

# The Role of Cultural Diversity in Education

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**ABSTRACT:** Cultural diversity, composed of the words culture and diversity, can be better understood by examining each term individually. Culture encompasses the beliefs, values, behavior, and norms of a society. On the other hand, diversity refers to the unique qualities that make a group distinct, including factors such as color, language, ethnicity, socio-economic status, and cultural background, among others. Embracing the strengths of cultural diversity is crucial when teaching in classrooms with diverse student populations. It is important to explore how teacher training influences pre-service teachers' perspectives on cultural diversity. Therefore, the objective of this review is to address the following questions: 1) Does exposure to diverse cultures in education benefit students? 2) Are teachers adequately prepared to handle cultural diversity in the classroom? 3) How does cultural diversity impact students' academic performance and social interactions? This article presents a qualitative study that involved a semi-structured survey with 50 individuals & use the toll of SPSS to analysis the data of mean, median & mode. They were between the ages of 18 – 40, both male and female Future research should prioritize investigating similar topics, with the hope that this discussion will benefit students and countries worldwide where diversity is prevalent.

**KEY WORDS:** Cultural diversity, values, beliefs, socio economic status, influence, knowledge.

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## I. INTRODUCTION

Cultural diversity within our society is clear within our schools; however, it is often disregarded as a significant factor in the personal and social development of students. The school environment tends to prioritize the socio-cultural values of the dominant group, while neglecting other cultural aspects that do not align with it. As a result, certain educational practices perpetuate social inequalities by failing to recognize and appreciate cultural differences. Consequently, many students from non-dominant groups are denied the opportunity to achieve the same educational outcomes as their peers from the majority culture. Schools tend to prioritize academic success for students in the dominant group, while creating numerous barriers for students from nondominant groups.

It is imperative to develop effective strategies to address cultural diversity in education, ensuring that all students, regardless of their backgrounds, receive a meaningful and equitable education. We firmly believe that schools should adopt an intercultural approach to provide a fair and high-quality education to all children. This perspective is crucial in ensuring genuine equal opportunities in education and the attainment of desirable educational goals. The main objective of our study was to investigate the implementation of this approach and evaluate how cultural diversity is managed within our schools.

Through this research, we aimed to express our concerns regarding the inadequate support provided by schools to children from diverse cultural backgrounds, thus depriving them of equal opportunities. Additionally, we aimed to share the framework and findings of our study conducted in our specific context with colleagues from North America and other international settings. We hope that the objectives and results of our research will be valuable to both researchers and practitioners in the field of education. The study's methodologies, tools utilized, and variables considered were all thoroughly outlined.

### 1.1 RESEARCH PURPOSE AND RESEARCH QUESTIONS:

The purpose of this study is to examine and comprehend the significance of cultural diversity in education, with a specific emphasis on its influence on students and teachers. The efficacy of initiatives led by teachers will be assessed by analyzing metrics such as reach, engagement, and behavior change, in comparison to different cultures. Additionally, this research aims to understand the primary motivation behind improving the effectiveness of cultural diversity.

#### RESEARCH QUESTIONS:

1. Do you believe that embracing cultural diversity enhances students' overall educational experience
2. Does students from diverse cultural backgrounds face unique challenges in the education system
3. How does cultural diversity impact students' academic performance and social interactions
4. Does exposure to diverse cultures in education benefit students

5. what are the benefits of incorporating cultural diversity into education
6. challenges faced by educators while promoting cultural diversity in the classroom

## II. LITRATURE REVIEW

Gardenswartz and Rowe (2003) present four dimensions of diversity. The first dimension is personality which refers to personal preference, values, and beliefs. This layer is formed in the initial years of life and is influenced by as well as influences the rest of the layers throughout one's lifetime both in their,

The second one is the internal dimension which includes uncontrolled aspects such as race, gender, sexual orientation, ethnicity, age, and physical ability. It exists among people and forms the core of diversity efforts (Loden & Rosener, 1991).

The third one is the external dimension that includes aspects of lives which can be controlled, which might change over time, and which usually forms the basis for decisions on career and work styles. These are factors such as income, personal and recreational habits, education, work experience, appearance, marital status, and geographic location (Loden & Rosener, 1991).

Cultural diversity in education in Great Britain is crucial for students' identity and interaction with others in class, with a focus on collectivism-individualism and ethnicities. (Miriam Chrysanthopoulos, 2010)

The final is the organizational dimension concerning various aspects of culture found in a work setting. Diversity research and efforts are mostly focused on the internal dimensions. The organizational dimension encompasses factors such as management status, unit or division, work field, seniority, and union affiliation (Velasco et al., 2016).

Preservice teachers show strong support for implementing diversity issues in the classroom and agree with equity beliefs, but do not believe assimilation to the dominant culture is necessary for student success. (Jay R. Dee – 2002)

James A. Banks holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies and serves as the Founding Director of the Centre for Multicultural Education at the University of Washington, Seattle. He has previously served as president of the American Educational Research Association (AERA) and the National Council for the Social Studies (NCSS). Additionally, he is a Fellow of AERA and a member of the National Academy of Education.

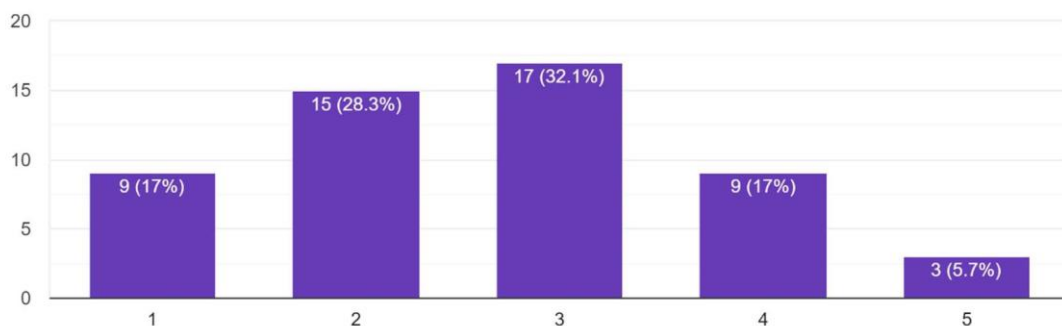
## III. DATA ANALYSIS

### 1.3.1 Cultural diversity creates new learning environment:

Figure 1.3.1: Cultural diversity creates new learning environment

Does educational policies aimed at promoting cultural diversity are in creating inclusive learning environments

53 responses



Sources: Primary Data

(1- Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree)

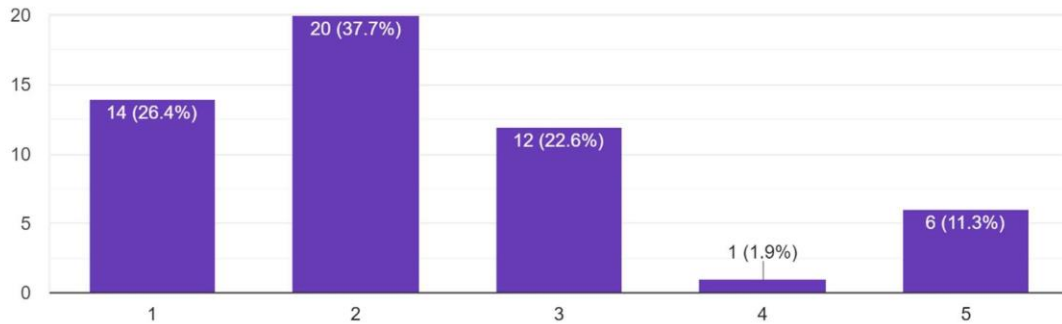
The above figure 1.3.1 shows that cultural diversity creates a new learning in environment among that majority of the respondents are Neutral (32.1%) responses and the 2<sup>nd</sup> most high was agree with (28.3%) responses. In this we want to take the 2<sup>nd</sup> higher which is agree in the sequence that the diversification has new learning in the environment.

1.3.2 Cultural diversity enhances student’s overall educational experiences:

Figure 1.3.2: Cultural diversity enhances student’s overall educational experiences

do you believe that embracing cultural diversity enhances students' overall educational experience

53 responses



Source: Primary Data

(1-Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree)

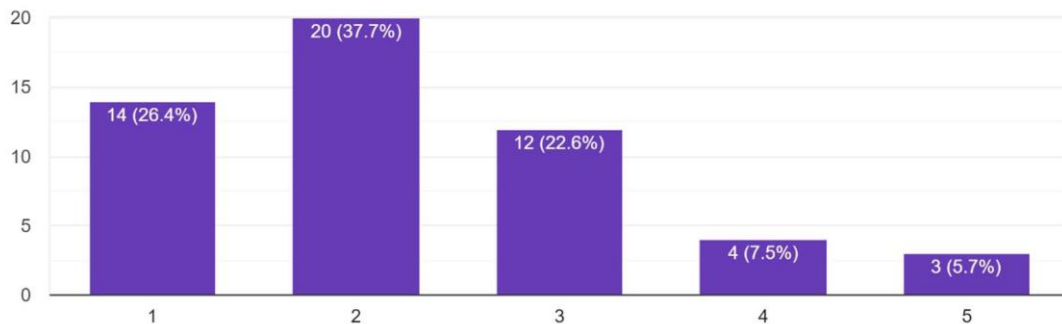
The above figure 1.3.2 shows that cultural diversity enhances students’ overall education experiences among that majority of the responses has said that agree (37.7%). In this we have proved that cultural diversity may accrue of education experiences.

1.3.3 Cultural diversity towards the benefits of student education:

Figure 1.3.3: Cultural diversity towards the benefits of student education

Does exposure to diverse cultures in education benefit students

53 responses



Source: Primary Data

(1-Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree)

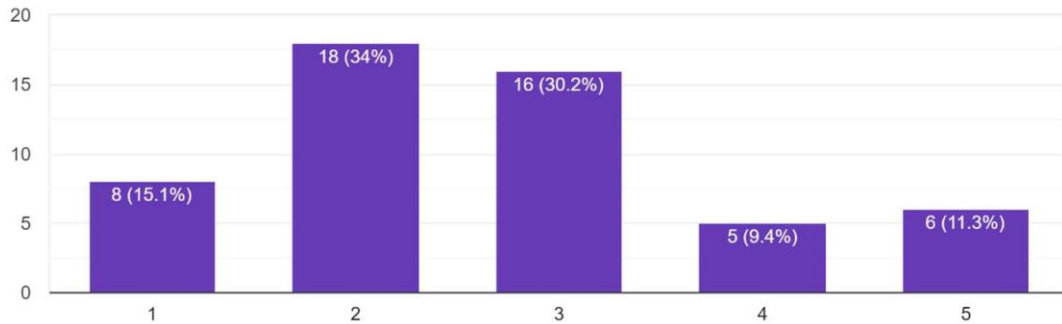
The above figure 1.3.3 shows that cultural diversity towards the benefits of student education among that majority of the responses has said that agree (37.7%). In this we have proved that cultural diversity may give lot of benefits towards to student’s education in work life.

1.3.4 Cultural diversity brings a unique challenge of educational system:

Figure 1.3.4: Cultural diversity brings a unique challenge of educational system

Does students from diverse cultural backgrounds face unique challenges in the education system

53 responses



Source: Primary Data

(1-Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly disagree)

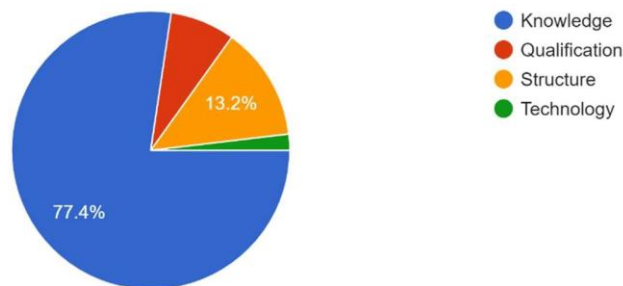
The above figure 1.3.4 shows that cultural diversity brings a unique challenge of educational system among that majority of the responses has said that agree with 38 respondents and 2<sup>nd</sup> most is being neutral with 30% respondents. In this we have to know the unique challenges become change in cultural diversity.

1.3.5 Cultural diversities towards education – Benefits

Figure 1.3.5: Cultural diversities towards education – Benefits

benefits of incorporating cultural diversity into education

53 responses



Source: Primary Data

The above figure 1.3.5 shows that cultural diversity towards education benefits in their majority of the respondents are knowledge of 77.4 percentage of the respondents. The cultural diversity mainly benefits for the basis of knowledge growth.

**IV. SUGGESTIONS**

Despite the growing body of literature on methods to enhance diversity and inclusion in medical education, there remains a lack of agreement and definitive guidelines in certain key areas, particularly in curriculum development and delivery [14], faculty development approaches [24,48], and strategies within primary care education. It is crucial for primary care educators to not only conduct research in this field but also examine the wider effects of primary care-led educational initiatives concerning cultural diversity [16]. Bzowycykj [62] present a valuable framework for assessing the impact of educational interventions on patients and communities.

In this we have suggested that the majority of the respondents have a need for cultural diversity towards education on the basis of the survey. For the improvement of education, we need to improve it. In the

future, education and infrastructure will be developed. Therefore, cultural diversity has been adopted easily. But the basic question is how to develop communication and the technological requirement required for diversity is the lack of education to develop it.

## V. CONCLUSION

In conclusion, the exploration of cultural diversity in education has shed light on its profound impact on teaching, learning and the overall educational experience. We've learned that cultural diversity enriches the educational landscape, providing students with opportunities for enhanced learning experiences, critical thinking, grow of knowledge and creativity.

I Conclude that education diversity has the major focus of further study and mode of online section to the career to develop of the well aware people In this situation majority of the people like to invite of cultural diversity in education section.

Although numerous studies have demonstrated the positive impact of teacher programs on the cultural diversity beliefs of pre-service teachers, it is important to acknowledge that the trainings reviewed often overlook the multidimensionality and complexity of these beliefs. These programs commonly incorporate experiential learning through field experiences and service-learning communities, which have shown promising outcomes. However, there is still much to explore and understand in the field of teacher beliefs regarding cultural diversity.

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