity to affect good changes in student outcomes. The future scope of the paper is to conduct further an empirical study on early career teachers about their knowledge and reach regarding cultural competence and equity in their early career.

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