

A Review of the Educational Benefits of Culturally Responsive Pedagogical Approaches

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Abstract: *"Culturally Responsive Pedagogy" has garnered increasing attention as a method of enhancing academic achievement over the past two decades. This pedagogy has been the subject of numerous studies with a diverse range of objectives. Consequently, a systematic investigation is conducted to compile evidence from the most recent studies on its impact on student learning and academic achievement, utilizing the ERIC and Google Scholar databases. In order to examine the impact of "Culturally Responsive Pedagogy" on students' learning, this research ultimately selected six publications that meet the PRISMA protocol's criteria. The findings indicate that this approach enhances students' academic performance and engagement in their learning. Furthermore, it is imperative that research that elucidates the practice, its implementation in the classroom, and its impact on students receives support in order to optimize the utilization of this technique in the learning process*

Keywords: Culturally Relevant Teaching, Diversity in Education, Teaching Strategies

I. INTRODUCTION

Others frequently assess and judge others according to their race and ethnicity, which may enhance their self-awareness of diverse racial and ethnic groups (Silverman 2010). Malaysia is a nation that is multinational and multiethnic. This is a privilege that is restricted to the nation. However, these ethnic disparities will also influence the manner in which students are instructed and educated within the educational framework (Hawley & Nieto 2010).

"Culture is the bedrock of all learning" (Gay 2010). "Culturally Responsive Pedagogy" is the process of utilizing the prior experiences, cultural knowledge, and student performance patterns of various ethnic groups to make learning more relevant and fruitful for students (Gay 2010). Simply stated, "Culturally Responsive Pedagogy" is a student-centered methodology that recognizes and takes into account the importance of the student's cultural heritage in the learning process. This encompasses the most critical component of this approach: ensuring that students feel appreciated and embraced in the classroom throughout the duration of the class.

"Culturally Responsive Pedagogy" is an effective teaching strategy for a singular classroom with students from a variety of cultural contexts (Irvine 2009). "Culturally Responsive Pedagogy" is particularly effective in nurturing positive ethnic identities and resolving the achievement disparity between various racial and ethnic groups, as indicated by recent research (Dickson & Fernandez 2015; Sleeter 2012). Furthermore, research has demonstrated that the implementation of "Culturally Responsive" instruction can enhance students' academic achievement and engagement in the learning process (Christianakis 2011; Rodriguez et al. 2004).

While numerous studies have been conducted on "Culturally Responsive Pedagogy," there is a scarcity of data that establishes a correlation between the practice and its impact on students' academic performance. The limited amount of research available is comprised of small-scale case studies. In conclusion, Malaysia, a multiethnic nation, must prioritize the education of students from a variety of ethnic and racial backgrounds in order to promote the holistic development of students, as outlined in the National Philosophy of Education of the country.

And finally, "Culturally Responsive Pedagogy" is an instructional approach that has been extensively researched and demonstrated to be effective in both teaching and learning. Consequently, the objective of this systematic review is to examine the extent to which "Culturally Responsive Pedagogy" influences the academic performance and learning of students in the classroom, as well as the current research trends in this field.

II. METHODOLOGY

The PRISMA Protocol was employed to select pertinent articles. Inclusion, eligibility, screening, and identification comprise the four stages of the PRISMA process.

At the identification stage, which is the initial stage of the PRISMA protocol, the search procedure employs the ERIC and Google Scholar databases. The three primary phrases that were employed were culturally responsive pedagogy, culturally responsive pedagogy and student involvement, and culturally responsive pedagogy and student accomplishment. Additionally, criteria that are both inclusive and exclusive have been established to ensure that the data collected by the study truly aligns with its objectives. The following inclusive and exclusive criteria have been implemented: restricting the year of the article search to only articles published between 2010 and 2019, utilizing a diverse array of journals, theses, proceedings, and reports as search sources, utilizing article references to identify and monitor articles that are relevant to the study's objectives, and exclusively accepting English-language articles. Two databases, Google Scholar and ERIC, were employed to identify a total of 452 articles during the initial identification phase. Some overlapping or extraneous results were discovered, despite the fact that specific parameters were established to identify relevant articles. The abstracts of the publications were reviewed after passing through multiple displays, and those that were deemed irrelevant were excluded from the analysis for this research. Ultimately, six germane publications that align with the research's objectives were selected and exhaustively investigated.

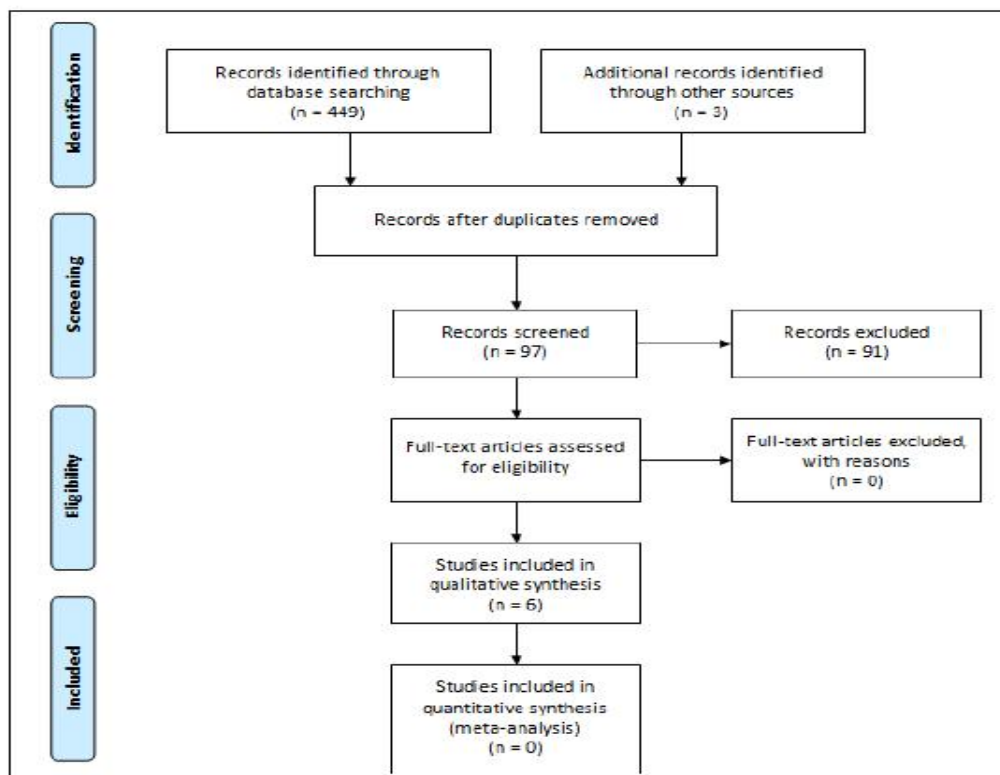


Figure 1: Data collection using PRISMA Protocol

III. FINDINGS

Discussion

The research questions are centered on the key findings of studies on student learning and academic achievement in connection to "Culturally Responsive Pedagogy" to establish a comprehensive understanding of the influence of this approach on students' academic achievement and the current research trends on this topic.

The study's results illustrate the advantageous impact of "Culturally Responsive Pedagogy" on the academic performance and learning of students. This approach has the potential to enhance students' engagement with the learning process (Hill 2009; Howard 2001). For example, Byrd (2016)'s research illustrates how the "Culturally responsive Pedagogy" approach can improve students' self-concept, engagement, grades, and learning objectives. In conclusion, this approach not only enhances academic achievement but also fosters students' engagement in the learning process. Additionally, prior research has demonstrated the indirect correlation between academic performance and a student's perseverance, with both being associated with positive ethnic and racial identities.

As per Thomas et al. (2009), the possession of a positive ethnic-racial identity may mitigate prejudice against individuals from a variety of ethnic and racial backgrounds. It is clear that "Culturally Responsive Pedagogy" enhances the learning experience of students, particularly those from a variety of ethnic and cultural backgrounds. This must be taken into account, as Malaysia is home to a variety of ethnic groups, all of whom have the potential to benefit significantly from "Culturally Responsive Pedagogy," which is still relatively new in the country. Consequently, additional research is necessary to obtain a more comprehensive understanding of the impact of this approach on student learning and academic success. It is also imperative to conduct research on the level of preparedness of instructors to implement the "Culturally Responsive pedagogy" in the classroom, as this directly influences the learning experience of students. This is apparent when research on this pedagogy is not conducted in Malaysia. Additionally, the research and studies that have been conducted to date have been exceedingly scarce and limited in scope (Samuels 2018).

In conclusion, prior research has demonstrated the beneficial effects of "Culturally responsive Pedagogy" on student learning and academic success. Nevertheless, there are a limited number of studies that expressly link this pedagogy to academic success. In order to provide a comprehensive and comprehensible explanation of this pedagogy, theoretical framework research is essential.

IV. CONCLUSION

In summary, the implementation of "Culturally Responsive" instruction plays a substantial role in the improvement of students' academic performance and the cultivation of positive self-identities among children from diverse ethnic and cultural backgrounds. It is evident that the practice, its implementation in the classroom, and its impact on the students must be further explored in order to improve the effectiveness of this technique in the classroom. Ultimately, it is necessary to conduct additional, comprehensive research with educators who are proficient in the implementation of this pedagogy. Additional research is required to investigate the impact of this technique on the academic performance of students, as it is advantageous to the nation's multiracial population, particularly in the field of education.

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