

# A study of Cultural Competence of Government & Private Secondary School teachers

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**Abstract:** *The present study was designed to compare rural urban male and female cultural competency of secondary school teachers. The main objective of the investigation was to know the Cultural Competence of government and private secondary school teachers. The sample for the present study consisted of 100 secondary school teachers (50 Govt. Secondary School Teachers and 50 Private Secondary School Teachers) selected randomly from the different schools of Varanasi district. In order to assess the cultural competency of private and government secondary school teachers Cultural Competence Scale by investigator was used. The results revealed that there is significant difference between Cultural Competence of Private and Govt. secondary school teachers.*

**Key Words:** *Cultural Competence, Government, Private, Secondary school, Teachers.*

## 1. INTRODUCTION:

“To speak of a multicultural society, then, is to speak of a society – a state, a nation, a country, a region or even simply a bounded geographical location such as a town or a school – composed of people who belong to different cultures. Schools can therefore be termed as multicultural in nature. Teachers therefore need to be culturally competent to deal with diverse group of students effectively. Teachers must be capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives and experiences. Cultural competence runs a set of skills that professionals need in order to mend the practice to serve all students and communicate efficiently with their families. These skills enable the educator to form on the cultural and language qualities that young people get to the classroom rather than seeing those qualities as shortfalls. Cultural competence training examines educators to confront the stereotypes held both consciously and unconsciously about students. Bias affects the way that we perceive and teach students and has the potential to negatively affect student achievement. Teachers who seek to become more culturally competent can build relationships based on trust with students and their families, despite the fact they experience the world in different ways. This is necessary to close academic achievement gaps and to fulfill all students’ right to a quality education.

**Cultural competence** is the ability to effectively respond to students from different cultures and classes, while valuing and preserving the dignity of cultural differences and similarities between individuals, families and communities. According to the **National Association of School Psychologists (NASP)** "*Culturally competent educators* are aware and respectful of the importance of the values, beliefs, traditions, customs, and parenting styles of the children and families they serve. They are also aware of the impact of their own culture on their interactions with others and take all of these factors into account when planning and delivering services to children and their families.

## 2. BASIC SKILLS OF CULTURAL COMPETENCE:

They apply to individual educators as well as the institution they work in and the educational system as a whole. Growth in one area tends to support growth in another (Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005):-

**Valuing Diversity.** Accepting and respecting difference different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

**Being Culturally Self-Aware.** Culture—the sum total of an individual’s experiences, knowledge, skills, beliefs, values, and interests—shapes educators’ sense of who they are and where they fit in their family, school, community, and society.

**Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

**Knowledge of Students’ Culture.** Educators must have some base knowledge of their students’ culture so that student behaviors can be understood in their proper cultural context.

**Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.

### 3. EXISTING KNOWLEDGE:

According to National Council for Teacher Education (1998) to sustain commitment, every teacher requires acquisition of certain competencies and the willingness to perform with a sense of devotion and dedication for the benefit of the learner. Bibi (2005) conducted evaluation study of competence of secondary school teachers in Punjab and found demographic variables had no significant influence on teaching competence. Selvam (2010) found no significant difference on the basis of gender and locality of teachers with respect to their teaching competency. Kulkarni (2011) found positive and significant relationship between teaching competence and arts, science, graduate and post graduate primary school teachers working in up graded primary schools.

### 4. NEED OF THE STUDY:

The concepts of multicultural education and cultural competence are relatively new in the field of education. Few studies have been conducted on multicultural education and teaching competency but no studies have been conducted on cultural competence possessed by teachers. Also, cultural competence is not treated as an essential skill where the teacher-trainees have to be trained for. As a student at school, the investigator can very vividly remember facing several problems associated with cultural differences. Also as a teacher at school, the investigator observed many students suffering psychologically and academically because of migration and cultural differences. Also, what happens to the self-esteem of students if they are teased by their peer because they look different from others, if they cannot speak English as fluently as their peer, if their teachers' are biased and prejudiced towards them, if their peer and teachers stereotype them and if girls experience gender bias even at school. The demographic Characteristics of secondary school teachers included the Gender, Social Background, Category, Marital Status, Teaching Subjects, Age, Qualification, type of school and School Teaching Experiences of teachers are various factors that can influence Cultural Competence of secondary school teachers.

### 5. OBJECTIVES:

- To study the Cultural Competence of private and secondary school teachers of Varanasi district.
- To compare Cultural Competence of private and government secondary school teachers of Varanasi district.

### 6. HYPOTHESES:

- There is no significant difference between Cultural Competence of government and private secondary school teachers.

### 7. OPERATIONAL DEFINITIONS:

#### **Cultural Competence**

In this study Cultural Competence of Secondary School teachers will refer to the ability of teachers to respond effectively to students from different cultures and classes, while valuing and preserving the dignity of cultural differences and similarities between students

#### **Secondary School Teachers**

In this study secondary school teachers will refer to those teachers who are teaching in class 9<sup>th</sup> and 10<sup>th</sup> of Varanasi district during academic session 2017-2018

#### **Government school**

The schools which are under the control of government. All the expenditures of schools are hereby the government.

#### **Private school**

The schools which are manage by the private body. The expenditure for running schools are managed by the managing committee.

### 8. METHODOLOGY:

**Method:** Descriptive survey method is used for this study.

**Population:** The population constitute all the secondary school teachers of Varanasi District.

**Sample:** The sample for the present study consisted of 100 secondary school teachers (50 Govt. Secondary School Teachers and 50 Private Secondary School Teachers) selected randomly from the different schools of Varanasi district.

**Tools:** The data for present study was collected with the help of Cultural Competence Scale of secondary school teachers developed by investigator.

**9. ANALYSIS AND INTERPRETATION:****Table 1: Showing mean comparison of Cultural Competence of Government and private secondary schools teachers**

Group	Mean	S.D	T value	Level of significance
Government	64.5	25.5	3.75	0.01
Private	79.6	31.4		

**10. RESULT AND DISCUSSION:**

Cultural Competence of Govt. Secondary school teachers were found less than private secondary school teachers of Varanasi district. At the time of appointment the teachers who possess good competency and better adjustment towards teaching profession should be appointed in private school. In service teacher training programmes and refresher courses were arranged to develop good cultural competency in private school while very rare in government school. Special programs should be introduced for the training of secondary school teachers regarding personality adjustment in mostly private schools.

**11. CONCLUSIONS:**

On the basis of analysis, interpretation and discussion of the results certain meaningful conclusion have been drawn that cultural competence of private Secondary school teachers were found more than government secondary school teachers of Varanasi district.

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