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EXAMINING UNIVERSITY TEACHERS' AND STUDENTS' AWARENESS & ACCEPTANCE ABOUT CULTURALLY RESPONSIVE TEACHING

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KEYWORDS	ABSTRACT
Awareness, Acceptance, Culturally Responsive Teaching (CRT), Teachers, Students, University	This research examines awareness and acceptance of culturally responsive teaching (CRT) amid university teachers and students, aiming to elucidate its implications for educational practice and policy. This qualitative study seeks to explore the awareness and acceptance of CRT among university teachers and students, shedding light on the nuances of their perceptions and experiences. Through thematic analysis of participant interviews, this study explores how CRT is understood & integrated into teaching practices across diverse disciplines. Findings show that varying levels of awareness among educators, highlighting importance of professional development & institutional support in promoting effective CRT implementation. Student viewpoint underline effect of culturally related pedagogy on engagement and academic performance of teachers. Ultimately, research underscores CRT's potential to foster inclusive learning environments & prepare students for diverse global contexts, leading to debates on equity and social justice in education. Thus, by exploring knowledge, acceptance and execution of CRT in educators & students of university, this research pinpoint strengths and weaknesses of implementing CRT principles into university teaching and learning endeavors.
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INTRODUCTION

In an increasingly interconnected world, demographic landscape of university campuses is rapidly evolving. With students from diverse cultural, ethnic, and linguistic backgrounds, higher education institutions face challenge and opportunity of fostering inclusive learning environments (Vavrus, 2008). Culturally responsive teaching has emerged as a vital pedagogical approach that designed to address the educational needs of these diverse student populations. CRT is predicated on belief

that students learn best when their cultural experiences and identities are recognized and valued within the educational process (Hernandez, 2022). In universities, where diversity among students is increasing, considerate how well both teachers & students are aware of and accept CRT principles is critical for fostering equitable and meaningful education. Thus, culturally responsive teaching outperforms multicultural teaching as a means of education as not only does it recognize cultural differences, but it incorporates it for learning. This aspect entails alteration of teaching strategies, content and classroom settings to incorporate multiculturalism characteristic of students (Hutchison & Shields, 2020).

The CRT working in schools primarily targets for an equal learning opportunity for all students thus minimizing the achievement differences observed in different cultural groups. In other words, CRT is a systemic approach in which students' cultural realities are incorporated into learning processes to complement their academic achievement and personal growth (Tanase, 2022). Still, the regime of CRT in higher education faces certain hitches. Awareness includes understanding importance of cultural diversity in learning styles and acknowledging the role of culture in shaping the students' perspectives (Hutchison & Shields, 2020). Some of these are lack of awareness, low enrollment and acceptance of faculty and students, inadequate staff development and training among faculty, and organizational culture that is unfavorable to innovativeness in teaching pedagogy. The qualitative comprehension of these challenges is vital since it encompasses a broader view of parties' subjective experiences, perceptions, beliefs, and expectations within the system of education. This component of the research therefore aims to reflect the multi-faceted nature of such experiences and gain the general, qualitative understanding of how and to what extent CRT is received and implemented in the universities.

Research Objectives
1. To understand the extent to which university teachers and students have knowledge about CRT.
2. To identify the university teachers and students' views on the culturally responsive teaching (CRT).
3. To establish the factors that define the adoption or non-adoption of CRT in the university context.

Research Questions
1. What is level of awareness about culturally responsive teaching among university teachers and students?
2. How do university teachers & students perceive and accept principles of culturally responsive teaching?
3. What factors influence acceptance or rejection of culturally responsive teaching within the university settings?

LITERATURE REVIEW
Culturally Responsive Teaching is a teaching practice that recognizes and includes in teaching, the culture of those being taught. This is critical in ensuring that environment that students learn in is

culturally sensitive in recognition of; student a cultural heritage. A synthesis of the literature shows that the extent of awareness and appreciation of the CRT among university teachers and students is mixed. In this connection. the present study has shown that despite the teachers' awareness of the existence of CRT in theory, they seldom apply it in practice due to barriers that may include; lack of familiarity with CRT, lack of training, inadequate institutional support and or prejudices. Several advantages were reported by teacher practicing culturally responsive teaching that are enhanced lesson delivery, high student attendance, better performance, and friendly learning environment. At the same time, literature reveals essential limitations in knowledge and perceiving CRT, as many educators do not know about its principles or cannot use them correctly in their practices (Berlian & Huda, 2022).

Theoretical Foundations of CRT

Culturally responsive teaching is founded on diverse theories like critical pedagogy, multicultural education, among others, and social justice. All these theories insist on aspects of the diversity and multiculturalism in order to enhance understanding of cultural differences and, therefore, promote equality in classrooms. CRT has been developed and is well explained through scholar's works like Gloria Ladson-Billings and Geneva Gay. Ladson (1995) has called for the practices that she calls culturally relevant pedagogy that seeks to understand children's cultural realities. She particularly asserts the fact that content knowledge for the teaching should be informed by students' culture, background and culture. It proves quite effective in the acknowledgment of the students' identity hence leading to better students' compliance and performance in the class. Geneva Gay's (2000) has underscored the cultural reveal and restore approach to focus upon enhancing students' academic achievement and positive sense of self. Thus, the content and strategies Gay's work bring to the foreground are appropriate culturally relevant content and instructional strategies. Thus, based on incorporating different sociocultural outlooks and content that would represent cultural histories of the learners, CRT seeks to ensure that education is more useful and pertinent for all students (Brown & Cooper, 2011).

Speaking of the problem, it is imperative to note that the CRT is something that cannot be readily implemented, and the process needs to be comprehensive to yield the desired outcome. First of all, it is crucial for a educator to continue a professional learning to improve cultural knowledge, learn about CRT's usage of the theory and find ways of its application. The common areas of concern for professional development should be; cultural sensitivity and relevance, multicultural teaching and learning and increasing the ability of teachers to develop and implement the culturally sensitive classroom. Secondly, schools and districts' support remain the other essential feature that determine the implementation of CRT (Cruz, Manchanda, Firestone & Rodl, 2020). Some of the ways that schools can support CRT include; Once again, this entails ensuring that quality, culturally relevant texts are made available to the students, adopting a school climate that is welcoming of diversity, and dedicating funds towards the staff development their professional training, and institutional support. Resistance or even neglect of CRT by educational leaders may lead to poor implementation and therefore is crucial in the implementation of the tool into the total educational systems (Hoekje & Stevens, 2017).

Awareness of CRT among University Teachers & Students

Research revealed that cultural awareness of university teachers and students has different degrees of acceptance of CRT. Thus, promising and effective practices are present at the level of individual educators by achieving high levels of conceptual understanding of CRT principles and practical implementation of these concepts in class. They incorporate the people's artifacts in the curriculum, make adjustments to teaching methods to accommodate students originating from various cultural backgrounds and constantly work on themselves to reduce prejudice. The levels of awareness and utilization of CRT have been established to improve opportunities for cultural friendships in the classroom and increase the learners' interest to increase performance (Hernandez & Burrows, 2021). However, critical race theory or the elements of it are not as well known to many educators or are not introduced to them willingly. This is usually due to inadequate preparedness, low ethnophilia or low awareness regarding diversity, or lack of organizational endorsement. As per Milner (2010) and Sleeter (2011), in this context there is a gap between awareness of diversity and its full application as a practice.

While employing CRT in the teaching, teachers who have no proper knowledge about CRT fail to engage students from the different cultural backgrounds thus worsening the level of inequity in the education. In the same way, the students' perceptions of CRT are rather diverse which reflects their diverse levels of awareness of this theory. For those who get served by the culturally responsive teaching they feel more respected and valued in their educational settings hence improving their achievement. On the other hand, students in the classrooms where CRT is not exercised maybe left behind or neglected thus leading to their poor performance and deterioration of their education. The literature points to argument of engaging in broad and multisectoral professional development for enhancing educators' knowledge and skills in CRT. Thus, if the educational institutions equip the teachers with the proper training and tools needed to perform CRT, there will be improved chances of seeing changes taking place in the society, thereby supporting the CRT and enhancing learning among the students from the different diverse groups. In this linking, eradicating these gaps in the awareness and application is imperative in order to optimally implement CRT in the education of diverse students.

Perceptions and Attitudes toward CRT

Public awareness and views about culturally responsive teaching in the teachers and students are diverse and ambiguous. Teachers who are aware and supportive of CRT concept tend to regard CRT as distinctive tool to achieve fairness in education. These educators fully understand why cultural backgrounds of students should be included in teaching process, and they consider CRT as a useful approach to increase students' interest and motivation as well as their academic achievements. CRT helps them identify the process fundamental to closing the learning gaps for children of the color as well as helps them to embrace keen search for personal and professional development in cultural sensitivity and teaching/learning models (Gay, 2010; Ladson-Billings, 1995). However, the picture drawn here is much rosy than what is observed by all the educators about this technology (Chuang, Shih & Cheng, 2020). There are some teachers who may not embrace or support the CRT teaching

practices because they lack adequate knowledge, received little preparation, and or lack support from their institutions.

This resistance can arise from disappointment in discussing culturally related issues, or perceiving that CRT complicates the teacher's job. These educators may lack confidence in their ability to do CRT in a way and manner that enhances the educator effectiveness or may hold the view that CRT execution could upset their previously tested techniques (Milner, 2010; Sleeter, 2011). The student's attitude towards CRT is equally without any unity. The youth that engage in culturally responsive teaching tend to feel valued hence improving on their performance in their learning. They love cases and instances of cultural diversity that are valued and incorporated into curriculum, it feels like they belong and it makes difference as per their education. Universities that promote diversity through policy, training, and curriculum design tend to have teachers with higher awareness and acceptance of CRT. Teachers who possess cultural competency, or the ability to interact effectively with people of diverse cultures, are more likely to adopt CRT practices. On other hand, students who are not exposed to CRT in their classrooms might feel left out, thus, they are likely to be offenders or indulge in mischievous behaviors, worsened by poor academic performance, and self-esteem (Nieto, 2002; Banks, 2006).

Factors Influencing Acceptance of CRT

Various factors that lead toward the acceptance of Culturally Responsive Teaching (CRT) amongst educators and students are multifaceted. Among them, special emphasis can be placed on the issue related to professional development and training. When educators are trained well regarding CRT and provided with adequate quality training on the same, then they can be in a better position to handle culturally responsive teaching since they will have a full understanding of what CRT is, and how it can be implemented. Writing for classroom teachers that discusses cultural competence and effective implementation of CRT in classroom makes teachers feel more empowered. These elements are significant in creating the preparedness and confidence with which Natrona student teachers engaged in adopting CRT practices (Gay, 2010; Villegas & Lucas, 2002). The issue of acceptation of the CRT is another task that depends on institutional support. Therefore, it was found that schools and universities advocating for diversity, acknowledging that CRT is the key to equal opportunities and offering the appropriate resources encourage its implementation. In this linking, this includes endorsement of the school's leaders, availability of the culturally sensitive texts and creating a good learning atmosphere.

If the institutions officially support CRT initiatives, the educators will be inclined to adopt these principles and integrate them into practice (Sleeter, 2011; Banks, 2006). The educators' beliefs and attitudes towards CRT have been found to play a great role in the level of acceptance of CRT. The following are some; Teachers who are pro diversity and equity, those who acknowledge the utility of CRT in education. Such teachers consider CRT as a means to facilitate learning that is free from prejudice and discrimination and as such they are inspired by the equity and social justice outlook in education (Ladson-Billings, 1995; Milner, 2010). On the other hand, organizations that may do not see the effectiveness of CRT or employees may not wish to embrace the culture related change. Cultural competence is another important aspect that needs to be in healthcare organizations. The

basis of CRT is the educators' self-reflection as to their cultural prejudice and capacity to accept the cultural diversity of learners. Teachers with suitable acculturation standards are in a better position to satisfy students' needs hence will have high tendency of accepting CRT strategies (Nieto ,2002; Gay, 2010).

Another factor is accessibility of culturally relevant curriculum, which is other words means that appropriate text and teaching aids should be provided. In order to apply CRT, teachers should have easy access to texts and other resources that depict the realities of diverse and oppressed cultures of their students. Lack of these resources' others even those with good intentions may have difficulties in adaptation of CRT (Banks, 2006; Sleeter, 2011). Last but not least, students' acceptance of CRT is also as a result of peer pressure and cooperation. Individuals in the education profession who have contacts with peers, who embrace and apply CRT can easily be encouraged to do same. Working together with other teachers that embrace similar philosophies of teaching aids in the development of a community of practice which strengthens the use of CRT in learning institutions (Milner, 2010; Villegas & Lucas, 2002). Consequently, understanding these factors is vital for the educational leaders, policymakers who want to gain necessary knowledge on how to develop and successfully implement the strategies that would facilitate the acceptance and usage of CRT. If these factors are achieved, education institutions will be able to improve outcome for all of their students along with increasing equity.

Challenges & Promoters to CRT Integration

Educators' implementation of Culturally Responsive Teaching (CRT) is predicated on a number of constraints and enablers which affect their capacity and inclination to apply CRT constructs in their classrooms (Ogodo, 2024). Among these restrictions, there is the critical shortcoming – insufficient preparation and training in CRT for professionals in the field. Gay (2010) notes that due to the current implementation of narrow set of teachers' training programs, many teachers who practice this approach in their classes have little or no experience of formal training in CRT or lack sufficient training to assist them in developing cultural awareness to learn how they may use CRT properly in their classroom. If teachers do not receive enough training on CRT activities, they may not be ready to apply strategies in CRT, and this becomes a hindrance. They are also impediments or enablers of CRT use, mainly in terms of institutional support or its absence. Schools and educational institutions that are diversity, equity, and inclusion orientated support CRT. Banks (2006) and Ladson-Billings (1995) pointed out that when leadership supports such practice, schools offer enough resources and have a culture, which recognizes and incorporates cultural resistance, teachers are most likely to adopt CRT practice.

On other hand, institutional factors that may hinder CRT include; inadequate institutional support as may be evident through; for example, lack of resources, or; conflict of interests within institution. One of the research findings portraying personal factors is fact that educators' beliefs and attitudes towards CRT are a major factor that determines whether theory will be adopted in their classroom. Thus, it is vital that more teachers develop positive predispositions towards multiculturalism and multicultural education, and acknowledge the educational value of CRT. On other hand, teachers who are skeptical of CRT's applicability or who do not feel ready for the discussion of cultural issues

are likely to oppose it (Milner, 2010; Nieto, 2002). Another essential element of the organization in regard to adopting CRT is cultural competence. The fact is that high levels of cultural competence help teachers and professors themselves to overcome their prejudice, look at cultural peculiarities of students as long as they will cope with different obstacles. Thus, this competence ensures that the teachers apply appropriate CRT strategies as well as addressing learner needs (Gay, 2010; Villegas & Lucas, 2002).

Other factors that increase the chances of adopting CRT include exposure to other students and school's successful CRT models. The attitude of adoption and implementation of CRT is fostered by previous experience of the teachers working with diverse learners and seeing effectiveness brought about by culturally responsive teaching (Sleeter, 2011; Villegas & Lucas, 2002). Likewise, the availability of relevant multicultural teaching aids and learning resources helps in the use of CRT integration. Lack of these resources may hinder teaching of educators to incorporate CRT principles in their practices (Banks, 2006; Sleeter, 2011). Here it is vital to acknowledge that peers' influence and collaboration can be viewed both as enablers and constraints in the process of CRT migration. Working with other teachers who also appreciate and apply CRT is also beneficial since it is less challenging to adapt to the practices as a team may need exposure and education to understand importance of CRT. Nevertheless, when it comes to its adoption by teachers, resistance from peers, who question the value of CRT or are just plain defiant, poses a threat and becomes a barrier to the enhancement of CRT into teaching and learning processes by any teacher or organization (Milner, 2010; Sleeter, 2011).

RESEARCH METHODOLOGY

The qualitative study into theme of "university teachers' and students' awareness and acceptance about culturally responsive teaching", phenomenology approach used as research methodology to examine the participants' experiences. In this regard, semi structures interviews were conducted for the participants. Thematic analysis was completed with aim of coding so as to figure out key areas of concern. Validity of interview protocol was determined from the expert of qualitative research. Concerning the ethical issues, informed consent and issues of the confidentiality employed. For this study, population under study consists of university teachers and students of the different faculties at basic and post graduate level. Particularly, level of their awareness and acceptance of CRT was under investigation.

Data analysis of qualitative study, the following steps are followed. First of all, data is typed up from interviews and recordings were saved. This is then supplemented with the process of arranging field notes. The first step of analysis was open coding when segments of data that refer to CRT practices were marked. Finally, codes are classified into categories and subcategories where the topics get defined and differentiated in focus such as teaching methods, learners' participation, and diversity. Thematic analysis was conducted to gain the big picture of themes from data. Finally, the analysis culminated in summarizing the key themes and patterns, supported by direct quotes and examples, & interpreting these findings in context of existing literature on CRT, providing insights into practice and policy implications.

ANALYSIS AND FINDINGS

The findings of this study generated from the two main research questions of this study are: 1. What is level of awareness about culturally responsive teaching among university teachers and students? 2. What factors influence the acceptance or rejection of culturally responsive teaching within the university setting?

Emerging Key Themes

Table 1 Cultural Backgrounds, Strength & Identities

Participants	Example Quote
P1	"Culturally responsive teaching adapts methods and materials to honor students' cultural backgrounds, creating an inclusive and engaging learning environment" (06/05/2024).
P2	"Culturally responsive teaching ensures equal education access by incorporating diverse cultural references in teaching strategies" (07/05/2024).
P3	"This method utilizes students' cultural strengths to enhance academic success and foster classroom belonging" (07/05/2024).
P4	"Culturally responsive teaching integrates educators' understanding of students' cultural contexts to enhance learning support" (08/05/2024).
P5	"It fosters meaningful teacher-student relationships through acknowledging and valuing students' cultural identities, enhancing mutual respect and learning" (06/05/2024).
P6	"It empowers students through leveraging their cultural knowledge and experiences to bolster academic confidence and success" (09/05/2024).

All the participating teachers acknowledged rich diversity of cultural backgrounds and mentioned that culturally responsive teaching is practice of modifying teaching methods & materials to reflect and honor the cultural backgrounds of students, thereby fostering inclusive and engaging learning environment. Teachers shows that CRT is approach that ensures all students, incorporating diverse cultural references in the teaching strategies. As well as defines to prove that this method focuses on recognizing and utilizing students' cultural strengths to promote their academic success and sense of belonging in classroom. Participant teachers indicates that CRT involves educators actively seeking to understand their students' cultural contexts & integrating this understanding into their teaching practices to support student learning, and creates a meaningful relationship between teachers and students by acknowledging and valuing cultural identities of students, enhances mutual respect and learning. And culturally responsive teaching empowers students by using cultural knowledge & experiences as foundation for learning, helping them to become more confident and successful in their academic pursuits.

Table 2 Experiences

Participants	Example Quote
P1	"I integrated local history and cultural studies in my course by inviting community elders, bridging curriculum with lived experiences to emphasize cultural heritage's relevance in student studies" (06/05/2024).
P2	"I diversified the literature class reading list to include authors from diverse cultural

	backgrounds, broadening perspectives and fostering the cultural appreciation through literature" (07/05/2024).
P3	"In a multilingual classroom, I developed bilingual resources and encouraged native language use in assignments, supporting learning and celebrating linguistic diversity" (07/05/2024).
P4	"I assigned a project for students to research and present on their cultural traditions, fostering exploration of heritage and promoting appreciation for diverse cultural practices in the class" (08/05/2024).
P5	"Incorporating a module on the contributions of underrepresented groups in national history during my history course facilitated student engagement and enabled diverse representation in the curriculum" (09/05/2024).
P6	"I adjusted my teaching strategies to be inclusive by incorporating student feedback, using culturally relevant examples and case studies in lectures" (09/05/2024).

Participants integrating local history and cultural studies through the involvement of community elders enhances the curriculum and highlights relevance of cultural heritage in students' academic experiences. Revamping reading lists to include authors from many cultural backgrounds broadens students' perspectives & deepens their appreciation for cultural diversity over literature. Developed bilingual resources and inspiring the use of native languages in assignments supports multilingual students' learning and celebrates linguistic diversity within the classroom. Assigning projects that require students to research & present on their own cultural traditions fosters deeper understanding and appreciation of diverse cultural practices among all students. Thus, including modules on the contributions of underrepresented groups in the subjects like history ensures that students see their backgrounds reflected in the curriculum, promoting engagement and inclusive discussions. Seeking and incorporating student feedback on inclusivity leads to the adaptation of teaching strategies, such as using the culturally relevant examples, to create a more effective, inclusive and supportive classroom environment.

Table 3 Perceptions and Beliefs

Participants	Example Quote
P1	"CRT boosts student engagement by making the curriculum relevant to their cultural backgrounds, encouraging active participation & ownership of learning" (06/05/2024).
P2	"Acknowledging and valuing students' cultural backgrounds through CRT bridges understanding gaps and supports diverse learning styles, enhancing academic performance and retention" (07/05/2024).
P3	"CRT fosters an inclusive, respectful learning environment, enhancing students' social and emotional well-being while promoting a positive, collaborative classroom atmosphere" (07/05/2024).
P4	"CRT exposes students to diverse perspectives, fostering critical thinking, empathy, and readiness for diverse, globalized environments" (08/05/2024).
P5	"Implementing CRT in higher education helps diminish cultural biases and stereotypes, fostering equitable system that enhances all students' chances for success" (09/05/2024).
P6	"Practicing CRT promotes professional growth for educators by broadening their teaching methods and cultural competence, enhancing their classroom effectiveness & connection with diverse students" (09/05/2024).

Participant's beliefs that CRT can significantly increase student engagement by making curriculum more relevant and relatable to students' cultural backgrounds. This is because students feel valued when they are represented in what they learn and this may lead them engage in their studies more vigorously. Since culture of students can be seen as source of differences in learning, incorporating the CRT into classroom practices can contribute to bridging cultural divides and, thus, support the learning processes. This results in better performance and academic success rate plus enrolment since the students have feeling of being accepted with their condition. They said that CRT promotes the classroom culture that is hospitable to all students and highly appreciable by all. Not only does this improve student emotional, social aspect & comfort but creates a positive working environment in the learning setting. According to the participants, through culturally responsive teaching, CRT provides learners with different perceptions towards their own and others' cultures by helping them to reflect critically.

This can also improve their capacity to understand and appreciate persons with different culture as they are trained to operate in cosmopolitan markets. The incorporation of CRT in higher learning institutions can indeed decrease cultural prejudice or cultural assumptions because it increases not only the acknowledgement of cultural differences, but also appreciation. This can result in a society that is devoid of prejudices and discriminations in educational systems whereby every student can excel. To educators, practicing CRT enables professional development since it increases strategies they can incorporate in their teaching as well as enhances their awareness of culturally sensitive issues. In this linking, this can help them in enhancing their motivation and teaching-performance within classroom-ambiance as well as in recognizing the diverse-student population which in turn will help in transformation of inclusive and an over-all enriched learning environment among all the involved parties.

Table 4 Challenges while implementing CRT

Participants	Example Quote
P1	One concern that is outstanding is the problem of limited availability of multicultural texts and other materials with the task of finding or developing these resources being systematically time-consuming and labor-intensive (06/05/2024).
P2	"Many educators, myself included, lack enough CRT training in professional development, making it challenging to implement these strategies well without further education and support" (07/05/2024).
P3	"Faculty & administration's adherence to traditional methods can impede CRT adoption, requiring persistence and evidence of its efficacy to demonstrate its importance and effectiveness" (07/05/2024).
P4	"Integrating culturally responsive materials in standardized curriculum requirements poses challenges, requiring a delicate balance between institutional standards and the incorporation of culturally relevant content" (08/05/2024).
P5	"Navigating the diverse cultural backgrounds and learning styles of students in a single classroom demands thoughtful planning and flexibility to ensure equitable support and connection for all" (09/05/2024).
P6	"Creating fair and effective assessment tools aligned with CRT principles presents a significant challenge, as traditional methods may not fully capture the learning and

growth in a culturally responsive classroom" (09/05/2024).

Participant teachers indicates that the major challenge is lack of resources, like culturally diverse textbooks and materials. Finding or creating resources that accurately reflect diverse backgrounds of students can be time-consuming and requires significant effort. Many educators, they may not have received suitable training in culturally responsive teaching practices during our professional development. This gap can make it challenging to well implement culturally responsive teaching strategies without additional learning and support. They explain that there can be resistance from both faculty and administration who are accustomed to old teaching methods. Convincing others of the importance and effectiveness of CRT can be uphill battle, requiring persistence and evidence of its benefits.

Also, to integrate culturally responsive materials while meeting uniform curriculum requirements be difficult. There is often a need to balance state or institutional standards with the inclusion of culturally relevant content, that can be a complex task. Participants Addresses those diverse needs of students within a single classroom can be challenging. Each student brings the unique cultural background and learning style, and finding ways to connect with & support all students equitably requires careful planning and flexibility. Teachers mentioned that also the traditional assessment methods may not adequately measure the learning and growth of students in culturally responsive classroom. Developing fair and effective assessment tools that reflect the principles of CRT can be a significant challenge.

Table 5 Resources to enhance the use of CRT

Participants	Example Quote
P1	"Access to continuous workshops, seminars, and training sessions focused on culturally responsive teaching strategies is essential for staying current on best practices and deepening understanding in CRT" (06/05/2024).
P2	"A comprehensive repository of culturally varied teaching materials, encompassing textbooks, multimedia resources, and literature, is crucial for active CRT implementation, ensuring representation of diverse perspectives and experiences" (07/05/2024).
P3	"Creating a network of like-minded educators dedicated to CRT is essential, facilitating the exchange of ideas, resources, and experiences while providing mutual support and encouragement" (07/05/2024).
P4	"Robust administrative support is vital, encircling policies that prioritize CRT, funding for related initiatives, and fostering an inclusive campus culture that values diversity and equity" (08/05/2024).
P5	"Establishing systems to regularly gather & analyze student feedback on CRT practices enhances the ability to adapt teaching methods to better address their needs, offering insights for continuous improvement" (09/05/2024).
P6	"Access to research and data on CRT effectiveness informs practices by demonstrating its impact on student engagement, academic achievement & overall well-being, reinforcing its importance and guiding implementation strategies" (09/05/2024).

Participants claims that we need access to ongoing professional development opportunities focused on culturally responsive teaching strategies. Workshops, seminars, and training sessions would help

me stay updated on best practices and deepen my understanding of culturally responsive teaching. Having repository of culturally diverse teaching materials, including textbooks, software resources, and literature, would greatly assist in implementing culturally responsive teaching. These resources should represent a wide range of cultural perspectives and experiences. Teachers said that we need to establish a network of educators who are committed to CRT would be invaluable. This network could provide a platform for sharing ideas, resources, and experiences, as well as offering support and encouragement.

On the other way around strong support from the administration is crucial. This includes policies that prioritize CRT, funding for related initiatives, and the creation of an inclusive campus culture that values diversity and equity. Thus, implementing systems for regularly collecting and analyzing student feedback on culturally responsive teaching practices would help tailor teaching methods to better meet their needs. This feedback would provide the insights into what is working and what needs improvement. Although access to research and data on the effectiveness of CRT would help inform my practices. Understanding impact of culturally reactive teaching on student engagement, academic achievement, and well-being would reinforce importance of these methods and guide their implementation.

Table 6 Adaption to meet the needs to diverse student population

Participants	Example Quote
P1	"I employ differentiated instruction to customize lessons, accommodating varied learning styles and cultural backgrounds through diverse content access, engagement methods, and assessment options, fostering curriculum connection for all students" (06/05/2024).
P2	"Incorporating diverse cultural examples, case studies, and references into lessons fosters student engagement and comprehension by linking subject matter with their own experiences" (07/05/2024).
P3	"I provide diverse assessment methods, such as exams, presentations, group projects, and creative assignments, accommodating various cultural norms and learning styles to enable students to showcase their knowledge aligned with their strengths and backgrounds" (07/05/2024).
P4	"I cultivate a classroom environment that values diversity through inclusive norms, promoting open dialogue, embracing cultural perspectives, and addressing biases or prejudices as they arise" (08/05/2024).
P5	"I prioritize student engagement by integrating their cultural backgrounds, interests, and experiences into the curriculum through collaborative projects, community-based learning, and opportunities for leading discussions on culturally relevant topic" (09/05/2024).
P6	"I engage in ongoing reflection and student feedback to refine my teaching methods, ensuring they effectively meet diverse student needs through iterative adjustments" (09/05/2024).

Teachers' participants mentioned to use differentiated instructional strategies to tailor lessons to the diverse learning styles and cultural backgrounds of students. This concerns allowing multiple paths to specific content, multiple ways to interact with it and pathways over which to demonstrate.

The strategies are to be able to introduce the examples, case studies, and references belonging to different cultures into lessons. In this linking, when content is specific to the culture, then students are able to relate to what they are learning, thus the learning process is more effective. To be able to provide several means of identifying and evaluating students' achievements that would take into consideration the cultural milieu the child has been brought up in as well as his or her style of the learning. Therefore, this might include things like a standard quiz or test, a speech, a group project, a project where the student is designing something, and so forth; it would also permit students to show that they comprehend best how they do, which would reflect their personal backgrounds and the learning styles.

They recommended to foster a specific atmosphere of the classroom in order to accept all types of diversity by setting specific rules for the tolerance and recognition of each other. There is a need to establish expectations regarding communication and response to voiced cultural backgrounds, as well as eradicating untoward ethnic discriminations. They wish that we should locate students as the central points in the learning–au– thority relationship by embracing physical culture as well as other students' interests and interpretations. This could include group cooperative work & learners to organize associates with people in their various cultures and lead group discussions on matters that touch on their cultures. Again, to make constant analyses of the teaching strategies and to get the views of the learners more so to ascertain if the methods adopted are of optimum benefit to the learners. The co-evolution of such practice is especially helpful when it comes to getting closer to the subjects and being able to approach a diverse student population with necessary pedagogical modifications.

DISCUSSION

The McDougall et al. (2017) study revealed that over education to culturally responsive teaching and its modifications, development numbers and execution, experience with culturally different students, research of certain propositions of CRT as well as self-reflection teachers' awareness and understanding of CRT changed. He and others understood that practicing multicultural approach in classroom made learning more meaningful & prepared students for organizations' environments in the context of globalization. Nevertheless, primary school teachers remained dedicated towards more incorporation of CRT across the curriculum. They supported profound training programs, extra services for students, research funding, practical collaboration and strenuous evaluation procedures to assess the effectiveness of CRT. Teaching strategies for new faculty were to familiarize themselves with CRT theories, designing multicultural classrooms, implementation of diverse texts, relation of CRT to practice, the use of critical thinking, and the ongoing assessment of self in terms of teaching (Ogodo, 2024).

Thus, the results show that teachers understand culturally responsive teaching as a necessary tool to encourage students' active learning while appreciating cultural differences. According to the survey among the teachers, they think that CRT can help to close the misunderstandings, facilitate learning for the students with the different learning abilities, as well as make the environment more tolerant in learning process. But they also have numerous constraints; they are scarcely equipped and resisted by conventional instructional practices. However, based on the highlighted obstacles,

teachers are still keen to implement the CRT more fully in their curricula and require professional development, administrative support, and meaningful methods of evaluating CRT's effect (Chaung et al., 2020).

CONCLUSION

The themes identified shared by the participants showcase how CRT for culturally diverse students can be a transformative approach in higher learning institutions. They point to the need to embrace the cultural differences and hence try to establish a multicultural classroom. The limitations which include lack of resources and the issue of culture resistance were depicted, which how they might be tackled through staff development, community mobilization and addressing the issue of culture in curriculum. In conclusion, the presented findings highlight the essentiality of CRT in enhancing students' interest, encouraging students' critical reasoning processes & developing students' cultural awareness leading to enhancement of equity in the classrooms & improvement of student learning process. Thus, to sum up, one can conclude that culturally relevant education is essential for higher learning today than ever before. Today with the increase in ethnicity on the campus of universities, there is the need to develop cultures of fairness and equality in learning institutions. Therefore, the purpose of this qualitative study is to establish university teachers' and students' knowledge and attitude toward CRT and capture their views deeply. Thus, the investigation of antecedent factors to CRT execution will advance knowledge base for increasing culturally receptive practices in higher learning institution.

The results will have practical significance to educators, school leaders, and policy makers to help them in their search for the ways of promoting context favorable for success of all students and their appreciation. Thus, exploring the universality level of knowledge and willingness concerning CRT among university teachers and students yields significant information for practice and policies. Thus, there is an emphasis on educators' preparedness to implement culturally responsive teaching tenets in classroom actions, which would considerably improve their chances of promoting equity-based learning climates. Besides, the students' own views on CRT are likely to inform their feelings of acceptance in higher education, hence impact performance and dropout rates. At an institutional level, giving more focus on CRT can strengthen an institution's value for diversity and equity as well as lead to diversification of student population and creation of more diverse campus environment. Last of all, these results can be used to develop educational policies that would help in achieving equity and social justice in the education, while developing and improving strategies of supporting educators, curricula & educational environment that prepares students for living in different corners of the world.

Recommendations
1. The implementation of culturally responsive teaching should be interdisciplinary to ensure that this concept is incorporated into dealing with the cultural diversity in the education comprehensively.
2. Other possible strategies for carrying this research forward include increasing support for the work on CRT's effects and encouraging more interdisciplinary collaboration among faculty members.

3. The efforts for advocacy of equity relevant policies across all levels of education should be supported in a bid to fund and pursue culturally sustaining practices. Collectively they seek to build learning environments that are culturally sensitive- in order to accommodate and embrace diversity, and, to offer students with education that shall enable them to live within the contemporary global society.

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