The Influence of Culturally Responsive Teaching on Student Engagement in Shandong Secondary School Diverse Classrooms

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Abstract
Culturally Responsive Teaching (CRT) is most definitely the most important teen educational practice that can be done to drive student engagement in their increasingly diverse classrooms. However, in China, educational reforms as well as internal migration have been together resulting in increasingly diverse classrooms, but the use of CRT is still at a low level, and the implementation of the same is not consistent. This study investigates the relationship between CRT and student engagement in the high school educators in Shandong Province as a method of getting the insight into the influence of CRT practices on the students' motivation, autonomy, confidence, and participation in the classroom. Data was collected employing a quantitative correlational design where a sample of 384 secondary school educators from urban and rural schools was interviewed. The data was gathered using follow-up question method. Correlation and regression methods were used for the primary variables CRT (independent) and engagement of the students (dependent) to determine the relationship strength and direction. The results revealed a very strong positive correlation between CRT and student engagement ($r = 0.979$, $p < 0.001$), with regression analysis showing that CRT accounts for 95.9% of the variance in engagement ($R^2 = 0.959$). These findings suggest that CRT is not only statistically significant but also a highly effective predictor of student engagement.The findings reflect local and global literature, confirming that CRT is an adequate tool for progressive learning. CRT has been somewhat familiar in China, but the collected data has shown that it can become the main driving force for systematized application. To sum up, CRT is a game-changing way of teaching that results in communities that are inclusive, fair, and relevant. It is more than clear that teachers' training and school regulations should be implemented to embed CRT. One possible solution is that teachers receive formal training in culturally responsive practice and school rules are changed to give space for the development of a learning culture that includes all students.

Introduction
Culturally responsive teaching (CRT) is an educational approach that recognizes the culture of the students in the teaching and learning process in order to improve the participation, especially in multicultural secondary school classrooms. There is enough available proof to prove the effectivity of CRT. An inclusive classroom, which follows not only culturally but also self-regulated strategies, is a place where students experience maximum levels of engagement and motivation (Anyichie & Butler, 2023). Educators who build trustworthy student-teacher relationships put in more effort in terms of student belongingness and engagement, leading to them participating in class (Hancock et al., 2021). Still, the primary challenge arises from the fact that implementation is not of high quality. A good number of teachers are not sufficiently equipped and trained on CRT, and, as a result, there is a mismatch between largely European-American educators and multicultural students (Tanase, 2020). These difficulties will not only hinder CRT from achieving its maximum potential but also make it weaker if they are not given extra support and training (Ghaemi & Boroushaki, 2025). This study considers how CRT helps increase student engagement by making education relatable and inclusive.

Previous Research
The concept of cultural responsiveness has been widely recognized as a core teaching principle in schools around the Globe, mainly with the goal of addressing and supporting the highly diversified classrooms of our schools. It provides the methodologies and the teacher's will to critically integrate the student's cultural background into the standard classroom, so that the educational setting is not only more efficient but also more inclusive, that is, without any excl usion. CRT is particularly effective in the high school ecosystem where the development of the adolescent and the engagement of the student meet. Empirical work throughout the world has been used to provide evidence of the influence of educational programs on students' motivation and engagement (Hammond, 2022; National Equity Project, 2023). The internal mobility, urbanization, and the rise of education in China have all led to the establishment of universal and diverse classrooms, especially in places like Shandong. As a result, CRT has been identified as the most effective possible means to eliminate the issue of diverse language, ethnic, and cultural disparities of learners (Lan, 2024; Oxford Research Encyclopedia, 2021). Although, the use of CRT is uneven due to the participants' different levels of awareness and the support of the institutions (Cleveland State University, 2023).

Research conducted in many countries has shown that Culturally Responsive Teaching (CRT) has a direct effect on student engagement. Hammond (2022) has emphasized strategies like including students' cultural identities in the curriculum as a way of generating interest and getting more students engaged in learning. The same ideas are echoed by the National Equity Project (2023), who observe that once CRT strategies are being applied, students become more willing to participate and therefore learn. According to a randomized controlled trial of the Double Check model in US schools, culturally responsive classroom management was linked to reduced behavior problems and the students' engagement level increased.

CRT has been more and more widely used in Chinese schools, and this trend has been particularly noticeable in English education and places with more diverse classrooms due to internal migration. Lan (2024) has related the fact that CRT-oriented teaching strategies such as the use of local cultural content together with student-centered activities have resulted in the favorable attitudes and high engagement of the students in the Hunan secondary schools. This is in line with the findings of Yuliantari and Huda (2023) which stated that English education enriched by cultural content was instrumental in students' belongingness and retention of the language in multilingual classrooms.

For example, a case in Shandong Province is the use of CRT principles in the Dulangkou Secondary School to classroom contexts. It has been revealed from the research that it is a good idea to have culture as the basis of classroom discussion to increase student engagement and performance (Oxford Research Encyclopedia, 2021). A situation at Cleveland State University (2023) also confirmed that it is possible to have an enjoyable and inclusive classroom even without infusing CRT into teacher education if teachers fuse learnings' life experiences into classroom activities informally.

Further, a survey Liu and Zhang (2023) conducted in Qingdao has shown that implementing CRT strategies such as using local dialects and relevant metaphors in the classroom could result in decreased anxiety and increased willingness to talk in English. This could help understand better the implications of CRT, not only in the increase of performance, but also in the development of emotional and language engagement.

The primary commonality between global and Chinese research is that both perspectives have identified the positive impact of CRT on student engagement in various educational contexts. Both domestic and overseas studies confirm that the activation of students' cultural backgrounds propels their participation in instructional activities and further their educational gains. For example, international research found that when teachers employ the life experiences of their students in classroom activities, this action would serve as a major booster for the motivation and performance of the students at school (Hammond, 2022; ScienceDirect, 2024). In the same vein, in China, according to the national research, the use of CRT strategies, such as using the students' language or culture in English classes, proves to enhance class participation and foster positive attitudes toward the subject (Lan, 2024; Kong et al., 2022).

Furthermore, one more point of commonality is that the concept of CRT is, through its implementation, causing a sense of belonging among students no matter whether they are in China or in the world. The sense of belonging leads to better emotional health and school persistence in both international and Chinese locations (National Equity Project, 2023; Hancock et al., 2021). Hence, irrespective of the location, CRT clearly emerges as an effective method for boosting student participation.

Despite being widely acclaimed, substantial differences still persist in the world of the comprehension and application of CRT. As to global aspects, CRT has been an integral part of educational policy, teacher education curriculum, and scholarship. Here, teachers are explicitly trained in multicultural pedagogy, and they get an institutional green light to implement inclusive curricula (Ghaemi & Boroushaki, 2025; Tanase, 2020). In China, the

Critical Race Theory in education is a novel concept, which receives only slight attention in the national teacher education curriculum. Although teachers in China may be practicing culturally inclusive education without using the term CRT, it is true that their practice is not termed like this (Yuliantari & Huda, 2023). Besides, when it comes to international and Chinese scholars, they prefer focusing on different innovations, namely, racism and language justice for foreign countries and academic performance and classroom engagement for domestic ones, respectively (Anyichie & Butler, 2023; Kong et al., 2022). These are indeed major disparities that call for the localization of CRT models so as to align with sociocultural and institutional contexts.

Research Design
A correlational study method was used in the study, and the data were collected from 384 secondary school teachers in Jinan city of Shandong who responded to the paper-and-pencil questionnaire. The teachers who took part in the study provided information on the approaches they used to realize CRT elements in their classrooms and the impact of these strategies on student engagement.

The study is devoted to the two main variables, where CRT represents the independent variable (IV) and Student Engagement stands for the dependent variable (DV). That is, CRT is analyzed through four main aspects: (1) the teaching accompanied by inclusiveness, (2) the justice and fairness in the educational process, (3) the focus on students in conducting teaching, and (4) the curriculum and content of many cultures. Said dimensions precisely determine the scope at which educators obtain and make use of diverse cultural perspectives, create equitable, inclusive education, and employ student-centered teaching strategies with students' needs and experiences in mind.

Student Engagement as the variable to be measured and clarified that it includes Student Motivation, Autonomy in Learning, Competence and Academic Confidence, and Classroom Participation and Engagement as its four dimensions. The factors that make up these categories can be said to reflect the pupils' response to CRT practice, for example, their interest in new knowledge (Motivation), the practice of autonomy from the teacher (Autonomy), the infallibility of themselves in the academic arena (Competence), and liveness in class activities (Engagement).

By using both correlation and regression analyses, the study tries to explore the relationship between CRT and student engagement. These statistical methods are quite efficient in providing the degree of the relationship between the teachers' culturally responsible practices and the diverse parts of the students' engagement.

Locations, Population and Sampling
The selected location situated in Shandong Province, China an area recognized as an educational hub featuring a balanced mix of urban and rural schools. Shandong's rapidly developing economy, significant urban migration, and evolving educational reforms provide a rich context for examining how Culturally Responsive Teaching (CRT) impacts student engagement. Schools from cities such as Jinan, Qingdao, and Yantai, as well as schools from rural districts, are included to capture a diverse range of socioeconomic and cultural experiences.

The research participants are the secondary school educators in Shandong Province who work with students from different cultural and language backgrounds. The teachers are a group of people who are very active with regard to using CRT in their practice and for that reason, they can give their opinion about the effect of these pedagogical approaches on student engagement which is expected to be more realistic. The un-surveyed student populace was chosen from the senior secondary school stratum who are the group of students that solely, or at least, to the greatest extent, are receiving education that is a result of their teachers' cultural responsive practice. According to the writer, their being teacher-centered was done with a view that provinces from throughout the region would have a pretty good picture of how the implementation and effectiveness of CRT should have gone in their diverse educational systems.

This study uses stratified random sampling to ensure that the population is fully represented by the sample derived from a variety of groups that the divided urban area and rural schools, as well as by the ethnic category, the range of gender, and the economic situation of the teachers, respectively. This survey was conducted among 384 instructors from the secondary schools of not less than 8 school districts in Shandong Province. The criteria for selection include the number of classroom hours and the academic area of expertise, and CRT as a part of classroom practices. The outcome is the same number of male and female and equal levels of experience to avoid any gender or experience skew.

Intrument
The purpose of the survey questionnaire is to find out how culturally responsive teaching (CRT) can help students in junior middle and high schools in Shandong Province in China feel more involved in their studies. The scale of the inquiry is quantitative, and using the 5-point Likert scale, the poll measures teachers' reflections on their culturally responsive practice and its effect on the learner's motivation, participation, and academic confidence.

The survey includes three sections of which the first one is Part A that covers personal data like age, gender, and teacher experience while Part B is related to CRT along four dimensions cultural inclusivity, equity and social justice, student-centered instruction, and multicultural curriculum using ideas from Ladson-Billings (1995) and Banks (2004); Part C is about the data collection of student engagement through a different framework which is Self-Determination Theory (Deci & Ryan, 1985) and Expectancy-Value Theory (Eccles & Wigfield, 2002). Four parts have been developed: motivation, autonomy, competence, and classroom participation.

Unambiguous instructions confirm anonymity and ensure that reports are characterized by honesty. The survey uses a systematic design, which is a basic necessity to analyze data and understand the effect of CRT on engagement. It will also provide further insights on how inclusive teaching can be improved in classrooms.

Results
The article presents the findings of the study pertain to the influence of Culturally Responsive Teaching (CRT) on student engagement in secondary school classrooms in Shandong Province. As per the secondary school educators' responses to a questionnaire, the findings specify the ways in which certain aspects of CRT including cultural inclusion, educational equity, student-

centered education, and multicultural curriculum are connected with student motivation, autonomy, study confidence, and class participation.

Table 1 displays the correlation coefficients analysis between culturally responsive teaching and student engagement. This analysis identifies the strength and direction of the relationship between the two variables, providing insights into how culturally responsive teaching practices are associated with students' engagement levels.

Table 1

Correlations Coefficients Analysis for Culturally Responsive Teaching and Student Engagement

		CRT_Total	SE_Total
CRT_Total Culturally Responsive Teaching	Pearson Correlation	1	.979**
	Sig. (2-tailed)		<.001
	N	384	384
SE_Total Student Engagement	Pearson Correlation	.979**	1
	Sig. (2-tailed)	<.001	
	N	384	384

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the findings of the Pearson correlation test, which was conducted for the purpose of knowing the relationship that are present with Culturally Responsive Teaching (CRT_Total) and Student Engagement (SE_Total). The results indicate a very high significant positive correlation between the variables, given that the Pearson correlation coefficient equaled 0.979. This corresponds to a strong relationship where an increase in culturally responsive teaching has a very strong relationship with an increase in student engagement. The correlation is highly significant at the 0.01 level, which is basically that the p-value is lower than 0.001. For the analysis, a 384-respondent sample was included. According to these results, the utilization of culturally responsive teaching strategies may be an effective treatment to increase student engagement in the educational platform.

Table 2 presents the confidence intervals for the correlation coefficients between culturally responsive teaching and student engagement. These intervals indicate the range within which the true correlation values are likely to fall, offering a measure of precision and reliability for the observed relationships.

Table 2

Confidence Intervals for Correlations Coefficient for Culturally Responsive Teaching and Student Engagement

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
CRT_Total - SE_Total	.979	<.001	.975	.983

a. Estimation is based on Fisher's r-to-z transformation.

Table 2 presents the correlation analysis performed through Pearson's test to determine the relationship between Culturally Responsive Teaching (CRT_Total) and Student Engagement (SE_Total). Record made clear that there was an extremely high positive correlation via Pearson's r of 0.979, indicating a strong correlation, between the culturally responsive teaching and student engagement. The relationship was not only evident but also the p-value (Sig.) < 0.001, which makes it statistically significant, thus allowing support of the 0.01 level (99% confidence level). The level of confidence in the correlation of the two variables was shown to be 95%: the correlation coefficient is the interval between 0.975 (Lower Bound) and 0.983 (Upper Bound). The narrowness of the interval is an indication that the result is highly reliable in terms of accuracy of the correlation coefficient.

The correlation coefficient (r = .979) is very close to 1, suggesting an almost perfect positive relationship. This means that as teachers increase their use of culturally responsive teaching strategies, student engagement also increases significantly. The p-value (< 0.001) indicates that the relationship is highly significant, meaning the observed correlation is not due to random chance. Since p < 0.01, the correlation remains significant even at the 99% confidence level. The very high correlation suggests that CRT is a key predictor of SE, reinforcing the importance of CRT-based teaching methodologies in fostering student engagement.

The results reveal a very strong positive correlation between Culturally Responsive Teaching (CRT) and Student Engagement (SE) (r = 0.979, p < 0.001), indicating that teachers who implement CRT strategies observe significantly higher levels of student engagement. The 95% confidence interval (0.975 - 0.983) further supports the robustness of this relationship, confirming its statistical reliability. These results provide strong empirical support for Hypothesis 1 (H1), reinforcing the critical role of culturally responsive teaching in fostering student engagement in diverse classrooms. The exceptionally high correlation suggests that CRT is a key factor in shaping student participation, motivation, and autonomy, emphasizing the importance of integrating culturally inclusive practices into educational settings to enhance student learning experiences.

Table 3 provides a summary of the variables included in the regression analysis. It outlines the dependent and independent variables, their measurement scales, and relevant statistical details, offering a clear overview of the factors examined in the study.

Table 3
Summary of Variables in the Regression Analysis

Model	Variables Entered	Variables Removed	Method
1	CRT_Total[b]	.	Enter
	Total Score of Cultural Responsive Teaching		

a. Dependent Variable: SE_Total (Total Score of Student Engagement)

b. All requested variables entered.

Table 3 shows the regression model used the score of culturally responsive teaching as the only predictor to check the impact of it on student engagement. The chosen "Enter" method means that a standard regression technique was executed and all the particular predictors of

the model are entered together. This action is the basis for finding out the predictive power of culturally responsive teaching on student engagement in the additional regression output.

Table 4 shows the summary of the regression model investigating the correlation between culturally responsive teaching and student engagement. The table provides us with information about really interesting points like the R-squared and the adjusted R-squared, which point to the extent cultural responsiveness in teaching can predict the changes in students' engagement.

Table 4

Regression Model Summary For Culturally Responsive Teaching and Student Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.979[a]	.959	.959	.14789

a. Predictors: (Constant), CRT_Total

Table 4 features a case where a regression model is used to forecast student engagement level very precisely on the basis of the level of culturally responsive teaching. Basically, the R Square of .959 represents the amount of correlation the model captures, thus it is a very robust predictor of student engagement, as the model explains almost all the variations. The fact that R Square and the Adjusted R Square match validates the model's robustness.

Table 5 displays the results of the regression analysis assessing the influence of culturally responsive teaching on student engagement. It includes coefficients, significance levels, and standard errors, providing detailed insights into the strength and direction of the relationship between the predictor and the outcome variable.

Table 5

Regression Analysis for Culturally Responsive Teaching's Influence on Student Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	193.578	1	193.578	8850.953	<.001[b]
	Residual	8.355	382	.022		
	Total	201.933	383			

a. Dependent Variable: SE_Total

b. Predictors: (Constant), CRT_Total

Table 5 shows that the regression model is highly significant at a very low level (p < .001) with the F-statistic of 8850.953, signifying the huge ratio of the variance of the model to the variance of student engagement. The big F-statistic and the small p-statistic have confirmed the expectation that the model is powerfully explanatory because of the fact that Culturally Responsive Teaching (CRT_Total) is a significant predictor of the Engagement of the Students (SE_Total). This replication of the findings from the previous tables that emphasize the expositional character and the sturdiness of the model can be thus confirmed.

Table 6 portrays the beta coefficients of the association of culturally responsive teaching with student engagement. The table exhibits the unstandardized and standardized coefficients, t-values, and p-values, showing a clear picture of the relationship between culturally responsive teaching and prediction of student engagement.

Table 6

Regression Coefficients for the Effect of Culturally Responsive Teaching on Student Engagement

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	.054	.043		1.245	.214	-.031	.138
	CRT_Total Total Score of Culturally Responsive Teaching	.985	.010	.979	94.080	<.001	.965	1.006

Table 6 show the correlation analysis was initially conducted to determine the strength and direction of the relationship between Culturally Responsive Teaching (CRT) and Student Engagement (SE). The extremely strong Pearson's r value (0.979) indicated a strong positive association, meaning that as CRT increases, SE also increases significantly. This correlation was statistically significant ($p < 0.001$) and had a narrow 95% confidence interval (0.975 - 0.983), confirming the reliability of the result. To build upon this finding and determine whether CRT is a predictor of SE rather than just a related variable, a regression analysis was conducted.

Regression analysis for culturally responsive teaching's influence on student engagement. The R^2 value of 0.959 shows that 95.9% of the variation in SE is explained by CRT, confirming that CRT is a strong predictor of student engagement. This further supports the earlier correlation analysis by demonstrating that CRT does not just correlate with SE but also significantly influences it. The high F-value (8850.953, $p < 0.001$) reinforces the strength of this relationship, indicating that the model as a whole is statistically significant.

The β (Beta) coefficient of 0.979 further suggests that CRT is a very strong predictor of SE. Additionally, the B coefficient (0.985) means that for every one-unit increase in CRT, SE increases by 0.985 units, emphasizing the substantial impact CRT has on student engagement. Since $p < 0.001$, this influence is statistically significant. Overall, the regression analysis validates and extends the previous correlation findings by confirming that CRT is not only strongly associated with SE but also a key driver of student engagement.

Regression analysis further confirms that CRT explains 95.9% of the variance in SE ($R^2 = 0.959$), making it a strong predictor of student engagement. The regression coefficient (B = 0.985, $p < 0.001$) suggests that for every one-unit increase in CRT, SE increases by 0.985 units, emphasizing CRT's substantial impact. Additionally, the high F-value (8850.953, $p < 0.001$) confirms the model's significance, demonstrating that CRT strongly influences SE. These

findings underscore the crucial role of culturally responsive teaching strategies in enhancing student engagement, particularly in diverse classrooms.

Discussion

The findings provide compelling empirical support for the hypothesis that CRT significantly enhances student engagement. The strong statistical relationships found across correlation and regression analyses underscore CRT's pivotal role in promoting active, inclusive, and effective learning environments.

The correlation analysis (Table 1 and 2) revealed a remarkably strong positive relationship between CRT and student engagement, with a Pearson correlation coefficient of r = 0.979 (p < 0.001). The extremely narrow 95% confidence interval (0.975–0.983) indicates a highly reliable estimate. This almost perfect correlation suggests that students are significantly more likely to be engaged academically, emotionally, and behaviorally when teachers employ culturally responsive practices that reflect and validate their cultural backgrounds.

Building on these findings, the regression analysis confirmed that CRT is not only correlated with but is also a strong predictor of student engagement. As shown in Table 4, the R^2 value of 0.959 indicates that approximately 95.9% of the variance in student engagement can be explained by the level of CRT employed by teachers. The F-statistic (8850.953, p < 0.001) confirms that the regression model is statistically significant. Moreover, the regression coefficient (B = 0.985, β = 0.979) suggests that for every one-unit increase in CRT, student engagement increases by nearly one unit. This powerful predictive relationship affirms that CRT is not merely a peripheral pedagogical tool but a central strategy for engaging diverse student populations.

Quantitative tests imply that Hypothesis 1 (H1) is valid and convincingly show that CRT has a solid impact on student engagement in the multicultural educational environments. These findings harmonize with global literature, namely Hammond (2022) and the National Equity Project (2023), that give proof of the strength of cultural responsive teaching when it comes to the stimulation of student motivation, engagement, and academic self-efficacy. In the context of Chinese education, Lan (2024) and Liu & Zhang (2023) have also proved that the introduction of cultural elements to pedagogy can be a powerful tool for student engagement. The topics directly related to "urbanization and internal migration," which have been examined in the following parts of the paper are language learning barriers and cultural diversity.

What is unique about this work is that it brings a new dimension to CRT studies in China, mainly focusing on the secondary education sector. While implementing CRT in other countries is supported by predefined policies and teacher education, such a practice in Chinese classrooms usually takes place informally and spontaneously. However, the findings illustrate that even without systematic institutional support, teachers who are deeply involved in the cultural identities of the student community are capable of improving engagement significantly.

Also, the research comes with pragmatic policy and teacher education consequences. As data shows a positive connection of CRT to student engagement, Chinese and particularly

Shandong educators should apply civic reflection principles in their curriculum planning, teacher education, and classroom practice. Teacher training programs have to provide classes on topics like cultural competence, multicultural curriculum design, and inclusive classroom management so as to help teachers who are dealing with the increasingly diverse learners.

Conclusion

The current investigation clearly demonstrates that Culturally Responsive Teaching (CRT) is a major and effective indicator of students' engagement in secondary schools in Shandong Province. The strong correlation (r = 0.979) and high explanatory power (R² = 0.959) reveal that CRT methods such as cultural inclusivity, student-centered learning, and the infusion of multicultural content are quite typical with the increase in student motivation, involvement, and academic confidence.

Based on these results, a number of crucial implications are put forward. Firstly, it is desirable that CRT becomes formally recognized and distributed in the programs of teacher education so that educators could be provided with particular skills of responding to the students' diverse needs. Secondly, from the aspect of curriculum design, the multicultural perspective should be referred to as a source of inclusiveness and relevance. Thirdly, the school policies ought to be the core of the CRT component of the teaching practice. Although China has not yet officially recognized the CRT, the positive results given by the experimental implementations confirm its value and potential. In the end, CRT is not merely a practical instrument but also a transformative approach to achieving educational equity and creating a welcoming and engaging learning environment in increasingly diverse classrooms.

Implication and Suggestion

These study findings indicate that in China, the issue of student engagement, especially in multicultural classroom contexts, should be addressed using the approach of Culturally Responsive Teaching (CRT). With its strong predictive ability, the CRT facilitator not only cannot be informal but must be the one who is a formal and must be regularly incorporated in educational policy, curriculum development, and teacher education in China. By doing so, the school can promote an equitable, inclusive, and stimulating educational environment which is beneficial to the cognitive and psychological development of all the students, in particular those from minority and migrant groups.

It is suggested that two main strategies for utilizing Culturally Responsive Teaching (CRT) effectively are implemented in order to be sure that cultural diversity positively influences student achievement. Firstly, it is necessary that teacher education programs for both those who are just starting and those who have been in the profession incorporate CRT education so that teachers may acquire skills in inclusive pedagogy, cultural sensitivity, and multicultural teaching practices. Secondly, through continuous professional development, school leaders and teachers should work together so that they can have the same understanding and be able to efficiently implement CRT. Such measures are indispensable for making learning environments in classrooms that are diverse inclusive, equitable, and engaging.

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