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## Cultural Competence of Secondary School Teachers in Relation to their Self Esteem

### Abstract

*The present study finds the correlation of cultural competence and self-esteem of Secondary School teachers. The sample for the present study consisted of 396 secondary school teachers of Varanasi district selected randomly from the different schools of Varanasi. The tools used for the study were self-constructed Cultural Competence Scale for Secondary School Teachers (CCSSST), Self Esteem Scale by Dr R.N Singh and Dr Ankita Srivastava (Revised Edition 2010) and interview schedule. The results revealed that there is significant correlation between cultural competence and self-esteem of secondary school teachers. Difference were also found in cultural competence and self-esteem of secondary school teachers with respect to mother tongue, family structure, educational qualification, school board and habitat, while no difference were found with respect to gender, religion, & teaching subject.*

**Keywords:** Cultural Competence, Self Esteem, & Secondary School Teachers

### Introduction

India is a multicultural society where people of diverse cultures coexist. In India there are a lot of differences in the living standards, dress, food habits, music, dance forms, customs, religions, castes and languages among people living in different parts of the country. Culture, includes the traditions, customs of person, geographical location one belongs to. School being a part of the society includes human beings from diverse cultural background. In school, teachers and students come from diverse cultural backgrounds. The teacher must be culturally competent to respect, embrace and interact effectively with the students. The students spend most of their waking time in the schools. Teachers are like a second parent and role model for them. The teachers have great responsibility in molding the character of children by giving quality education in the school. Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. Cultural competence is having an awareness

of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. Self-esteem is an individual's feeling that he or she is an important, competent, powerful and worth-while person who is valued and appreciated. According to Rosenberg, M. (1989) self-esteem will be defined as favorable or unfavorable attitude towards the self.

### Cultural Competence

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 these factors into account when planning and delivering services to children and their families. It is the ability to understand the within-group differences that make each student unique. This understanding informs and expands teaching practices in the culturally competent educator's classroom. Cultural competency of teacher centers on the skills and knowledge to effectively serve students from diverse cultures. Moule (2012) defined cultural competence with respect to educators as the ability to successfully teach students who come from cultures other than your own. It entails mastering complex awareness and sensitivities, various bodies of knowledge, and a set of skills that underlie effective cross-cultural teaching.

### 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):

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

**Being Culturally Self-Aware** Culture—the sum 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 Student's Culture.** Educators must have some base knowledge of their student's 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.

### Self Esteem

Self-esteem is an individual's feeling that he or she is an important, competent, powerful and worth-while person who is valued and appreciated. According to Rosenberg, (1989) self-esteem will be defined as favorable or unfavorable attitude towards the self. Gerring & Zimbardo (2005) defined self-esteem as collection of beliefs about one's basic nature, unique qualities and typical behavior. Many theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow (1943), included self-esteem in his hierarchy of needs. Self-esteem of teachers are affected and developed by various social cultural factors like family, parent's attitude, and place.

### Review of Literature

Passi and Sharma (1982) studied the relationship between teacher competency and their demographic variables and found male and female differ in their teaching competency. Leighton and Harkins (2010) investigated teacher's perception towards cultural competence. The study explored the relationships between teacher's characteristics and cultural competencies of teachers. Also, it was determined that school level and workshops accounted for most of the variance in overall total cultural competency scores. Evola (2012) studied the cultural competence of teachers to determine whether elementary school teachers and school administrators experienced an improvement in their level of cultural competence, as a result of their participation in the Multicultural Mosaic, a school-wide multicultural curricular initiative, developed

by the teachers themselves. Dharshni & Subha(2015) studied the cultural competence of educators and found that cultural competence is a key factor in empowering educators to be effective with students from different culture. Kategari (2017) study the relationship between cultural competence & psycho-social variables of secondary school teachers and found there is no significant relation between cultural competences, cultural awareness of socioeconomic status of secondary school teachers, but cultural skills have positive relation with socioeconomic status of secondary school teachers.

Srivastava and Joshi (2014) investigated the relationship between academic self-concept and self-esteem of urban and rural boys and girls in both high and low facility schools. Teachers' self-efficacy is assumed to be affected by self-esteem and teachers' general self-efficacy. Joshi & Srivastava(2009) investigated the self-esteem and academic achievement of urban and rural adolescents and examined the gender differences in self-esteem and academic achievement. Beri(2016) conducted a study to find the job satisfaction of primary school teachers in relation to their self- esteem. It is evident that most of the research literature on self -esteem deals with the individual's total thoughts and feelings.

The review of research studies revealed that much of the previous investigations on cultural competence focused on its relation to cognitive abilities, intelligence, personality factors and communication styles of teachers and were done mostly abroad. Even few researches also correlate secondary school teacher's cultural competence with student's self-esteem (Latha, 2014) & student's engagement (Robinson, 2012). Self-esteem is also correlated with job satisfaction and teaching competency. Apart from these studies, rare studies show relationship of teacher cultural competence with their own self -esteem, age, habitat, experience, qualifications, socio economic condition and current status remains unclear as the

findings are inconsistent and thus further research is necessitated in this regard. Further few studies have correlated cultural competence of teacher with psycho-social variable at secondary level.

### **Need of the Present Study**

Beginning the journey toward increased cultural competence requires teachers to rethink their assumptions and consider life's issue through the lenses of people who come from cultural backgrounds different from their own. Cultural competence is not treated as an essential skill where the teacher trainees must be trained for teaching. As a student at school, the investigator can very vividly remember facing several problems associated with cultural differences. Compared to any other stages of education, the secondary stage is the most critical period in the life of students. They are in the threshold of becoming independent persons though still deficient in maturity (National Curriculum Framework, 2005.) Therefore, cultural competence of secondary school teachers has a significant meaning for students at this stage. To prove the strength of our educational system we need culturally competent teachers who are aware of their own culture and about other cultures for the overall development of a child. Unfortunately, while the need for teachers who reflect the cultural diversity of the student population has grown, the percentage of culturally diverse teachers has declined. Also, as a teacher at school, the investigator observed many students suffering psychologically and academically because of migration, language and cultural differences. Various studies were found in relation to teaching competency but rare studies on cultural competence were found in relation to their psychological variables and demographic variables. Therefore, the researcher wants to ascertain the relationship between the cultural competences of secondary school teachers with their self-esteem.

## Objectives of the Study

1. To study the cultural competence of secondary school teachers.
2. To study the cultural competence of secondary school teachers with respect to their Gender, Mother tongue, Family structure, Religion, Educational qualification, Board of school, Teaching subject and Habitat.
3. To study the self -esteem of secondary school teachers.
4. To study the self -esteem of secondary school teachers with respect to their Gender, Mother tongue, Family structure, Religion, Educational qualification, Board of school Teaching subject, and Habitat.
5. To find out the relation between Cultural Competence of Secondary School Teachers and their Self Esteem.

## Methodology of Study

Mixed research method was used in this study. The population of the study consisted of all secondary school teachers of Varanasi district of academic year 2016-2017 of CBSE & UP Board. In the present study research random sampling technique was used for selecting schools. All secondary school teachers of 20 selected schools were considered. The sample of the study consisted of 396 secondary school teachers of UP and CBSE Board of Varanasi district.

## Tools for the Study

The tools used in the study were self-constructed Cultural Competence Scale for Secondary School Teachers (CCSSST), Self Esteem Scale by Dr R.N Singh and Dr Ankita Srivastava (Revised Edition 2010). Interview Schedule was done to know the cultural competence of secondary school teachers, the researcher took structured interview of 40 teachers from selected schools.

## Data Analysis

Cultural competence of secondary school teachers was taken by CCSSST, Self-esteem of teachers were taken by Self-esteem scale by Dr R.N Sharma and Dr Ankita Srivastava and triangulation was done through interview schedule to know cultural competence of secondary school teachers. Descriptive statistics such as mean, median, mode, standard deviation (SD), skewness, kurtosis, were calculated to test the normality of data. t-test and Annova was used to test the hypotheses. Pearson's coefficient correlation statistical technique has been used for knowing cultural competence of secondary school teachers in relation to their self-esteem.

## Findings of the Study

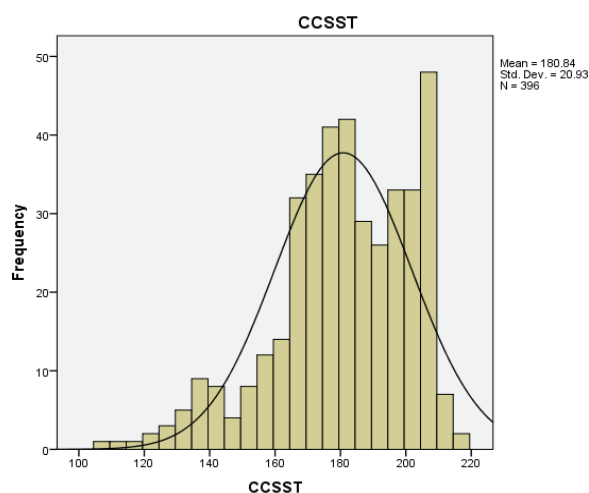
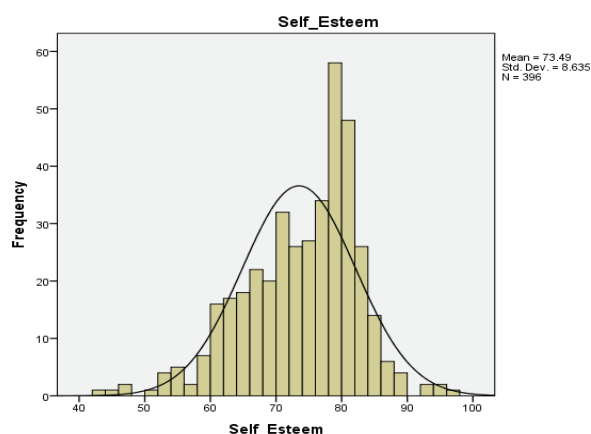


Figure1: Frequency Distribution of Scores on Cultural Competence of Secondary School Teachers





**Figure 2:** Frequency Distribution of Self-Esteem Scores of Secondary School Teachers

**Table 1:** To study correlation between cultural competence and self-esteem of Secondary School Teachers

Variables	Coefficient of Correlation	Interpretation
Cultural Competence	0.647	Significant at 0.05
Self-Esteem		

Finding shows that 19.19% of secondary school teachers possess high cultural competence, while 12.62 % possess low cultural competence. Cultural competence of secondary school teachers was mostly affected because of less understanding the dynamics of cultural interactions. Difference were found in cultural competence of secondary school teachers with respect to mother tongue, family structure, educational qualification, school board and habitat, while no difference were found with respect to gender, religion, & teaching subject. 11.36 % of secondary school teachers have high self-esteem, while 14.14% of secondary school teachers have low self-esteem. Difference were found in self-esteem of secondary school teachers with respect to mother tongue, educational qualification, board and habitat, while no difference were found with

respect to gender, religion, family structure & teaching subject.

## Conclusion

Positive relation was found between cultural competence of secondary school teachers and their self-esteem. Out of four skills of cultural competence, understanding the dynamics of cultural interaction was mainly responsible for low cultural competence of secondary school teachers. Difference were found in cultural competence of secondary school teachers with respect to their mother tongue ( $t = 5.376$ ), educational qualification ( $f = 13.248$ ), school board ( $t = 6.464$ ) and habitat ( $t = 6.002$ ) while no difference were found with respect to their gender ( $t = 1.857$ ), religion ( $t = 1.686$ ), family structure ( $t = 6.002$ ) and teaching subject ( $f = .797$ ). The result reveals that difference was found in self-esteem of secondary school teachers with respect to their mother tongue ( $t = 5.317$ ), educational qualification ( $f = 6.537$ ), school board ( $t = 4.796$ ) and habitat ( $t = 3.790$ ) while no difference were found with respect to their gender ( $t = 1.849$ ), religion ( $t = 1.119$ ), family structure ( $t = 1.117$ ) and teaching subject ( $f = .636$ ). The reasons for the difference in variables in relation to self-esteem and cultural competence are almost same may be because teachers were from same locality. The pre-service teachers should be given teaching experiences in school with students from diverse background. Workshop and orientation programs need to be conducted for teachers from diverse backgrounds to enhance their cultural competence. New teaching methods such as constructivism, mastery learning, co-operative learning and experiential learning should be used by teachers in classroom with diverse background students. Therefore, teachers with cultural competence can make a great difference in the lives of children who are the future torch bearers of the country.

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