SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 7 | July 2024 - Peer Reviewed Journal

EFFECT OF CULTURALLY RESPONSIVE PRACTISES ON STUDENT'S MOTIVATION TO LEARNING

Akinola Ebenezer Olanrewaju[1], Isunueo Benedicta Omeghie PhD[2]
[1]Department of Educational Leadership and Policy Management, Walden University Minnesota, USA
[2]Human Capital Policy Department, Nigerian Institute of Social and Economic Research (NISER), Ibadan, Nigeria

Article DOI: https://doi.org/10.36713/epra17883
DOI No: 10.36713/epra17883

ABSTRACT

In recent years, extensive research has unveiled the pervasive undervaluation of the academic potential of students of color by public school teachers, especially in developed countries where there is an increase in immigrants. However, this misjudgment has resulted in low expectations and a failure to recognize the value of cultural differences as assets to learning students from these minority cultures have become demotivated and uninterested in learning. Some research and literature have reported that connecting academic knowledge to students' lived experiences makes learning more meaningful, interesting, and effective. Factors like motivation to learn in students can bring about several personal meanings and attitudes to classroom activities, which can arouse their interest and energies differently. The interest theory which is seen as the most well-known antecedent of motivation served as a guide to this study. Thus, the situational interest is sparked by environmental stimuli, providing strong motivation for learning and resulting in heightened attention and improved information processing. This inclination towards specific topics, tasks, or activities is influenced by the appealing nature of the stimuli, such as novelty, significance, or attractiveness. It has been extensively researched in the context of text comprehension. Thus, this study recommends there is the need for the Implementation of a culturally relevant curriculum that comprises the use of materials and images in the classroom to reflect a diverse range of perspectives. Contextualizing issues within race, class, ethnicity, and gender is crucial in creating an inclusive learning environment that will enhance the students' motivation to learn.

KEYWORDS: *Culturally Responsive Practices, Motivation, Students, Schools and Learning.*

INTRODUCTION

According to a 2012 report by the Organization for Economic Cooperation and Development (OECD), high-performing education systems are classified as those that combine equity and quality as well as "give all children opportunities for good quality education". In recent years, extensive research has unveiled the pervasive undervaluation of the academic potential of students of color by public school teachers especially in developed countries where there is an increase in immigrants (School of Education, American University, 2019). However, this misjudgment has resulted in low expectations and a failure to recognize the value of cultural differences as assets to learning. Furthermore, students from these minority cultures have become demotivated and uninterested in learning. In response, educators especially in the United States of America have developed asset-based pedagogies that integrate students' cultural identities and lived experiences into the classroom, thereby enhancing the effectiveness of instruction (Will & Najarro, 2022). These approaches encompass a range of terms, including culturally responsive teaching, culturally sustaining pedagogy, and culturally relevant pedagogy. As learning is very crucial in enabling students' academic performance and achievement (Will & Najarro, 2022), thus, it becomes imperative to examine the effect of culturally responsive practices in teaching as a factor that can enhance students' interest and motivation in learning. Culturally responsive teaching can be defined as a process of using student's customs, experiences, characteristics, and perspectives as a tool to enhance teaching and learning (Davy, 2016). This teaching strategy was inspired by earlier anthropological research that identified a cultural mismatch in language and verbal engagement patterns between students from culturally diverse backgrounds and their white middle-class teachers (Johnson, 2014). It's the kind of teaching that helps students of color see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success (Akinsola & Isunueo, 2024).

Culturally responsive teaching is an instructional approach that recognizes and values the diverse cultural backgrounds and experiences of students from diverse cultures and backgrounds. It is grounded in the principles of cultural sensitivity, inclusive pedagogy, and student empowerment. By acknowledging and celebrating students' differences, this approach aims to create an inclusive learning environment.

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 7 | July 2024 - Peer Reviewed Journal

According to Will & Najarro (2022), culturally relevant pedagogy, which was created in the 1990s by Gloria Ladson-Billings, is the source of culturally responsive education. Ladson-Billings sought to emphasize Black children's assets, their families, and their communities to refute the widely held notion that they were flawed and dysfunctional. She researched the strategies used by effective Black student instructors to accomplish this. Ladson-Billings observed teachers over a two-year period who were commended as exceptional by Black parents and principals. Even though they used various instructional strategies, they all upheld high standards for their pupils and continuously promoted academic success.

Furthermore in 2000, Geneva Gay re-introduced this concept, highlighting that connecting academic knowledge to students' lived experiences makes learning more meaningful, interesting, and effective (Will & Najarro, 2022),. According to online research from the American University's School of Education (2019), findings states that there has been a turning point in the rise in diversity in public schools. Racial and ethnic minorities make up the majority of students in the US public school system for the first time in history. Since then, there has been a steady rise in the variety of classrooms across the country. Nevertheless, the curricula taught in those classrooms diverge, which causes several students to feel disengaged, detached, and uninterested in the learning process emotions that can have serious, lifelong consequences (School of Education, American University, 2019). However, many educators struggle to effectively navigate cultural differences and provide an equal learning opportunity for all students. While culturally responsive practices (CRP) have been proposed to create fair learning environments, there has been limited evaluation of their efficacy (Bottiani, Larson, Bradshaw, Debnam & Bischoff, 2017).

The framework of culturally responsive education practices is closely linked to motivational theory, as these practices take into account the values and perspectives of students, creating a positive attitude towards learning and fostering intrinsic motivation. Research has shown that intrinsic motivation predicts persistence and performance in various areas, including the workplace, academics, and health behaviors (Cerasoli et al. 2014; Grant & Berry 2011; Judge et al. 2001; Ng et al. 2012; Papaioannou et al. 2006; Vallerand 2007; van Egmond et al. 2017). In addition, promoting inclusion by allowing student groups to express their concerns, expectations, and experiences can increase connectivity among students and the teacher. Treating all students with equity can be achieved through collaborative learning approaches, cooperative learning, focus groups, and multidimensional sharing. Equity in education is essential to ensure that students from diverse backgrounds have equal opportunities to attain post-secondary education credentials, such as university degrees, providing them with the capacity to succeed in the labor market and achieve their aspirations as contributing members of society (OECD, 2018).

Interest Theory of Motivation and Culturally Responsive Practices

Student motivation has been defined as a desire or the willingness to continuously engage in learning classroom activities (Schunk, Pintrich & Meece, 2014). Therefore, the term "motivation" describes the state of being motivated to act or the movement that propels someone's activity. However, students who lack motivation will not participate in any learning activities and will not feel inspired or motivated to acquire a new activity. According to Seifert & Sutton (2012), motivation to learn in students can bring about several personal meanings and attitudes to classroom activities, which can arouse their interest and energies in different possible ways. Student's variations in prior knowledge, ability, developmental preparedness, and motivational differences are a significant source of diversity in classrooms. Furthermore, students' motivations are particularly significant when it comes to studying in the classroom because attendance alone does not always indicate a genuine want to learn. It simply indicates that pupils live in a society where going to school is expected of young people. Therefore, it is only obligatory that teachers ensure that children from minority groups are motivated to learn since modern education is required, and they cannot take this role lightly. Schools and teachers have the responsibility of locating teaching strategies and approaches to make students want to complete the tasks that they are required to complete (Seifert & Sutton, 2012).

The importance of motivation in learning has long been acknowledged by educational researchers, who have examined motivation from a variety of approaches. The research they conducted has resulted in a strong base of motivation theories. The conventional behaviorism perspective, which held that rewards and punishments are the foundation of motivation, was represented in early theories of motivation while other ideas on motivation examined the needs and drives of student's learning. In the past 30 years, researchers have focused their studies on social cognitive approaches, this approach has been the main method used by scholars to examine motivation and it concentrates on how individuals' beliefs and environmental elements influence their motivation (Park, 2017). As a way of examining the motivation of minority student's learning through culturally responsive practices, the interest theory of motivation served as a guide to this paper. Interest which originates from the Latin word 'interesse' was viewed by Dewey (1913) as an engagement and absorption of the self with an objective subject matter. Krapp (2002) defined interest as a relational concept that builds a connection between a person and an object. The object of interest could be very diverse and can be topics, people, abstract ideas, environment, tangible things,

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 7 | July 2024 - Peer Reviewed Journal

tasks, events as well as activities like sports, etc. (Hidi & Renniger, 2006). Furthermore, Hidi (2006) states interest in an individual is seen to be a unique motivational concept that creates a linkage between the objective appearance and the subjective representation of an object that triggers actions with the object of interest. Thus, interest is mostly seen to be the most well-known antecedent of motivation. Some inherent characteristics are associated with being in a state of interest (Krapp, 2002). According to some scholars (Berlyne, 1960; Donnellan et al., 2022; Peterson & Hidi, 2019; Csikszentmihalyi, 2000; Hidi & Renninger, 2006). Interest-driven activities can be started and maintained without the aid of outside rewards or incentives. Interest can be distinguished from related constructs of curiosity such as when engaging with the object of interest, pleasant tension, optimal arousal, and happy emotions which are commonly linked to the emotional component of interest. Furthermore, the epistemic inclination to seek knowledge about the item of interest is a manifestation of the cognitive component (Hidi, 1990). The attribution of personal significance to the object makes the value component apparent in the relationship between the object and the self (Schiefele, 1991). Theorists of interest have differentiated interest into two types individual (personal) and situational which could either be long-lasting interest or short-term situational interest. The concept of individual interest reflects a deep motivation towards a specific domain that aligns with a temporally stable personality trait. It is crucial in education to cultivate subject-specific and vocational interests for lifelong learning (Hoff et al., 2018). Situational interest is sparked by environmental stimuli, providing strong motivation for learning and resulting in heightened attention and improved information processing (Hidi, 2006). This inclination towards specific topics, tasks, or activities is influenced by the appealing nature of the stimuli, such as novelty, significance, or attractiveness. It has been extensively researched in the context of text comprehension (Schraw et al., 2001).

Effect of Motivation on Students' Learning and Performance

i. It's critical to understand students' motivation for learning. When a learner becomes aware of the need and becomes motivated to learn, learning occurs most effectively. It is by incentive that this occurs. Motivation encourages students to focus, think critically, and learn efficiently. Motivation improves learning performance. As learning is an active process, participation is necessary. It affects learning speed, information retention, and learning motivation.
ii. A learner's motivation accelerates the rate at which they work toward a goal. Motivation in education is a function of the goal's high and low points. A student who lacks motivation learns very little and finds it tough since they don't think they need to. As a result, motivation gives a student the drive and effort they require to finish the assignment. It puts the student in the right mindset for learning. It focuses a person's attention and energy on the task at hand or the information they need to acquire. A student's motivation impacts whether they will approach a task even one that is challenging with a positive or negative attitude.
iii. Motivation plays a critical role in academic learning and achievement from childhood to adolescence. Motivating students to learn is a top priority in any training setting. One of the main responsibilities of teaching is to ensure that motivation is incorporated into every lesson presentation. Motivation should begin at the lesson's introduction to maintain students' interest and to draw attention to the material that will be covered. It should also continue throughout the entire lesson presentation.
iv. The learning activities' incentive allows the student to focus on his or her work and subsequently feel satisfied with it. To support students in focusing on the lessons they need to learn, ongoing motivation is required. Someone who is motivated will radiate contentment in some way. This aids in the student's personal growth.
v. Motivation guides students' actions toward specific objectives. It establishes the precise objectives that students work toward, which influences the decisions that students make. For instance, choosing between taking a science or art class, going to a school football game during the week, or finishing an assignment that is due the following day.
vi. The commencement and perseverance of learning activities are enhanced by motivation as it lengthens the amount of time students spend on tasks and has a significant impact on their learning and performance.
vii. Cognitive processing is improved by motivation in student, it influences what and how knowledge is digested because motivated students are more likely to focus and make an effort to.

CONCLUSION

Culturally responsive practices have become necessary especially in schools in the United States as a result of an increase in the enrollment of children from diverse backgrounds and cultures. According to Gay (2000 & 2002), culturally responsive practices by schools should comprise essential components of teaching that can enhance interest and motivation to learn especially in students from diverse backgrounds and color. Thus, this study proffers the following recommendations to enhance culturally responsive practices and minority students' learning.

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 7 | July 2024 - Peer Reviewed Journal

RECOMMENDATIONS

Thus, this paper recommends.

- An in-depth understanding of cultural diversity is essential. Educators must grasp the cultural values, traditions, and societal contributions of various racial and ethnic groups, integrating this knowledge into their teaching
- Implementation of culturally relevant curricula. They should ensure that the materials and images used in the classroom reflect a diverse range of perspectives. Contextualizing issues within race, class, ethnicity, and gender is crucial in creating an inclusive learning environment.
- High expectations for all students. Teachers should help students achieve academic success while still validating their cultural identities.
- Teachers' appreciation and understanding of different communication styles. By recognizing and modifying their interactions based on these styles, teachers can create a more inclusive learning environment. For instance, many communities of color have a participatory style of communication, and teachers need to be aware of this to avoid misunderstandings and encourage student engagement.
- Furthermore, the utilization of multicultural instructional examples. This can significantly enhance the learning experience by connecting new knowledge to students' prior cultural experiences and backgrounds. In addition, teachers can make the learning process more relatable and meaningful for their students.

REFERENCES

1. *Berlyne, D. E. (1960). Conflict, arousal, and curiosity. McGraw-Hill Book Company. https://doi.org/10.1037/11164-000. Retrieved 11/07/2024.*
2. *Bottiani, J. H., Larson, K. E., Bradshaw, C.P., Debnan, K.J., Bischoff, C.M. (2017). Promoting educators' use of culturally responsive practices: A Systematic Review of in-service interventions. Volume 69, Issue 4. https://journals.sagepub.com/doi/abs/10.1177/0022487117722553. Retrieved 11/7/2024.*
3. *Davy L. (2016**).** Culturally Responsive Leadership: How principals employ culturally responsive Leadership to shape the school experiences of marginalized students A thesis submitted in conformity with the requirements for the degree of Doctor of Education Graduate Department of Leadership, Higher and Adult Education, Ontario Institute for Studies in Education, University of Toronto.https://www.proquest.com/openview/a1588b18ae6f1e2d6a85b817c0f3f1b3/1?pq-origsite=gscholar&cbl=18750 Retrieved on 11/7/2024.*
4. *Dewey, J. (1913). Interest and effort in education. Houghton Mifflin Company. https://doi.org/10.1037/14633-000*
5. *Csikszentmihalyi, M. (2000). Beyond boredom and anxiety. Jossey-bass.*
6. *Donnellan, E., Aslan, S., Fastrich, G. M., & Murayama, K. (2022). How are curiosity and interest different? Naïve Bayes classification of people's beliefs. Educational Psychology Review, 34(1), 73–105. https://doi.org/10.1007/s10648-021-09622-9*
7. *Gay, G. (2000) Culturally Responsive Teaching: Theory, Research, and Practice. New York: Teachers College Press (2000*
8. *Gay, G. (2002). "Preparing for Culturally Responsive Teaching," Journal of Teacher Education, Vol. 53, No. 2 (2002).*
9. *Hidi, S. (2006). Interest: A unique motivational variable. Educational Research Review, 1(2), 69–82. https://doi.org/10.1016/j.edurev.2006.09.001*
10. *Hidi, S. & Renninger, A. (2006). A four-phase model of interest development. Educational Psychology, 41, 111-127.*
11. *Johnson, L. (2007). Rethinking successful school leadership in challenging U.S. schools: Culturally responsive practices in school-community relationships. International Studies in Educational Administration, 35(3), 49–57.*
12. *Krapp, A. (2002). Structural and dynamic aspects of interest development: Theoretical considerations from an ontogenetic perspective. Learning and Instruction, 12(4), 383–409. https://doi.org/10.1016/S0959-4752(01)00011-1*
13. *Krapp (2005), Krapp, A. Basic needs and the development of interest and intrinsic motivational orientations. Learning and Instruction, 15, 381–395.*
14. *Ladson-Billings, Gloria. "Toward a Theory of Culturally Relevant Pedagogy," American Educational Research Journal, Vol. 32, No. 3 (1995).*
15. *Park, S.W. (2017). Motivation Theories and Instructional Design. Foundations of learning and instructional Design.*
16. *Peterson, E. G., & Hidi, S. (2019). Curiosity and interest: Current perspectives. Educational Psychology Review, 31(4), 781–788.*
17. *https://doi.org/10.1007/s10648-019-09513-0*
18. *Schiefele (1991), Schiefele, U. (1991). Interest, learning, and motivation. Educational Psychologist, 26, 299–323.*
19. *doi:10.1080/00461520.1991.9653136*
20. *Schiefele (2001) Schiefele, U. (2001). The role of interest in motivation and learning. In J.M. Collis & S. Messick (Eds.), Intelligence and personality: Bridging the gap in theory and measurement (pp. 163–194). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.*
21. *Schiefele, U. (2009). Situational and individual interest. In K. R. Wentzel & A. Wigfield (Eds.), Handbook of motivation at school (pp. 197–222). New York: Routledge.*

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 7 | July 2024 - Peer Reviewed Journal

22. *School of Education, American University, (2019). Culturally responsive teaching strategies: importance,benefits&tips. https://soeonline.american.edu/blog/culturally-responsive-teaching/#:~:text=Culturally%20responsive%20teaching%20strategies%20can,where%20every%20student%20can%20thrive. Retrieved 03/07/2024.*
23. *Will, M and Najarro, I. (2022) Every student in every grade STEM-Successful. Education week Online journal. https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04. Retrieved 11/7/2024.*
24. *Yussif (2023). Classroom Management Expert online Blog.(https://classroommanagementexpert.com/blog/culturally-responsive-teaching-a-guide/*