

Cultural Competence and Educational Equity Among Grade 5 Learners

Researcher: Karen Jade G. Piamonte

Abstract:- This study investigates the relationship between cultural competence and educational equity among Grade 5 learners. Utilizing a descriptive correlational research design, the research explores the extent of cultural competence among Grade 5 students, encompassing awareness of personal biases, knowledge of diverse cultural backgrounds, cross-cultural communication skills, and inclusive and culturally responsive practices. It also assesses the degree of educational equity, including access to resources and opportunities, achievement gaps, and equitable treatment. Data was collected using a survey adapted from established instruments. Simple random sampling was employed to select Grade 5 learners. Statistical tools such as mean, Pearson r, and regression analysis were used to analyze the data. The findings reveal that Grade 5 learners exhibit extensive cultural competence, with particularly high scores in knowledge of diverse cultural backgrounds and cross-cultural communication skills. Educational equity is also found to be very extensive, reflecting equitable treatment, access to resources, and opportunities. Importantly, there is a significant and positive relationship between cultural competence and educational equity, with awareness of personal biases, cross-cultural communication skills, and inclusive practices significantly influencing educational equity. The study recommends the active promotion of cultural competence and inclusivity to create equitable learning environments for Grade 5 learners in the Philippines.

Keywords:- Cultural Competence, Educational Equity, Grade 5 Learners, Inclusivity, Cross-Cultural Communication, Awareness of Biases.

I. INTRODUCTION

Cultural competence and educational equity are critical components of a high-quality education system. Cultural competence involves understanding and respecting different cultures and being able to communicate effectively with people from diverse backgrounds. Educational equity refers to ensuring that all students have access to the resources, opportunities, and support they need to succeed in school, regardless of their background or circumstances. Together, cultural competence and educational equity promote inclusivity and a sense of belonging among all students and can help to reduce achievement gaps between different groups of learners.

The Grade 5 level is a critical time in a student's academic journey, as it is when foundational skills in reading, writing, and math are developed. It is also a time when students begin to form their attitudes and beliefs about different cultures and their place in the world. Therefore, it is essential to understand how cultural competence and educational equity are perceived among Grade 5 learners. By identifying strengths and weaknesses in these areas, educators can work to create more inclusive and equitable learning environments that promote the academic success and well-being of all students.

This study, titled "Cultural Competence and Educational Equity among Grade 5 Learners" focused on Grade 5 learners and sought to understand the relationship of cultural competence and educational equity within this context. The problem statement arose from the recognition that education plays a pivotal role in shaping future opportunities and societal progress. However, disparities in educational outcomes persisted among students, raising questions about the extent to which cultural competence among Grade 5 learners contributes to or hinders educational equity.

This study on cultural competence and educational equity among grade 5 learners has relevance to various stakeholders in the educational system, where *the Department of Education and school heads*, through the findings, could inform policies and practices related to promoting cultural competence and educational equity in the educational system. *For grade 5 teachers*, the study's findings could inform their classroom practices and strategies for promoting cultural competence and educational equity among their students. For grade 5 students, the study could promote awareness and understanding of different cultures and perspectives and provide them with the skills and knowledge necessary for successful engagement in a diverse and inclusive society. The study could provide parents on insights into how to support their children's development of cultural competence and understanding of different cultures, and how to advocate for inclusive and equitable practices in their children's schools. Lastly, *future researchers* could provide a basis for further research on cultural competence and educational equity in different settings and among different age groups.

In conclusion, the study focused on Grade 5 learners and sought to understand the relationship between cultural competence and educational equity within this context. The problem statement arose from the recognition that education plays a pivotal role in shaping future opportunities and societal progress.

II. METHOD

The research design for this study was descriptive correlational, which involves describing the relationship between two or more variables without manipulating them (Creswell, 2014). In the context of this study, the aim was to describe the relationship between cultural competence and educational equity among grade 5 learners, without manipulating these variables. Descriptive correlational research is an appropriate method for this study as it allows for the exploration of relationships between variables without influencing or manipulating them. This method also provides insights into the characteristics and experiences of grade 5 learners in relation to cultural competence and educational equity.

The respondents of this study were Grade 5 learners who were selected through simple random sampling. In this study, every Grade 5 learner in the population had an equal chance of being selected for the sample, and the selection was done randomly. By using simple random sampling, the researcher can ensure that the sample is unbiased, and that the results of the study can be generalized to the larger population. In this study, simple random sampling was used to select Grade 5 learners from Cadaatan Elementary School, Cadaatan, Sta. Maria Davao Occidental, to participate in the study. This sampling method ensured that the selected learners are representative of the population of grade 5 learners in terms of their cultural competence and educational equity.

The research instrument for gathering data on cultural competence in this study was adapted from two sources: Campinha-Bacote (2002) and the National Center for Cultural Competence (2013). The survey questionnaire is designed to measure the grade 5 learners' cultural competence based on several indicators, including awareness of personal biases, knowledge of diverse cultural backgrounds, cross-cultural communication skills, and inclusive and culturally responsive practices.

The researcher employed a descriptive correlational research design, aiming to examine the cultural competence of Grade 5 learners. Cultural competence encompasses various dimensions, including awareness of personal biases and values related to culture, knowledge of diverse cultural backgrounds, cross-cultural communication skills, and inclusive and culturally responsive practices. These dimensions were essential components of a holistic understanding of cultural competence and its impact on educational equity.

The study's methodology involved data collection through a survey adapted from established instruments. Grade 5 learners were selected through simple random sampling, ensuring a representative sample. Statistical tools such as mean, Pearson r , and regression analysis are utilized to analyze the data, providing quantitative insights into the relationships between cultural competence and educational equity.

In conclusion, the researcher employed a descriptive correlational research design to investigate the cultural competence of Grade 5 learners. The study's methodology involved collecting data through a survey adapted from established instruments designed to measure cultural competence. Grade 5 learners were selected using simple random sampling to ensure the sample's representativeness. Statistical tools such as mean scores, Pearson correlation coefficients (r), and regression analysis were utilized to analyze the data, offering quantitative insights into the relationships between cultural competence and educational equity.

III. RESULTS AND DISCUSSIONS

The researcher employed a descriptive correlational research design to investigate the cultural competence of Grade 5 learners. This approach aimed to systematically explore the relationship between cultural competence and educational equity within this specific grade level context. The study's methodology involved several key steps to ensure rigor and reliability in the research process.

In the first theme, the researcher presented the results of the assessment of cultural competence among Grade 5 learners, focusing on their awareness of personal biases and values related to culture. Overall, the learners have an impressive mean score of 4.13, signifying an extensive level of cultural competence in terms of awareness of personal biases and values related to culture. This means that cultural competence of Grade 5 learners is often manifested. This indicated that Grade 5 learners generally possess a solid foundation in cultural competence, which can be further nurtured and expanded upon.

The second theme displayed the cultural competence among Grade 5 learners, specifically focusing on their knowledge of diverse cultural backgrounds. The collective knowledge in this table reflected in the overall mean score of 4.22. This meant that cultural competence of Grade 5 learners was always manifested, signifying a very extensive level of cultural competence in terms of knowledge of diverse cultural backgrounds.

In the third theme, the research assessed the cultural competence of Grade 5 learners with a focus on their cross-cultural communication skills. Overall, the learners' responses culminate in an impressive mean score of 4.20. This meant that the cultural competence of Grade 5 learners is always manifested. This indicated a very extensive level of cultural competence concerning cross-cultural communication skills.

The fourth theme presented an evaluation of cultural competence among Grade 5 learners, focusing on their understanding of inclusive and culturally responsive practices. The overall mean score of 4.15. This meant that the cultural competence among Grade 5 learners is always manifested. This indicated an extensive level of cultural competence in terms of these practices.

The fifth theme presented the summary of the extent of cultural competence among Grade 5 learners. Overall, when considering all four indicators together, the learners' responses yield an impressive mean score of 4.17, indicating an extensive level of cultural competence among Grade 5 learners. This meant that the cultural competence of Grade 5 learners is often manifested.

In summary of the themes presented, the extent of cultural competence and educational equity among Grade 5 learners indicated that Grade 5 learners exhibit extensive cultural competence, particularly in their knowledge of diverse cultural backgrounds and cross-cultural communication skills. This suggested a promising foundation for fostering educational equity. The educational equity among Grade 5 learners, showcasing very extensive access to resources and opportunities reflected a high level of perceived equitable treatment in terms of expectations, fair treatment, and opportunities among students from various backgrounds.

The results demonstrated a strong, significant, and positive relationship between cultural competence and educational equity among Grade 5 learners, suggesting that enhancing cultural competence can contribute significantly to promoting educational equity. The results further revealed that several indicators of cultural competence significantly influence educational equity. Awareness of personal biases and values related to culture, knowledge of diverse cultural backgrounds, cross-cultural communication skills, and inclusive and culturally responsive practices all play crucial roles in fostering higher levels of educational equity.

The result showed that Grade 5 learners exhibit a substantial level of cultural competence, particularly in their knowledge of diverse cultural backgrounds and cross-cultural communication skills. This suggested a solid foundation for efforts aimed at promoting educational equity by building on these competencies.

The recommendations of this study, based on the conclusions, are that the Department of Education officials prioritize the integration of culturally responsive practices within the curriculum and teacher training programs. School leaders may foster an inclusive and culturally responsive school environment by supporting teachers in implementing diverse teaching strategies and promoting open dialogue on cultural competence. Grade 5 teachers are encouraged that they may actively engage in professional development opportunities that enhance their awareness of cultural biases, knowledge of diverse cultural backgrounds, and cross-cultural communication skills. Grade 5 students may be encouraged to embrace cultural diversity and actively participate in activities that promote cross-cultural understanding. Lastly, future researchers may dive deeper into the impact of specific interventions and teaching strategies on the cultural competence and educational equity of Grade 5 learners.

REFERENCES

- [1]. Artiles, A. J., Kozleski, E. B., Dorn, S., & Christensen, L. (2016). Equity in special education: Historical tensions and current opportunities. *Review of Research in Education*, 40(1), 23-52.
- [2]. Babbie, E. R. (2016). *Basics of social research*. Cengage Learning.
- [3]. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- [4]. Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and perspectives* (10th ed.). Wiley.
- [5]. Beach, M. C., Price, E. G., Gary, T. L., Robinson, K. A., Gozu, A., Palacio, A., ... & Cooper, L. A. (2006). Cultural competence: A systematic review of health care provider educational interventions. *Medical Care*, 44(11), 1029-1037.
- [6]. Bennett, M. J. (2018). Defining, measuring, and facilitating intercultural learning: A conceptual introduction to the Intercultural Education double supplement. *Intercultural Education*, 19(1), 1-13.
- [7]. Betancourt, J. R., Green, A. R., & Carrillo, J. E. (2002). Cultural competence in health care: Emerging frameworks and practical approaches. *The Commonwealth Fund*.
- [8]. Betancourt, J. R., Green, A. R., Carrillo, J. E., & Ananeh-Firempong, O. (2005). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*, 120(4), 3-15.
- [9]. Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 181-184.
- [10]. Campinha-Bacote, J. (2002). The process of cultural competence in the delivery
- [11]. Chen, G. M., & Starosta, W. J. (1998). *Foundations of intercultural communication*. Allyn and Bacon.

- [12]. Cushner, K., & Mahon, J. (2022). Overseas student teaching: Affecting personal and professional development. *Journal of Teacher Education*, 53(2), 137-147.
- [13]. Darling-Hammond, L. (2017). Equity and quality in education. In S. J. Ball, M. A. Peters, & T. S. Popkewitz (Eds.), *Education, equity and economy: Crafting a new intersection* (pp. 69-82). Routledge.
- [14]. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.
- [15]. Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (3rd ed.). NYU Press.
- [16]. Department of Education. (2021). Basic Education Information System. Retrieved from <https://beis.deped.gov.ph/>
- [17]. Durán, R. P., Walters, K. M., & Mroczek, D. K. (2017). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 87(4), 805-843.
- [18]. Ely, R. J., Thomas, D. A., & Baxter, M. (2003). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 48(2), 229-273.
- [19]. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- [20]. Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- [21]. Gele, A. A., Pettersen, K. S., Torheim, L. E., Kumar, B., & Grigoryan, V. (2018). What hinder health care providers' capacity to promote women's health in Ethiopia? A cross-sectional study. *BMC Health Services Research*, 18(1), 732.
- [22]. Green, A. R., Carney, D. R., Pallin, D. J., Ngo, L. H., Raymond, K. L., Iezzoni, L. I., & Banaji, M. R. (2007). Implicit bias among physicians and its prediction of thrombolysis decisions for Black and White patients. *Journal of General Internal Medicine*, 22(9), 1231-1238.
- [23]. Hollins, E. R. (2019). *Culture in school learning: Revealing the deep meaning*. Routledge.
- [24]. Institute of Medicine. (2002). *Unequal treatment: Confronting racial and ethnic disparities in health care*. National Academies Press.
- [25]. Jirwe, M., Gerrish, K., & Emami, A. (2006). Student nurses' experiences of communication in cross-cultural care encounters. *Scandinavian Journal of Caring Sciences*, 20(2), 202-209.
- [26]. Kozleski, E. B., Artiles, A. J., & Waitoller, F. R. (2012). Equity as a verb: Strategies to advance equity through inclusive education. *Harvard Educational Review*, 82(3), 389-409.
- [27]. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84.
- [28]. Ladson-Billings, G. (2019). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 89(1), 1-24.
- [29]. Losen, D. J., & Gillespie, J. (2017). Tracking, discipline, and the school-to-prison pipeline. In M. L. Wehmeyer, K. A. Shogren, T. D. Little, & S. J. Lopez (Eds.), *Development of self-determination through the life-course* (pp. 305-318). Springer.
- [30]. Mor Barak, M. E. (2017). *Managing diversity: Toward a globally inclusive workplace*. SAGE Publications.
- [31]. National Center for Cultural Competence. (2013). *Cultural competence models in healthcare*. Georgetown University Center for Child and Human Development.
- [32]. National Center for Cultural Competence. (2013). *Cultural competence models in healthcare*. Georgetown University Center for Child and Human Development.
- [33]. National Center for Cultural Competence. (2013). What is cultural competence? Retrieved from <https://nccc.georgetown.edu/aboutus/whatiscc.html>
- [34]. National Center for Education Statistics (NCES). (2018). *The Condition of Education 2018* (NCES 2018-144). U.S. Department of Education.
- [35]. National Center for Education Statistics. (2018). *Achievement gaps*. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=171>
- [36]. National Education Association (NEA). (2020). *Equity and Quality in Education: A Research Review*. NEA Research Brief.
- [37]. National Education Association. (2020). *Educational equity*. Retrieved from <https://www.nea.org/advocating-for-change/new-from-nea/educational-equity>
- [38]. Philippine Statistics Authority. (2019). *2018 Annual Poverty Indicators Survey*. Retrieved from <https://psa.gov.ph/content/2018-annual-poverty-indicators-survey-apis>
- [39]. Ramos, M. A. (2018). Cultural competence in the classroom. *Philippine Daily Inquirer*. Retrieved from <https://lifestyle.inquirer.net/309899/cultural-competence-in-the-classroom/>
- [40]. Reardon, S. F., Kalogrides, D., & Shores, K. A. (2019). The geography of racial/ethnic test score gaps. *Educational Researcher*, 48(4), 191-205.
- [41]. Street Jr, R. L., Gordon, H. S., Ward, M. M., Krupat, E., & Kravitz, R. L. (2009). Patient participation in medical consultations: Why some patients are more involved than others. *Medical Care*, 47(3), 363-369.
- [42]. van Ryn, M., & Burke, J. (2000). The effect of patient race and socio-economic status on physicians' perceptions of patients. *Social Science & Medicine*, 50(6), 813-828.
- [43]. Wang, X. C. (2019). Young children's cultural competence and teacher's multicultural education. *Journal of Multicultural Education*, 13(1), 41-56.
- [44]. World Health Organization. (2018). *Culturally competent health care*. Retrieved from https://www.who.int/maternal_child_adolescent/topics/quality-of-care/culturally-competent-care/en/