The Role of Culturally Responsive Teaching in Enhancing Student Engagement, a Discussion Based on the Philosophy of Multicultural Education

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Abstract: In today's globalized world, higher education institutions are growing increasingly diverse, with students from different cultural, linguistic, and socioeconomic backgrounds sharing the same learning spaces. The demand for inclusive teaching methods has never been stronger as the cultural diversity in higher education classrooms continues to grow. The project aims to investigate how culturally responsive teaching (CRT) can improve student engagement. Drawing from the philosophy of multicultural education, this research explores how CRT helps educators recognize and integrate diverse cultural perspectives into their teaching strategies, fostering a sense of involvement and belonging among students. This study involved 178 students in total. A well-organized survey related to CRT and multicultural experience was constructed. The statistical program SPPS was used to analyze the response data. Descriptive statistics and the links between CRT and multiple regression analysis were examined, multicultural experiences, and emotional exhaustion. Results show that more multicultural experiences throughout childhood, adulthood and lower levels of emotional exhaustion correlate to increase student engagement in CRT. These findings indicate that discussion is held about the implications for institutional policy and teacher training. Encouraging inclusion and increasing teacher confidence in CRT can improve student engagement and eventually advance the purposes of multicultural education. Discussion is held about the implications for institutional policy and teacher training.
Keywords: Higher Education, Culturally Responsive Teaching (CRT), Student Engagement, Multicultural, Philosophy.

1. INTRODUCTION

Higher education establishments around the world have witnessed an unprecedented increase in diversity. The transformation reflects broader societal changes, including globalization, migration and increased access to education for historically marginalized groups. As classrooms become more culturally diverse, they also present unique challenges and opportunities for educators and students (García-Morales et al., 2021). The growing diversity in higher education encompasses a wide range of cultural, linguistic, and socioeconomic backgrounds, resulting in a rich tapestry of perspectives and experiences. However, the diversity underscores the pressing need for inclusivity in culturally diverse learning environments. Traditional teaching methods cannot adequately address each student's unique demands, leading to disengagement and feelings of alienation among those from underrepresented backgrounds (Child & Marvell, 2024). Inclusivity in higher education is crucial for improving overall academic achievement and engagement as well as for helping students feel like they belong. Research indicates that when kids feel valued, included and succeed academically, they are more likely to work with classmates and participate actively in their education. Therefore, educators must adopt inclusive teaching practices that recognize (Gillen-O'Neel, 2021). A plural society made up of more than two unequal communities or groups is referred to as multicultural in general. Multicultural societies stratify according to hierarchical disparities in various social system classes. Learning about coexisting in the numerous differences that exist is made more difficult by individual or group disparities in the classroom setting. In the classroom setting, the disparity among children are also highly apparent. Most of them often play within their own tribal groups. This circumstance demonstrates the significance of multicultural knowledge in the educational setting (Rachmadtullah et al., 2020). Students learn in the classroom is connected to their experiences, languages, and cultures. Through pedagogy called CRT. This research-based on teaching approach to connects between students learn in school to their cultures, languages, and life experiences. To foster empowerment, engagement, and success, CRT involves connecting academic concepts to students' real-world experiences, cultural backgrounds, and concerns. It examines the key concepts and strategies of CRT, including the importance of understanding cultural diversity, cultivating cultural competency, creating inclusive learning environments, and utilizing authentic assessment techniques. CRT promotes social justice and equality in education, which benefits students' academic performance

and overall well-being by encouraging them to use their cultural identities as assets in their educational journey as shown in Figure 1.
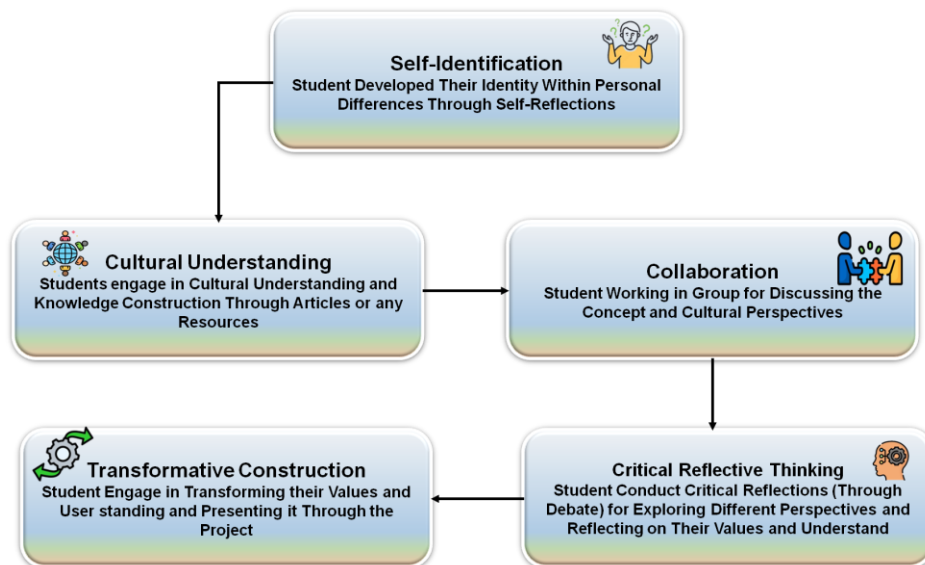

Figure 1: Architecture of CRT

Due to the high rates of both voluntary and involuntary migration, classroom demographics are becoming increasingly varied in many parts of the world. Teachers around the world face serious difficulties as a result. The demands of culturally diverse classrooms require improvement on the part of educators and educational systems, as seen by the disparity in academic achievement between students from majority and cultural, ethnic, and linguistic minorities, as well as the overuse of punitive actions. Minorities are overrepresented in lower academic tracks across, and high dropout rates, stigmatization, and discrimination are reported by minorities (Abacioglu et al., 2022). Host nations are responsible for ensuring the welfare and social integration of migrants and refugees, as well as upholding and protecting their human rights. However, fulfilling the educational since the majority of the current educational systems must adjust to this new reality, meeting the demands of these particular populations seems to be quite difficult. These days, educators are necessary to possess strong qualifications, intercultural and global competencies, skills, adaptability in instructional strategies, accepting and tolerant attitudes throughout the learning process to accommodate their diverse student body (Morrice & Salem, 2023). For the past 10 or more years, academics have been discussing the benefits of multiculturalism in this setting, with special attention to how urgent it is to implement multicultural education. The ministry of education and culture has made various attempts to encourage multiculturalism in the curriculum, even

though it cannot be said that continuously implements multicultural policies (Harjatanaya & Hoon, 2020). According to multicultural education, the primary purpose of education is to serve as a bridge to experience and connect with the outside world rather than a rung on a ladder for personal social mobility. When education is viewed as a bridge, people can experience progress rather than performance. Multicultural education can essentially transform from chances for one another to beings of understanding. It establish a connection and broaden the spectrum of awareness (Ulfa et al., 2021). An attitude and behavior of open-mindedness and sensitivity towards cultural aspects that are challenging to adapt to one's own culture can be characterized as intercultural understanding. It can eventually come to appreciate one another's differences when it often comes into contact with and engages with others from diverse origins and cultures. Cultural aspects that appeared challenging to convey are embraced and expanded into a common space between oneself and others through this conversation process (Wahyuni et al., 2023). The value of multicultural education is becoming clear in the interconnected society, particularly in light of the sustainable development goals. Promoting tolerance, understanding, and peace can be facilitated by multicultural education that incorporates interfaith viewpoints. However, several obstacles frequently stand in the way of its application, such as bias, preconceptions, and a shallow comprehension of the teachings of many religions. Opportunities to build inclusive and peaceful societies are often hindered (Khakbaz, 2020).

1.1 Aim of the Study

The study explores the impact of CRT on student engagement in diverse classrooms in higher education. It aims to understand how CRT can integrate diverse cultural perspectives into teaching strategies, fostering an inclusive learning environment. The research assesses the relationships between CRT practices, student's multicultural experiences, and emotional exhaustion levels. Through the promotion of inclusive teaching methods that improve student engagement and academic achievement in multicultural environments, the goal is to influence policies and teacher preparation programmers.

1.2 Contribution of the Study

The research contributes actual evidence to the body of knowledge on how well CRT predicts student engagement, particularly in diverse higher

education environments. It highlights that integrating cultural perspectives into teaching can enhance learning outcomes. The relationship between multicultural experiences, emotional exhaustion, and student engagement, the research provides insightful information about the psychological aspects that affect student involvement. This understanding can help educators and institutions better support students' emotional well-being. The study's conclusions are meant to educate and shape institutional policies and teacher training programs, promoting inclusive practices that enhance engagement and participation among students from diverse backgrounds. The contribution is essential for developing a more equitable educational landscape that values all students' experiences.

1.3 System Overview

The following is the article's organizational order: Section 2 contains related works. There was a comprehensive methodology in section 3. The experimental results and debates are covered in section 4, and a conclusion is given in section 5.

2. RELATED WORK

Study (Salim et al., 2024) focused on discussing the variety of student backgrounds in the classroom, with a particular emphasis on socioeconomic position, gender, ethnicity/race, cultural influences, linguistic variations, and multicultural aspects. Determining the influences present in the classroom and how pupils adjust a multicultural setting were the goals of the study. Research (Karacsony et al., 2022) examined the variety of cultures among foreign students enrolled at postsecondary educational institutions. The survey's findings provide an overview of how students at higher education institutions approach learning, the factors influencing their academic pursuits, and the selection of a questionnaire as the quantitative research method for the primary research. Article (Wai Weng, 2023) examined Indonesian schools to address the conflicting connections between Chinese and non-Chinese people. It looks at the multicultural stance taken by Indonesian educators as well as the pedagogical techniques they use to foster good interethnic relations. Paper (Debbag & Fidan, 2020)looked into the connections between classroom management practices and the views of aspiring teachers towards multicultural education. According to the findings of descriptive analyses, the majority of participants used an authoritative approach when it came

to managing the classroom. They also have favorable opinions about democracy and intercultural education. Correlation analysis revealed that the variables had meaningful correlations with one another. In particular, attitudes towards democracy and multicultural education were strongly predicted by authoritative style. Research (Hummelstedt et al., 2021) investigated the role of social justice in multiculturalism as it was covered in teacher education. They examined into the subject positions that were developed in Finnish teacher educators' discussions of multicultural education. Article (Hong et al., 2021)described the look to use David Livermore's cultural intelligence paradigm. The goal was to provide educational materials that will help university students become more culturally intelligent. University students were the only target audience, and the goal was to create educational materials that will improve their cultural intelligence (CQ). The primary goal was to assess and evaluate university students' CQ. These days, scholarly debates on CQ focus on their possible applications from a variety of perspectives. Paper (Punti & Dingel, 2021) proposed the disadvantages of preparing students for success in a very demanding, diverse, and global society to evaluate the use of a cultural evaluation instrument in higher education. Colleges and universities could be important places for interracial and cross-cultural socialization and engagement, and a lot of universities were embracing cultural competency as one of the key skills to equip students for the multicultural yet increasingly fragmented world. Reference (Smits & Janssenswillen, 2020)examined a case study that looks into how pre-service teachers in Belgium react to ethnic diversity in the classroom, how they accommodate the diversity of their students, and how they grow as professionals who value diversity. Diversity and multiculturalism were a pertinent area of study and a developing topic in the education sciences due to sociopolitical and demographic changes in Western Europe. Study (Papadopoulou et al., 2022) examined that after completing the program, the objective for teachers to have global competencies and intercultural competency and preparedness as aspiring teachers in multilingual and multicultural settings. As multicultural classrooms become the norm, educators must adjust their teaching strategies to meet the specific learning needs of their diverse student populations. Research (Hutchison & McAlister-Shields, 2020) offered instructors who were competent graduate-level instructors and those pursuing first certification as teachers-of-record benefit from instructional practices for higher education programmers that create a cultural environment for engagement and accepting how identity was shaped by the intersection of gender, ethnicity, religion, and local

traditions.

2.1 Research Gap

Despite the existing body of literature addressing various aspects of multicultural education, significant gaps remain in understanding the specific pedagogical strategies that effectively enhance student engagement in diverse classroom settings. While studies have explored student backgrounds, cultural diversity, and the socio-emotional dynamics of multicultural classrooms, few have examined how culturally responsive teaching practices directly impact engagement levels among students from varied backgrounds.

Moreover, little empirical study has been done on how to incorporate these techniques into teacher preparation programs, especially in higher education. The current research also lacks comprehensive insights into the practical implications of fostering inclusivity through CRT, especially regarding its potential to mitigate emotional exhaustion among students. The study aims to bridge these gaps by focusing on the direct relationship between CRT student engagement and emotional well-being within diverse educational environments.

3. METHODS

3.1 Dataset

The study's sample comprised 178 individuals. Participants were selected based on several criteria to ensure a diverse representation of cultures in their respective programs provided and informed consent to participate. Table 1 provides a summary of the participants' demographic attributes, which outlines key attributes, including gender, age, range, cultural background, socioeconomic status, year of study, and geographic location. The diverse sample included a balanced distribution of gender, with 47.75% identifying as male and 52.25% as female. The age ranges of participants varied with the majority (57.30%) aged between 18 and 22 years. Socioeconomic status was also considered with 51.68% of students identifying as middle.

The year of study varied, with 39.33% being first-year students. Geographically, a significant portion (67.42%) of the sample from urban areas. Demographic diversity is critical for understanding the implications of CRT in enhancing student engagement across different student populations.

Table 1: Demographic Table for the Sample Dataset

Characteristic		N=178	Percentage (%)
Gender	Male	85	47.75
	Female	93	52.25
Age Range	18-22	102	57.30
	23-27	50	28.09
	28 and above	26	14.61
Socioeconomic Status	Low	60	33.71
	Middle	92	51.68
	High	26	14.61
Year of Study	First-year	70	39.33
	Second year	50	28.09
	Third year	36	20.22
	Fourth-year and above	22	12.36
Geographic Location	Urban	120	67.42
	Suburban	38	21.35
	Rural	20	11.23

3.4 Survey Instrument

25 questionnaires are distributed through 300 participants, only 178 participants are selected. Further, these questionnaires are categorized into five sections, such as CRT practices, student engagement, multicultural experiences, emotional exhaustion, and teaching strategies. A Five-point Likert scale is used to compute the level of agreement specified by each respondent. CRT: These questions aim to understand how well educators incorporate diverse cultural perspectives and practices in their teaching. Multicultural Experiences: These items evaluate how exposure to various cultures has shaped student perspectives and engagement in educational settings. Emotional Exhaustion: A validated scale for measuring emotional exhaustion typically includes a series of questions designed to assess the extent to which individuals feel drained or overwhelmed. Teaching strategies: The purpose of employing diverse teaching strategies is to accommodate different styles and needs, promote active participation, and ensure appropriate access to educational opportunities for every student. Student engagement: Fostering student engagement is to establish an atmosphere in which learners actively participate in their education, which can result in increased comprehension and memory of the material.

3.5 Performance Factor

Evaluations include CRT practices, student engagement, multicultural experiences, emotional exhaustion, and teaching strategies; variables presented an inclusive assessment of the encouraging inclusivity in higher

educational discussion based on the multicultural education philosophy on the contribution of culturally responsive teaching to increasing student engagement as shown in Figure 2.
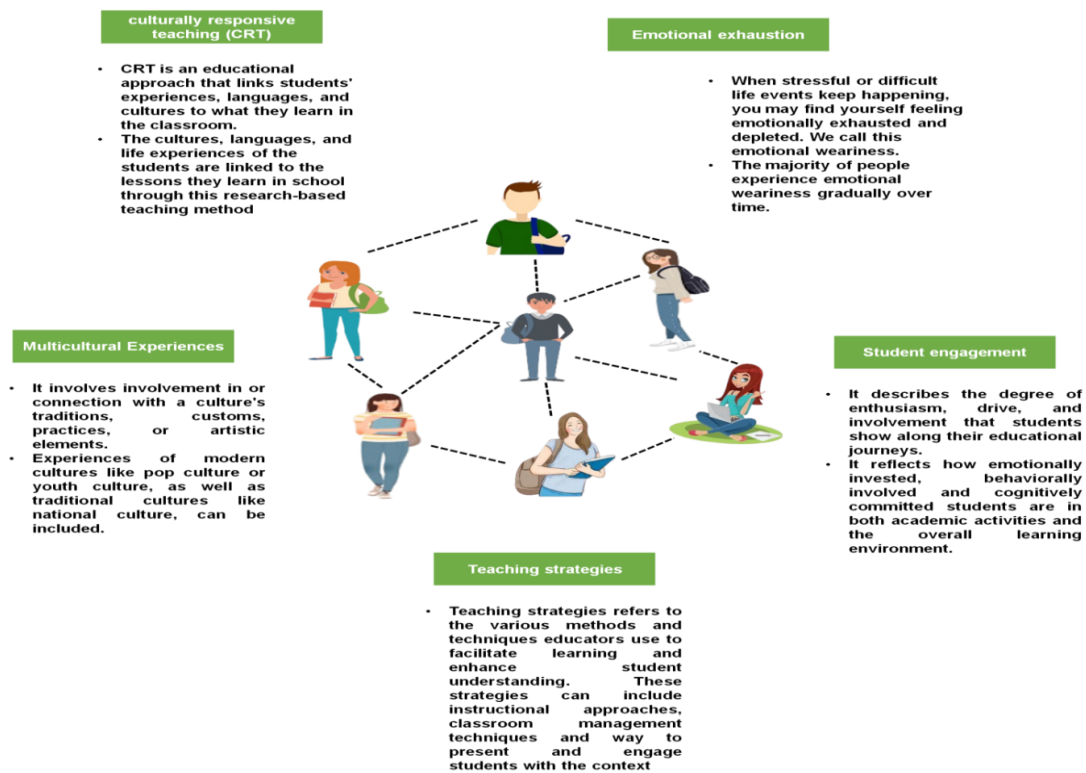

Figure 2: Performance Factor

Culturally responsive teaching (CRT): It is a teaching strategy that connects classroom instruction to students' backgrounds, languages, and cultures. The cultures, languages, and life experiences of the students are linked to the lessons they learn in school through this research-based teaching method. CRT entails relating academics to students' everyday experiences, cultural backgrounds, and issues in promote empowerment, engagement, and success. It looks at the main ideas and tactics of CRT, such as how crucial it is to comprehend cultural diversity, develop cultural competency, establish inclusive learning settings, and use authentic evaluation methods. CRT encourages students to use their cultural identities as assets in their educational journey by advancing equality and social justice in education, which improves their academic performance and general well-being. Multicultural Experiences: It includes involvement or connection with a culture's traditions, customs, practices, or artistic elements. Experiences of modern cultures like pop culture or youth culture, as well as traditional cultures like national culture, can be included. Emotional exhaustion: When stressful or difficult life events occur, individual can find their feeling emotionally exhausted and depleted. It calls

this emotional weariness. The majority of people experience emotional weariness, gradually over time. Performance, emotional, and physical problems are all part of emotional tiredness. Student engagement: It describes the degree of enthusiasm, drive, and involvement that students show their educational journeys. It reflects how emotionally invested, behaviorally involved, and cognitively committed students are in both academic activities and the overall learning environment. The engagement is multi-dimensional, encompassing emotional, behavioral, and cognitive aspects, which collectively influence academic performance, personal development, and social interaction in educational settings. Teaching strategies: Teaching strategies refer to the various methods and techniques educators use to facilitate learning and enhance student understanding. These strategies can include instructional approaches, classroom management techniques, and ways to present and engage students with the context.

3.6 Statistical Analysis

Traditional training's efficacy in promoting inclusion in higher education discussion based on the multicultural education philosophy on the contribution of culturally responsive teaching to increasing student engagement have been examined in the proposed study using three separate statistical analyses. Every implementation makes use of the statistical package for social sciences (SPSS), which assesses the input data's processing and interpretation. Here are a few of the numerous statistical analyses. Descriptive analysis: The main features of a dataset are enumerated and explained in descriptive analysis. Typical examples of descriptive statistics in Equation (1).

Mean $\overline{W}$ The average value

$$\overline{W} - \frac{1}{m}\sum_{j-1}^{m} W_j \tag{1}$$

Median: The midway value inside an ordered data collection

Mode: The most commonly occurring value

Standard deviation (SD): Measures the dispersion of data from the mean in' Equation (2).

$$SD - \sqrt{\frac{1}{m-1}\sum_{j-1}^{m}(W_j - \overline{W}_i)^2} \tag{2}$$

Variance (Var): The Square of the standard deviation in Equation (3).

$$Var - SD^2 \tag{3}$$

Range is the distinction between the highest and lowest values in Equation (4)

$$Range - Max - Min \qquad (4)$$

Minimum and maximum: the smallest and largest values in the dataset. Multiple regressions: Two or more independent variables and a dependent variable are examined using the statistical method. The methodology enables researchers to evaluate the predictive power of the independent factors and quantifies every independent variable's impact on the dependent variable and the basic question for multiple regressions as shown in Equation (5).

$$Z = \beta_0 + \beta_1 W_1 + \beta_2 w_2 + \cdots + \beta_n w_n + \epsilon \qquad (5)$$

Where β_0 is the intercept, $\beta_1, \beta_2 \ldots \beta_n$ represent the independent variables' coefficients, Z is the dependent variable, and $w_1, w_2, \ldots w_n$, ϵ represent the error term. It helps in identifying significant predictions, assessing their relative importance, and making informed choices based on the outcomes. Spearman rank correlation: A non-parametric indicator of the statistical dependency between two variables is the coefficient, which is represented by the letters ρ. It assesses how effectively two variables can be described by a monotonic function. It measures the strength and direction of association between two ranked variables, regardless of the relationship is linear or not. The metric is useful when the data do not meet the assumptions of parametric tests and works well for ordinal data or transforming data into ranks in Equation (8).

$$\rho = 1 - \frac{6 \sum C_j^2}{m(m^2-1)} \qquad (8)$$

Where

ρ = Spearman rank correlation coefficient

N = number of data pairs

C_j^2 = Difference between the ranks

$\sum C_j^2$ = sum of the squared and differences

4. RESULT

The section presented the results of various analyses conducted on the impact of multicultural teaching approaches on learner's achievement goals. Descriptive analysis, multiple regressions, and spearman rank correlation analysis revealed strong relationships among the variables.

4.1 Result of Descriptive Analysis

Table 2 and Figure 3 present descriptive data for five variables. The mean scores for all variables except emotional exhaustion are above 3.75

indicating positive levels of CRT (3.75), student engagement (4.20), multicultural education (3.90), and teaching strategies (4.05). Emotional exhaustion has a lower mean (2.60), suggesting relatively moderate emotional fatigue among participants. The median values are closely aligned with the means, reflecting low skewness for most variables, and indicating a near-symmetric distribution of responses. CRT (-0.23), student engagement (-0.15), multicultural education (-0.10), and teaching strategies (-0.12) have slight negative skewness, while emotional exhaustion levels. SD ranges from 0.47 to 0.75 with emotional exhaustion showing the heights variability and Kurtosis values for all variables are negative, implying that the distributions are slightly flatter than a normal distribution, except for emotional exhaustion, which exhibits a leptokurtic shape with a higher peak (-1.50) signaling greeter concentration around the mean.

Table 2: Result of Descryptive Analysis

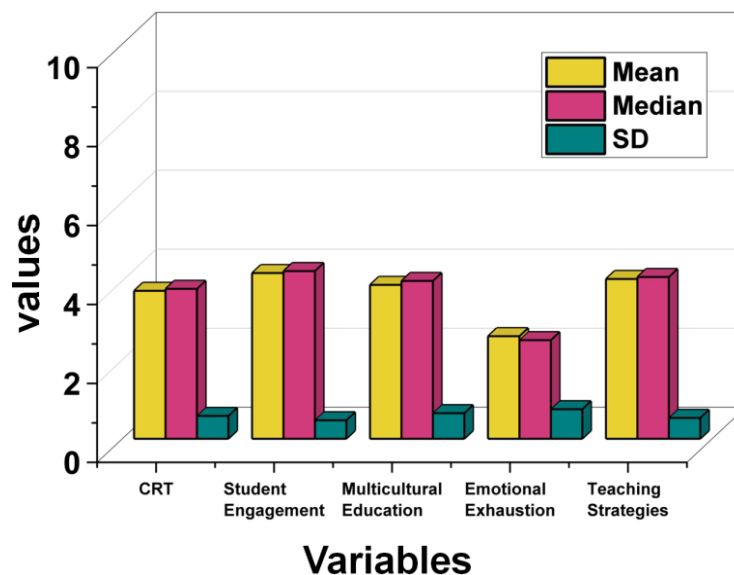| Variable	Mean	Median	Max	Min	SD	Skewness	Kurtosis
CRT	3.75	3.80	5.00	2.00	0.58	-0.23	-0.40
Student Engagement	4.20	4.25	5.00	3.00	0.47	-0.15	-0.27
Multicultural Education	3.90	4.00	5.00	2.00	0.65	-0.10	-0.15
Emotional Exhaustion	2.60	2.50	4.00	1.00	0.75	0.80	-1.50
Teaching Strategies	4.05	4.10	5.00	3.00	0.53	-0.12	-0.22

Figure 3: Comparison of Descriptive Analysis

4.2 Result of Multiple Regressions

Table 3 presents the result of a regression analysis showing both understand (b) and standardized coefficients, along with t-values and p-

values for the variable; CRT has a significant positive effect on the outcome, with an unstandardized coefficient of 0.50 and a standardized coefficient of 0.40 (s=5.00, p=0.0001). Student engagement also shows a strong positive impact (b=0.43, standardized coefficient =0.45, t=4.32, p=0.0001), similarly, multicultural education positively influenced the outcome (b=0.45, standardized coefficient =0.35, t=4.00, p=0.0001). Emotional exhaustion has a significant negative effect, with an unstandardized coefficient of -0.40 and a standardized coefficient of -0.30 (t=-3.50, p=0.00), indicating that higher emotional exhaustion reduced the dependent variables, lastly, teaching strategies contribute positively with a smaller effect (b=0.30, standardized coefficient=0.52, t=2.50, p=0.04). All variables are statically significant as their p-values are below 0.05 confirming their meaningful contribution to the model.

Table 3: Result of Multiple Regressions

Variable	Unstandardized Coefficients (B)	Standard Coefficients	T Value	P-Value
CRT	0.50	0.40	5.00	0.0001
Student Engagement	0.43	0.45	4.32	0.0001
Multicultural Education	0.45	0.35	4.00	0.0001
Emotional Exhaustion	-0.40	-0.30	-3.500	0.001
Teaching Strategies	0.30	0.25	2.50	0.04

4.3 Result of Spearman Rank Correlation

Table 4 presents the correlation matrix among five variables. There are strong positive correlations between CRT, showing a strong positive correlation with teaching strategies (0.70), and moderate positive correlations with student engagement (0.60) and multicultural education (0.55), indicating that as CRT practices increase, these aspects improve. However, CRT has a negative correlation with emotional exhaustion (-0.40), suggesting that higher CRT is associated with teaching strategies (0.80) and multicultural education (0.65), but negatively linked to emotional exhaustion (-0.50), implying that engaged students are associated with lower teacher exhaustion.

Multicultural education has a moderate positive correlation with CRT (0.55), implying student engagement (0.65) and a negative relationship with emotional exhaustion (-0.45). Emotional exhaustion negatively correlates with most variables, except teaching strategies exhibit the strongest positive associations with CRT (0.70) and student engagement (0.80), emphasizing their interconnectedness.

Table 4: Result of Spearman Rank Correlation

Variable	CRT	Student Engagement	Multicultural Education	Emotional Exhaustion	Teaching Strategies
CRT	1.00	0.60	0.55	-0.40	0.70
Student Engagement	0.60	1.00	0.65	-0.50	0.80
Multicultural Education	0.55	0.65	1.00	-0.45	0.50
Emotional Exhaustion	-0.40	-0.50	-0.45	1.00	-0.30
Teaching Strategies	0.70	0.80	0.50	0.30	1.00

5. DISCUSSION

The result highlights the significant relationships between multicultural education approaches and learners' achievement goals through descriptive analysis, multiple regression, and Sparkman rank correlation. Descriptive statistics reveal generally positive levels for CRT (3.75), student engagement (4.20), multicultural education (3.90), and teaching strategies (4.05) with emotional exhaustion scoring lower (2.60), indicating moderate fatigue among participants. Low skewness and mostly negative kurtosis reflect a near symmetric response distribution, through emotional exhaustion shows higher variability with a leptokurtic peal (-1.50). Multiple regression analysis confirms that CRT (b=0.50, p=0.0001), and teaching strategies b=0.30, p=004) positively impact achievement goals, while emotional exhaustion negatively influences the outcome (b=-0.40, p=0.001).

All variables are statistically significant with p- values below 0.05. Spearman ran correlations indicating strong associations, such as CRT correlating highly with teaching strategies (0.70) and moderately with student engagement (0.60) and multicultural education (0.55). Emotional exhaustion is negatively associated with CRT (-0.40), implying that reducing emotional fatigue enhances engagement and teaching outcomes. The interconnections of variables are further underscored by strong correlations between teaching strategies and both CRT (0.70) and student engagement (0.80). These findings emphasize the importance of effective teaching strategies and reduced emotional exhaustion in forecasting a positive learning environment and achievement goals.

6. CONCLUSION

The report emphasizes how important CRT is for raising student involvement in the increasingly varied world of higher education. As institutions welcome students from varied cultural, linguistic and socioeconomic backgrounds, the need for inclusive teaching methodologies becomes paramount. The research aimed to explore how CT can facilitate the integration of diverse cultural perspectives into education among students. Through a well-structured survey involving 178 participants, the study employed statistical analyses to examine the relationships between CRT multicultural experience levels, which positively influence student engagement with CRT. These results underscore the necessity for higher education institutions to prioritize CRT in their pedagogical approaches, which can ultimately lead to more inclusive and engaging learning environments. Furthermore, the implications of the research extend to institutional policy and teacher training, suggesting that enhancing teacher confidence in CRT is essential for promoting student engagement and advancing the principles of multicultural education.

6.1 Limitations and Future Scope

Despite the valuable insights gained from the study, there are notable limitations that warrant consideration. Firstly, the research sample was limited to 178 students from specific higher education institutions, which cannot fully represent the broader population of students across different regions or types of educational settings. Furthermore, using surveys that rely on self-reported data can introduce biases because participants can give socially acceptable answers. Therefore, efforts should be made to increase the sample size and diversity of participants to examine the efficacy of CRT in diverse educational contexts and cultural backgrounds. Additionally, longitudinal research can shed more light on the long-term effects of CRT on students' emotional health and participation. Moreover, further investigations into the specific teaching strategies that enhance inclusivity and engagement in diverse classrooms.

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