

Impact of Cultural Diversity in Classrooms of Secondary Schools

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Abstract

Students spend their real life hours in a classroom learning and getting an education. But occasionally they were left with an unpleasant memory of that location. A varied classroom experience usually has a different influence on the students. Because of the diversity of cultural backgrounds represented in the class. By using the skills and teachings of the teacher, that might be managed and corrected. The study's goal is to provide guidance in a multicultural school, culturally different groups are acknowledged and supported. Multicultural ideas may coexist in the educational setting with teaching methods that value variety as a resource and an added benefit, such as studying cultural diversity or using material that is sensitive to different cultures in the classroom. Using open-ended research questionnaires, school instructors who are the variables in a qualitative study and the major source of data collection are contacted directly. Interviews were done by the researcher with 12 respondents who were three different school instructors. The semi-structured questionnaire that served as the interview's instrument was utilized to conduct the semi-structured interview. Interviews with a specific population of lower secondary teachers were the main method of my research.

Keywords

Cultural, Diversity, Motivational Dynamics, Classroom, Students

1. Introduction

The study was conducted to discuss and maintain a positive environment in a diverse classroom. The motive of the research was to create and develop a good understanding between students and teachers. This can always be challenging everywhere. There are many co-educational schools where multicultural students have been studied for a century or more. Both the old and new schools are

still operating properly.

According to the definition of culturally responsive teaching, it involves “applying the cultural knowledge, prior experiences, frames of reference, and performance styles of teaching with recognizing a variety of variations in the classroom.” To make learning experiences more relevant and effective for multicultural students. By instructing multicultural pupils using their own cultural lenses, it is a way to raise achievement (Geneva, 2013).

It sounds like a critical area where teachers keep the students of the classroom in mind when teaching such a sort of class where mixed gender and mixed culture students are present, so always be mindful when having learning discussions or when needing to arrange cultural activities. Always encourage respect for language and interactions between peers. Don’t discuss the dominance of castes; instead, advocate for laws at the national level that equalize everyone. Social scientists alone are responsible for this field, and sociologists have always prioritized dynamic approaches.

Programs must formally declare their support for diversity in accordance with First Benchmark, which calls for them to do so by fostering an atmosphere in which diverse students and faculty can flourish. This standard also calls on programs to ensure that their students are prepared to effectively address diversity in research and practice and to successfully negotiate any potential ethical dilemmas that may arise in the course of their careers. Programs must involve students in training exercises that encourage competency in understanding individual and cultural diversity in order to meet. 2nd Level, furthermore, programs must outline thorough and long-term plans for bringing in and keeping a diverse faculty and student body, as well as make concerted attempts to assess the success of their plans, in accordance with 3 and 4. All students must exhibit the necessary training elements, even though programs are permitted to approach these goals in a variety of ways (Milton, David, & Joshua, 2020).

Educationist need to monitor at students’ academic progress because any disruptions to learning have a negative impact. This can be evaluated using several metrics. Above everything else, student academic accomplishment is crucial. When teachers are biased or provide some students opportunities, it has an impact on how students are taught. Between these two viewpoints, the interpretation of the data is where there is the most disagreement. The majority of studying outputs, such as motivational outcomes like usefulness, engagement, and worth, are benefited by mastering objectives, based on both approaches (Elizabath, 2005).

Since the curriculum is intended for everyone, it is important for teachers to act in a way that helps the organization monitor all staff members closely and minimize the risk of disaster. This can be managed by giving everyone an equal chance and providing high-quality instruction. No of a student’s gender, race, age, religion, language, or exceptionality, teachers’ impressions and attitudes about culturally diverse children in the country’s classrooms are crucial to inspiring, educating, and improving their education. The learning preferences of

students from many cultural backgrounds and the teaching methods of many professors can diverge greatly (Sunita, 2005).

The academic achievement of and the likelihood of avoiding adolescent hazards are both increased for students who are actively involved in school. Sadly, unfortunately, studies have also shown a consistent drop in students' involvement with learning, including their curiosity, zeal, and intrinsic drive for learning. School-based education two significant advances in the field of motivational dynamics are made by the current study. We begin by looking at how various engagement factors influence one another over time in order to better understand the internal dynamics of engagement. After that, we examine the larger motivational dynamics of which engagement is a component by looking at the contextual and individual elements that influence variations in engagement (Ellen, Carrie, Gwen, & Thomas, 2008).

1.1. Objectives

1.1.1. General Objective

Analyze how teacher control cultural diversity issues dynamically and resolved difficulties during teaching.

1.1.2. Specific Objective

To identify issues of cultural diversity in secondary schools.

To find the techniques used by teachers to resolve the diversity problems.

1.2. Research Questions

- 1) How can teachers control cultural diversity issues dynamically and resolved difficulties during teaching?
- 2) What are the instructions teachers use during class?
- 3) How do they maintain students' cognitive levels from disturbance?

1.3. Theoretical Foundations

A concept, a movement for educational reform, and a method are all parts of multicultural education. The culturally diverse classroom is a concept that aims to give all students, regardless of their racial, ethnic, or social background, access to equal educational opportunities. By altering the entire school environment to reflect the various cultures and groups that exist in society and in the country's classrooms, multicultural education aims to provide equitable educational opportunities for all pupils. Because its objectives are concepts that educators and administrators should constantly work to realize.

Another theory for discussion view is the knowledge of the process of solving problems that emerged along with notions of how learning took place. The model of problem-solving linked to each sequential observational learning is presented in the section that follows. The prevalent learning theories mentioned fall under the conceptual. Fields of cognitive psychology, behaviorism, and information processing. Human intelligence and generalized problem-solving ab-

ilities are the foundations of the communication perspective on issue-solving (Laura, 2022).

The Main Vision of the study is multiculturalists assume that “culture” and “cultural groupings” should be acknowledged and accommodated. However, a variety of claims encompassing faith, dialect, ancestry, citizenship, and racism are included in multicultural claims. All of these categories have been merged under or compared to the controversial, all-encompassing concept of culture. Clarification can be achieved by decomposing and identifying several claim types. Accepting differences and variety in other persons or groups of people is a definition of social acceptance. It is similar to instructors' expertise in ways to tackle different cultures in the classroom.

2. Literature Review

Students learn and receive an education in a classroom during their free time. But occasionally they carried a bad recollection of that place with them. A bad classroom experience is typically caused by a mix of students or students and instructors. That could be handled and fixed using the teacher's abilities and lessons. Culturally appropriate teaching techniques are said to be created with the help of teacher self-reflection. It is important for instructors to be self-aware, critical, and reflective of their own teaching practices and cultural diversity ideas (Panel, Linda, Marcel, & Maja, 2019).

By incorporating and teaching about the contributions of people and cultures in elementary classes, multiculturalism is typically a movement that aims to equalize educational chances for school students. Students are younger than the age range of 11. This age group, which is also known as the turning point of the human age, is not included in either child or adult age calculations. The adolescence and teenage years will be about to begin for them. A lot of children will be beginning to focus actively on their academics at this age. And also a time when they start to be creative and energetic. On the other hand, many students also start to lose motivation as they approach the upper secondary level. The instructor should at that point Prejudice be avoided by pupils by fostering awareness of and a personal connection to other cultures in the classroom. Also consider it goes without saying that you are helping pupils to be more open-minded later in life by exposing them to a wide variety of viewpoints, ideas, and cultural backgrounds. Give them guidance that will enable them to interact with a larger range of social groups and feel more self-assured in both their relationships with others and in general. They are prepared to succeed in the workplace thanks to the cultural understanding they receive in the classroom.

Multiculturalism is highlighted as a prescriptive concept in the study's evaluation of the literature. As well as the educator who fosters social acceptance among secondary school children for their long-term benefit. Because a person's ability to function in society is essential to both them and the entire society. It shows how intricately linked people and their social environments are. Socializa-

tion, according to structural functionalists, is crucial to society because it prepares its members to function effectively inside it and because it preserves culture by passing it on to future generations. And with someone on the platform, individuals can easily exist on a global scale. The classroom is the next fundamental stage after the household. And where, if pupils don't learn, they wasting their time learning other cultures that they do not desire.

2.1. Envisioning a Classroom with Multiple Cultures

Institutions that cater to multiple cultures have been developed for more than 200 years. It is known as a diverse educational institution nowadays. Where people of various economic and gender backgrounds can be found. Co-gender pupils sit together in classrooms, and our society values this pattern of educational institutions and refers to it as a modern system. Speaking with people of the opposing gender becomes more comfortable in this kind of social setting. Our social scientist evidence shows that when students from different casts sit together, it affects their conservative viewpoints. The method, originality, and thinking were lemmatized by the identical gender and cast environments. Additionally, minimize any flexibility in their conduct and the consideration component. However, it is up to educators to create the learning environment, which is an extremely difficult task. Learning is a process that involves altering behavior, gaining knowledge, and gaining real world experience so that pupils develop more mature ways of thinking and attitudes. In order to build a just, secure, and successful society for all, character education strives to promote good morals and character in students as the future leaders of the country. The key to forming children's positive character is character development, which forms the basis of a person's personality and ultimately determines whether or not that person has a strong sense of morals (Dewia & Alam, 2020).

2.2. Physiologically Related Conduct

To unite society, educators provide classrooms with a variety of environmental settings. Experience and knowledge are imparted along with context. The variety of socioeconomic and relative traits is known as gender identification of our bodies and is known as one of the gendered categories. The two most prevalent classes are boy/man and girl/woman, however these are not the only ones that could exist. This difference might be expressed as of what academicians seem to overlook when dealing with females: they feel inclined to overlook inappropriate behavior, but they feel inclined to overlook appropriate behavior when dealing with guys. The purpose of the Internet, in this situation, is to make women seem smarter than they actually are. This makes their "goodness" appear to be more important than their academic aptitude. The teacher's reaction patterns consistently suggest that boys are more "bad" than they actually are.

In order to explain what happened in class, give a framework and space for anticipation, and assist teachers teach in different classrooms, concepts that

support them in doing so are necessary. Alternatives for better action, implications for potential decisions, and consideration and planning for the future. Programs that prepare teachers effectively recognize heterogeneity not as a weakness but as an advantage, a resource for opportunities; an asset. This shows progress beyond acknowledging and “handling” the variety of student characteristics and origins to comprehending the advantages of diversity for educational processes (Neda, Lucie, & Meredith, 2019).

Student academic achievement is impacted by diversity. It relies on how efficiently the teacher supervises, teaches, engages controls them in the classroom. Diversity offers the chance to comprehend several casts at the same level and analyze the benefits and drawbacks of various casts among pupils. It depends on teachers’ abilities to sustain respect levels in a variety of settings because learning ability and teaching experience are intimately related. The pedagogical practise, however, is something entirely different. To effectively manage a class and maintain control over every circumstance, a teacher who simultaneously serves as the class’s leader and great mentor for their students uses a mix of social psyche and educational psychology (Maureen, 1998).

The cultural diversity among their pupils is something that teachers are aware of, and they do not want to potentially be culturally insensitive or put their students under unnecessary stress by challenging their prevailing cultural and educational ideas (Franco, 2009).

The ideals of social attitudes, unification, equality, and neutral behavior are promoted by instructors through policies and a diverse staff or group of co-workers. It directly raises student achievement, but it is also a psychological shift away from a hierarchy that subtly fosters diversity tolerance, and respect among staff members and offers them the motivation to manage and value their variety of classroom teams. The actions teachers take when faced with different types of learners in their assessments are considered as being influenced by their views and interpretations of diversity. Second, it examines the evaluation techniques teachers claim to apply in an effort to address student diversity. Thirdly, we pinpoint the impediments and enablers that affect teachers’ motivation and capacity to experiment with assessment techniques in light of student diversity (Barbara, Herbert, Martin, Denise, Guri, Guri, Eline, Funda, Magdalena, Gerry, & Joe, 2020).

2.3. Teachers Emphasize the Congeniality of Their Varied Class Members

It is possible to learn about different cultures on one platform in a diversified atmosphere. It aids the student’s acceptance around the world. Diversity in schools and institutions is valued by many researchers. While we must not overlook the successes of employees and students, we also need to keep these studies in the foreground or spotlight in order to effectively address issues. Particularly the student’s learning creativity and cognitive development this repository stores

student comments for use in decision-making in the future (Hameed, Shaikh, Hamees, & June, 2012).

2.4. Resolving Issues and Instructing

A teacher should receive problem-solving training that includes exposure to various teaching philosophies and the development of critical thinking in teachers. They should also provide pupils with thorough feedback. Teachers frequently need to provide one-on-one feedback to students as well as constant, additional comments for all classes. In order to please everyone, teachers can provide high-quality responses between co-gender classrooms. Along with learning about various cultures, students also acquire all-encompassing, neutral feedback all at once. Many private schools employ a variety of natural learning approaches, but often pay teachers from conservative cultural backgrounds who want to raise unfavorable issues in the minds of their students. Cooperative learning is the essential tactic for transforming the student's position from one of passive to one of active participation. Students collaborate in small groups to accomplish a common set of objectives related to academic assignments in co-operative learning settings. Everyone in the group is expected to participate to the work of the group by contributing their thoughts, helping to solve difficulties, engaging in intellectual debate to come to an understanding, and contributing more towards the goal (Johnson Jr. & Uline, 2005).

To achieve this purpose, instructors should work logically and methodically to create a safe environment in the classroom where different points of view and ideas are encouraged and valued. With the assistance of adults, students must be encouraged to talk in their own unique ways and draw lessons from their many reading-related themes. Early in the school year, teachers must establish fundamental expectations through a code of conduct that is jointly created with the students in the class, giving them a sense of ownership over the reiteration and reinforcement of the principles or guidelines. But by establishing clear guidelines for conduct and involvement early on and in a high group setting, lecturers not only encourage the behaviors they want to see in their students but also interact with them in a high group setting.

Gardner's multiple intelligences theory gives classroom teachers two extremely valuable tools that make learning more focused on individual abilities. First teachers identify student's innate strengths and abilities, second, it enables teachers to design classroom activities that will give students an opportunity to experience working in different areas of intelligence. This will help students discover talents that may otherwise have gone unnoticed or untapped. Schools and school rooms are social systems and any explanations of though they promote flexibility and ability would get to be as advanced because of the contexts themselves. General involvements need reflexivity, with the person's principal locating themselves in relevancy the method of modification happening inside that exact context. This needs kinds of self-analysis and reflection that really prevent.

Normally in our school teachers do not reply to all of the students especially math teachers while solving a sum on board and at that time many students lose interest in class time. They refer to what is typically referred to as rewards using the terms positive and negative reinforcement, and they categorize punishment into response-cost penalty and punishment requiring the delivery of corporeal punishment. When a learner experiences an appreciable feeling, they always remember it in order to obtain verbal praise, that stimulus is rewarded while subtracting a signal that the student finds unpleasant results in negative reinforcement. Taking away a rewarding action is referred to as response-cost punishment (Anna, 2012).

Due to multiple intelligentsia student minds create different questions. So teachers do teaching with clear “for examples” for all students. The “for example” gives a clear picture of the teacher’s concept. It is necessary to remember by teachers that it is their job to teach and behave equally to all students in the diverse classroom, the rest of the students indirectly learn from teachers. Educator’s area of concern for the physical and emotional safety of the students in their room and faculty. If they’re unable to handle classes of judgement and irritation correctly, they’re going to not be ready to produce this safe and learning atmosphere. Schools area unit given the responsibility of training future leaders and should perfect the values and behaviors they look for to instill in their students. Understanding and respecting human rights is a crucial side of citizenship. Moreover, to teaching students essential educational skills, educators cannot ignore the citizenship and social skills that students will like as they mature into adults.

3. Methodology

Qualitative research paper and collecting data by primary source means direct response from variables (school teachers) by filling open-ended research questionnaire. Researcher conducted interviews from the 12 respondents of 3 different school teachers. The views of teachers could not correctly be getting by quantitative research. So I design an interview questionnaire, which they can read and answer quickly. My research pattern will be interviews with a focused group of lower secondary teachers.

3.1. Population

Teachers of 3 different, co-education, schools Karachi. Four teachers from each school. Because my criteria are very specific such as teachers of lower secondary co-education schools in Karachi.

3.2. Sample

For sampling researcher take 12 Interview responses. The process of collecting sampling is non-probability sampling. And apply the quota sampling method.

3.3. Data Collection

I have to find out the impact of cultural diversity in the lower secondary classrooms. Basically want to analyze teachers' issue they face in class and evaluate how they resolve those matters. This data has been collected, by sending my interview tool to them via an email and request to fill at the time when we discuss on phone call due to pandemic conditions. My research instrument is a questionnaire and it is used as an interview tool. I have made 10 cafeteria questions and Ranked order questions for conducting interviews.

3.4. Data Analysis

Researchers want to conduct focused group interview, but, due to pandemic condition those interview taken with the help of interview questionnaire so here I analyses my all responses question wise. Cultural diversity is effective automatically, or it makes effective by teachers? I did my first question about diversity motivation means how diversity effect students are teachers help to realize them or they mold automatically as the year passes. 59% of teachers said yes it's done by the teacher in-class time, and 41% of teachers said students automatically mold their behavior toward others.

Are students taught to overcome the issues of cultural diversity? So in the classroom how teachers overcome the student diversity issues, 8% of teachers said it will be taught by Islamic studies. 8% of teachers said that it is not possible to teach them. 16% of teachers said it can be possible with consoling discussion. But 68% of teachers said yes it can be possible to teach them during other subject studies as well as Islamiyat by teachers. Subjects like literature, ethics, social studies, etc.

What do you think cultural diversity is a blessing or single cultural influence is better? When I ask about diversity as a blessing from them, all interviewers have different ideas: 8% said it promotes creativity, knowledge about different cultures, and different language skills of the city. 34% said it is a blessing in all ways. 26% said yes it is a better option for student social learning in the classroom. 16% said it is best for growing cultural understanding. 8% said it is best to learn human respect with studies and 8% said it is a blessing to understand the equality of human rights and human behaviors. And also she said that institution believes in such diversities blessing it gives growth to the institution as well. Which programs are launched to overcome the diversity problems? Now my question was the types of programs they launched in school so, 9% of teachers said value integration programs help to overcome diversity problems. 9% said group companions give chance to work different culture pupils together. 9% said programs like cultural play counsel them. 9% said student counseling is the only way. 9% said moral values show conducting knowledge about respect of other culture. 9% said to educate them that all humans are equal 9% said there are many ways to launch those types of programs. And 37% said social studies itself is a combination of studies in which many cultures and habitations discuss already.

Are teaching course graduate, teachers handle more effectively culturally diverse classrooms? Then we start talking about classroom handling of B.Ed. teachers and non-B.Ed. teachers so, 9% of teachers said any teacher can handle class effectively. 18% said experienced teachers can do. And 73% of teachers said yes B.Ed. Teachers can do more effectively because they trained before experience and knew everything.

What is your perspective to handle co-gender pupils in the class? When we discuss co-gender students in the same class teacher's replies like 9% of teachers said by assigning them roles and duties equally and give them the opportunity to perform a task together. 18% said listen to them and give chance them equally. 9% said gives them neutral replies. 9% said it is better to handle single-gender class room. 9% said boys are more physical activity so do more activity arrange for them. 46% have no idea they just reply good.

The physical capabilities of students are different. So, in your school, you treat them differently? About different physical capabilities students treated the same or differently. Replies are, 14% of teachers said she educates about the physical fitness of students for their physical well-being and physical maintenance. 14% said they treat co-gender equally. 36% said they do not treat them differently. 36% said treat them differently.

Is Cultural diverse environment, gives more learning opportunities to the students? It is amazing I got the same replies from every all teachers such as 100% said they get more knowledge from mix cultural pupils, because they are from the different back ground too, as well as they have different skills, and if they accept each other this unity gives strength. And understand each other points of view.

State any incident happens at your school about diversity issue? The majority of teachers, do not give a response like 76% teachers said no they do not remember such types of the incident. But 8% said once a time student makes fun of rural area student due to them speaking accent. 8% teachers said same cast students mostly like to converse with the same cast. 8% said yes in-class students make groups and fight with each other.

How you solve the problems of diversity in your school? Different teachers give replies according to their observations in the classroom like 44% said they solve the problem by counsel their respect of each other's. 22% said they realize, each other importance, means the lesson of unity. And 34% of teachers said it is not one day or time resolving issues for this school need planning and arrange actives and programs so that type of issues rarely appeared in school.

4. Result

The impact of diversity among students is very visible in their behavior. The majority of this can be teachers' guide to students side by side with their study time. And many times students themselves learn through the class environment.

Teachers teach moral values and positive concern toward another student

through subjects like Islamiat and social studies. In which major culture ethics would be discussing. Side by side in between class discussions teachers counsel the student's various miss concepts.

Few teachers think a single culture classroom is more comfortable and positive than a diverse classroom but the majority think that diversity is a blessing because in-class time with studies they learn other cultures from peer involvement and discussion. Students learn and observe equal attitude which teachers did with class learners. Unconsciously they learn the lesson of equality. They understand that all humans have equal rights on every facility.

More ever students can be a counsel with other programs which can be school arrange in school time and many of them participate and learn different characters and perform roleplays this could realize the other culture deep ethics and importance. Also, realize that other cultural people also have families like them and all things like them just believe are different. Human necessities are the same so they all leave same like each other. For handling and managing, all this school needs B.Ed. qualified teachers. In older days experienced teachers understand and handle those issues that's why few school students are shine socially but know a day our youth have more positive social concepts. Due to every school have B.Ed. teachers, positively handles the psychological problem of the diverse classroom.

Co-gender pupils sit in the same classroom observe each other think about many ethics of conversation and reduce fear of talking with the opposite gender. Teachers think male gender has more capacity of doing the physical task so teacher design duties as per their ability and capacities. Teachers also explain to them about physical fitness. Physical fitness is improved through different physical and indoor games. Indirectly links with increase cognitive level. This is the same for both genders. Because cognitive development held according to age. Yes, all cultures have different games which they play domestic level. When all those sit to gather in the same class they unconsciously exchange their games and ethics with each other.

After few years of combined sitting, they accept and like each other. This leads to unity in our social surroundings. It gives national-level strength. In older days many teachers have fear to sit with other cultural persons. Because conflicts and frustration create fights in classes. And they need counseling and need of the third person who resolves the issues like principals and teachers. Researcher choosing teachers as my variable because they are the one who conducting classroom sessions and face to face deal them and revolution comes in today's teachers have no such type of fears and they can easily handle diverse classrooms. Because now a day's diversity promotes concept of humanity and equality. But we need socially and economically mature teachers for our youth.

4.1. Conclusion

Teachers can be resolved diversity issues with the experience. The above re-

search proved that B.Ed. education trains the teachers with the knowledge and prior experience of experts. Teachers use different instructions and methods of the teacher to resolve student matters. They can counsel themselves and also they can give physical health advice to students. Today's students get many lessons in the same ordinary classroom the topmost is diversity means to change or others. They learn respect for others, how to behave socially, how to sit with co genders and how to do conversation with diverse gender groups of people. While classroom discussion teachers observe the Diversity issues of students so they can smartly guide them and cure them thinking in the wrong direction. Teachers give the opportunity to students for observing each other during group works and various activities. In all these students cognitive levels gain positive feelings and they feel safe in diverse environments. They study in between safe and secure fellow group rather than they feel the tension of hazards from others. Lower secondary students have turned off the age of their life it is very necessary to resolve cognitive miss concept for diversity resolve at that level. Because of mental health and feeling of unity, a friendly positive environment is precious and most important for the growth-oriented learning environment.

4.2. Findings

Responses from instructors in schools are demonstrated by their academic backgrounds.

Cultural diversity is effective automatically, or it makes effective by teachers? School 1 teachers said: 3.5 yrs. By teachers, 3.5 yrs. By teachers, 5 yrs. Naturally and 5 yrs. Naturally. School 2 teachers said: 5 yrs. By teachers, 3.5 yrs. By teachers, 3.5 yrs. By Teachers and 3.5 yrs. Naturally. School 3 teacher said: 3.5 yrs. Teachers, 5 yrs. By Teachers, 5 yrs. Naturally and 5 yrs. Naturally.

Are students taught to overcome the issues of cultural diversity? School 1 teachers said: 3.5 yrs. yes through subjects such as Islamiyat, 3.5 yrs. By teachers, 5 yrs. Yes through subjects and 5 yrs. Yes through subjects. School 2 teachers said: 5 yrs) they need to discuss, 5 yrs. yes, 3.5 yrs. yes can be taught, and 3.5 yrs. Yes it can be possible. School 3 teachers said: 3.5 yrs. No, 5 yrs. yes, 5 yrs. Yes can be taught and 5 yrs. Yes can be taught

What do you think cultural diversity is a blessing or single cultural influence is better? School 1 teachers said: 3.5 yrs. Cultural diversity is a blessing because it promotes creativity and it also helps in acquisition of knowledge, language and skills when a person lives in a diverse environment, 3.5 yrs. Cultural diversity is better, 5 yrs. Diversity is always a blessing as it helps us to grow and learn from each other and 5 yrs. It is blessings.

School 2 teachers said: 5 yrs. It is a blessing, 5 yrs. Diversity is a blessing, 3.5 yrs. Single culture is a better option and 3.5 yrs. Cultural diversity is blessing because it is important in every setting in life, but it can be even more pivotal when it happens within education. Students around the world have the right to equal access of quality education, and as such, there are many upsides that come along

with it when institutions believe in the power of diversity. School 3 teachers said: 3.5 yrs. Cultural diversity is better, 5 yrs. Cultural diversity is better as students learn to respect others too, 5 yrs. It is blessing And 5 yrs. It helps to grow.

Which programs are launched to overcome the diversity problems? School 1 teachers said: 3.5 yrs. Value integration programs in several schools have helped in overcoming diversity problem, 3.5 yrs. Students counseling, 5 yrs. Social studies and 5 yrs. Social studies. School 2 teachers said: 5 yrs. Group competitions, 3.5 yrs. Values and moral education programs in schools, 3.5 yrs. All humans are equal and 3.5 yrs. Here are some ways that will help overcome diversity challenges. School 3 teacher said: 3.5 yrs. Cultural tablo, 5 yrs. I don't know, 5 yrs. s.st and 5 yrs. s.st.

Are B.ED teachers handle more effectively culturally diverse classrooms? School 1 teachers said: 3.5 yrs. Because a trained teacher knows how to lead a class effectively and therefore is more capable to run a culturally diverse classroom, 3.5 yrs. Yes and experienced teachers as well, 5 yrs. Yes experienced teacher can do and 5 yrs. Yes teacher can do. School 2 teachers said: 5 yrs. Yes they were trained before experience, 3.5 yrs. Yes, 3.5 yrs. NO any good teacher can do it and 3.5 yrs. Yes.

School 3 teacher said: 3.5 yrs. Yes, 5 yrs. Yes, 5 yrs. Yes and 5 yrs. Yes. What is your perspective to handle co-gender pupils in the class? School 1 teachers said: 3.5 yrs. By assigning them roles and duties and make them work together in a team in this way they can perform in better manner, 3.5 yrs. It can be handled easily, 5 yrs. It is good and 5 yrs. Good. School 2 teachers said: 5 yrs. With neutral replies, 3.5 yrs. Treat them equally, 3.5 yrs. Simple teaching them without discrimination and 3.5 yrs. Physically, boys tend to be more active than girls, and by the same token more restless if they have to sit for long periods. School 3 teacher said: 3.5 yrs. Equality and detail listening, 5 yrs. It's better than handling one gender classroom, 5 yrs. Good and 5 yrs. Good.

The physical capabilities of students are different. So, in your school, you treat them differently? School 1 teachers said: 3.5 yrs. No, I treat them equally because there's nothing that girls cannot do. It's just that they sometimes need a little bit of help, 3.5 yrs. Yes. Every child is treated in a different way, 5 yrs. in these day no and 5 yrs. No. School 2 teachers said: 5 yrs. No, 3.5 yrs. I do not treat them differently I think they have almost same physical capabilities, 3.5 yrs. No and 3.5 yrs. The ultimate goal of assessing student fitness in the school environment should be to educate students on the importance of maintaining a physically active lifestyle throughout their life span. School 3 teacher said: 3.5 yrs. With equity we can manage, 5 yrs. Yes, 5 yrs. Indeed and 5 yrs. Some times.

Is cultural diverse environment, gives more learning opportunities to the students? School 1 teachers said: 3.5 yrs. Yes. Children learn many things like languages, skills, get extra knowledge when they sit with their fellows who belong to a different culture, 3.5 yrs. Yes even they meet and learn a lot as they are from different cultures, 5 yrs. Yes and 5 yrs. Yes. School 2 teachers said: 5 yrs. Yes they get chance to observe different cultures, 3.5 yrs. Yes, 3.5 yrs. Yes may be and 3.5

yrs. When working and learning with people from a variety of backgrounds and cultures present in the classroom, students gain a more comprehensive understanding of the subject matter. It also teaches students how to use their own strengths and points of view to contribute in a diverse working environment. School 3 teacher said: 3.5 yrs. Yes, 5 yrs. Absolutely, 5 yrs. Of course and 5 yrs. Yes.

State any incident happens at your school about diversity issue? School 1 teachers said: 3.5 yrs. Children used to make fun of a child who belong to rural area because of his different accent, 3.5 yrs. Not as yet, 5 yrs. Never happen and 5 yrs. Not remember. School 2 teachers said: 5 yrs. Nothing remember yet, 3.5 yrs. Same cast students preferred to talk to each other some time ago in our class., 3.5 yrs. Never and 3.5 yrs. Students can arise due to misunderstandings, fights, rivalry between groups, discrimination, bullying, use of spaces and assets. School 3 teacher said: 3.5 yrs. N/A, 5 yrs. None happened, 5 yrs. NO and 5 yrs. No issue is encountered as yet.

How you solve the problems of diversity in your school? School 1 teachers said: 3.5 yrs. We counsel students and teach them that everyone must be respected and make students realize the fact that we learn many things from children who belong to a different region, 3.5 yrs. By treating calmly, 5 yrs. competitions and 5 yrs. cultural shows. School 2 teachers said: 5 yrs. With discussion sometimes scolding if ethical issues appeared, 3.5 yrs. I counsel them to be respectful to each other, 3.5 yrs. God has made us all and everyone is equal in this world and 3.5 yrs. "Understand your students. Incorporate different teaching styles. Equal Access to Opportunities. Celebrate diversity. Encourage Differing Perspectives. Include diverse learning materials." School 3 teacher said: 3.5 yrs. With awareness and discussion, 5 yrs. By making them realize that others culture is as important as theirs, 5 yrs. By giving exposure to students about different cultures through different activities and 5 yrs. With multiple activities.

4.3. Recommendation

Every school needs experienced teachers in fact every classroom need perfect class teachers who understand students age level. They should have ability to observe them and analyze them, give good advice, behave like a good mentor, and aware of social issues and the global environment. So, there should be mandatory that in school admiration appoint B.Ed. teachers as class teachers. Class teachers are the ones who lead the class group whole year rather than a subject teacher. So the school appoints a subject specialist as per the requirement of the course. And B.Ed. teachers as a class mentors. It would be more beneficial for schools and class time guidance.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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