2020

Instructors' and Administrators' Perspectives on Culturally Responsive Teaching in Rwandan Higher Education

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Walden University
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Abstract

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Rwandan Higher Education

by

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MA, University of Eastern Africa, Baraton, 2013

BA, National University of Rwanda, Butare, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

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Abstract

In Rwanda, the number of culturally minority students in higher education institutions has been increasing in recent years, yet the role of instructors and school administrators in utilizing culturally responsive teaching (CRT) methods for those students remains unclear. The purpose of this qualitative case study was to describe instructors' and school administrators' views of their roles in utilizing CRT methods. The conceptual framework for this study included CRT best teaching practices and approaches; institutional, personal, and instructional dimensions of CRT; and components of the preparation for and practice of CRT. The study was conducted at a university with three campuses located in Rwanda's Southern, Eastern, and Kigali provinces. Participants included five instructors and seven administrators selected through purposive sampling. Face-to-face interviews and documents were used as data sources. Data analysis was performed using coding, categorization, and themes. The findings revealed that instructors viewed administrative assistance; classroom climate; the determination of curriculum strengths and weaknesses; and changes in school leadership, policy, and administrative practices as key factors in using CRT methods. Administrators viewed training and professional development; changes in school leadership, policy, and administrative practices; conflict prevention; a healthy learning and living environment; and changes in instructional programs and strategies as best practices. A study to describe minority students' views of instructors' and administrators' roles in conducting CRT was recommended. This study may result in positive social change by increasing instructors' and administrators' knowledge of strategies to better meet minority students' needs.

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Dedication

In loving memory of my parents, Daniel Rwabarinda and Marguerite Mutumwinka. My parents were the ones who started me on this scholarly journey. They constantly reminded me that education is the key and has no end. They spared no effort and means to get me to school. They stripped everything for me to study. They always wanted me to earn a terminal degree. However, this wrecked and unfair world did not allow them to live to see these dreams realized, as their precious lives were taken too soon in the 1994 genocide against Tutsis in Rwanda by Hutus extremists. Though you are not alive today to reap the fruits of your sacrifice, I am always thankful and deeply indebted to you for your love and sacrifice. You are the best parents ever.

This dissertation is also dedicated to my late siblings Eleda Bibwireyesu, Ephraim Rwabarinda, and Prudence Ndatimana. These three precious and innocent souls, who were 1, 3, and 12 years old, saw their lives taken too soon during the 1994 genocide against Tutsis. You are engraved in my memory, mind, and heart. I also dedicate this work to my dear late cousins, uncles, aunts, grandfather and grandmother, and friends, all of whom perished in the 1994 genocide against Tutsis. I will never forget you.

Finally, this dissertation is dedicated to my dear surviving brothers, sisters, and cousins. I am very thankful for your resilience, love, encouragement, and assistance. To Sam and Felicité Munyandamutsa, I am so grateful to you that I am lost for words.To the families of Elican Munyurangabo and Esri Gapyisi, please find through this dissertation the expression of my thankful heart.

Acknowledgments

First of all, I give glory to my Almighty God, my heavenly Father, through Jesus Christ, my savior, provider, and teacher. Thanks for giving me the knowledge and wisdom to accomplish this PhD degree. Most importantly, I thank God for the gift of life from the day I was conceived and after what I went through during the 1994 genocide against Tutsis. You have allowed me to live to tell the tale. You deserve praise and honor.

I am profoundly grateful to different people who made this work a reality. In particular, I wish to acknowledge Dr. Don Jones, who served as my chair. Your knowledge, guidance, perseverance, and encouragement throughout this academic writing process made this journey bearable. A huge thank you goes to Dr. Donald K. Wattam who accepted the role of my second committee member and methodologist. Your advice, knowledge, and insight not only helped me to complete this dissertation but also equipped me with the research knowledge I needed for my future career. To Dr. Paula Dawidowicz, your expertise, knowledge, and experience were of great importance. At times when the path ahead looked blocked or dim, you always provided a light to guide me. I am infinitely grateful to the three of you. I could not have asked for a better committee to guide me through this arduous educational process.

I cannot forget to thank the authorities at the study site for their permission to conduct this research within their institution. I also express my gratitude to participants for sharing their thought-provoking perspectives. To all my dearest family and friends, your support, encouragement, love, and prayers made this academic journey easier. Without you all, this academic success could have remained just a dream.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

In the 21st century, the number of people living outside their countries of origin is at its highest level in history (Connor & Krogstad, 2018). In 2017, an estimated 3.4% of the global population was reported to live outside their native countries (United Nations, Department of Economic and Social Affairs, Population Division, 2017). In North America, specifically, 12 out of every 100 inhabitants were reported to be immigrants making the population more diverse than ever before (United Nations, Department of Economic and Social Affairs, Population Division, 2017).

In countries such as the United States, one in three students is reported to be from a culturally and linguistically diverse (CLD) family or environment (National Center for Educational Statistics, 2016). This shift, especially in schools, is not just reported in U.S. schools; the same phenomenon is reported across the world (Peña-Sandoval, 2017). The increase in diverse students globally is due to two important factors: immigration and globalization (Turgut Dost, 2016).

Diversity within national boundaries exists all over the world including in Rwanda, one of the Eastern African countries (Peña-Sandoval, 2017). Rwanda, though small, is no exception when it comes to diversity in the classroom. Since 1994, Rwanda has become home to many people with different cultural backgrounds, which makes the country multicultural (O'Connor, 2013). An academic report indicated that the number of nonmainstream students in Rwanda, especially in higher education, continues to rise (Higher Education Council, 2016). The University of Rwanda, for example, registered 200 foreign students during the 2015-2016 academic year. For the academic year 2016-

2017, the number of foreign students increased to 225 (University of Rwanda, 2016, 2017). The countries of origin of nonmainstream students at the University of Rwanda were the Democratic Republic of Congo, Burundi, Cameroon, Uganda, Kenya, Congo Brazzaville, Germany, Latin America, France, India, Nigeria, the Republic of South Korea, South Africa, and Tanzania (Higher Education Council, 2016).

In private Rwandan higher education, the student population is also becoming more diverse than ever before. For the 2016-2017 academic year alone, private higher education institutions in Rwanda registered 1,131 foreign students. All Rwandan higher academic institutions combined had a total of 856 foreign students during the 2015-2016 academic year and 1,356 for the 2016-2017 academic year, which indicates a significant increase (Higher Education Council, 2016).

Rwanda's current diversity has been attributed to several factors. The repatriation of Rwandan refugees from throughout the world and the reception of Congolese and Burundian refugees into Rwandan territory are among the key factors (Karuhanga, 2017; O'Connor, 2013). Other causes of the increase in diversity include the Rwandan policy designed to attract investors from all over the world (Karuhanga, 2008), as well as Rwanda's inclusion in the East Africa Community since 1998. This inclusion has attracted 538 students (Higher Education Council, 2016).

This new trend has made classes and schools in Rwanda more ethnically and culturally diverse than ever before, causing minority students to undergo cultural inconsistencies and disagreements between the culture lived at home and the one found at school (Zhang & Wang, 2016). In other words, diversity in Rwandan education brings

new opportunities and new demands. On the one hand, diversity brings new experiences and opportunities for robust dialogue and increases understanding among students (Ndemanu & Jordan, 2018). On the other hand, teachers are not only required to have the knowledge of different cultures available in the classroom (Mester, 2016) but are also required to apply varied teaching styles as schools have the obligation to respond to the academic needs of nonmainstream students who are increasing in number (Bonner et al., 2017; Ragan, 2018). Despite diversity's importance, some of the cultural minority students continue to be ignored and sometimes discriminated against, a factor that challenges school teachers, administrators, and students (DeCapua, 2016; Ndemanu & Jordan, 2018).

Discrimination and ignorance contribute to consequences such as academic failure (National Center for Education Statistics, 2017). Researchers have found that the lack of focus on minority students' culture in the schools these students attend has led to poor academic performance (Zhang & Wang, 2016). To address this issue, education researchers have called for a new teaching and administrative approach known as culturally responsive teaching (CRT, Gay, 2015; Zhang & Wang, 2016). The new teaching and administrative approach, CRT, has been adopted by many school leaders because it can bridge gaps that exist between students' home and school, thus resulting in better learning outcomes and promoting all children's development (Zhang & Wang, 2016; Zhang-Wu, 2017).

Some educational researchers have concluded that if students from minority cultural backgrounds are to be helped to succeed academically, teachers and school

administrators should apply CRT (Byrd, 2016; Zhang-Wu, 2017). The foundation of CRT is students' cultural backgrounds (Compton-Lilly, 2015; Gay, 2015). CRT further allows for viewing students' knowledge as capital to build upon rather than as a barrier to the learning process (Green & Edwards-Underwood, 2015).

Although literature about cultural minority students and CRT exists, I have not yet discovered any study on the status of CRT in the Rwandan private higher education system.The current learning state of CLD students therein is thus unknown and constitutes a gap in knowledge to be filled by this study. By assessing University X (a pseudonym for a private higher education institution in Rwanda) and its culturally responsive leaders' and instructors' views of their role in conducting CRT methods, I sought to provide knowledge that instructors and school administrators can use to improve the learning conditions of students from diverse cultures. This study may contribute to educators' efforts to help minority students in Rwandan higher education succeed through use of their cultural backgrounds in the learning process.

This chapter begins with the background of the study and the problem and purpose statements. I also present the research questions that I sought to answer and the conceptual framework and nature of the study. In addition, I provide definitions of key terms and address the assumptions, scope and delimitations, and limitations of the study. I conclude the chapter by exploring the significance of the study and summarizing key points.

Background

As the number of diverse students has continued to rise globally largely due to immigration and globalization (Turgut Dost, 2016), learning issues for minority students has also continued to increase (Zhang & Wang, 2016). In recent decades, for instance, educational policies have marginalized many CLD learners (Zhang-Wu, 2017). Public schools have also failed to respond adequately to the academic needs of CLD students (Long, 2018). Students from minority groups have been experiencing cultural inconsistencies, which at times has resulted in these students becoming victims of conflicts between the cultures of home and school (Zhang & Wang, 2016).

To address these emerging challenges, researchers have explored a new teaching approach: CRT (Byrd, 2016; Zhang-Wu, 2017). Samuels et al. (2017) described CRT as a teaching method that involves teachers who are committed to cultural competence and students who can maintain their cultural identities and integrity while flourishing in the educational context. The CRT approach is based on the following principles: using students' cultures as vehicles for learning, focusing on creativity in the learning process, and promoting cultural competences and developing sociopolitical knowledge among learners (Bassey, 2016; Peña-Sandoval, 2017).

According to Ellis et al. (2017), the diversity of the student population across the globe has necessitated the use CRT in schools, which places pressure on both teachers and school leaders (Khalifa et al., 2016). As globalization and immigration rise across the world, the importance of CRT among school leaders and teachers is escalating (Turgut Dost, 2016). Successful teaching and strong academic performance are almost impossible

without the incorporation of CRT (Dickson et al., 2016; Gehlbach et al., 2016; Hammond, 2014; Hilaski, 2018).

According to Durden et al., (2015), a strong relationship exists between teachers who use CRT and the resulting success of students. Teachers play a key role in the effective learning of minority students by mediating the content of their own culture, the culture of the curricular documents, and the culture of the students in their instructional approaches (Amprako, 2017; Porter, 2018). Teachers have also been reported to play a key role in the success or failure of students from diverse cultures. Alsubaie (2015) reported that teachers' methods of teaching and personality contribute to minority students' confidence and achievement. Nonmainstream students' achievement and confidence are further increased when teachers' directions in a diverse classroom match with students' culture. Diverse students' learning is also achieved when students' perspectives, intercultural dialogue, and background are all embraced or taken into consideration by schools and teachers (McLendon, 2015; Paik Met al., 2015).

Culturally responsive leaders have also been reported to be at the heart of any efforts to meet any culturally marginalized students' needs. These leaders have been identified as those able to apprehend all dynamics of culture in their schools' environments, bringing any positive transformation needed (Khalifa et al., 2016; Tillery, 2018). One of the recommended imperatives of school leadership is to ensure that all students, regardless of their backgrounds, are successfully educated (Bonner et al., 2017). School leadership can help achieve this goal by developing courses for the teaching staff that are based on local culture and ethnicity (Zhang & Wang 2016). A culturally

responsive leadership culture that promotes a school climate inclusive of marginalized students is important as well (Santamaría & Santamaría 2016). In both situations, teachers and school administrators or leaders are advised to consider using the CRT approach to meet students' needs (Wairia, 2017).

The CRT approach is a new teaching method among diverse schools and has been reported to be essential to both minority and majority students (Hsiao, 2015; Kotok & DeMatthews, 2018). Byrd (2016) stressed that CRT is a powerful method as it increases students' achievement and engagement while reducing achievement gaps among minority students. CRT also helps bridge existing gaps between students' homes and the school they attend, which leads to both the educational and emotional development of all children (Bassey, 2016; Byrd, 2016; Zhang & Wang 2016). CRT was found to positively affect diverse teaching practices and teachers' expectations, which in turn led to diverse students' academic success (Jackson, 2015; Garcia & Chun, 2016). CRT is considered a key element in fostering the participation of minority students in a CRT classroom (Chen, & Yang, 2017). In a diverse classroom or school, CRT is a recommended approach and should be considered when formulating pedagogy because it incorporates the prior experiences of the learner (Debnam et al., 2015; Samuels et al., 2017).

In a study by Long (2018) and Santamaría and Santamaría (2016), the researchers observed that the use of CRT allows for an inclusive classroom, as it focuses on the whole child, and thus affects learners at different levels: intellectual, social, emotional, and political (Aronson & Laughter, 2016). By using their cultural knowledge, prior experiences, frames of reference, and performance styles, CRT becomes a source of

strong educational outcomes for minority students (Byrd, 2016; Debnam et al., 2015). CRT is more needed in the 21st century than in previous centuries because it improves the academic achievement of minority students by using their cultural filters (Hilaski, 2018).

As for culturally diverse students' academic achievement, Bonner et al. (2017) recommended that teachers be committed to CRT and that they have a clear and deep understanding of minority students' behaviors. They also recommended that teachers have a strong sense of efficacy when teaching CLD students. Teachers are also advised to have an anticipation of positive outcomes by addressing the needs of diverse students. Bonner et al., (2017) found that all these characteristics are needed to teach minority students.

CRT is important due to the approaches it seeks from teachers, including but not limited to: the recognition of all children's contributions, the responsiveness of teachers to all the needs of all children, and the use of varied methods of teaching, all of which make students active learners and promote critical thinking (Hammond, 201). Other CRT strategies or qualities are also needed for culturally diverse students' success. A student-centered inclusive environment CRT strategy has also been associated with the academic success of a diverse population of students. Culturally relevant materials, adapted teaching strategies, supporting learning curriculum, and a home-school-community connection have been reported as key factors in the creation of a student-centered inclusive environment (Lambeth, 2016; Long, 2018). Performing culturally responsive activities, moving toward a culturally responsive perspective, and being a culturally

responsive teacher have been identified as CRT actions to be used to meet the needs of minority learners (Ebersole et al., 2015).

Also, Dahlgreen (2015) reported a strong relationship between academic success in a diverse classroom and multiple factors including respect, classroom design, and consistency. In this study, the author also connected intentionality, trust between teachers and students, caring, and transitions to minority students' success. High expectations, clear communication between teachers and students, as well as student autonomy were identified as minority students' academic success factors (Hammond, 2014; Piazza et al., 2015). In the same vein, I have shown that when a culturally responsive teacher is given the opportunity to modify the curriculum, more learning opportunities are available to CLD students, a factor in closing more achievement gaps and leaving fewer children behind academically. (Lambeth, 2016; Macgregor & Folinazzo, 2018; Norman, 2020). Krasnoff (2016) shared this opportunity to modify the curriculum as of great importance because a teacher can provide students with more accurate information. Providing rubrics and progress reports, eliciting students' experiences in pre-reading and pre-listening activities are, according to Rhodes (2013), the most useful strategies that can be employed to respond to a diverse classroom.

Given the importance of CRT, Samuels et al. (2017) recommended that teachers be provided with the knowledge, skills, and tools to create inclusive classrooms that embrace and foster diversity (Hill, 2018). To reach this goal, a supportive context should be a prerequisite. In other words, a school should provide trust, guidance, and agency which, in turn, will positively affect teachers' motivation, confidence, and determination

in developing their CLR instructional knowledge (Khalifa et al., 2016; Taylor Backor & Gordon, 2015; Tillery, 2018).

Some of the studies used in this background section may not directly apply to higher education, as they were conducted either at the elementary school level (Dahlgreen, 2015; Durden et al., 2015; Zhang & Wang, 2016) or at the high school level (Byrd, 2016; Gehlbach et al., 2016; Long, 2018, Tillery, 2018). However, findings may apply to higher education levels, as they may provide support for the effectiveness of CRT in higher education, which is the reason for those studies are included.

Though studies (at elementary school, high school, and higher education level) have addressed the issue of CRT across the world, there remains a lack of studies on CRT in Rwandan higher education. Since 2005, the number of nonmainstream students has been increasing, while CRT application remains a major concern among higher education instructors and administrators who have been struggling with conducting CRT best teaching strategies (Snowball & McKenna, 2017; Porter, 2018). This circumstance makes the application of CRT to cultural minority students an emerging field of inquiry in both Rwanda and Africa (Major & Mangope, 2014). By asking both instructors and school administrators about their roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified student population, this study addressed the gap in the knowledge and literature on CRT.

Problem Statement

In the Rwandan private higher education system, the role of instructors and administrators in implementing CRT methods has not been been explored. Although the

numbers of a diverse student population are increasing among higher education institutions in the country (Higher Education Council, 2016; Snowball & McKenna, 2017), the role of instructors and school leaders in conducting CRT methods with diversified student populations remains unclear (Mayfield & Garrison-Wade, 2015; Porter, 2018; Toppel, 2015). I conducted this study to address this gap in the literature.

Education researchers have written about nonmainstream students, CRT best practices, successes, and challenges in different studies done over the years (Bassey, 2016; Byrd, 2016; Garcia & Chun, 2016; Debnam et al. 2015; Samuels et al., 2017; Zhang & Wang 2016). However, due to the uniqueness of each cultural environment, a gap remains in the literature on Rwanda's educationally diverse environment (Major & Mangope, 2014), which is culturally different from other diverse locations where research on nonmainstream students and CRT successes and challenges has been conducted. In fact, while CRT has been searched, it could be different in Rwanda because of a different culture. A lack of knowledge about CRT in Rwandan private higher education is also present, although the number of nonmainstream students has been increasing since 2015 (Gay, 2015; University X academic report, 2017).

CRT is defined as the use of cultural knowledge, prior experiences, and frames of references of diverse students to meet their academic needs (Aronson & Laughter, 2016; Debnam et al. 2015; Samuels et al., 2017). Researchers have reported that CRT serves as a means of improving diverse students' academic achievement through teachers and administrators' roles and practices (Gay 2013, 2015; Long, 2018; Mayfield, 2015). CRT has also been linked with academic improvement or success, elimination of academic

gaps among minority students, increased respect for parents, and classroom and school success (Bassey, 2016; Hall & Theriot, 2016; Hilaski, 2018).

Despite CRT's documented importance and success (Gay, 2015; Hinnant-Crawford, 2016; Long, 2018; Zhang & Wang, 2016), researchers have reported an existing disconnect in the field between CRT theories and practices (Aronson & Laughter, 2016; Bonner et al., 2017; Ellerbrock et al., 2016; Gaymon, 2017; Long, 2018; Gay, 2015). Minority students have been reported to be victims of cultural inconsistencies, teaching language nonmastery, disagreements between the culture lived at home and the one found at school, and lack of CRT content, among other issues (Long, 2018; Ndemanu & Jordan, 2017; Zhang & Wang, 2016). A potential cultural mismatch between teachers and CLD students can lead to academic failure, researchers have found (Gay, 2015; Hilaski, 2018). In response, researchers have conducted studies on CRT and nonmainstream students' challenges (Khalifa et al. 2016). However, there is a lack of research on CRT in Africa in general and in Rwanda in particular (Rasmussen, 2015), where CRT has been identified as an emerging field of inquiry (Major & Mangope, 2014).

The lack of studies on CRT in Rwandan private higher education runs counter to CRT's demonstrated importance and the continuing poor academic performance of nonmainstream students (Bonner et al., 2017; Garcia & Chun, 2016; Gay, 2015; Rasmussen, 2015). ; University X academic report, 2017). More specifically, to date, a lack of knowledge remains about instructors' and school leaders' views of their role in conducting CRT methods in a Rwandan diversified higher education classroom or

institution. In the present research I addressed this gap in the literature on CRT when related to Rwandan private higher education. I accomplished the task by asking both instructors and school administrators what they do to implement CRT methods in their daily teaching or administrative best practices. In conducting this study, I sought to clarify the role of instructors and school leaders in conducting CRT methods in Rwandan higher education classrooms or institutions with a diversified student population.

Purpose Statement

The purpose of this study was to describe instructors' and school leaders' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diverse or nonmainstream student population. I used a qualitative approach, specifically an exploratory case study design, in conducting the study. The qualitative design was chosen because CRT is a phenomenon to be described and understood since little research about it has yet been done, according to my review of the litearture. Qualitative methods are helpful for exploring a study phenomenon and generating knowledge about it (Creswell, 2014; Ravitch & Carl, 2016; Saldaña, 2016).

Research Questions

I sought to answer the following research questions (RQs):

RQ1-Qualitative: How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diverse or nonmainstream student population?

RQ2-Qualitative: How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroomor institution with a diversified or nonmainstream student population?

Conceptual Framework

In developing the conceptual framework for this study, I drew from three models of CRT developed by Gay (2002), Aceves and Orosco (2014), and Richards et al., (2007). Gay's model was developed to make culturally diverse schools successful. This success always requires a CRT application and five conditions to be in place:

1. Acknowledging the heritage of diverse ethnic groups. CRT should value minority students' cultures and experiences, (Aronson & Laughter, 2016).

2. Building bridges between home and school experiences, as well as between academic abstractions and lived sociocultural realities that improve students' academic learning and achievement (Aronson & Laughter, 2016; Hilaski, 2018).

3. Using diversified instructional strategies, which in turn are related to diverse learning styles. Using different instructional strategies leads diverse students to academic success (Garcia & Chun, 2016; Jackson, 2015).

4. Teaching all students to have knowledge and praise both their own and other cultural heritages (Wu & Guzman, 2015)

5. Incorporating information, resources, and materials from diverse students population in all subjects and skills taught in schools (Charles, 2015) .

For the second model, Aceves and Orosco (2014) developed an innovation configuration matrix to guide teacher preparation professionals in the development of appropriate CRT content to address academic disparities among diverse learners. According to this model, CRT should be based on the premise that best teaching practices such as collaborative teaching, responsive feedback, modeling, and instructional scaffolding are of great importance in any culturally diverse environment. However, these practices are not enough, according to Samuels et al. (2017). They should also include students' cultures, languages, and everyday experiences to support and lead to students' academic achievement (Aronson & Laughter, 2016; Hilaski, 2018).

I also drew from Richards et al.'s (2007) three dimensions of CRT. The three-dimensional framework is based on the premise that any teaching activity from the teacher and any academic achievement of a diverse student is a result of the application of a culturally responsve pedagogy also called CRT comprising three dimensions: (a) institutional, (b) personal, and (c) instructional (Richards, et al., 2007). The institutional dimension refers to the school. It is about school administration, policies, and values. School principals have been connected with the smooth running of the school (Dutta & Sahey, 2016). The personal dimension of a school concerns teachers with all their beliefs and practices. Teachers have been linked to students' academic performance and the effective learning of diverse students by mediating the content of their own culture, the culture of the curricular documents, and the culture of students in their instructional approaches (Amprako, 2017; Zhang-Wu, 2017). The instructional dimension is about CLR pedagogy. This dimension concerns teaching materials, teaching strategies, and

activities that constitute the core of instruction (Richards et al., 2007). Effective teaching

strategies are commendable when dealing with diverse students as they support student

engagement, performance, and achievement (Bonner et al., 2017; Ragan, 2018).

The concepts discussed in three works (Aceves & Orosco, 2014; Gay, 2002;

Richards et al., 2007): (1) guide the focus of the study and data collection process as they

create a focus on what instructors and schools administrators know about CRT; (2) assist

the researcher in choosing research questions. This conceptual framework helped to

match the methodological aspects of the study with the research questions; (3) Help align

the study's analytical tools and methods (Ravitch & Carl, 2016); (d) inspire me to choose

the qualitative research design. Figure 1 illustrates the integrated combined conceptual

framework.

Figure 1

An Integrated Combined Conceptual Framework
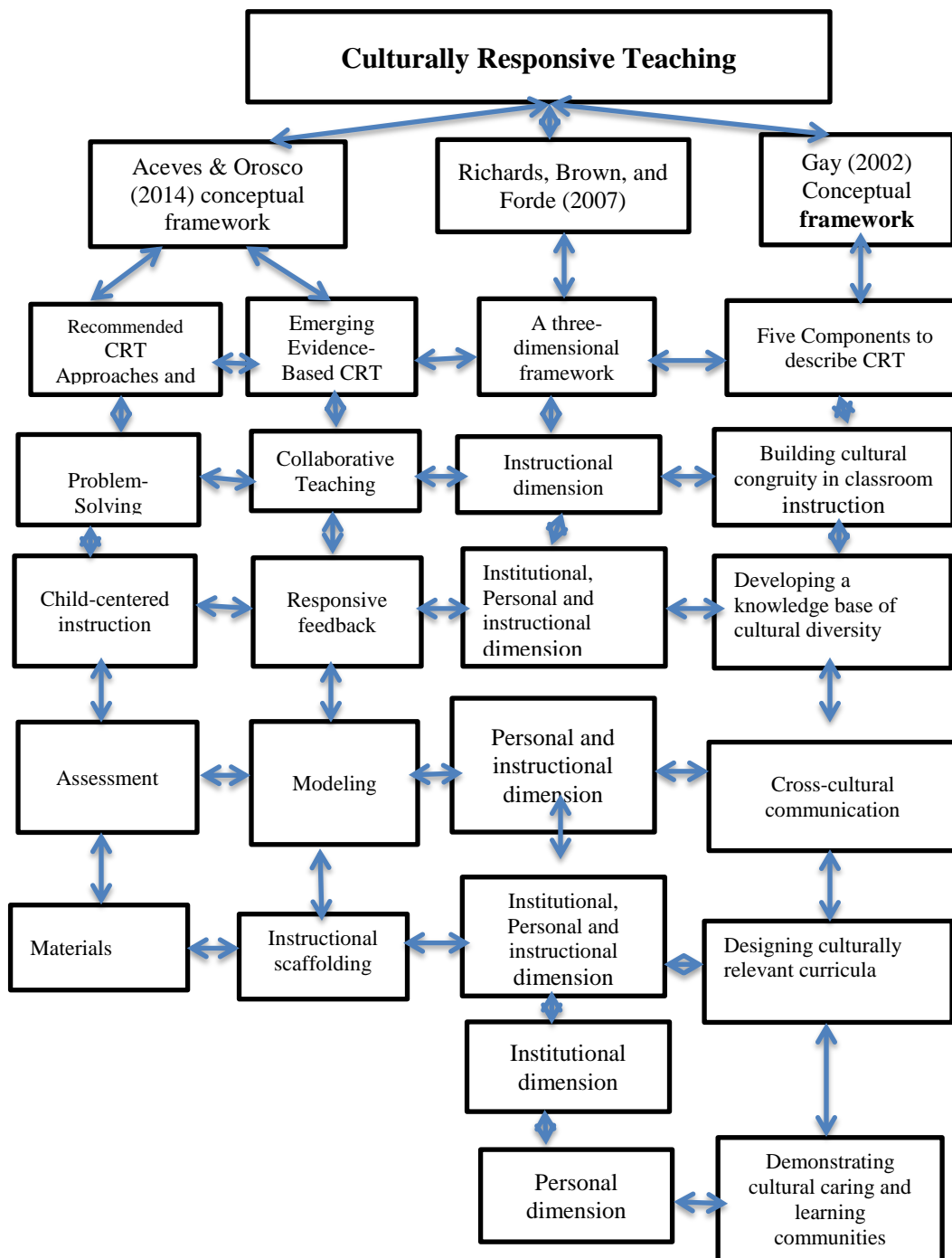
Nature of the Study

In this study, Iemployed a qualitative explorative case study approach, which is consistent and aligns well with understanding the perspectives of how culturally responsive school leaders and instructors in CLD higher education institutions perceive and perform their roles. I chose a qualitative design as it helps to discover, understand, and learn about participants' perspectives, which are the main purpose of this study (Ravitch & Carl, 2016). An exploratory case study approach was used as I conducted in-depth and detailed interviews regarding CRT at University X to gain a clear and deep understanding of instructors and administrators' perspectives regarding CRT as it relates to the teaching-learning process of culturally diverse students (Yates & Leggett, 2016; Yin, 2014).

Participants included five instructors and seven administrators, all from University X. The data collection instruments were individual and face-to-face interviews with both instructors and administrators. While member checking was used to seek for confirmation, modification, accuracy, and verification of the interview transcripts and the interpreted transcript from both instructors and administrators (Birt, Cavers, Campbell, & Walter, 2016; Gagliardi and Dobrow, 2016), triangulation allowed for the validity of the case study and offer confidence and accuracy (Birt et al., 2016; Flick, 2017; Yin, 2014). Triangulation was reached by embracing varied sources of information, which included interview instruments and documents. Documents included every administrative meeting report related to the research questions (Durden et al., 2015; Tisdell, 2017). The data

were coded and categorized to identify themes and patterns, which also refers to a qualitative method (Dawidowicz, 2011).

Definitions

The following definitions provide a better understanding and description of some keywords and concepts to be used in this study. This part of the research reflects the definitions of the words as they intend to be understood in this study. Given definitions are from educational research and reflect theorists' perspectives.

Culturally and linguistically diverse student (CLD): A student from a family or community that is racially, ethnically, culturally, and linguistically different from the mainstream dominant population of the region (Evans, 2017).

Culturally diverse classroom or school: A learning place gathering teachers, students, and administrators from religiously, culturally, and linguistically diverse environments (Alsubaie, 2015; Jimenez et al., 2014).

Culturally responsive leadership: All the skills educational leaders uses to influence the school employees under their supervision to respond appropriately to the academic needs of students from CLD environments. Culturally responsive leadership encompasses all practices and influential relationships that a school leader uses to create or promote an inclusive schooling environment (Santamaría & Santamaría, 2016).

Culturally responsive pedagogy: A new teaching methodology that encourages educators in diverse classrooms and schools to refer to the culture of cultural minority students and ethnic experiences as a way to meet their academic needs (Brown, 2014).

Culturally responsive teaching (CRT): Teachers' capacity and willingness to use the knowledge and previous experiences from cultural minority students. CRT is also about the use of frames of reference, as well as the performance styles of students from CLD environments for academic success (Evans, 2017).

Culture: Peoples' shared ways of living and thinking, which first include symbols and language. Symbols may be described as verbal or nonverbal (Leight, 2013). Knowledge, beliefs, and values norms are also reported as part of the shared ways of living and thinking (Leight, 2013). Those values norms are described as peoples' expected behaviors, while the last shared ways of the living and thinking component is referred to as techniques ranging from common recipes to high level of technology and sophisticated material objects (Leight, 2013).

Diversity: Inclusion and differences among people from different geographical areas and/or belonging to different ethnicities, socioeconomic status, or races (NCATE, 2008). Divesity is also about apparent differences among people who find themselves in the same place (school or classroom) may also be a result of exceptionalities, sexual orientation, different languages, or affiliation with different religions and beliefs (NCATE, 2008; Roberge & van Dick, 2010).

Education system: A reflection of how an education in a given country is organized from the nursery level to the postgraduate one. The education system shows how education in any country is structured (Karabulut, 2018).

Higher education: An education level taking place after the postsecondary or high school level (Alvis, 2016).

International students: Any students who join a foreign school and study in a language and culture different from the one of their country of birth (Ragsdell, 2017).

Assumptions

Assumptions are parts of a study design over which a researcher has no control, but which must be true if the research has to be valid (Marichal, 2018). The first assumption was that University X instructors would provide accurate information concerning the view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diverse or nonmainstream student population. The researcher also assumed that University X administrators would provide accurate information regarding their view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population. The study findings would be inaccurate if the two assumptions proved untrue. Therefore, the two assumptions would be important as they would impact the trustworthiness of the study.

Scope and Delimitations

The purpose of this study was to describe instructors and school leaders' view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population. According to Bonner et al., (2017), teachers' sensitivity to cultural differences has an impact on students' achievement and classroom success. Such a discovery motivated me to include teachers among participants. University X administrators were also used as a source of data, for

studies have targeted them as playing a role in determining schools and students' success (Bonner et al. 2017; Zhang-Wu &Wang, 2016).

The study was limited to one private academic higher education institution (University X) with a high number of diverse students. This study included only instructors and school administrators with at least five years at University X. These participants shared information through interviews only. Neither students nor parents were involved. The transferability issue was addressed by giving a full description of the inquiry and setting but also by selecting participants purposely (Anney, 2014).

Limitations

Weaknesses in a study may be found at different levels (including methodology or research design). Instructors' refusals to take part in the study and withdrawal from the research were among the key limitations. I spent time explaining the benefits of the research to research participants and responding to any potential concerns from participants. I was also as transparent as possible.

The study took place at one higher education private institution. Public institutions, though they could be a beneficial case study and source of information, were not included. This assumption was based on the number of diverse students these institutions have (Higher Education Council, 2016). As University X, with its population, was unique, the research findings were not easily applicable to all other private or public higher education institutions. Concerning the transferability issue, a well-detailed description of the inquiry, setting, and purposely sampling of participants was expected to help address this issue. Also, all details about data analysis and results were provided.

As this was a qualitative study, the interview may not be expected to produce consistent results across data collection occurrences (Robinson, 2014). To mitigate this limitation, I provided all details of how data collection was done through face -to- face interviews and document review. All details about data analysis and reporting were provided as well.

During this study, some biases were expected to occur. Biases from the my personal beliefs, opinions, and values may have exerted an influence on the analysis and interpretation of the study result. To avoid this type of bias, I asked the clearest and most objective questions possible. To write unbiased questions, I shared his interview questions with his dissertation committee members and listened carefully to participants. I also strove to stay as neutral as possible. I finally kept a researcher's journal in which I jotted down all my memos,experiences, ideas that arose from looking at the data, any pressing questions, and thoughts. The reseacher's journal helped to separate my own thoughts from data collected and analyzed (Creswell, 2009; Hatch, 2002).

Significance

CRT is an important and under-researched topic in Rwandan education in general and in University X in particular. The proposed study may increase the understanding of school administrators and instructors regarding the learning conditions and environments of minority or international students in Rwandan private higher education institutions. An increase in this understanding may result from more shared details about the implementation of the principles of CRT to be gained during the conducting of this study. Once those minority students' learning conditions and environments are known,

important recommendations for imporovement are formulated and shared with Rwandan

private higher education leaders and instructors as well. The findings from this study may

be expected to contribute to existing research works and add new knowledge about CRT.

This study has the potential to bring about positive social change by increasing

both University X instructors' and school administrators' knowledge of ways to better

meet minority students' needs, which may improve the learning conditions of minority

students. A study about CRT may also benefit minority students by dealing with

obstacles that hinder the implementation of its principles known to improve academic

performance. This study may contribute to positive social change by promoting positive

learning environment and social relationship within the University X community, which,

in turn, may lead to minority students' academic success. Another potential contribution

of this study may include the content quality understanding promotion, leading to quality

knowledge needed to positively change a community and society at the large. Study

findings can also be used to attract more students of diverse cultural backgrounds from

thorught the world to join Rwandan higher education, a goal that is important both

academically and financially.

Summary

In Chapter 1, I addressed the problem statement and the purpose of the study. I

also presented and discussed the research questions, the background for the study, and the

conceptual framework. In this chapter, I stated the research questions, explained the

nature of this inquiry, provided definitions of key terms, and presented research

assumptions. I also described the scope and delimitations of the study, study limitations,

and significance of the study. In Chapter 2, I describe different researchers who have addressed CRT and how a qualitative case study has helped to understand the participants' view of the world.

Chapter 2: Literature Review

In this exploratory case study, I sought to describe instructors' and school leaders' views of their roles in conducting or using CRT methods in a Rwandan higher education classroom or institution with a diversified or nonmainstream student population. Cultural minority and limited-English speaking students, who are also called CLD students (Allen, 2017), are exposed to major challenges related to culture, language, and academics in their classrooms (Ndemanu & Jordan, 2018). Historically, unprepared instructors have taught curricula focused on majority cultures, which ignores minority cultures (DeCapua, 2016; Lambeth, 2016; Long, 2016; Taylor et al., 2016). The role of school leaders also must not be underestimated (Tillery, 2018). Bonner et al. (2017) asserted that educational leaders should have a primary goal of giving all learners an equal chance to succeed, regardless of their backgrounds, a goal which requires reform and transformation of all aspects of the educational system: Funding, policy making, and administration must also become culturally responsive (Johnson-Wells, 2016). If teachers are required to adjust in response to the academic needs of culturally diverse students, then educational leaders must have a similar mission, which is not always the case (Khalifa et al., 2016).

In an attempt to provide solutions, educational researchers have suggested the use of CRT by both teachers and school leaders (Compton-Lilly, 2015; Wairia, 2017; Zhang-Wu, 2017). CRT has been suggested as a working solution as its foundation is to improve the learning experiences of cultural minority students (Tillery, 2018). This improvement is made possible by focusing on the following factors: diverse students' cultural knowledge, diverse students' prior experiences, their frames of reference, and their

performance styles (Debnam et al., 2015; Samuels et al., 2017). Teachers who practice

CRT have been reported to be successful in teaching diverse students based on their

enthusiasm for their work and their respect for parents (Bassey, 2016). In a divese

classroom**,** CRT is the current recommended teaching method, as it promotes better

student achievement, increased engagement, and reduced achievement gaps (Byrd, 2016;

Mayfield, 2015).

In Rwandan private higher education institutions, diversity in classrooms does

exist, and the number of diverse students has been increasing over the years (Higher

Education Council, 2016). Despite this increase, teachers and education administrators

have paid little attention to the education of minority students, and a gap has been noticed

between theories and practices in the field (National Center for Education Statistics,

2017). A lack of knowledge remains concerning how teachers and school leaders respond

to the academic needs of CLD students there (Aronson & Laughter, 2016; Long, 2018).

Findings from this study could generate strategies to help teachers and school leaders in

Rwandan higher education address the needs of diverse students.

In this chapter, I review literature on the historical underpinnings and theories in

support of CRT, the need for CRT, teaching strategies, and practices used in the

classroom with students from CLD environments, as well as the role of leadership in

CRT. Chapter 2 also includes a discussion of cultures found in classrooms, international

students, and migration in Africa, higher education in Rwanda, diversity in higher

education , and CRT in higher education. I also present the conceptual framework in this

chapter. I drew the conceptual framework from three authors: Gay (2002), Aceves and

Orosco (2014), and Richards et al. (2007). The synthesis of the literature that follows

facilitates a thorough understanding of the study phenomenon. I begin the chapter by

describing the literature search strategy.

Literature Search Strategy

I reached saturation by searching different journal articles. The search also

included peer-reviewed publications accessed through the Walden University Library

(mostly ProQuest Dissertations & Theses Global) and Google Scholar. Additionally, I

used ERIC, ProQuest Dissertations & Theses Global from other different universities ,

and various other educational websites to gain access to peer-reviewed publications. I

also read books, some of which were purchased online. To locate relevant literature, I

used the following key search terms: *culturally responsive teaching*, *culturally responsive*

pedagogy, *minority students in higher education*, *diverse students in higher education,*

needs of culturally diverse students, *teaching practices in a culturally diverse school or*

classroom, leadership practices in a culturally diverse school, *culturally diverse students*,

teachers' perspectives of CRT, *school leaders' perspectives of CRT*, *the academic*

performance of diverse students, *migration in Africa*, *higher education in Rwanda*,

diversity in higher education, and *culturally diverse students in higher education*. Given

the lack of literature addressing minority students in Rwanda, I also referred to studies

done in other areas throughout the world.

Conceptual Framework

The concept for this study was CRT, which refers to a multidimensional, student-

centered approach for the promotion of equitable excellence (Samuels et al., 2017).

Conceptually, CRT is designed to build upon cultural minority students' experiences and contributions (Samuels et al., 2017). Ebersole et al. (2016) described CRT as a teaching methodology empowering students based on their heritage and cultural histories. This empowerment applies to all students' intellectual, social, emotional, and political aspects, and serves to help minority students succeed (Tomlinson, 2015). CRT and its referents serve to bridge the gap and explain the mainstream culture to minority students while valuing and acknowledging these learners' own cultures (Aronson & Laughter, 2016; Hilaski, 2018).

I used three models from research works to create the conceptual framework for this study. The first model, by Gay (2002), addresses preparation for CRT. The second work, by Aceves and Orosco (2014), concerns teachers' preparation for the development of appropriate content for CRT. Richards et al. (2007) theorized and explored three dimensions in CRT: the institutional, personal, and instructional. I used the concepts discussed in the three works (Aceves & Orosco, 2014; Gay, 2002; Richards et al., 2007) as a guide for data collection because of their focus on what teachers and school administrators already know about CRT.

I developed the first part of the conceptual framework from the research work by Gay's (2002). It included five components:

1. Teachers should have both pedagogical skills and content knowledge regarding cultural diversity (Hill, 2018).
2. An effective teacher should be able to convert the knowledge into culturally relevant curricula and instructional strategies (Macgregor & Folinazzo, 2018;

Norman, 2020). A curriculum used in a diverse school and classroom should reflect many cultures, which will resist plateauing and will develop resiliency (Charles, 2015; Norman, 2020; Research Reports, 2018).

3. An effective teacher should promote a climate that is conducive to learning, especially for ethnically diverse students (Grace & Harrington, 2015; Griffin et al., 2016; Hilliard, 2019). Paulk et al. (2015) observed that CRT application can be a sound source of a safe and nurturing environment;

4. Cross-cultural communication is another pivotal element when applying CRT. This element must be of the highest level to serve and teach ethnically diverse students more effectively (Aceves & Orosco, 2014). Gay (2012) recommended that teachers pay attention to minority students' intonation, gestures, and body movements;

5. Preparation for CRT should involve building cultural congruity into classroom instruction, which implies a firm understanding of the internal structures of cultural minority students' learning styles. This knowledge also includes preferred content, ideas and thought organization, and sharing techniques. Motivation techniques, strategies for incentive use, and rewards for learning as well as interpersonal interactional styles are also part of this knowledge (Bonner et al., 2017; Gay, 2002).

The second part of the conceptual framework was developed from the research work by Aceves and Orosco (2014). They conceived of four CRT practices that can help a teacher of culturally diverse students to be effective:

 (1). Collaborative-based instruction: In this practice, a teacher offers students the

opportunity to learn from their collective experiences and challenges (Ndemanu &

Jordan, 2017);

(2). Responsive feedback: This practice allows for individualized teaching and

support. Responsive feedback is given whenever a teacher attempts to offer

important, continuing, and immediate feedback on students' responses and

participation

(3). Teacher modeling: This practice consists of engaging students in a discussion

concerning instructional expectations. When using this approach, a teacher should

ensure that any examples used are drawn from students' cultural, linguistic, and

life experiences (Ndemanu & Jordan, 2017);

(4). Instructional scaffolding: This practice implies the use of learners'

contributions and cultural backgrounds (Compton-Lilly, 2015). Teachers'

modeling practice use students' contributions and their cultural and linguistic

backgrounds to promote students' understanding (Samuels et al., 2017).

In this model, the researchers, Aceves and Orosco, also recommended two

teaching approaches to use in a culturally diverse classroom (Aceves and Orosco, 2014).

The first approach involves problem-solving, which encourages teachers to investigate

real and open-ended problems. This approach promotes the formulation of questions and

the development of solutions to genuine challenging situations. The second approach

concerns child-centered instruction. This approach insists on contributions from students

(Samuels et al., 2017). Learner-centered teaching offers an opportunity for students to

think about what and how they are being taught (Samuels et al., 2017). For these two approaches to lead to success, teachers are encouraged to assess their diverse students. This assessment should focus on minority students' linguistic and cultural identities since all teachers' activities should build on students' knowledge and strengths from home and communities (Banks & Obiakor, 2015). Teaching material, according to Aceves and Orosco (2014), should also reflect students' cultural, linguistic, and racial identities, as these factors promote learning in diverse students (Ellis et al., 2017).

The third part of the conceptual framework was developed from the research work by Richards et al. (2007), which consisted of three dimensions namely institutional, personal, and instructional.

(1).The institutional dimension involves the school's implementing appropriate physical and political structures. To be more culturally responsive, a school needs reforms within its organization (Savvides & Pashiardis, 2016). These reforms occur at three levels: (a) administrative organization and the way it applies to diversity, which includes how a school plans for its physical spaces and arranges classrooms, as well as classroom composition; (b) school policies, procedures, and practices, which are related to service delivery to students from minority groups, all of which should undergo an appropriate revision; and (c) the institution, which must make meaningful connections among schools, families, and communities (Halaski, 2018; Khalifa et al., 2016);

(2).The personal dimension concerns a teacher's beliefs and practices. This dimension requires self-reflection by the teacher. To be successful, a teacher in a

culturally diverse classroom should strive to learn and understand the cultures and backgrounds of all his students (Ndemanu & Jordan, 2018).

(3).The instructional level concerns the compatibility of instructional material, such as available books, teaching strategies, teaching methods, and any other activity with students' cultural experiences. The instructional level also concerns choosing the right teachers who know how to teach and choose the appropriate methodologies for effective teaching (Ragan, 2018; Spillane, 2015).

The conceptual framework is chosen for different reasons:

(1). It offers strategies and principles to be applied to attain the academic needs of cultural minority students;

(2). It helps the researcher to choose research questions;

(3). It plays an important role in matching the methodological aspects of the investigation with the four proposed research questions. It is the conceptual framework that helped to align the analytical tools and methods of the study (Ravitch & Carl, 2016).

(4). This framework inspires the researcher to choose the qualitative research design.

Literature Review Related to Key Variables and/or Concepts

In this section, the researcher explored and summarized the literature addressing CRT in higher education. Articles and dissertations from qualitative, quantitative, and mixed research approaches are included in this section. Some of the searched articles give

complete and meticulous reviews of prior researchers' literature, while others include literature reviews.

Culturally Responsive Teaching

This section provides a summary of the current literature having a focus on CRT. It includes topics such as the history of CRT, the importance of CRT, teaching practices in a culturally diverse school and classroom, leadership practices in a culturally diverse school, as well as different cultures found in a school. Due to a lack of literature about CRT in Rwanda, most of the cited articles are from different sources across the globe.

History of Culturally Responsive Teaching

The multicultural education concept, which later became CRT, emerged in the 1960s and 1970s. The concept of multicultural education began as a movement for minority students (Pelkowski, 2014). One goal was to raise public awareness of the societal inequities perpetrated against these groups. Different terms were used at the beginning:

(1) Culturally responsive pedagogy was one of them, with an emphasis on bringing the community's invisible culture to school through the participation of parents, the hiring of new staff from diverse cultures, as well as the school staff training about diversity.

(2) Culturally compatible pedagogy was another; (c) cultural collusion; and (d) cultural synchronism and culturally proficient (McCray & Beachum, 2004; Cazden & Leggett, 1976; Irvine, 2002; Lindsey, Roberts, & Campbell Jones, 2004; Terrell & Lindsey, 2008; Vogt, Jordan, & Tharp, 1987). All these terms have been used for the

same purpose: to celebrate and serve all children, no matter their knowledge, language, and cultural background (Khalifa et al., 2016).

In the 1970s and 1980s, CRT began to be the dominant term and concept in the education field. Geneva Gay (2002, 2010, 2013 & 2015) used CRT to refer to successful practices to help African American students succeed (Mayfield & Garrison-Wade, 2015). Late in the 1990s, however, cultural difference theorists noted a relationship between minority students' home and community cultures and low-income students and their substandard academic achievement, (most educational practitioners remained reluctant to accept this new finding, however). Diverse students were instead considered responsible for their own misery (Moore, 2014; Nieto, 2010), and Banks (2010) concluded that such students were responsible for their own academic failure. As a result, in inner cities, socioeconomically disadvantaged students were blamed for their low academic expectations and poor academic performance (Greene, 2009; Moore, 2014).

This view is opposed to that of the cultural differences theorists, who believe in the strength of the culture of minority students (Alsubaie, 2015; Wang & Gordon, 1994). These theorists believe that it is the disconnection between the school culture, the home culture, and the socio-economic and community cultures that are to blame for the poor academic achievement of cultural minority students (Bonner et al., 2017). It is the reason that the use of the languages and cultural strengths of minority students is strongly recommended when teaching them (Aronson & Laughter, 2016; Zoch, 2015). CRT is based on the premise that minority students' cultural backgrounds when incorporated into teaching strategies will result in high academic achievements (Bonner et al., 2017).

Importance of Culturally Responsive Teaching

The searched literature in this subsection informs the CRT strategies. The same subsection includes articles and dissertations from qualitative and quantitative research approaches. In the absence of local studies concerning CRT, this section includes works from foreign researchers. Some of the cited articles give well-detailed and meticulous reviews of the prior researchers' literature while others include literature reviews.

As the world grows increasingly diverse, immigrants and refugee students are confronting multiple educational challenges (Zhang-Wu & Wang, 2016). To solve such growing challenges, educational researchers have developed CRT, known for improving the learning experiences of cultural minority students and closing academic achievement gaps among minority students (Aronson & Laughter, 2016; Dickey, 2017; Mayfield, & Garrison-Wade, 2015). Improvement is made possible by focusing on the following factors: diverse students' cultural knowledge, minority students' prior experiences, their frames of reference, as well as their performance styles (Aronson & Laughter, 2016; Dickey, 2017; Samuels et al., 2017). The critical importance of CRT in a diverse classroom has been discussed by multiple education researchers.

In a study by Hilaski (2018), the researcher addressed the importance of CRT. In this qualitative study with no research approach or sampling strategy identified, the author explored how reading recovery teachers made their teaching activity more culturally responsive for the benefit of minority learners. The sources of information for the study included interviews and bi-weekly professional development sessions. Debriefings, reflective journals, and artifacts were all used as data collection instruments.

The research findings revealed that minority students' knowledge of their culture and language is used as a bridge between familiar and new knowledge, a bridge that makes teaching and learning easier for students. The author recommended that all teachers in schools with diverse students have knowledge of their students' cultural and linguistic backgrounds, which will help them structure a bridge for academic success and a means to close academic gaps among minority students.

In another study on CRT by Ndemanu and Jordan (2018), the researchers sought to explore different challenges faced by African immigrant children being educated in another education system and to provide a new educational system with pre-emigration background information concerning the education systems in Africa. The purpose was also to provide CRT strategies to help African immigrant children succeed in another education system. No indication about research design and sampling was provided but, on the whole, the study appears to be qualitative. The lack of details regarding sampling strategies led to doubts about the trustworthiness of the study. Data and conclusions from previous studies were used to advocate culturally responsive pedagogy as the appropriate teaching methodology for African immigrant children. CRT, as the recommended teaching methodology for a diverse classroom, was reported to be beneficial to the minority students as it offers the opportunity to serve mainstream students and learn from diverse students (Ndemanu & Jordan, 2018).

On the importance of CRT, Compton-Lilly (2015) also presented a qualitative case study exploring the effect of cultural differences and expectations on learning. Martin, an African-American elementary school student, was the subject of the study.

During this research, the author concluded that CRT's role in the teaching and learning process of minority students is crucial. CRT application prevents teachers from ignoring students' cultural backgrounds, perceptions, values, and racial identities; ignoring these factors could well lead teachers to doubt minority students' capabilities and to fail to accelerate their learning development (Compton-Lilly, 2015). The author encouraged teachers to base their teaching activities on their diverse students' cultural backgrounds, knowledge base, and means to promote minority students' learning. Compton-Lilly (2015) also stressed that the implementation of CRT is necessary for both teachers and school leaders to effectively meet diverse students' needs. The author added that the lack of CRT implementation leads to academic, social, and political struggles. These conclusions once again indicated CRT's importance, especially among diverse schools and classrooms. The Compton-Lilly case study has weaknesses: as the research studies only one student, the findings cannot be generalized to all students, as each student is unique.

The importance of CRT was also a subject of interest for Bassey (2016), who conducted a qualitative study to explore how educational justice might be achieved in the teaching field. A review of available literature and a comparison between schools in which teachers used CRT and schools in which teachers did not use CRT has shown varying results. Although no information was provided concerning the research methodology used, the results have shown that the CRT teaching method used by teachers has been the source of improved academic achievement in minority students. The same study conclusions were also found by Bassey (2016)**;** Dickson et al. (2016);

Gehlbach et al. (2016); Hammond (2014); and Long, (2018). Students from classrooms in which teachers applied CRT methods did better academically than did students from classrooms in which teachers did not (Bassey, 2016). The findings from this study indicated that the application of CRT strategy by effective teachers also promoted the civic responsibility of all students. The same findings revealed that CRT application kept minority learners awake while making them active participants and motivating them to enter the fight for social change (Byrd, 2016).

To identify the key obstacles faced by teachers when trying to implement culturally relevant instruction in their classrooms, Long (2018) used a mixed study approach. For data collection, the author relied on surveys and interviews. The author highlighted the importance of CRT as a strategy to empower minority students with the capacity to overcome the oppression imposed by mainstream culture. Long (2018) considered culturally responsive pedagogy a great source for long-lasting academic achievement, recognition and honor of minority students' cultural beliefs and practices, and sociopolitical awareness of the existing inequities in society. In this study, some weaknesses were identified. The researcher admitted that in the survey and interviews, he only included teachers with positive views of culturally relevant instruction; this approach creates a sampling issue. By choosing only teachers with positive views, the researcher may well have missed important information. Questions about the overall credibility of the study can also be raised.

Teaching Practices in a Culturally Diverse School and Classroom

This section consists of literature focusing on teaching practices to be used in a culturally diverse classroom. The literature uses both a qualitative and quantitative model research approach.

Education reports maintained that schools and classrooms across the world are becoming more diverse culturally and linguistically (Turgut Dost, 2016). This trend is reported to be continuing due to globalization and immigration (Kena et al., 2016). Despite this remarkable population change and the many studies that have shown an achievement increase as well as a connection to deep learning when students' knowledge and practices are used, the great majority of the teaching force remains unchanged (Wairia, 2017). Teachers continue, on one hand, not to reflect the population of students they teach and on the other hand, not to understand the particular sociocultural practices of the communities surrounding their schools (Long, 2018; Taylor et al., 2016). It has also been reported that many teaching staff are not aware of the diversity in their classrooms and do not recognize the impact of diversity in their classrooms (Aronson & Laughter, 2016; Gaymon, 2017; Long, 2018). The teaching force is described as having limited knowledge and experience with students from CLD environments (Bonner et al., 2017). Such a situation calls for teaching staff to be culturally responsive if they are to meet minority students' needs (Turgut Dost, 2016). Ellis et al. (2017) and Zhang-Wu (2017) added that culturally responsive teachers serve as catalysts in the entire process of CLR pedagogy implementation To make diverse students successful, some teaching practices, as listed below, are required.

In a qualitative, collective case study designed to list and describe different teaching practices and beliefs to be applied by an effective teacher in a culturally diverse classroom, Martin (2016) interviewed three school principals, six teachers, and thirty students from three rural schools. The researcher concluded that for teachers to adequately address the needs of cultural minority students, they should:

(1). Take into consideration and value the teaching and learning cultural contexts;

(2). Focus on academics;

(3). Focus on minority students' learning outcomes;

(4). Strive for the promotion of equity and excellence in education;

(5). Apply constructivism principles when dealing with diverse students.

However, this study was subject to a purposive selection limitation. The researcher assumed that teachers at three rural schools applied CRT, while multiple screening could have been used to make the right selection of culturally responsive teachers by the use of the Dream-Keepers.

To know more about the best teaching practices in a diverse classroom, Garcia (2017) conducted a different qualitative, single case study in an urban school corporation to describe the best practices used by culturally responsive teachers to meet the academic needs of minority students. Data were collected from three main sources: three elementary teachers, one middle school teacher, and three high school teachers. The study results revealed that culturally responsive teachers strive to demonstrate multicultural awareness, promote high expectations, validate nonmainstream students, and create a highly supportive learning community among nonmainstream students. The

findings also revealed that teachers must give the utmost importance to minority students' development and empowerment. Other studies have had similar findings that point to the same best practices used by culturally responsive teachers for the academic success of nonmainstream students (Dahlgreen, 2015; Hall & Theriot, 2016; Hammond, 2014). Given that this single case study included three schools from one district and used a small sample size, it would not be practical for the study findings to be generalized to other different settings.

In a quantitative study, Scanlan and López (2015) examined the influence of the quality of teachers' language modeling on the reading achievement of 995 English language learners (ELLs). The findings revealed a direct correlation between the two measured variables. In other words, the reading achievement of cultural minority students in a diverse school depends on the teachers' language modeling. Based on these research findings, Scanlan and López (2015) put forth two important recommendations to respond to cultural minority learners 'academic needs: improving the socio-cultural integration of minority learners and developing their second language proficiency. These are two recommended teaching practices to make diverse students successful. However, given the small sample size, it was impossible to examine effects by grade.

The best practices in a diverse classroom were also studied by Christian (2017) in a mixed-method study. The author used semi-interviews, observations, and surveys to explore teachers' and schools leaders' beliefs and practices concerning CRT in 10 middle schools in Alaska. The researcher found that for any school administrators and teachers in

a culturally diverse school or classroom to be successful, it is important to accomplish the following:

(1). Integrate the local culture and language into academic content and activities;

(2). Teach through culture, which requires professional development for both teachers and school administrators.

Teaching through CRT should rely on the following main dimensions, as explained by Aronson (2016) and Aronson & Laughter (2016):

(a). Students' high expectation set by a professional teacher;

(b). Validation of every student's culture;

(c). Education of the whole learner by a socially, emotionally, and politically well-trained teacher;

(d). Transformation of the society by a teacher committed to using existing strengths of students to drive instruction, assessment, and a curriculum;

(e). Design of emancipatory and liberating teaching by a culturally responsive teacher;

For the sake of diverse school success, school administrators and teachers in a culturally diverse classroom should also seek to

(3) Promote positive and respectful working relationships with minority and diverse students. Aronson & Laughter (2016); Hilaski (2018); Evans Lane (2016); Samuels et al. (2017); Warren & Hotchkins (2015); Zhang and Wang (2016) conducted different studies addressing the same topic and came to the same conclusions concerning teachers' and schools leaders' beliefs and practices in a diverse school.

Additionally, Ndemanu and Jordan (2018) conducted a qualitative study exploring different challenges facing African immigrant children being educated in another education system. The purpose was to provide CRT strategies or practices to help African immigrant students succeed when in another education system. The research findings pointed out instructional practices to be used by a teacher in a culturally diverse classroom. This research advocated for knowledge of students' cultures and attitudes. The same study also insisted on the importance of a strong understanding of a student's life at home and school, a high level of cross-cultural communication skills (or going beyond one culture), and the use of a cultural lens when delivering academic content. Teachers should also engage in consistent and persistent communication and interaction with the families of cultural minority students to promote the academic success of diverse students (Ndemanu & Jordan, 2018). Given the research design of this investigation, the inquiry was broad and open-ended, which allowed the researcher to probe deeply and to uncover concerning issues (Choy, 2014).

In connection with the best teaching practices in a diverse learning environment, Ellis et al. (2017) also conducted a qualitative study in Rio de Janeiro. He spent three months interviewing students with disabilities along with their families to acquire knowledge about the best teaching practices designed to increase students' cultural responsiveness from a diverse classroom and school. The findings revealed that the use of materials from the outside and the development of empathy for another culture are sound strategies in teaching diverse students. Empathy from both teachers and students toward diverse groups leads to less prejudice, less conflict, and more positive social overtures.

The qualitative nature of this study has allowed the researchers to collect deep experiences from 16 diverse teachers, which has increased the understanding of CRT. On the other hand, the research findings were not objectively verifiable (Choy, 2014).

Teaching in a culturally diverse school and classroom inspired Snowball and McKenna (2016) to conduct a qualitative case study to describe the use of student-generated podcasts to harness the diversity of first year economics students at the University of South Africa. The lived realities and shared experiences of these diverse students, as well as the experiences and perspective of the lecturer, served as the data collection sources. The study revealed that the use of student-generated podcasts by teachers in a diverse classroom was beneficial to the learning of diverse students. Student-generated podcasts were seen as one of the best teaching practices to be used by teachers in any school, including a diverse one as it promotes motivation and confidence, collaborative learning, language production skills, and transferable skills, all needed in a diverse school. Student-generated podcasts also offered an opportunity to discuss and include sociocultural context, as well as prior experiences, in the learning process. The study findings indicated that student-generated podcasts make diverse students creators of community knowledge instead of just passive receivers of this knowledge.

Given that the research focus remained within the confines of the space (a large first-year economics class) and time of the proposed case, study findings were not transferable. This case study has, however, opened doors to other educators, allowing them to apply the principles and lessons learned from this case study to other higher education institutions, which can lead to transferability (Burkholder et al., 2016).

Leadership Practices in Culturally Diverse Schools and Classrooms

As diversity in education increases, the pressure on school leaders to address diversity issues has become significant (Avci, 2015; Lopez, 2015). Educational leaders are expected to play a key role in the kinds of needed and anticipated changes, and thus have become a major focus of educational inquiry (Aronson & Laughter, 2016; Dell'Angelo, 2016; Long, 2018; Tillery, 2018; Whipp & Geronime, 2017). Productive schools largely depend not only on strong teachers, but also on a strong leadership as teachers' commitment, teachers' beliefs, and teachers' perceptions of efficacy are the results of the sound organization and practices put in place by effective schools leaders (Kraft, Paypay, Moore-Johnson, Charner-Laird and Reinhorn, 2015). A solid organizational structure and cultural policies when put in place by a strong school leader have also been reported to exert a positive impact on teachers' effectiveness ((Tillery, 2018). In addition, school leader's decisions and priorities have been linked to: (1) Teacher's satisfaction of the teachers; (2) Students' academic achievement; and (3) The interaction with the community (Kraft et al. 2015).

As different empirical studies pointed out, education administrators play key roles in the achievement, equity of students, and in influencing what students learn (Dell'Angelo, 2016; Dutta & Sahey, 2016; Kraft et al., 2015; Whipp & Geronime, 2017). It is the reason that educational researchers call for the application of culturally responsive school leadership (CRSL) in order to facilitate needed changes (Dell'Angelo, 2016; Kraft et al., 2015; Jun, 2016; Zoch; 2015). CRSL, in fact, is a recommended strategy as it allows for educational leaders to ensure equity, diversity, and social justice

are well handled (Dell'Angelo, 2016; Gaymon, 2017; Kraft et al., 2015; Lopez, 2015).When CRSL is applied, achievement gaps among students who have failed for an extended time can easily be closed (Dutta & Sahey, 2016).

On the other hand, some studies have raised troubling questions concerning the current application of CRSL principles (Zhang-Wu, 2017). Some school principals, for instance, favor assimilation over the celebration of diversity. They are reported as not understanding the struggles minority or students of color experience, a perspective that leads them to completely ignore CRSL (Capper, 2015; Davis et al., 2015). This lack of perception continues, although studies have predicted a complete failure of any CRT effort unless supported and promoted by the principal (Khalifa et al., 2016). CRSL is presented as a key element in the success of culturally diverse students (Bedard & Mombourquette, 2015). Various educational researchers, based on their research findings, have proposed certain practices and actions to be implemented by school leaders in support of the academic achievement of their diverse students.

In a qualitative study, Evans Lane (2016) interviewed five principals to explore and describe culturally sensitive practices and methods used by academic professional school leaders in culturally diverse schools to promote CRT. Among these teaching best practices and methods, the researcher pointed out: (1) The hiring of diverse staff (both academic and nonacademic); (2) Professional development; (3) Culturally responsive and positive environment support; (4) Curriculum and instructional design improvement; (5) Mentoring opportunity ; and (6) Search for role models among academic and administrative staff, as well as caring and compassionate staff. Other studies have

reached similar conclusions, pointing to the same CR teaching practices and methods (Khalifa et al., 2016; Macgregor & Folinazzo, 2018; Patterson, 2018; Robinson, 2017; Spillane, 2015; Warren & Hotchkins, 2015). This study, however, was subject to the limitation related to lack of diversity among respondents. Only white males, in fact, were interviewed. No principals' perspectives from females or any other racial, cultural, or ethnic backgrounds were included, which might have limited the quality and quantity of shared experiences.

Additionally, in a phenomenological qualitative study, Mester (2016) used semi-interviews to collect data from four secondary schools' teachers and three schools' administrators to examine teachers' and school leaders' perspectives concerning culturally diverse students' engagement and learning. The research findings revealed four culturally diverse students' engagement and learning factors. According to the findings, every culturally diverse school leader should take into consideration these factors: (1) Good classroom environment; (2) Positive school climate; and (3) Culturally-aware teacher practices and leadership support. Leadership support refers to various methods of training and development schools need to advance through teachers' empowerment. Leadership support may also comprise a strong organization which employs sound cultural practices. These factors have been reported to correlate in a direct relationship with: (1) Teacher commitment; (2) Teacher beliefs; and (3) Perceptions of efficacy. In different studies on the same topic about culturally diverse students' engagement and learning, Dell'Angelo (2016); Kraft et al. (2015); Whipp & Geronime (2017); Dell'Angelo (2016); Khalifa et al. (2016); Sulak, (2016); Robinson, 2017; Savvides &

Pashiardis (2016), all came to the same findings as Mester (2016). They all pointed out to the importance of: (1) Good classroom environment; (2) Positive school climate; and (3) Culturally-aware teacher practices and leadership support as key factors to take into consideration by a culturally diverse school leader. This study, however, faced some limitations. As the researcher decided to collect data by the means of semi-interviews only, this decision raises the issue of triangulation, which was not addressed by the researcher.

In a study concerned with CRSL, Khalifa et al. (2016) conducted a literature review study to describe CRSL behaviors. Using a search methodology in Google Scholar and by visiting other different academic online sources, the researchers found more articles on CRSL. This research approach, however, was found to be problematic, for it generated different sources containing neither CRT nor culturally responsive leadership terms. The researchers found that the role of CRSL on CRT is undeniable. They reported that any teachers' efforts at CRT that are unsupported by their school will be disjointed or short-lived. She observed that CRT alone cannot provide a solution to all problems that culturally diverse students face. Thus, to reform all aspects of a school including funding, policymaking and administration, it is necessary to make leadership more culturally responsive.

In this literature review study, Khalifa et al. stressed that for the sake of academic success of diverse students, a leader in a culturally diverse classroom should create and sustain a school environment, which attracts, maintains, and supports outstanding teachers and which promotes their development. An effective, diversity-aware school

leader should also recruit and sustain culturally responsive teachers who are best equipped to work with diverse students, all the while avoiding placement of inexperienced teachers in this type of environment.

In the context of culturally diverse school, Khalifa et al. recommended the creation of an inclusive school climate that supports and encourages marginalized students within most school contexts. Khalifia et al. also advocated involvement of the community the school serves and professional development for teachers and administrative staff to ensure that they are all responsive to minority students. The study recommended that a diverse school leader apply contextual leadership in an effort to respect the cultural background of each student in the classroom. Following this line of thought on contextual leadership, an effective diversity-aware school leader must use creative ingenuity to respond to contextual needs. Khalifa et al. concluded with four recommended CRSL behaviors, any culturally diverse leader should apply: (1) Inclusion; (2) Equity; (3) Advocacy, and (4) Social justice in school.

In the same vein, Reed and Swaminathan's (2016) qualitative case study used 14 high schools selected from Midwestern American states to examine the leadership practices and actions of urban high school principals designed to improve the academic achievements of their diverse students. This study offered the possibility for findings to be transferred to similar situations. However, the same study was subject to weaknesses. The researcher, for instance, did not specify any strategy employed to reduce and minimize bias or distortion in case any respondent decided to deliberately mislead interviewers.

Through interview and observation, the author concluded that, for the purpose of academic improvement in a diverse school or classroom, an urban school leader should strike a balance between (1) transformational leadership, known for motivation, inspiration and a higher level of morality and (2) transactional leadership, known for promoting exchange between a leader and followers as an important connection between those leadership styles that have been established (Avci, 2015; Reed & Swaminathan, 2016). According to Reed and Swaminathan's (2016), a school leader should take a context into consideration. A school leader should also be able to recognize community, institutional, and societal forces, all of which include poverty, racism, and inequities. A diverse school leader is called to be creative and use different identities for the purpose of engaging diverse stakeholders. Creativity refers to the school leader's capacity to find new solutions to complex problems of the school. In a school with students from different cultural backgrounds, a need for leadership to work with families remains. A strong relationship between a school principal, students, and their families is highly recommended, as the relationship has been proven to promote academic achievement (Khalifa 2016; Reed and Swaminathan, 2016).

In a study by Garza and Guzman (2015), the researchers used a qualitative case study to understand the adaptation issue faced by international students who joined American universities in the southern part of the United States. The researcher used convenience sampling to select ten participants from countries, such as, China, Taiwan, South Korea, Japan, Saudi Arabia, and Mexico. For data collection, a semi-structured interview was used. The study revealed that international students face academic barriers,

social barriers, and cultural barriers. This study also revealed some adjustment strategies used by American host universities' administration to help minority students adapt. The study pointed out the importance of school services, such as student associations, writing center, counseling center, recreational activities, and library. Respondents also pointed to the importance of dormitory and campus, as they promote socialization and improve English proficiency. Campus counseling service was also reported and associated with stress reduction when international students feel lonely. The study also revealed that students' clubs and associations were reported to help minority students reduce isolation. Finally, language support was reported among key elements in helping minority students to effectively communicate orally. This study, however, was subject to the some limitations. Given that this study focused on a particular group of minority students at a specific institution, the generalized nature of findings beyond that specific group was limited.

Cultures Found in a School or Classroom

This section gives a summary of literature with a focus on different cultures found in a higher education school. The same section also includes articles and dissertations from qualitative and quantitative research approaches. Some of the searched articles give complete and meticulous reviews of the prior researchers' literature, while others include literature reviews.

Different cultures in education have been identified; they vary depending on the academic institution. In the higher education, multiple cultural variables have been identified. Cooper (2011) identified cultures associated with race, ethnicity, and language

of students. Social class, gender, and religion related cultures exist. Nationality, disability as well as sexual orientation are also each one attached to a different culture (Cooper, 2011). Chen (2014) observed that increased racial and ethnic diversity are linked to cultural diversity. Culture is embedded in education; it is at the heart of education in both curriculum and instruction (Garcia, 2017; Gay, 2000).

Race and Ethnicity. Race and ethnicity are known to be social, not biological constructions. In some societies and cultures, they reflect social, economic, political, and practical features of the society (Heyl & Adam, 2012). As studies have linked race and ethnicity access to educational resources, opportunities, identities, and achievements, educational staff should understand and address race and ethnic issues (Chen, 2014 Ware, 2017).

Social Class. No agreed-on criteria exist to define people based on social class. However, received income, education level, type of employment, life-style, socioeconomic standing, and values are commonly used to determine social classes (Bank, 2001). In the twenty-first century, it is recommended that both teachers and educational leaders be aware of social classes as identified in their classrooms or schools since they have a direct effect on quality of education (Chen, 2014). In fact, studies have established a relationship between students living in high poverty and school failure (Hair, Hanson, Wolfe, & Pollack, 2015). Educational leaders as well as policy makers should address issues of social class to deliver quality education to all.

Gender Identity. Gender identity, according to Wilchins (2004), is an internalized sense of gender; which presents in four forms: female, male, neither, or both.

Gender assigned at birth may differ from one's gender identity or from other people's

perception of one's gender (Di Bartolo, 2013). Transgender or genderqueer names are

used when the gender identity of a person and the gender given at birth are not correlated

(Beemyn & Rankin, 2011). Gender is expressed in different ways, including behaviors

and appearance, which in return could include voice, mannerisms, clothes, hairstyle, or

make-up (gender expression) (Di Bartolo, 2013).

 Obviously, gender identity has an influence on gender expression (Nieto & Bode,

2008). In most societies and cultures, women are economically, politically, and socially

globally disadvantaged. This tendency also continues in education where in some

educational domains such as computer science and natural sciences, the gender factor

plays a role, leaving women underrepresented and a minority in the corresponding fields

of work (Chen, 2014). In an effort to solve gender inequity problems, education

practitioners should: (1) Ensure males and females have equal rights; (2) Ensure balanced

curriculum for men and women; and (3) Change negative stereotypes with bias against

women (Neito & Bode, 2008; Sleeter & Grant, 2009).

 Sexual Minorities. The LGBT acronym refers to lesbian, gay, bisexual, and

transgender minorities. They are nonheterosexual people with a diversity of sexuality and

gender identity-based cultures (Subhrajit, 2014). LGBT people face different forms of

socioeconomic and cultural injustice (McCabe & Rubinson, 2016). At school, LGBT

people continue to face a hostile school climate; many teachers, as well as school

administrators do not intervene to stop bullying or harassment directed at LGBT students

(Gonzalez, 2017). Thus, education practitioners should make sure LGBT students, as one

minority group, are offered equal and safe access to schools and educational
opportunities. It is the responsibility of educational leaders to become more sensitive and
to apply a leadership style that ensures a safe and affirming educational climate for all
students (Chen, 2014).

Disabilities and Exceptionality. Students with disabilities and exceptionality
include cultural minority learners with Specific Learning Disabilities (SLD). In the same
category are students with Learning Disabilities (LD). Emotional Behavior Disorders
(EBD) are also part of Disabilities and Exceptionality, as well as Autism Spectrum
Disorders (ASD). Under Disability and Exceptionality are Health Impaired (OHI) and
Vision Impaired (VI). Finally, Hearing Impaired (HI) and Orthopedically Impaired (OI)
also fall in the same category (Butts County School District, www.butts.k12.ga.us,).

To summarize, students with disability and exceptionality refers to students that
have been assessed and diagnosed with any disabling condition. As a result of their
physical and or intellectual capacity, students with disability and exceptionality find
themselves in a need of special curriculum (Lambeth, 2016). These students' physical
and intellectual conditions lead to the creation of their own culture and place them in a
category of cultural minority students.

International Students. The section includes qualitative and quantitative articles
addressing international students. The searched and cited articles give complete and
meticulous reviews of the prior researchers' literature.

International students, as defined by Shafaei, Nejati, and Razak (2018) are a
group of students leaving their country of origin and migrating to a foreign country

seeking further education. They join foreign schools from the outside and with varying backgrounds. The level of academic preparation, spoken language and culture make them novices to the new country and their current school (Arthur, 2017). Lin and Scherz, (2014) emphasized that international students should become used to the new cultural and learning environment. However, often, these students struggle to learn the content in a new language.

Higher Education

This section discusses the literature with a focus on higher education. Three themes are developed in this section: the importance of higher education, diversity in higher education, and CRT in higher education. This section also refers to qualitative and mixed articles and dissertations. Given the lack of local research addressing CRT, the cited literature was gathered from throughout the world. Some articles gave complete and meticulous reviews of the prior researchers' literature, while others included literature reviews.

The Importance of Higher Education

For many people, higher education institutions and universities are two different terms that convey the same meaning (Norton, Norton, & Cakitaki, 2016). A university is known for educating students at the highest possible formal level, which makes these students minorities among the population of all students (Norton et al., 2016). Higher education institutions have been assigned conflicting missions. Traditionally, universities and higher education institutions have been seen as social institutions intended to teach

and conduct research; the combination of those two functions makes a higher leaning institution a university (Norton et al., 2016).

While the teaching mission was first undertaken in the Middle Ages at the Universities of Bologna and Paris, the first research mission was undertaken in the 1800s at the University of Berlin. Authentic and genuine inquiry was the primary goal of the university as a research institution from the beginning (Scott, 2006). A third mission was later added to these original two. According to Sataøen (2018), in addition to teaching and research, a higher education institution or university should include dissemination and outreach activities among its missions. Universities and other higher education institutions should engage with communities and businesses through popular-science publications, continuing education classes, alumni programs, commercialization attempts, technology transfer, patenting, and industry collaboration. The purpose of this third mission is to bring innovation and social change every society hopes for (Sataøen, 2018).

Diversity in Higher Education

Diverse students are valuable assets to education (Kotok & DeMatthews, 2018). Although immigrant students are often seen through a deficit lens, when they join a school, they bring their intellect and rich new frames of cultural and linguistic reference (Ndemanu & Jordan, 2018). Diversity is also a beneficial source of different levels of knowledge, identities, and experiences (DeCapua, 2016).

Diversity in higher education benefits both cultural minority and majority students as each group learns from the other (Hsiao, 2015). Students' learning and educational outcomes also increase when they are encouraged to interact with classroom peers

(Lundberg & Sheridan, 2015). In their study, Kotok & DeMatthews (2018) asserted that a benefit can be achieved by having diverse students in a school or a class because all students profit academically and socially from their presence and contributions. Hoover (2017) identified two benefits from diversity: benefits accruing to the institution and benefits stemming from the interactions between individual, diverse students. Wu, Garza, and Guzman (2015) asserted that diversity exerts its influence on three primary levels: academic prestige, cultural exchange, and financial revenue. On academic levels, minority students pursuing higher education outside of their home countries experience a rigorous selection process before they are admitted; minority students are academically well-prepared students. When they join a foreign higher education institution, they change the school and classroom dynamic. As for this study, international or minority students enrich the academic institutions they attend with their home culture and ethnic experiences. They also enrich and expand the experience of higher education institution staff and local students by giving them the opportunity to work with people from different cultural backgrounds (Ndemanu & Jordan, 2018).

The presence of international students is a beneficial opportunity for both academic staff and other students to learn different languages, cultures, and traditions (Wu et al., 2015). Through their expenditures for courses, tutoring, and living expenses, international students are a source of revenues for the higher education institution they attend. Diversity also provides a rich source for the exchange of skills and knowledge between local and international students (DeCapua, 2016). In addition, diversity allows for sharing and networking among students from different cultures. Countries and

cultures are also brought together through diverse students (Milatovic et al., (2018).

Ndemanu and Jordan (2018) maintained that, some minority students, especially from

Africa, come from two-parent households and are therefore respectful toward teachers

and elders (Anderson, 2015). This respectful attitude acts as a catalyst for stabilizing

classroom atmospheres where a lack of respect from students can otherwise be a problem

(Ndemanu &Sheri Jordan, 2018).

Culturally Responsive Teaching in Higher Education

As the world becomes more diverse than ever before, classes in higher education

institutions are becoming larger and also more diverse than ever before (Snowball &

McKenna, 2017). Though the number of diverse students in schools has remarkably

increased, efforts to solve their problems have not been increasing proportionately. Gay

(2015) agreed that progress has been made in the teaching and learning process of diverse

students, but identifies a gap in the field between theories and practices.

International students face many challenges, primarily related to unfamiliar food,

difficult living conditions, finance, work and study schedules, unfamiliar learning styles,

language, and culture issues, as well as other personal barriers (Wu et al., 2015).

Challenges faced by international students have been reported to lead to a potential clash

between school culture and different home contexts (Snowball & McKenna, 2017). Thus,

higher education institutions still have much to do to ensure diverse students' needs are

being met (Harvey & Mallman, 2019). To solve different issues faced by diverse and

international higher education students, educational leaders should be equipped with the

knowledge and skills enabling them to recognize, honor, and incorporate the abilities of

diverse students (Cox, 2017). Teachers, on the other hand, are exhorted to be more

culturally diverse and to apply CRT (Long, 2018). These measures are reported to have a

directly positive impact as they increase the minority students' academic achievement

(Bassey, 2016; Dickson et al., 2016). The application of CRT equips minority higher

education students with skills needed to break free of the oppression imposed by

mainstream culture (Long, 2018). CRT in higher education is also known for creating a

positive learning environment, which makes nonmainstream students more comfortable,

regardless of their cultural and language differences (Warren & Hotchkins, 2015).

CRT is seen as an indispensable instructional method and an instrument for

explicitly and implicitly, neutralizing ethnic and racial stereotypes (Ndemanu & Jordan,

2018). In addition, CRT should be applied in higher education institutions because of the

diverse environment in which students live and work outside of academic life. Hence,

higher education institutions are the proper place to raise students' awareness of diversity

in society to influence their attitudes and beliefs in a positive manner (Ndemanu &

Jordan, 2018).

Migration Issues in Africa

This section provides a summary of literature with a focus on migration in Africa.

Articles mainly from qualitative and quantitative research approaches are included in the

section. Used articles are from Africa and across the world.

Migration is among the most important challenges facing the world in the twenty-

first century. According to the United Nations Department of Economic and Social

Affairs, Population Division (2017), the number of migrants across the globe has reached

258 million. The year 2016 was reported as a record year in which more than 60 million persons were displaced (Edwards, 2016). 31.1 million (One person displaced per second) of these refugees were internal displacements resulting from three main causes: conflict, violence, and disasters. In 2017, the Internal Displacement Monitoring Center added political violence and natural disasters to the list of primary causes. The natural disaster category includes two main factors: famine and drought. In this massive displacement, political violence was reported as the main trigger; different means of flight included: by foot, by lorry, by boat, and by other means (DeJesus, 2018).

A significant percentage of refugees are reported to be from developing countries, including African countries, which are always seen as source of mass migration and displacement (Flahaux, 2016; UNHCR, 2015). As of 2017, Africa has seen the number of international migrants increase by 67 percent, growing from 15 million to 25 million (United Nations, Department of Economic and Social Affairs, Population Division, 2017).

African refugees take different directions, but the vast majority of them remain on the continent. On the African continent, displacement numbers vary by region. For example, Sub-Saharan countries have large numbers of refugees. In 2016 only, 2.6 million new displaced people were reported.

While Syria and Afghanistan lead the international list of countries with the most refugees, the Democratic Republic of Congo (DRC), Somalia, and Burundi are representative of African countries with many refugees (DeJesus, 2018). In 2016, one million people from the DRC were reported displaced following the violence that broke

out in the provinces of North Kivu, South Kivu, and Kasai (IDMC, 2017). Many of

Congolese refugees fled to Rwanda, where this study was conducted. Rwanda is not only

home to Congolese refugees; it is also home to Burundian refugees. According to

Ntirenganya (2017, June, 20), Rwanda counts nearly 160,000 refugees on its soil, most of

them from the DRC and Burundi. It is from this number that the great part of nonstream

students involved in this study originated.

Education in Rwanda

This section concerns literature with a focus on education in Rwanda. The section

was inserted as the study was conducted in Rwanda. Hence, the importance of

understanding the Rwandan educational context. The researcher made a summary of

Rwandan education before and after the 1994 genocide against Tutsi. This section

includes articles and dissertations from qualitative and quantitative research approaches.

Education Before the 1994 Genocide Against Tutsis

Before Christian missionaries arrived in Rwanda, no formal education system

existed. Elders used stories, dances, or other invented methods to teach children national

values. After Rwanda won its independence from Belgium in1962, the country had a

limited number of schools, with admission to both secondary and higher schools based on

ethnic segregation (Mugisha, 2010). Ethnic and regional quotas were used to determine

who was eligible for any government-assisted schools. The ethnic and regional

segregation was justified in the Manifeste des Bahutu (1957) in which the use of

identification cards was a requirement to ensure Hutus got sufficient places in the

education system at the expense of Tutsis.

In 1973, when Kayibanda's regime was overthrown, Juvenal Habyarimana took power. Instead of abolishing the segregationist education system, he reinforced it. In 1978-1979 education reform, ethnic, regional, and gender quotas were established as the only criteria for students' promotion from primary to secondary education (Rutayisire et al., 2004). Ethnic, regional, and gender quotas were clearly to be applied only to Tutsi to deny them access to education (MAFEZA, 2013). Such a discriminatory education system reinforced the hatred among the Rwandan people and was a key factor leading to the horrible genocide against Tutsi of Rwanda in 1994 (Hilker, 2010).

Education After the 1994 Genocide against Tutsis

After the 1994 genocide against Tutsis, the Rwandan education system changed, and a new mission was assigned. The same education system once used to sow hatred among Rwandans was used to build a sustainable peace; this is why, in 1995, a new education policy from primary to higher level of education was announced. Since then, Rwandan education has been expected to act as catalyst for national reconciliation by stimulating justice for all and tolerance. The new education system was also assigned to promote respect between Rwandans and ensure solidarity as well as further democracy (Bamusananire et al., 2006). In a new Rwandan education system, discrimination of any kind was abolished and only students' competences and willingness to learn became the only criteria for promotion (Mafeza, 2013).

Higher Education in Rwanda

Rwandan new education policy has led to an increased number of higher education institutions. While before 1994, Rwanda counted only two higher education

institutions, it reached 31 by the academic year 2015-2016. In fact, the total number of private higher education institutions reached 29, while all public higher education institutions merged together under the University of Rwanda by the academic year 2015-2016. An Institute of Legal Practice and Development (ILPD) was also created. This higher education institution was assigned a special mission of implementing judicial reforms the country needs to meet the demands for a legal workforce. Given this remarkable increase in the number of higher education intuitions, the number of students has dramatically increased. Public as well as private higher learning institutions have also opened their doors to international students (Higher Education Council, 2016; see Appendix A).

Profile of Tertiary Education Students

Since 1994, tertiary education has attracted more women. In public education, men continued to dominate, but this trend was reversed in private institutions in which more women than men were registered. By 2015, only higher education students' enrollment was recorded and the observed decline was due to the relocation reform of tertiary technical institutions, which are no longer among the higher education institutions (see Appendix B).

Culturally Responsive Teaching in the Rwandan Higher Education System and the Gap in the Literature

Education researchers have written about diverse students in different studies conducted over the years. Researchers across the globe have agreed on different strategies to be applied in a culturally diverse classroom. CRT was among the

recommended strategies, as it enables both teachers and educational leaders to effectively respond to the academic needs of nonmainstream students (Zhang-Wu, 2017).

Though literature concerning cultural minority students and CRT exists, an important gap in this literature and knowledge remains. This gap concerns cultural minority students in Africa in general, and in Rwanda in particular (Major & Mangope, 2014). The Rwandan education system, in fact, suffers from this lack of literature about CRT and the learning of minority students; this fact motivated this researcher to refer to the few available examples of literature addressing diverse students in Africa to establish a sense of what educational support for cultural minority students looks like in Rwanda as an example of an African nation.

In fact, while African higher education institutions are increasingly attracting students with diverse backgrounds, studies dealing with higher education in Africa, especially studies about cultural minority students are seen as an emerging field of inquiry (Major, & Mangope, 2014). Only a few studies addressing support and development for diverse students in African higher education have been conducted, which constitutes a gap in both the African and Rwandan educational systems. As the required knowledge remains absent from the literature, African professionals in higher education must probe and discover for themselves whether and how their institutions are fully supporting the diverse needs of their students (Major, & Mangope, 2014). In other words, in the twenty-first century, a few examples of research exist concerning the academic lives of minority students in both Africa and Rwanda, as one of 54 African countries (Rasmussen, 2015).

The researcher finds that this gap gives him an opportunity to conduct a study on CRT in Rwanda, an African country with gaps in the knowledge of the current state of cultural minority learners. Existing studies on CRT provide no details relating to how teachers and school administrators in Rwanda help diverse students meet their academic needs. Thus, a growing need for more research exists with the aim of knowing how teachers and educational administrators in Rwandan private higher education facilitate the learning process for students from CLD environments.

Justification for Selected Variables and Concepts

By using appropriate literature, this subsection justifies the rationale for selecting different variables or concepts. It is these variables or concepts that concurrently make up the main chapters. In this part, all the cited literature concerns CRT.

History of Culturally Responsive Teaching

During this investigation, it is important to trace the history of CRT. Knowledge of CRT history helps the researcher to know more about it and the context in which the concept evolved. Such knowledge will help the researcher obtain a deep knowledge of CRT.

Importance of Culturally Responsive Teaching

The importance of CRT should be highlighted in this chapter for two reasons. Dickson et al. (2016) highlighted the existence of a direct relationship between CRT and minority students' academic achievement. When a student's identity is included in the teaching and learning process, academic achievement increases (Paulk et al., 2015). CRT has also been found to be in direct relationship with the engagement and self-efficiency

of students (Christian, 2017). Specifically, the following self-efficiency factors in students have been searched and found to be in relationship with CRT: (1) Caring for others; (2) High expectations; (3) Positive peer climate; (4) Social and emotional learning; and (5) Community support (American Institutes for Research, 2016; Aronson, 2016; Hammond, 2014; Piazza et al., 2015). When a student's identity is represented in the classroom, academic achievement and engagement increase (Dickson et al., 2016; Paulk et al., 2015).

Teaching Practices

The critical influence of the teacher's role and of their practices on the academic success of diverse students, is evident (Zhang-Wu, 2016). In a diverse classroom, teaching practices such as instructional and material modification have been linked to the academic improvements of minority students (Kelley et al., 2015). Individually or used alone, CRT practices have been reported as major factors, which positively affect academic outcomes for minority students (Bassey, 2016; Dickson et al., 2016). Equally important, a well-established relationship between teachers and students (one of best teaching practices) in a diverse classroom has been reported as a primary source of student academic success (Piazza et al., 2015). To build positive relationships, as reported by Durden et al. (2015), teachers should respect students' language (which is another sound teaching practice).

Leadership Practices

The role of leadership in a culturally diverse school has been searched and elucidated. Christian (2017) stressed that school leadership is needed in the

implementation of CRT practices (Kraft et al., 2015). School leaders have furthermore been identified as playing a key role in students' achievement and equity (Dutta & Sahey, 2016; Kraft et al., 2015). To realize increased academic achievement for diverse students, researchers call for the application of CRSL (Jun, 2016; Long, 2018).

CRSL is a recommended strategy as it allows for educational leaders to ensure equity, diversity, and social justice are well-handled (Dolph, 2017; Kraft et al., 2015; Lopez, 2015). When CRSL is applied, the achievement deficits of students who have been failed for so long can easily be remedied (Dutta & Sahey, 2016). Given the critical role any school leadership plays in the teaching process and the academic achievement of minority students, it was important to include it as a theme. This theme also gives information relevant to research questions two and four.

Culture

It was important to include this theme, given its importance in the education of diverse students. Wairia (2017) characterized culture as a critical factor in the education of diverse students. He also emphasized that when students' cultures are validated and connected to learning, learning enhancement is reported. Linan-Thompson et al., (2018) also insisted that, if minority students are to succeed, a connection must exist between students' cultures and that of the school. Realica-Concepcion (2015) added that a culture has a significant role to play in the process of learning of students from CLD environments. He discovered culture, experience and development exert an impact on learners.

Diversity in Higher Education

To date, diversity in education is inevitable. Classes are more diverse than ever before (Turgut Dost, 2016). In most universities and academic institutions of higher education, diversity is a reality and constitutes a significant challenge that both school leaders and teachers face (Wairia , 2017), which is the reason why as a theme, diversity in higher education deserves a place in this study. Approached appropriately, diversity in higher education can bring important new kinds of experiences (Ndemanu & Jordan, 2018), especially since both minority and mainstream students can learn from each other. Kotok & DeMatthews (2018) found that there is a benefit in having diverse students in a class as all students benefit academically and socially.

Culturally Responsive Teaching in Higher Education

In the 21st century, schools, like the world itself, are becoming increasingly more diverse (Snowball & McKenna, 2017). In the attempt to help meet the growing challenges faced by nonmainstream students in higher education, teachers are advised to apply CRT (Long, 2018). CRT application should have a direct positive impact as it is known to lead to increased academic achievement for diverse students (Bassey, 2016). The application of CRT in higher education equips minority higher education students with the skills to break free of the oppression imposed by mainstream cultures (DeCapua, 2016; Long, 2018).

Strengths and Limitations of the Literature

This section focuses on the strengths and limitations of the literature used in Chapter 2. The section is a summary of what this chapter offers to the researcher and how the knowledge gained from this chapter was crucial to the entire study. This section also

discusses what the existing literature about CRT has failed to provide. The literature

reported in this chapter showed others who have studied the CRT concept. It is this

literature report that allowed the researcher to develop a solid working knowledge of

existing research in the area of CRT. This literature also provides a beneficial opportunity

to know about CRT, including the development of CRT, its importance, CRT best

practices for teachers, and the critical role of CRSL for school principals. Knowledge of

these aspects of CRT was crucial to this study, as CRT is seen as a key factor in teaching

students from CLD environments (Debnam et al., 2015, 2015; Samuels et al., 2017).

Teachers, as well as school principals' knowledge of best practices in a diverse classroom

or school, are also determinants of minority students 'academic achievement (Turgut

Dost, 2016; Ellis et al., 2017; Lopez, 2015).

Though studies have addressed the CRT issue, there remains a lack of studies

addressing CRT as used in the Rwandan private higher education system. The current

learning state of CLD students therein is therefore unknown, which constitutes a gap in

knowledge this study aims to begin filling. By describing and understanding teachers and

school administrators' views of and experiences with CRT at University X, this doctoral

case study addressed the gap in the literature on CRT.

Summary and Conclusions

In Chapter 2, I explored literature concerned with different areas of CRT. The

areas explored included the conceptual framework built from three research works, the

history of CRT and its importance, teaching and leadership practices in a diverse

classroom and school, and cultures found in a classroom and school. In this chapter, the

researcher further covered topics such as diversity in higher education, the importance of diversity in higher education, migration in Africa, and education in Rwanda. All covered topics are connected with the research topic.

The chapter further helped the researcher gain a deep knowledge of CRT from existing theories and research. After examining different literature about CRT, the researcher understood that education institutions are becoming more diverse than ever before (Itwaru, 2017). This diversity increase raises major challenges about what students should learn and how they should learn (Lee, 2016; Tomlinson, 2015). The researcher understood that these challenges, once left unaddressed, lead to underachievement for diverse students (Bonner, et al., 2017). This situation has led educational researchers to propose new teaching and administrative strategies to be applied by both teachers and school leaders for the academic success of nonmainstream students (Ndemanu &Jordan, 2018; Reed & Swaminathan 2016). Furthermore, in Chapter 2, the researcher revealed a gap in the existing literature about CRT. There remains very little literature in existence about diverse students in Africa in general, and in Rwanda in particular. Existing literature provides no information about how teachers and school administrators in Rwanda help diverse students meet their academic needs.

In Chapter 3, the researcher discusses the methodology to be used to conduct this qualitative case study concerned with how University X administrators and teachers, as one of CLD higher education institutions, perform their roles in addressing the academic needs of culturally diverse students. This study is important as it fills the gaps in the

existing knowledge, but also as it contributes to the efforts of helping cultural minority

higher learners in Rwandan higher education succeed.

Chapter 3: Research Method

In this study, I sought to describe instructors' and school leaders' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diversified or nonmainstream student population. In this chapter, I address the research design and the rationale for the study. Other sections covered in this chapter include the role or responsibility of the researcher, as well as the logic undergirding participant selection. Data collection instruments discussed in this chapter as are procedures for recruitment, participation, and data collection. Additionally, I further explain the data analysis plan. The chapter concludes with a discussion of the issues of trustworthiness and ethical procedures and a summary.

Research Design and Rationale

I sought to answer the following RQs:

RQ1-Qualitative: How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diversified or nonmainstream student population?

RQ2-Qualitative: How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroom or institution with a diversified or nonmainstream student population?

The problem under investigation was how culturally responsive administrators and instructors at University X conducted CRT methods to help cultural minority students succeed and what challenges and successes they face. The central phenomenon being studied was CRT. Samuels et al. (2017) referred to CRT as a multidimensional,

student-centered approach for the promotion of equitable excellence. CRT strives to value, include, and affirm cultural minority students' experiences and contributions (Hilaski, 2018; Samuels et al., 2017). This definition aligns with that of Ebersole et al. (2016) who called CRT a teaching methodology known for empowering students based on their heritage and cultural histories. CRT is known for empowering students intellectually, socially, emotionally, and politically (Tomlinson, 2015).

To conduct this study, I used a qualitative approach with an exploratory case study design. By using this approach and design, I was able to explore contextual aspects related to the use of CRT in a Rwandan private higher education and assess the perspectives of University X instructors and administrators. I used a qualitative approach to study CRT in its natural setting (Ravitch & Carl, 2016). The use of a qualitative approach was also an opportunity to see how a phenomenon (CRT) was occurring and establish the meaning that University X instructors and administrators brought to it (see Ravitch & Carl, 2016). A quantitative design was not a feasible choice as its aim is to compare statistical data or look for patterns in numerical data (Fugard & Potts, 2015). Quantitative researchers focus on rejecting or confirming the hypothesis (Creswell, 2012), which was not the purpose of the present study. I chose a qualitative approach because of my goal of illuminating deep meaning (see Fugard & Potts, 2015).

A qualitative study allows to uncover how people make sense of their lives and experiences from their points of view or to provide an understanding of how participants make meaning of a situation or phenomenon (Merriam, 2002; Njie & Asimiran, 2014). A qualitative design offers an opportunity to get in-depth or complete details concerning a

phenomenon under investigation and the circumstances under which it occurs (Park & Park, 2016). The following qualitative research characteristics, as identified by Merriam (1998), supported the choice of a qualitative methodology. In a qualitative study, a researcher (a) is involved in the socially constructed nature of reality; (b) is an important instrument in data collection and analysis process; (c) documents the professional experiences of participants during data gathering and analysis; and (d) has an active role in the research environment, which is of significant value (Merriam, 1998). Corbin and Strauss (2008) stated that Merriam's identified characteristics lead to shared understanding while focusing on process and meaning.

To explore in-depth how University X leaders and instructors implemented CRT methods to promote minority students' learning and tackle the challenges they faced, I used an exploratory case study approach of inquiry. An exploratory case study offers an opportunity to explore a subject for a better understanding (Babbie, 2017; Yin, 2009). The same research approach also allows a researcher to collect different types of data concerning CRT (through different methods of data collection). Most importantly, a case study provided an opportunity for me to obtain an in-depth view of University X's professional, instructional, and leadership practices vis-à-vis diverse students. Creswell (2009) emphasized that a case study should be used when a researcher intends to explore or know in-depth the nature of an activity or process (see also Easton, 2010; Yin, 2014). The knowledge from a case study is gained by collecting information from more than one source and enhancing that knowledge with rich details. Using a case study design, a

research is able to explore phenomena by searching or visiting different sources within their context (Baxter & Jack, 2008).

Specifically, for this research, I chose a single case study design because it gave me a deeper knowledge of the explored topic (CRT) and because it is helpful in describing the existing phenomena, especially that which involves a group of people (see Gustafsson, 2017). A quantitative research design was not suitable for this study because it requires a large sample size (Yin, 2014) and aims to determine whether or not any predictive generalizations of a theory hold true (Murdock, 2017), which was not the case for this study. In the same vein, not all qualitative research designs (grounded Theory and Realism, phenomenology and heuristic inquiry, social constructivism and narrative inquiry, systems theory, or ethnography and autoethnography) were appropriate for this study given my goal of conducting an in-depth investigation to deeply understand the concept of CRT (see Yin,2014). University X was selected as the case study. This choice was motivated by the high number of nonmainstream students at this institution compared to other private higher education institutions in Rwanda (National Center for Educational Statistics, 2016). Given the lack of knowledge about CRT in Rwandan higher education, the use of a case study design may allow other higher education institutions with characteristics similar to University X to apply the principles and lessons learned from this study. A case study (University X) permits the application of one studied case to another situation (Burkholder et al., 2016).

Role of the Researcher

The key data collection instrument for a qualitative study is the researcher, who conducts the interviews, interprets the results, and reports them (Burkholder et al., 2016). The interpretation is an opportunity to attach meaning and significance to the analysis results (Renner & Taylor-Powell, 2003). The interpretation is also done by explaining all the patterns and trends found when analyzing. I sought to relate data to existing scientific ideas while remaining aware of my background, values, and biases.

Assuming the researcher's role also required that I report findings (see Fink, 2000; Ravitch & Carl, 2016) and remain open to the data and evidence as given by respondents, even though they may not fit with my notions and ideas (see Burkholder et al., 2016). It was my responsibility to ensure that the study was conducted with honesty and integrity (see Anney, 2014). I distributed informed consent forms to make sure all participants understood the study purpose and the means by which their rights and identity were protected.

As for bias, between 2005 and 2011 and from 2014 and 2015, I worked for University X, a private higher education institution located in Kigali, Rwanda, which served as the location for the case study. Consequently, some of the respondents might be his former co-workers, which may be a source of potential bias. To manage this potential bias, as data were being collected, the research had no personal or professional relationships with participants or any other relationships involving potential influence over the participants. The researcher also remained scholarly and honest by avoiding any personal views or beliefs. During the process of data collection, the researcher addressed

rigor through triangulation, member checks, and researcher reflexivity (Birt et al., 2016; Stutzman, 2011; Yin, 2014). The respect of participants and the educational institution was also ensured by honoring all agreements made between participants and the researcher and between the researcher and University X.

Having worked in the same higher education institution at which the study took place might have raised ethical issues to the researcher. However, all related potential risks to participants were minimized as five years have passed since the researcher last worked at University X. Also, to address all potential risks, I planned to apply for Institutional Review Board (IRB) approval before any data collection step was taken. By taking this step, all ethical and legal requirements were identified and managed before the data collection process began.

Methodology

Participant Selection Logic

Purposive sampling was used to select instructors and administrators with long-term experience teaching or working with divese students. (Palys, 2008; Suri, 2011). Interview participants were chosen for their knowledge of the topic to ensure that they provided credible and rich data (Ravitch & Carl, 2016; Rubin and Rubin, 2012). Instructors and administrators were selected based on their experience with nonmainstream students and their knowledge of the problem (Yin, 2014), the two main criteria which determined their selection. Any University X administrator or instructor who had experience with diverse students for at least the last five years was considered for the sample selection. Five years of experience with nonmainstream students were

required because instructors' experience or longevity can make a difference in the use of CRT and ensure that the data collected was credible. In fact, during the interview, selected respondents were asked to draw from their personal experience (Allen, 2017). Studies also revealed that as the number of diverse students continues to rise (Turgut Dost, 2016), the number of years that have ensued since a teacher left a college might be a determinant of the exposure or lack thereof that a teacher may have in teaching in a culturally responsive manner(Wairia,2017). These two criteria (experience and knowledge of the problem) allowed for a deep understanding of the problem under investigation (Maxwell, 2013).

Purposive sampling was chosen over other sampling techniques as it aims at understanding the meaning of a situation or phenomenon being covered from the perspectives of participants with more experience than the rest (Ngozwana, 2018). This sampling method further allows selecting the right setting and people with information that cannot be found anywhere else (Maxwell, 2013). Merriam (2002) also warned a researcher to select a setting and sample from which the most can be learned.

Based on these principles, University X, one of Rwanda's private higher education institutions with a significant number of nonmainstream students, was selected as a setting for a case study (Higher Education Counsil, 2016; Maxwell, 2013). Intensity sampling or a sampling looking at information-rich cases with a high level of the phenomenon of interest manifestation was chosen from other purposive sampling strategies (Patton, 1990).

As for the number of participants to be included, the researcher was guided by the principle that in a qualitative study, with an interview as a data collection technique, a minimum number of interviews may be acceptable (Patton, 2015). Schreiber and Asner-Self (2011) argued that the size of the sample should not be an issue (Patton, 2015). They insisted on the quality, richness, and depth of the collected information rather than the size of the sample. The primary consideration regarding the sample is driven by the amount of in-depth information participants can contribute regarding the searched topic (Njie & Asimiran, 2014). Boyce and Neale (2006) added that a right or sufficient sample number is reached when the same stories, themes, issues, and topics are emerging from the interviewees (O'Reilly & Parker, 2012).

In other words, the sample size depends on saturation, which is reached when no new information is surfacing from respondents, but instead, all information provided by respondents has become repetitive (Mason, 2010). To that end, this study started with ten participants, comprising five instructors and five administrators. Depending on the progress of the inquiry, as suggested by Abokor, 2016; Boyce, & Neale, 2006; Braun and Clarke, 2013; Gyamfi, 2016, the researcher kept interviewing until saturation was reached. To know participants who meet the criteria, the researcher conducted a personal meeting with each potential participant, who volunteered to participate.

Instrumentation

To collect data for this qualitative case study, an interview instrument and documents were used. An interview instrument helped the researcher understand participants' views or grasp of the problem under investigation (Ajee, 2009; Creswell,

2012). An interview instrument was created by the researcher based on the existing literature addressing the CRT, which was the main concept of the study (Aceves & Orosco, 2014; Gay, 2002; Richards et al., 2007). Interview instrument was written in a way that it reflects educators' lived experiences, and perspectives, as well as professional development needs and concerns (Francene, 2017). Special attention was given to the formulation of well-worded questions to gather meaningful answers from respondents (Creswell, 2012). Dissertation committee members helped the researcher revise the interview protocol questions to reflect the existing literature. The interview instrument was then sent back to committee members for validity and reliability (Drost, 2011; Simon, 2011).

Interview Protocol

Two interview protocols to conduct an unstructured face-to-face interview were employed. The protocol for instructors was designed to collect instructors' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a nonmainstream student population. This interview protocol was addressed to five instructors. The interview protocol for administrators was designed to collect University X administrators' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a nonmainstream student population. This second interview protocol was addressed to seven administrators. Table 1 summarizes the relationship between the interview protocol used in this study, associated expected information, and corresponding RQs.

Table 1

Relationship between Interview Protocol, Expected Information, and Corresponding Research Questions

Interview protocol	Expected information	Research questions
Interview with instructors	Instructors' view of their roles in conducting CRT	RQ 1
Interview with school administrators	School administrators' view of their roles in conducting CRT.	RQ 2

Tables 2 and 3 summarize the relationship between participants, research questions and interview questions.

Table 2

Instructor Interview Questions Mapped to Research Question 1

Interview questions	Research Question 1	Research question 2
1	X	
2	X	
3	X	
4	X	
5	X	
6	X	

Table 3

Administrator Interview Questions Mapped to Research Question 2

Interview Questions	Research question 1	Research question 2
1		X
2		X
3		X
4		X
5		X

The interview protocol with instructors comprised 6 primary open-ended questions. One of the questions had ten sub-questions (Table 2). The interview protocol for administrators was made up of 5 primary open-ended questions. One of the questions had nine sub-questions (Table 3). Responses from interviews helped answer both research questions (Table 1 and 3). The two interview protocols are included in Appendices C and D.

Table 4 summarizes existing relationships among the research questions, participants, data collection methods, type of information to expect, and data analysis.

Table 4

A Matrix for CRT in Rwandan Private Higher Education

Research questions	Reasons	Samples	Data collection methods	Type of information to draw	Data analysis
1. How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population?	Describing instructors' conceptualization of their roles in conducting CRT	Instructors	Individual and face-to-face Interview	Instructors' perspectives related information	Transcription, data organization, familiarization, coding, categorization, and themes.
2. How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroom or institution with diversified or nonmainstream student population?	Describe school leaders' conceptualization of their roles in conducting CRT	Administrative staff	Individual and face-to-face Interview Documents	Administrative staff' perspectives related information Policy related information	Transcription, data organization, familiarization, coding, categorization, themes.

Document Review

Documents concerning CRT in University X were collected from University X administration. Any documents, meetings reports, and school policies and procedures related to CRT were requested to promote understanding of the case study.

Procedures for Recruitment, Participation, and Data Collection

To have a successful qualitative data collection, appropriate recruitment, participation, and data collection were required to enhance research credibility (Garrett,

2017). While the study was conducted at University X, in a natural setting where participants deal with CRT-elated issues every day (Ravitch & Carl, 2016), the entire data collection process was expected to take 3 weeks. Each respondent was interviewed by the researcher once. During this individual unstructured face-to-face interview, the researcher collected data from both instructors and University X administrators.

Recruitment

The data collection process began with a consent letter from the IRB of Walden University (see Appendix G). This letter was obtained to minimize the risks faced by human participants (see Babbie, 2017). A signed permission letter from the University X administration was further requested (see Appendix E). Once permission was granted (see Appendix F), I contacted the University X human resource manager to obtain a list of all instructors and school administrators to know which faculties, departments, and offices to contact. To ensure that productive interviews took place, I submitted a request to use one of University X's quiet and secured conference rooms.

Participation

Potential participants from faculties and offices were identified, contacted, and invited to the meeting through an official letter posted in instructors' rooms. For school administrators, an invitation letter was posted on bulletin boards, in a full view of all administrative staff. This meeting was an opportunity to ensure all selected candidates knew about the study purpose, have experience with diverse students, convince them to participate, and persuade them to talk openly (Rubin & Rubin, 2012). Some potential participants were reluctant to join the researcher in an interview room; instead, they

requested that he interview them in their offices, which the researcher did. From this one-on-one meeting, five volunteering instructors and five volunteering administrators who had long-time experience with diverse students and interested in participating in the research were identified (Ravitch & Carl, 2016). At this initial meeting, an individual and unstructured face-to-face interview time with each potential respondent was scheduled.

Data Collection

Upon the arrival of each interviewee, the researcher ensured that no distractions were present in the interview room (Burkholder et al., 2016). The interviewer stood up to welcome interviewees and helped them feel comfortable. Informed consent forms were presented and each participant was given time to read through it and ask questions, as needed. Informed consent was then signed as proof that each participant understood the nature and risks of the study (Babbie, 2017). Afterward, I provided every interviewee with a copy of the interview questions. Before the interview, every interviewee was given time to go through the interview questions, think about answers and ask question, as needed.

To ensure the accuracy of participants' responses, the researcher asked for interviewees' permission to audio record the interviews. All responses were audio recorded. An Olympus digital voice recorder was used for this purpose. Each interview was expected to last for 45 minutes. The transcription was expected within the next 24 hours. After individual and unstructured face-to-face interviews, participants were reminded that they voluntarily signed to participate in a 10-minute member checking activity to seek for addition, confirmation, modification, elaboration, and verification of

the interview transcripts and accuracy of interpreted participants' intended meaning from both instructors and administrators (Birt et al., 2016; Durden et al., 2015; Gagliardi & Dobrow, 2016). At the time of member checking, each interviewee received an email with details about the member checking activity. Since member checking activity was to be done individually and expected to last at least ten minutes, each respondent set up a convenient time. During member checking, the researcher provided transcripts of the semi-structured interview to interviewees so that they might agree with or change as necessary. After analysis and interpretation, the researcher used member checking again to ensure the intended meaning from participants' interviews were correctly interpreted (Birt et al. 2016; Gagliardi & Dobrow, 2016). To that end, the researcher sent a summary and an interpretation of the interview transcripts to each participant for any comments. The feedback was expected within five days via email.

The last source of data included documents. Documents help to understand the complexity of the case and provided a form of triangulation (Ravitch & Carl, 2016). The researcher had appropriate University X leaders provide any CRT-related documents, reports, meetings (with students, instructors, and administrative staff), school policies, and procedures. All those sources were relevant to the study as the researcher was expecting these sources to provide more information about CRT at University X in an effort to respond to the research questions.

Data Analysis Plan

During data analysis, the researcher's primary activity was to focus on a systematic search for meaning (Hatch, 2002). Given the data collection instruments the

researcher used, the following types of data were expected, and each type was connected to a specific research question: information from interview transcripts was used to answer the research questions one and two, while information from documents was used to answer research question two. The discrepancy was mitigated through the reconciliation process.

According to Dawidowicz (2016), data analysis is an important phase as it helps to easily create a logical presentation. In other words, it helps to know the reason a researcher needs to opt for the supporting or opposing view for any matter. Each item of data collected from the interviews was analyzed and subjected to six stages as identified by Lacey and Luff (2001).

Transcription

In this study, a written account of all spoken words was produced. All audio interviews and audio notes were transcribed into text. Each transcribed text or interview was sent to the right participant for member checking.

Data Organization

After transcription, time was taken to organize all the collected information. All collected data were organized into easily retrievable sections. Each interview was given a number or code. To organize research data, the researcher referred to the interview guide to determine which answers from every respondent were original and which ones were surprises or not directly related to the original question. At this phase, the researcher used a table to present data in an easy way to view and in a way that facilitated the ability to identify concepts and themes (O'Connor, & Gibson, 2003).

Familiarization

To obtain a meaningful understanding of transcripts, the researcher read each transcript a minimum of three times. The reading and re-reading process provided a moment for making memos and summaries before formal analysis began. The researcher became familiar with the data by making different transcriptions before the final transcriptions were produced.

Coding

At this step, a word or phrase indicating the researcher's understanding or thought was associated with a portion of text (Rubin & Rubin, 2012; Saldaña, 2016). Each response was associated with a descriptive construct designed to capture the primary content or essence of the data (Lacey & Luff, 2001). During the coding phase, different words and short phrases, each representing an idea was used (Ravitch & Carl, 2016). The researcher assigned the meaning to data using a word or phrase that summarized an idea expressed by respondents.

The following steps were taken during the coding process: (1) Reading and re-reading of transcripts from the audio recording of the interview; (2) Data labeling with color highlighting; (3) Data coding, which was done by hand or traditional coding method in which data coders placed each piece of data into various categories; (4) Making comparisons between codes and establishing relationships between codes and coding frames (Saldana, 2016; Wairia, 2017). These steps were expected to lead to themes and to answer the research questions.

Categorization

A category is a collection of codes (Saldana, 2016). After the use of different codes to explain what was happening with the collected data, the researcher formulated codes to delineate categories or collections of codes sharing the same characteristics (Saldana, 2016). In this process, the researcher used words or short phrases to identify categories.

Themes

Based on the codes and categories in place at this stage, the researcher formulated emerging themes also called "summary statements," "causal explanations," or "conclusions." The purpose of themes was to explain the meanings of concepts or phenomena under investigation and to explain how interviewees felt about the manner in which CRT was applied at University X. Themes also served to illustrate the relationship among concepts (Rubin & Rubin, 2012). Themes were developed from different categories. For this study, themes represented a manifest (directly observable) or latent (underlying or non verbal gestures from an interview) aspect of the phenomenon, CRT (Saldana, 2016). The whole data analysis process was conducted manually.

Regarding the information from documents, the researcher used a qualitative content analysis (QCA) to analyze information from documents. QCA helped discover any material that was in any way relevant to the research question.

Issues of Trustworthiness

The concept of validity, also known as "credibility and trustworthiness," refers to truthfulness and authenticity (Merriam, 2009). Validity, credibility, or trustworthiness

addresses the idea that research findings reflect the true phenomenon under study, while

reliability addresses the principle that as long as qualitative researchers apply the same

data collection and analysis methods, research findings and results will remain consistent

(Burkholder et al., 2016). Validity or credibility and reliability concepts refer to the

accuracy of the collected data. The accuracy notion is crucial to assure research outcomes

are affected by the studied interventions and not by other factors (Creswell, 2007). To

assess the validity and reliability of this qualitative study, four criteria were used:

credibility, dependability, transferability, and conformability (Burkholder et al., 2016).

Credibility

To make sure the concept of CRT was fully represented and the collected data

matched the research questions, the researcher first made use of transparent recruiting, in

which the recruitment criteria were clear (Burkholder et al., 2016). Any University X

administrator or teacher who had dealt with diverse students for at least the last five years

was considered. An informed consent form was also provided. The purposive sampling

method was used to select the best potential respondents (Burkholder et al., 2016). The

use of accepted scientific data collection methods and member checking helped establish

credibility. The researcher also avoided the use of a single source of data information by

embracing triangulation or varied sources of information (Durden et al., 2015; Tisdell,

2017). Triangulation is highly desirable in research as it both allows for the validity of the

case study and offers confidence and accuracy (Flick, 2017; Yin, 2014). In addition to the

interview, the researcher sought documents to obtain more information and better

understand CRT. Member checking was used to ensure the validity of this study. During

the member checking process, the research interviewees were offered an opportunity to comment on their responses. During this process, respondents were allowed to edit, clarify, elaborate, and or delete their own words from their interview response, which is the soundest way to check the analysis congruence (Carlson, 2010).

Transferability

This criterion concerns the ability of the study findings to be transferred to another setting or to be used in a different setting with similar characteristics (Merriam, 2009; Marriam & Tisdell, 2016). Transferability allowed the research to have meaning beyond University X or the covered case study (generalization). To ensure the transferability of this study, a rich and thorough description strategy was used. A phenomenon under investigation was deeply described, which allows others to evaluate the extent to which drawn conclusions can or cannot be applied to other times, settings, situations, and people (Lincoln and Guba, 2013). All details concerning study context, data collection settings, relevant participants' selection criteria, recruitment, data collection, analysis, and results were provided (Mariam, 2009).

Dependability

I ensured consistency in the study: consistency in data collection, analysis, and reporting (Burkholder et al., 2016; Marriam & Tisdell, 2016). The researcher provided all details confirming that the method of data collection, data analysis, and data reporting had been completed. All documents used were made available for other analysts to test dependability (Burkholder et al., 2016; Merriam, 2009). A description of the research

design was also provided. Any flaws, missteps, change in procedures, or methodology that happened and were discovered were reported and explained.

Confirmability

For the study to have value, it had to be conducted with honesty and integrity. To ensure the study findings were from respondents only, some actions were taken including identifying the definition and explanation of the researcher's role. The researcher also ensured that his personal feelings, opinions, and prejudices had no place in the study and that his biases were excluded from the entire process of the research (Anney, 2014). The researcher's transparency was key to research success. During the study process, the researcher remained transparent by making available the entire audit trail leading from data collection to interpretation. Finally, the researcher made a presentation in the text of the whole coding process from data to codes, to categories, and themes.

Ethical Procedures

When conducting a scientific investigation, the researcher is responsible for knowing that the general agreements between researchers concerning what is proper and improper throughout the whole research process are clearly defined and articulated (Babbie, 2017). During the research process, a researcher should make sure each participant's ethical protection is granted. For this study, I first sought to obtain a consent letter from IRB of Walden University, then a signed consent form from each participant, and finally a signed permission letter from University X administration. Appendix G contains authorization from Walden University to use data collected for the study. I protected the confidentiality of participants by replacing all interviewees' names with

letters and numbers or pseudo names. No name was mentioned on interview protocols

and participants' comments were not shared with anyone, except the researcher and his

committee. For the editor to have access to the research information, he was required to

sign a confidential agreement prio to the access (see Appendix I). For the sake of privacy,

all research materials used for data collection were kept safe with related information

secured in a proper place. No others had access to the research documents. As to the issue of

dependability, the collected information was in a safe place for five years and then

destroyed. All digitalized data were furthermore saved on a computer protected with a

password.

Some factors may affect the study results during the research process.

Participants, for instance, might have been reluctant to tell the truth regarding some key

questions because of the researcher's former connections with senior management; they

may even have feared for their jobs. To address this potential concern, participants were

told the purpose of the study. To avoid any biases in participants' selection, especially

that the researcher was already familiar with the setting of the study, the researcher

applied intensity sampling, which considers information-rich cases instead of

relationships between a researcher and a participant (Patton, 1990).

The researcher also knew that some participants might refuse to be recorded. The

researcher addressed these respondents' concerns by reassuring them of the security of

their responses. A guarantee was offered that ensured that all information provided would

remain confidential and anonymous, and pseudo names would be used instead of

participants' real names. For any participant who continued to resist being recorded, the

researcher planned to use handwriting to note the important information provided.

However, no such case happened.

During data collection, the researcher expected some participants to withdraw

from the study. To solve such a problem, the researcher planned to use social, academic,

and professional interests behind the study to attempt to convince reluctant participants to

stay. If any participant decided to withdraw, the researcher would respect the

respondent's right to do so, as stipulated in a signed consent form (Burkholder et al.,

2016). At such a point, the whole selection process used before to find another potential

respondent would be repeated.

As a former University X employee, the researcher might have had bias,

especially during the interpretation process. However, it was the researcher's duty to

remain honest and to ensure the research was conducted with integrity as he has a

profound responsibility to scholarship (Anney, 2014).

Summary

In Chapter 3, the researcher addressed the methodology used to conduct this

research. Two research questions with more focus on tracing links than calculating

frequencies guided this study (Yin, 2014). In this chapter, the researcher also described

the selected instruments for data collection. The instrument selected for use was the face-

to-face interview. The researcher selected a convenient sample of five University X

instructors and seven administrators. For the sake of data accuracy and to make sure the

research outcomes were the direct effect of the applied intervention, the researcher

explored both validity and reliability (Creswell, 2007). Data collection, recruitment,

participation, and ethical procedures were presented and explained. In this chapter, the researcher also detailed the data analysis plan.

The next chapter describes the setting and details concerning respondents' demographic information and other important characteristics, focusing on data collection and analysis procedures. Chapter 4 also addresses the presentation of all research findings according to the proposed research questions. In this chapter, the researcher also reveals the evidence of trustworthiness.

In Chapter 5, the researcher interprets the study findings. Additionally, a subsection discusses the limitations the researcher faced during the study. Based on the study findings, the researcher puts forth recommendations, study implications, and conclusions.

Chapter 4: Results

The purpose of this study was to describe instructors' and school leaders' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student populations. I begin this chapter by restating the RQs and explaining the study setting. I also present participant demographics and characteristics relevant to the present study and describe data collection and data analysis techniques. The chapter ends with the presentation of evidence of trustworthiness, the study results, and the chapter summary. I sought to answer the following two RQs:

RQ1-Qualitative: How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population?

RQ2-Qualitative: How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroom or institution with diversified or nonmainstream student population?

Setting

I conducted this study at University X, a private higher learning institution. At the time this study was conducted, University X had 4,042 students distributed on three campuses: Campus X (Headquarters), Campus Y, and Campus Z. This study was conducted at all three campuses, for both teaching and administrative staff. University X is open to everyone without discrimination, whether based on ethnicity, religion, gender, sexual orientation, or any other criteria. Except for a small number of administrative staff

assigned to a specific campus, the rest of the University X teaching and administrative

staff serves at the three campuses as needed. Although Campus X does not have any

hostel for students, Campuses Y and Z do. University X offers both undergraduate and

graduate programs with classes held during the day, evening, and weekend. Students are

distributed among four faculties: Faculty of Economic Sciences and Management,

Faculty of Law, Faculty of Computing and Information System, and Faculty of

Environmental Studies. University X also offers some professional courses. Hostels at

two campuses, the X and Y campuses, can accommodate up to 700 students, including

men and women.

During the data collection process at the University X, three organizational

conditions impacted the process. One person I was directed to by the University X vice-

chancellor for guidance and information, and whom I had already been in contact with,

went outside the country one day before his interviews began. This person was also

among the three people who had been working with international students. I had time to

organize himself. Upon my arrival at University X, I was also told that there was an

employee assigned to work with minority students. When I approached him for an

appointment, information, and documents, I was told that he had never got an official

notification. He instead sent me to someone else. Another organizational condition that

impacted the process was access to documents. Meeting reports were not kept in a central

location, while others were not written and/or signed yet.

Demographics

At the beginning of each interview, I asked participants to respond to questions concerning demographic information. The demographic information section included questions addressing the age range, thought courses, or occupied position, years of experience, gender, nationality, and educational background of participants. Eligibility criteria in this study included being a full-time teaching or administrative staff member with at least five years of experience at University X and knowledge of CRT. Of 12 participants, one was identified as a female, while 11 were identified as males. The ages of participants ranged between 25 and 63. Tables 5 and 6 reflects participants' demographic information according to whether they were teaching or administrative staff.

Table 5

Instructors' Demographics

ID	Age	Gender	Nationality	Year of experience	Field of education	Education level	Courses taught
UTS1	46-55	M	RW	12	Entrepreneurship and Teaching Training	Master's degree	Entrepreneurship related courses
UTS2	36-45	M	RW	9	Curriculum	PhD	Research and studies skills-related courses
UTS3	36-45	F	RW		Education and Finance	Master's degree in Education and MBA/ Finance	English and Business Communication /Head of Department
UTS4	25-35	M	RW	7	Education and IT	Master's in Education and IT	Computing and information sciences related courses/ System administrator
UTS5	25-35	M	RW	5	IT	Master's degree	Visual Programming

Table 6

Administrative Staff Demographics

ID	Age	Gender	Nationality	Year of Experience	Field of Education	Education level	Position
UAS1	36-45	M	RW	5	Information technology	Master's degree	Academic registrar's office
UAS2	55-65	M	RW	13	Project management	MBA	Dean of student affairs' office /X campus
UAS3	65 and above	M	RW	8	Business administration and cooperative management	PhD	Deputy-vice chancellor's office
UAS4	36-45	M	RW	6	Environmental studies	PhD	Academic administrator at the Faculty of Environmental studies
UAS5	36-45	M	RW	6	Project management	Master's degree	Dean of student affairs' office/Y campus
UAS6	46-55	M	RW	5	Library	Master's degree	Dean of student affaires' office /X campus
UAS7	25-35	M	RW	7	Information technology	Master's degree	Master's program office

Data Collection

For data collection, the researcher used two primary sources including interviews and documents. For the interview sources, he used two interview protocols. One protocol of the interviews was designed for instructors and comprised 6 main open-ended questions. One of those main questions comprised 10 sub-questions. Another protocol of interview was designed for administrators and comprised 5 main open-ended questions. One of those main open-ended questions comprised nine sub-questions. I conducted semistructured interviews with five instructors and seven administrators (see Appendices C and D). After each instructor and administrator committed to voluntarily participating in the study, the researcher reached out to each of them in-person to schedule an interview. As for documents, as a second source of information, the researcher requested any CRT-related documents, meetings reports, and any CRT-related school policies and procedures.

Interviews

On February 18, 2020, I applied for permission to conduct research at University X. On February 19, 2020, the vice-chancellor signed an official approval letter (Ref: 018/VC/2020; see Appendix F). The vice-chancellor also assigned one administrative staff to guide the researcher to faculties, departments, offices, and any other sources of information including documents. This administrative staff person, unfortunately, was not available late on. To facilitate the interview process, a request to use one of University X's quiet and secured conference rooms was made and accepted. To this end, a safe and quiet room to conduct interviews was provided by the University X vice-chancellor.

I invited instructors and administrators to participate in the study via posting and flyers (see Appendix J) on bulletin boards in full view of both teachers and administrative staff. As a result, 16 potential participants confirmed via the phone their willingness to participate in the study. At this point, a change to the researcher' plans was made. Instead of a meeting with all potential participants in an interview room to choose the most reliable sources and set an appointment, the majority of them requested a one-on-one meeting in their offices, a request with which the researcher agreed. From those meetings, the researcher identified five instructors and five administrators for the semi-structured interviews. An appointment with each potential participant was also made. The researcher set up the first interview on February 23, 2020. All interviews were held during the day from 09:00-1:00 (day program time) or during the evening from 17:30-21:00 (evening program time). Exceptions were applied depending on participants' availability.

At the arrival of each participant, the researcher stood up, greeted, welcomed, and engaged in an informal conversation with each person to make him or her more comfortable. A consent form was immediately presented and signed. Participants were reminded of their right to leave the study at any time. The researcher presented to participants the interview protocol to read through it and asked questions, as needed before the interview started. Before each interview, the researcher always reminded the participants that the interview would be recorded. The researcher asked each participant's permission to audio-record. Before each participant arrived, the researcher also checked

the recording device, an Olympus digital voice recorder, to make sure it was working properly.

The interview process was completed in 2 and a half weeks. Each respondent was interviewed by the researcher in a single session. The interview time ranged between 12 minutes and 56 minutes. At the time of the interview, another change to the researcher's plan occurred. While five teachers comprised an adequate sample to obtain all teachers' views about their roles in conducting CRT, this was not the case for school administrators. No saturation occurred with five administrator interviews. To this end, the researcher kept interviewing until he reached seven administrators. After the seventh interview, no new information surfaced from respondents. Tables 5 and 6 provide a summary of the interview scheduled.

Table 7

Instructors' Interview Schedule

Teacher	Date	Time	Length
UTS1	February 24,2020	9:00- 9:35 AM	35 Minutes
UTS2	February 24,2020	1:05-1:33 PM	28 minutes
UTS3	February 26, 2020	12:40-1:03 PM	23 minutes
UTS4	February 27, 2020	11:00-11:25'36 AM	26 minutes
UTS5	March,03,2020	18:00-18:36 PM	36 minutes

Table 8

Administrators' Interview Schedule

Teacher	Date	Time	Length
UAS1	February 23,2020	9:00- 9:31 AM	31minutes
UAS2	February 24,2020	11:05-12:01PM	57 minutes
UAS3	February 24,2020	18:00-18:12 PM	12 Minutes
UAS4	February 25, 2020	20:00-20:24 PM	24 minutes
UAS5	February 26,2020	11:00-11:30 PM	32 minutes
UAS6	February 26,2020	19:00-19:46 PM	46 minutes
UAS7	March 03,2020	12:00-12:26 PM	26 minutes

After each interview, participants were reminded that they had also voluntarily signed to participate in a 10-minute member checking activity. The researcher explained to them that each of them would receive an email with details about the member checking activity. At the end of each interview, the researcher thanked every participant and gave him or her 5,000 Rwf for travel reimbursement as stipulated in his IRB application prior to commencement of this study. At the conclusion of each day, the researcher reviewed interviews before transcribing activity began. Once transcribing was complete, I sent an email of each interview transcript to the corresponding participant (see Appendix K). During this process, participants were given an opportunity to provide any additional information to the recorded and transcribed interview. Of all 12 participants, eight returned their interview transcripts. No new information or change to the data occurred.

Once data analysis and interpretation were complete, the researcher used member checking again to ensure participants' views concerning the initial findings and interpretation were well captured and accurate.

Details About Recording and Tracking the Data

During the process of the interview, the researcher used an Olympus digital voice recorder to record participants' views concerning their role in conducting CRT. To ensure confidentiality, each participant was assigned a number to avoid any participants' identity being revealed. The next step, after an interview with each participant, was to save the recorded interview on the researcher's computer. Once the recorded interview was saved in two separate locations, a laptop and a USB drive, the researcher began transcribing each interview. The transcription was accomplished using verbatim transcription approach. A verbatim transcription approach ensures that data from participants are accurately well-represented and interpreted (Kazmierczak, 2018). Given the English pronunciation differences across the world, the researcher did not use any transcribing software. Instead, he decided to use the verbatim transcription approach by carefully and repeatedly listening to each word from participants and writing the participants' answers before moving to the next interview. While transcribing, the researcher was using his listening skills, analytical thought, and interpretation simultaneously (Kazmierczak, 2018).

Once done with transcription, the researcher reviewed, read, and re-read each transcribed interview to ensure accuracy in transcription. The purpose was also to get the real meaning of the interview. The researcher protected the confidentiality of participants

by replacing all interviewees' names with letters and a number or pseudo names. All digitalized data were saved on a computer and protected with a password, while any identifying information was quickly deleted. To maintain confidentiality, a locked safe room in the researcher's home was used to store the interview information. After five years, all collected and locked information in a safe place will be destroyed, as required by the university.

Documents Review

In addition to a semi-structured interview, the researcher used two days (from March 3 to March 4, 2020) to gather all CRT and international student-related documents. As a result, he assembled documents concerning fees, structure, and other service cost for international students, international classrooms (e-learning, smart board, e-library), Kinyarwanda, and local culture learning, English learning (Obama Center), cooperation with foreign higher learning institutions (universities and research centers), international teachers hiring, regular academic program revisions, foreign students inclusion in decision making, and Induction Week, all of which were connected with CRT, according to Gay, 2002; Aceves & Orosco, 2014; Richards, and Brown, & Forde, 2007. Regarding documents as a source of information, one challenge was associated with them. While some decisions were made and implemented, according to interviews with different school administrators, there were no available written records of those decisions.

During the data collection process, the researcher encountered three unusual circumstances or challenges. The first unusual circumstance was that one participant did

not attend his interview. Twelves hours before the interview with him, the researcher

received a text message informing him that the participant would be out of the country

for several days. Later, the researcher learned that the participant was about to stay until

the end of the interview time. This person's not attending his interview affected the

researcher's plans, as the respondent not only had agreed to participate in an interview, as

the director of quality insurance at University, but also he was the one assigned by the

University X vice-chancellor to assist the researcher in finding needed resources,

including any administrative documents. The second unusual circumstance concerned

participants who did not respect the appointment time or who postponed the appointment.

This challenge caused some minor problems as the researcher had either to push back all

upcoming appointments or do rescheduling. The third unusual circumstance was the lack

of document availability, including meetings reports, school policy documents, and

procedures all related to CRT. As the office of foreign students was not yet well-

organized, the researcher was instructed to find all documents from the Dean of students

affairs office. When the researcher went to that office, he was told that the Dean of

students was to be hired. The researcher was subsequently referred to the director of the

library, who was also the acting director of student affairs. This combination of

responsibilities complicated the process of getting information, as the researcher had to

go forth and back.

Data Analysis

Data analysis in a qualitative study consists of attributing a meaning to the study

(Mayer, 2015). It is a process referring to data codification and providing a clear meaning

of the coded data (Flick, 2014). In analyzing data from this qualitative study, the primary

purpose was to describe instructors' and school leaders' views of their roles in applying

CRT methods in a Rwandan higher education classroom or institution with the diversified

or nonmainstream student populations. From two existing major analysis strategies, one

with a focus on reducing large data sets and one data set with a focus on description,

analysis, and explanation of the meaning of an original text (Flick, 2014), the researcher

decided to use the first strategy, which reduces large sets of data.

After deciding on the approach to data analysis, the researcher began the coding

process. According to Saldana (2016), a code is a word or short phrase that assigns an

attribute, idea, or quality to a portion of text or visual data. Coding, therefore, involves

assigning a word or phrase to a transcript that indicates the researcher's understands and

thought, or to explain trends in data (Ravitch & Carl, 2016; Rubin & Rubin, 2012).

Coding was important as it helped the researcher to reduce the volume of qualitative data

and derive its meaning (Richards, 2009).

The coding activity was performed in two phases: the first cycle and the second

cycle (Saldana, 2016). During the first and second cycle coding, different coding methods

were employed. The choice of a method was not a coincidence. While a research

question, research design, and data collection techniques choice depend on the purpose of

the study (Richards, 2009), a coding method choice for the present study was also guided

by the purpose of the study (Saldana, 2016).

First Cycle Coding Methods

As for first cycle coding, data segments summary (Saldana, 2016), the researcher opted for four coding methods, given the nature of the collected data. First, a descriptive coding method was used to summarize interview paragraphs or interview segments, while the in vivo coding method allowed the researcher to use codes directly drawn from a participant's transcript. Attribute coding was used to code demographic information, while a sub-content-coding method allowed the researcher to code document content (Saldana, 2016).

At the beginning of the coding process, the researcher began by reading and re-reading all interview transcripts to familiarize himself with qualitative coding exercises and interact closely with data. Each transcribed interview line was numbered to easily locate each segment of information that was likely to lead to codes. To make the coding process manageable, each participant was identified with a different color. Any phrases, words, or ideas repeatedly used by participants were also identified by multicolored highlighters. During the first cycle coding process, any interview responses related to any of the two research questions were coded using either words or phrases that had repeatedly appeared from participants' responses (Merriam, 2009) or by a summary sentence or word by the researcher.

Second Cycle Coding Methods

During second cycle coding, the researcher sought to reorganize and reanalyze every piece of data coded through the first cycle coding method to create and organize categories and themes (Saldana, 2016). All categories documented emerged from three

primary sources: participants' words, personal reflections of the researcher, and a literature viewpoint and conceptual framework (Merriam, 1998).

To derive a sense of categories and themes, the researcher used the axial coding method to determine the dominant codes, cross out synonymous codes, and remove all redundant codes (Saldana, 2016). Initially, the researcher examined all codes with the closest meaning and clustered them in the same category. Concurrently, the researcher split out categories with a high number of codes, while ensuring emerging categories reflecting best participants' responses were created. A new page, different from the coding one, was created. However, the same colors used for coding and participant identification were also used on a different page created for the coding, categorizing, and theming process. On that new page, a column was created for each question number, as well as a column for all corresponding codes from interviews with participants. On the same page, there was also another column for categories and themes. While building categories, the researcher paid special attention to the following criteria: (a) relationship between categories and research questions, (b) holistic representation of all codes clustered in the same family code, (c) the same set of codes repetition avoidance, (d) and the maintenance of the essence of the data. These four criteria were considered while building categories (Merriam, 1998).

To create themes, summary statements, causal explanations, or conclusions to explain how CRT principles were implemented, (Rubin and Rubin, 2012), the researcher referred to participants' responses or testaments, which led to the creation of categories. All provided responses represented instructors' and school administrators' views of their

roles in conducting CRT methods in a Rwandan higher education classroom or institution

with a diversified or nonmainstream student population. Each emerging theme was

generated from the coding and categorization process by the researcher.

Besides interview analysis, the researcher gleaned information from CRT-related

documents to analyze. To analyze information from documents, the researcher used

qualitative content analysis to describe each document's purpose, structure, and content

(Marriam & Tisdell, 2016). While analyzing information from documents, the researcher

paid particular attention to the alignment between the primary research questions and

their subsets, study purpose, conceptual framework, and literature review (Nyisingize,

2019). To code information from documents, the researcher used a sub-content coding

method (Saldana, 2016). All generated themes (See Table 9 and Table 9) were extracted

from data, literature, or the researcher's reflection (Bernard & Ryan, 2010; Merriam,

1998).

In this study, some minor discrepancies were identified. Discrepancies, according

to Merriam, (2009), are data that challenge or contradict the theoretical proposition for

the study (Merriam, 2009). Interview responses produced the following discrepant cases.

For example some instructors rejected the idea that university X did not assist them in

their effort to meet minority students' needs. Other instructors, as opposed to school

administrators, expressed that there were training and professional development relative

to teaching and relating to minority students. During the interviews, some teaching

participants felt that university X administrators did share the information about new

foreign students in the classroom. This information was contradicting the one from other

instructors. These discrepant cases offered the researcher an opportunity to revise conclusions (Marichal, 2018). However, due to the fact that the three presented discrepant cases were not sufficient to challenge the theoretical proposition, conclusions were not revised.

Evidence of Trustworthiness

To ensure the study was conducted with maximum rigor, which determines the credibility of any study findings ((Patton, 2015), the researcher paid special attention to trustworthiness, which ensures validity or dependability, as well as transferability, objectivity, or conformability (Burkholder et al., 2016; Charmaz, 2006; Merriam, 2009; Yin, 2014). In the next section, the researcher presents evidence of trustworthiness through credibility, transferability, dependability, and conformability.

Credibility

Credibility is of critical importance in research as it helps determine whether or not the study findings are congruent with reality (Merriam, 2009). For this study, the researcher began by making a transparent recruiting. He made it clear that every University X administrator or instructor who has experience with diverse students for at least the last five years was welcome to participate in the study. This information was posted on bulletin boards, in a full view of both teachers and administrative staff. To select qualified respondents, the researcher used purposive sampling. He also used member checking by asking all teaching and administrative staff to review the responses from their interviews with the researcher to ensure that the recorded and transcribed responses were representative of their views as shared during the interview. Once data

analysis and interpretation were complete, the researcher once again used member

checking to ensure participants' views of the initial findings and interpretation were well

captured and accurate. He also used triangulation as a means of credibility. Instead of

using one source of information, the researcher compared two primary sources of

information: information from face-to-face interviews and information from documents.

Transferability

Transferability helps determine whether or not the study findings can be applied

in other situations (Merriam, 2009). For this study, the researcher used a rich and robust

description strategy. By using this strategy, the researcher provided all details relative to

study context, data collection settings, relevant participants' selection criteria,

recruitment, data collection, analysis, and results. By providing these details, anyone

interested was given an opportunity to evaluate the extent to which conclusions could or

could not be applied to other times, settings, situations, and people (Lincoln and Guba,

2013).

Dependability

Dependability is of critical importance in research as it helps determine whether

or not the study findings can be reproduced (Merriam, 2009). For this study, the

researcher provided all details of data collection methods through face-to-face interviews

and document review. He also provided all data analysis details by listing and explaining

each of the following steps: transcription, data organization, familiarization, coding,

categorization, and themes. Data reporting details were also provided. Additionally, all

interview transcripts, as well as every document used in this data collection process

remain available for other researchers or analysts for the dependability test. To ensure

subsequent dependability, the researcher has meticulously described the research design.

In case of any flaws, missteps changes in procedures or methodology, the researcher

committed to reporting and explaining them.

Confirmability

Conformability in research helps determine whether or not bias shapes the

findings of the study (Merriam, 2009). To ensure that the study findings came only from

participants, the researcher's role was clearly described and explained. During the whole

research process, the researcher ensured that none of his feelings, opinions, and

prejudices had any place in the study process. Throughout this study, the researcher

remained transparent by making available the entire audit trail leading from data

collection to interpretation. He also made a presentation in the text of the whole coding

process from data to codes, to categories, and to themes.

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Results

</div>

To collect data for this qualitative study, the researcher used 12 semi-structured

interviews. Participants were either school administrators or instructors with long-term

experience serving diverse students. Specific questions were used to describe instructors'

and administrators' views of their roles in conducting CRT methods in a Rwandan higher

education classroom or institution with the diversified or nonmainstream student

population.

After carefully and repeatedly reviewing all key phrases and sentences from

different participants' responses and documents, the researcher once again analyzed them

for commonalities. Based on school administrators' and instructors' views of their roles in conducting CRT and documents analysis, data were varied but also proved to have elements in common. From those views and documents, the researcher formed themes, which were structured by reflecting on an Integrated Combined Conceptual Framework that explained the CRT concept. Emergent themes from data collected from instructors included: administrative assistance need, classroom climate promotion, curriculum strengths and weaknesses determination, and teaching practices and strategies change. Emergent themes from University X administrators and documents included: positive relationship promotion; training and professional development; school leadership, policy, and administrative practices change; conflicts prevention strategies; positive learning and health environment promotion; and instructional strategies and programs change. These emergent themes were used to describe the view of each instructor and school administrator of his or her role in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population. To protect the confidentiality of participants, all interviewees' names were replaced with letters or pseudo names.

This study sought to respond to two research questions about instructors' and school administrators' views of their role in conducting CRT in the Rwandan higher learning institution. While the first research question was captured through interview responses from five instructors, the second research question was captured through both interview responses from seven University X administrators and meeting documents

concerning CRT from the University X administration. Each participant's description of his or her views and document analysis are detailed in the next sections.

Research Question 1

Research question one was: How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diversified or nonmainstream student population?

To explore this research question, I used six semistructured interview questions (see Appendix C). Each instructor among five participants had an opportunity to share with the researcher the view of his or her role in conducting CRT methods at University X. All five participants' views shared some commonalities between them. Hence, when considered in the aggregate, all instructors' views fit under four main themes: administrative assistance need, positive classroom classmate promotion, curriculum strengths and weaknesses determination, and teaching practices and strategies change. All generated themes emerged from instructors' responses during the semistructured interview and they all pointed to instructors' views of their role in conducting CRT in the Rwandan higher learning system.

Table 9

Interview Question Responses and Emerging Themes (Instructors)

Research Question	Themes: sub-themes
RQ1- **Qualitative-** How do instructors in a Rwandan higher education institution view their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population?	Theme One: Promotion of a positive classrmate a) Promotion of a frindely classroom b) Promotion of Content understanding Theme Two: Need for administrative assistance a) Desire for training on best management practices b) Desire for information sharing Theme Three: Determination of a curriculum strengthens and weeknesses a) Content adjustment or adaptation Theme Four: Teaching practices and strategies change a) Learning outcome sharing b) Promotion of students contribution c) Collaborative teaching d) Integration of multicultural example e) Use of understandable and instructional language f) A personalized teaching

Emergent Theme 1: Promotion of a Positive Classroom Climate

All of the instructors (UTS1, UTS2, UTS3, UTS4, and UTS5) expressed that their

relationship with minority students was positive. They pleased with the existing positive

climate. Participants explained measures they took to make the classroom climate

positive.

UAS2 explained that a positive classroom climate was possible by making a friendly classroom. UAS2 shared, " I take a little time to talk to them, know where they are from, and know some difficulties that they have." UAS3 explained that he created a positive classroom climate by mixing minority and majority students, which in end, promotes friendship among them. When it was time to work together, she said, "I mixed those foreign students with local students. I encouraged them to cooperate with them because before local students considered foreign students as strange. But I helped them to show them that they can even help." UTS4 said that the strategy to create a positive climate in a diverse classroom was to create a friendly classroom by promoting a mutual understanding. UTS4 stated, "Maybe when they are joking in their mother tongue and a minority student is not hearing what they are saying, he may think that he is the subject of those jokes. That may make him or her upset." As a result, UTS4 explained that when jokes are told in Kinyarwanda, he requires that local students explain to foreign or minority students. By helping minority students understand the meaning of everything said in the class, said UTS4, minority students were not shocked, which led to creation of a positive climate. UTS5 shared that he used group formation to make a friendly classroom as local and minority students were mixed to allow them to share their experiences and create mutual trust. He added, "When they sit together, all students are able to share ideas ."UTS1 reported promoting a friendly classroom by preventing loneliess and bringing all students together.

All participants also expressed that they made the classroom climate positive by caring about minority students' content understanding as a means to classroom climate

promotion. UTS1 said, "But if we know that there is someone who is not a Rwandan national, we try to speak the language that they understand (either French or English). He also added, "I must provide special consideration because they are just minority." UTS2 claimed, "To address some of those needs, there is a time when I teach of course by using English and sometimes I mix with a little French so that they can catch up with others." UTS4 indicated, "When I am teaching, I make sure that those students also capture the content…" UTS5 said, "When I am teaching, I explain the course using a teaching language. After, I approach them to see if they hear me. In case they have some gaps, I try to use their own language so that they can get the content." UTS3 said he promoted content understanding by avoiding being too local and by fully integrating minority students in courses by using examples from different websites and books.

Based on instructors' responses from the interview, the researcher was able to identify two primary methods instructors used to promote a positive classroom climate. The identified sub-themes were: (a) friendly classroom, (b) content understanding promotion. The context of specific responses for each sub-theme was discussed below.

Promotion of a Friendly Classroom. All of participants indicated that when they had minority students in the classroom, they ensured the classroom looked friendly. UTS2 stated that he always took the time to welcome minority students and share with them, "I take a little time to talk to them, know where they are from, and know some difficulties that they have. There is a time when I talked to some of them and they told they neither understood Kinyarwanda nor English." UTS2 explained that talking with minority students allowed them to share their backgrounds, and learn about the

difficulties they were facing. UTS3 shared, "…we converse with them. We welcome them and show them that even if we were born in different countries, we all are human being." She initially expressed a warm welcome and ensured minority students that she would create and promote positive relationships within the classroom. UTS3 and UTS5 expressed that they used group formation to help minority students feel comfortable with local students. UTS4 shared that he always reminded local students that minority students would be shocked by what they (local students) said if they don't understand the meaning. To that end, he encouraged majority students always to speak the language that minority students would understand which, according to UTS4, promoted creation of a friendly and positive classroom environment. UTS1 reported avoiding lonliness among minority students by bringing all students together.

   Promotion of Content Understanding. Four participants shared that they used content understanding to promote the classroom climate. UTS2 shared, "There is a time when I teach of course by using English and sometimes I mix with a little French so that they can catch up with others." Participant UTS1 expressed that he would approach minority students individually to make sure they understood the content, "When teaching, I most of the time approach them and ask them about their problems whether they have understood and whether they are participating." If needed, he reported, he would shift from teaching in English to French to help minority students catch up with others. To ensure the content understanding, UAS5 stressed that he approached and talked to each minority student individually. He reported using the teaching language and, when necessary, he would use one of the minority students' official languages to make sure

they did not miss any content understanding. UAS4 argued, "When I am teaching, I have to approach them personally to make sure that they have got the content, as I wanted them to get it." He explained that when he was teaching, he ensured that minority students captured the content by approaching them individually and talking directly to them to know about the challenges they may be facing. All those practices, according to participants, contributed to promote a positive classroom environment. UAS3 indicated promoting content understanding by avoiding being too local and by fully integrating minority students in courses.

Emergent Theme 2: Need for Administrative Assistance

Three participants shared the expected administrative assistance or supports that they should have relied on to better teach minority students. The majority of them (UTS1, UTS2 and UTS4), however, expressed that they did not receive that assistance, as it was expected. UTS1 said, "There is no special program about that (CRT)." UTS2 shared, "There is no assistance about this particular issue (CRT). There should be a kind of training for teachers to be informed of what to do." He also expressed, "Even knowing how many students (international) we do have in this university, who are from abroad is somehow difficult unless if you meet those students in the classroom." UTS4 stated, "We have not received any kind of training in the treatment of those students with different backgrounds. We are using our ways of doing things." On other hand, UTS5 and UTS3, working as both instructor and administrator, shared a different view. UTS5 claimed that University X allowed instructors to take any language training such as French and Swahili to be able to adapt to different students from different countries,

while UTS3 was confident in the help from University X. She stated, "Of course University X administration helps us, as lecturers."

Participants also reported on the information concerning new minority students that they needed to better manage a diverse classroom.UTS1 expressed, "They should always inform teachers that students from different cultural backgrounds are registered so that while teaching they should consider it. Otherwise, it is only the teacher who discovers that there are some international students." UTS2 said, "It is somewhat difficult to know whether we have those minority students in the classroom because University X doesn't inform us, and you only find that you have such students of minority groups when such experience of language of instruction happens in a classroom." UTS4 stated, "The school administration has not done anything special to help us be more culturally responsive." UTS3, on the other hand, being an instructor and academic administrator, had a different view. She indicated, "The University X administration makes us aware that there are foreign students so that we can make a research about their cultures." UTS5, in turn, gave any perspective about minority students' information shared.

Based on instructors' responses from the interview, they shared that they would have had available to them assistance or support from University X leadership to better meet minority students' needs. The identified sub-themes under the administrative assistance comprised: minority students' management related training and minority students' information sharing.

Desire for Training on Best Management Practices. Participants expressed their frustration at the lack of training geared toward diverse classroom management best

practices. Though adequate training was not provided to them, UTS1, UTS2, and UTS4 considered knowledge from training related to minority students' management or teaching as a key in managing a diverse classroom. UTS4 said, "Maybe we can do better than what we are doing if we had received that kind of training." UTS2 and UTS4 stressed that University X has never provided any CRT-related training, which could have helped instructors to provide better, more relevant instruction for minority students. "We did not have that kind of training", reported UTS2. UTS2 also suggested that training for teachers to better understand methodology and process relative to CRT and the way in which to implement it was needed. Participant UTS1 expressed that when it comes to assistance offered by University X to instructors to help them be more culturally responsive, there was none. He explained that no special program exists. Participants UAS5, however, shared a slight difference of view. While UTS5 shared that he received assistance from University X, he did not mention any CRT training geared toward instructors' preparation. However, UAS5 reported that only language training existed. According to UAS5, this training was optional. It was up to instructors to decide which language training they would need and when they would take it.

Desire for Information Sharing. Participants shared that there was a lack of information related to new foreign students when it was needed. Although this information was not provided, UTS1, UTS2, and UTS4 considered the minority students' information availability and use as a key role in diverse classroom management. UTS1 expressed, "This is what is actually missing. We should be aware that there are some international students so that we can take it into consideration when teaching" UTS1 and

UTS2 explained that they did not get any information about new minority students from the administration. Those participants indicated that they became aware of minority students' presence through their complaints when the local language was used in the classroom. UTS4 emphasized that any kind of assistance, including sharing information concerning minority students, has never been provided. While UTS5 made no mention of minority students' information shared, UTS3 explained that the University X administration made instructors aware of minority students' presence. This information from UTS3, interviewed as an instructor, while serving as both instructor and academic administrator, was in contradiction with the majority's point of view, who shared that there was a lack of minority students' information shared.

Emergent Theme 3: Determination of Curriculum Strengths and Weaknesses

All of the participants reported that they have adjusted the teaching curriculum to better teach minority students. UAS4 indicated, "If an example that has been given in the book does not match the situations we have, we can try to make some modifications, but which cannot cause to reject the book." UTS1 explained that whenever there was content likely to harm any students, it got substituted with the right one. UTS5 explained, "Sometimes books are prepared focusing on local students. But as teachers, when we find that there are some weaknesses, we try to adjust the content so that all students can find themselves in the course." UAS3 stated, "In teaching materials, there are many local examples to be revised considering those students (minority students)." UTS2 shared, "I use articles and most of them are written by foreigners." He explained that the use of

international articles and journals helped find content adapted to the international

audience rather than a specific audience.

Based on instructors' responses from a semi-interview, the researcher identified

one main practice instructors have used to help minority students succeed through

curriculum strengths and weaknesses determination. The identified sub-theme was

content adjustment. The context of the specific responses for each sub-theme was

discussed below.

Content Adjustment or Adaptation. All participants mentioned that to make

teaching content fitting for all students, they had to adjust, as needed**.** Participant UTS4

stated, "The problem may arise on examples given within the book. If the example that

has been given in the book does not match the situation we have in the class, we can

make some modifications within examples." He explained that when he felt that an

example given in the book was not serving all students, he made modifications within

those examples without necessarily rejecting the entire book. UAS5 pointed out,

"Because sometimes books are prepared focusing on local students… we try to adjust our

content so that all students can find themselves in the course." He explained that as

foreign students were not mostly included in a local curriculum, he, as a teacher, sought

to improve the curriculum by selecting adapted contents and examples. He, however,

indicated that he did not implement a complete content change. He simply adjusted to

allow minority students to be included. UST3 explained that in some content, there were

many local examples to revise. For this purpose, participant UAS3 agreed that she did

some content revision or adjustment to include examples from minority students' culture.

UTS2 explained that he decided to search for international journals, the content of which is more adapted to an international audience than a local one. UTS1 expressed that any hurtful content was removed from the content and replaced by more suitable content.

Emergent Theme 4: Teaching Practices and Strategies

Participants expressed that they discussed with students the learning outcomes, which helped them know their learning direction. The learning outcome sharing was also considered a teaching strategy in a diverse classroom. UTS4 stated, "At the beginning of a course, we begin by that (modeling) so that students know what they expect at the end of a course and which kind of activities they will be having. We are used to having that one." UTS1 shared:

> We have a format where you can write what you expect. It is planned that you must provide the learning outcomes. You even tell students: At the end of the course, you will be able to do this and this. And we take into account all students including those international students. (Interview, February 24, 2020)

UAS2 said, "The first day of the class, I share with students the course outline: What will be seen in week one, week two…. Then I try to direct them to the number of assignments and due date." UTS5 stressed, "When we start a course, we give them what we expect from them at the end of the course. A the end of the course, we sit and ask if each student was able to fulfill all the objectives of the course."

All instructors also expressed that they used minority students' contributions to promote their understanding of the content. Participant UTS2 shared, "I value minority students' voices by putting them in groups and making them group leaders." As group

leaders, said the participant UTS2, "Minority students organize groups and ideas for the

presentation." Participant UTS1 shared that he valued minority students' contribution by

forming group assignments, sitting them (local and minority students) together, and

allowing them to debate together. He added, "In my evaluation, I like to give some

questions in terms of the debate. UTS3 reported, " After sharing cultural background and

knowledge experience, we try to see differences." UAS4 shared that he brings minority

students to participate actively in the teaching and he also said, "I consider a lot the

comments and ideas brought by students." Also, he added, "I give some special marks for

participation." UTS5 shared, "The contribution of students comes in the examples they

give us when they are presenting." He added, "When we are going to prepare the final

exam, "We take questions from their presentations so that each one can find himself in

the exam."

UTS1, UTS2, UTS3, UTS4, and UTS5 shared another practice. They promoted

the learning style in which students learned together with each one capitalizing on

another's resources and skills. Participant UTS1 agreed that minority students shared

ideas, cultures, and they all learn from each other. He said, "They sit together and debate

together." By promoting collaborative teaching, UTS1 asserted that he realized that

students were given an opportunity to understand different contexts and know what is

happening in other cultures. UTS2 indicated that he used a collaborative teaching

approach by engaging all students in what he called "role-playing." "I use role-playing

and whenever it comes to put students in groups; I never allow students from the same

country to be in the same group." UTS3 reported, "I encourage them to share their

experiences and cultural backgrounds ." UTS5 stated that he used groups and individual

presentations to allow minority students to share examples from their cultures. "Every

student goes in front of us and presents his work. All students get some knowledge from

him. After the presentation, we try to summarize and fill some gaps so that all students

can get what is inside the presentations." Participant UTS4 reported using a collaborative

teaching approach by engaging students in group-based activities. He added, "Those

activities, we have them regularly where students are part of the discussion groups for

problem-solving."

In addition, during the semi-structured interview, participants shared that they

inserted multicultural examples in their teaching to promote minority students' learning.

UTS2 shared:

> Most of the time, when I realize that there are students from other cultures, I take
>
> them into consideration. When providing examples, most of the time I ask what
>
> happens in their countries and the experiences that they go through in their
>
> countries. (Interview, February 24, 2020)

Participant UTS4 indicated, "I make sure that examples that I give are understandable for

people with different backgrounds and cultures." Participants UTS3 maintained, "We

need to be open, to know what is happening everywhere, and be open without

concentrating on local things." And she added, "There are many local examples that need

to be revised considering those students." UTS2 explained that whenever it comes to

selecting examples or cases, he drew them from any foreign country represented in the

classroom. He added, "Very often I try to use the names of cases from those students that

I do have in my classroom." Participant UTS5 reported, "When I am teaching, I also use some examples which reflect the culture of minority students so that the subjects or the content can be understandable to all my students."

All the participants furthermore reported on another teaching strategy. UTS1, UTS2, UTS3, UTS4, and UTS5 felt that minority students' presence in the classroom has changed their approach to teaching. They all reported that as of the day they became aware of the presence of minority students in the classroom, they made efforts to make themselves more understandable than before by the language that all students can understand. UTS1 mentioned that from the day a foreign student complained about his using the Kinyarwanda language by saying, "Please teacher, I don't understand Kinyarwanda," the respondent UTS1 reported that he apologized and resolved only to use English. He said, "When we know that there is someone who is not a Rwandan national, we try to speak the language that they understand." UAS2 maintained:

> There is a time when they (minority students) raise their hands and say that they do not understand (Kinyarwanda). Therefore, you start changing and because the language of instruction is English, you focus on English in the classroom. (Interview, February 24, 2020)

UAS5 shared, "When I am teaching, I explain the course using the teaching language." UAS3 expressed, "You can use local language or mother tongue. But we avoid concentrating on ourselves by using Kinyarwanda because we know that it will be hard for them to follow us."

UAS4 indicated, "I make sure that the discussion takes place in English, not in the mother tongue."

Regarding the teaching practices and strategies again, teaching participants in the interview also agreed that minority students deserved personalized teaching. UTS1, UTS2, UTS4, and UTS5 claimed that they applied personalized teaching to adequately respond to minority students' academic needs. UTS4 stressed, "These, (minority students) have made me change my teaching styles where I don't take a class as a whole. I have to identify people with personal needs." UTS1 shared, "I must provide special consideration because they are just minority." He added, "When teaching, I approach them and ask them about their problems whether they have understood or whether they are participating." UTS5 expressed, "I take time to focus on those minority students to see if they understand what I am saying." He added, "I try to use their language so that they can get the entire content of my course." Participant UTS2 said, "Whenever I am informed or I discover that I have those students, I try to make my classroom a little bit different from the class that I sometimes teach." He also shared, "To address some of those needs, there is a time when I teach of course using English and sometimes I mix with a little French so that they can catch up with others."

Based on instructors' responses from the interview, the researcher was able to identify six new teaching practices and strategies instructors at University X have used to teach minority students. The identified sub-themes were: (a) learning outcome sharing, (b) students' contribution promotion, (c) multicultural example, (d) understandable

instructional language, (e) a personalized teaching, and (f) collaborative teaching. The

context of the specific responses for each sub-theme is discussed below.

Learning Outcomes Sharing. Participants said that they shared learning

outcomes with all students. UTS1 stressed, "You even tell students: At the end of the

course, you will be able to do this and this." According to UTS1, learning outcomes

were discussed and he always took into account both local and international students.

Participant UTS2 shared learning outcomes in a different manner. Instead of discussing

with students the term course outcomes, he discusses with them weekly outcomes and

does a weekly evaluation.UTS4 mentioned that learning outcomes sharing was always in

which he has engaged with students at the beginning of each new course. UTS5 admitted

that he did modeling by sharing the learning expectations, "When we start a course,… we

give them what we expect from them at the end of the course." We say at the end of this

course each student will be able to do this. He indicated that each student knew what to

achieve at the end of the course.

Promotion of Students' Contributions. All participants said that they valued

minority students' contributions. UTS1 stated that he used topics to integrate minority

students' contribution, "Topics are given and that is how they are integrated. They sit

together and debate together." He also added that he promoted minority students'

contributions by forming group assignments, mixing minority and majority students,

allowing students to share ideas, and by giving participation marks to encourage every

student to be an active group member. UTS2 also shared that he valued minority

students' contributions by forming group assignments and assigning a minority student as

a group leader. According to UTS2, this leadership role gave minority students the opportunity to organize ideas and insert his own, as needed. "As goup leaders, they (minority students) are organizing the presentation and they present. That is when I mostly value their voices." He also explained that during the presentation, minority students have the opportunity to talk from their cultural background, which is encouraged. UTS3 reported that she promoted student contributions by encouraging minority students to share experiences from their cultures. UTS3 added that after sharing, it was a time to compare with contributions from local students. UTS4 explained that during his teaching, he used a participative method, which was an opportunity to receive comments and ideas from students. To encourage minority students to participate and provide more ideas from their cultural background, UTS4 added that he would assign marks for participation. UTS5 claimed that he promoted minority students' contributions by using their examples and giving them an opportunity to present before the class. He said, "The contribution of students comes in the examples they give us when they are presenting." UTS5 explained that minority student contributions allowed them (instructors) to share the knowledge from minority students' cultural background with other students. UTS5 also explained that he promoted minority student contributions by inserting in examinations some questions based on information from their presentation.

Collaborative Teaching. All of the participants shared that they used collaborative learning as a learning strategy to help culturally diverse students succeed. UTS1 reported promoting, " Sharing ideas, culture, and learning from each other. Students get together and perform together the task." He explained that he also used

group assignments and always ensured that minority students were mixed with local students to promote cultures and idea exchange. He added that through group assignments, students performed a task together. UTS2 explained that he promoted collaborative learning using role-playing. By role-playing, he said, minority students were given an opportunity to participate and share information from their cultural backgrounds. UTS3 said that she always promoted students' experiences and cultural background sharing followed by cultural comparisons. UTS4 shared that through group-based activities, he used collaborative teaching. He explained that those group-based activities were employed regularly. Students were part of group discussions for problem-solving situations. UTS5 agreed that he also used collaborative teaching. He explained that in the class, every student had time to be in front of others to present his work. "They are in a group or individual work. Then every student goes in front of us and presents his or her work. We give a time to present and share the experience. After the presentation, we try to summarize and fill some gaps so that all students can get what is inside the presentations." Afterward, participant UTS5 explained that the rest of the class learned from the presenter and the presenter learned from the class. As a class, all students had time to discuss the presentation and as a result, mutual learning happen.

Integration of Multicultural Examples. All of the participants indicated that when teaching, they always used examples from minority and majority students. UTS1 stated that examples from other countries represented in the classroom were used. UTS2 claimed that he always attempted to use foreign cases, "When providing examples, most of the time I ask what happens in their countries and the experiences that they go through

in their countries." He explained that whenever he used a case from minority students' culture, he realized that minority students were more attentive and participative than before. UTS2 also explained that the reason behind this high participation was because minority students knew more about events in their countries of origin than in the host country. UTS3 claimed that she always referred to multicultural examples to help not only minority students understand the content, but also the class, as a whole, to know current news happening across the world. She explained that globalization knowledge is now needed to compete internationally. UTS4 shared that when preparing the lesson, he takes into consideration minority students' presence by making sure that he uses adapted examples drawn from different cultural backgrounds, "I make sure that examples are understandable and adapted." UTS5 maintained that when teaching, he used examples from minority students' countries. As an IT teacher, he explained that, as needed, he used minority students' home town names to make himself more understandable and draw minority students' attention.

Use of Understandable and Instructional Language. All instructors stated that as of the day they noticed the minority students' presence in the class, they began using an understandable language to minority students. UTS1 mentioned, "We try to speak the language that they understand " He explained that from the day an international student came to him to complain about his use of Kinyarwanda, he was obligated to speak English. UTS2 claimed that minority students have pushed him to use more this medium of instruction than before. UTS3 shared, "We avoid concentrating on ourselves by using Kinyarwanda because we know that it will be hard for them to follow us." She clafied

that minority students have brought her to concentrate more on international language use (English) than local language (Kinyarwanda), which, according to her, was used more frequently before. UTS4 expressed that given the minority students' presence, he always ensured that all communication, whether in the class or during assignment activities, were delivered in English. UTS5 also stressed that in a diverse classroom, he used this medium of instruction.

   Promotion of a Personalized Teaching Style. Participant stated that they personalized the teaching to better meet minority students' academic needs. UTS1 mentioned, "When teaching, I approach them and ask them about their problems whether they have understood or whether they are participating." UTS1 clarified that he offered special consideration to minority students by including a brief explanation in one of the minority students' mother tongues or checking on them to ensure they understand. UTS2 explained that for French-speaking minority students having trouble with English, he allotted a special time to insert French to allow them to catch up with others.UTS5 expressed that he ensured that minority students' academic needs were met by taking a special time to focus on them to assess whether they understood the content. He also mentioned, "In case I find that they did not understand well what I said, I just use other language, or translate in another language." UTS5 explained that when there was a term or concept hard for a minority student to understand, he took time to translate it in one of minority student's languages and put it in a bracket. UTS4 expressed that he personalized teaching by considering each minority student as an individual with individual needs rather than as a member of a group whose needs should be treated collectively rather than

individually. He said, "I personalize the teaching to those people. When I am teaching, I have to approach them personally to make sure that they have got the content, as I wanted them to get it."

The four emergent themes were generated from different interview questions. The analysis that has led to the four themes was made holistically. The four emergent themes were used to answer the RQ1 regarding the view of each instructor of his or her role in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population.

Research Question 2

The research question 2 was: How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroom or institution with a diversified or nonmainstream student population?

To explore this research question, I used five semistructured interview questions (Appendix D) along with the information from CRT-related documents available at University X. Each school administrator among the seven administrators interviewed had an opportunity to share with the researcher the view of his or her role in conducting CRT methods in the university X. The seven participants' views shared some commonalities between them. To this end, when considered in the aggregate, all school administrators' views fit six main themes: positive relationship promotion; training and professional development; school leadership, policy, and administrative practices change; conflict handling strategies; positive learning and health environment; and school instructional strategies and programs change. All generated themes emerged from the semi-structured

interview with seven school administrators and They all pointed to administrators' view of their role in conducting CRT in the Rwandan higher learning system. Information from the documents review is also included.

Table 10

Interview Question Responses and Emerging Themes (Administrators)

Research question	Themes: Sub-themes

RQ2- Qualitative- How do school leaders in a Rwandan higher education institution view their roles in conducting CRT methods in a higher education classroom or institution with diversified or nonmainstream student population?	Theme One: Positive relationship building and promotion
	
	a) Hospitality
	b) Special treatment
	
	Theme Two: Training and professional development
	
	  a) Kinyarwanda training
	  b) English training
	  c) Rwanda culture and values training
	
	Theme Three: School leadership, policy, and administrative practices change
	
	  a) Change of leadership style
	  b) School policy change
	  c) Multicultural staff hiring
	  d) Local, regional, and international cooperation
	  e) Administrative structure change
	
	Theme Four: Conflicts prevention strategies
	
	  a) Induction week
	  b) Constant training through weekly training and clubs
	
	Theme Five: Promotion of a modern learning and healthy living environment
	
	  a) Modern classroom and teaching
	  b) Health conditions improved
	
	Theme Six: Changes in school instructional programs and strategies
	
	  a) Changes in school instructional strategies
	  b) Changes in school instructional programs

Emergent Theme 1: Positive Relationship Building and Promotion

All seven school administrators described their relationship with minority student as either strong or good. Participant UAS7 said, "I have a very strong relationship with international students." Participant UAS4 stated that the relationship was good.UAS7 reported, "I can say that the relationship is good." UAS1 and UAS3 described this relationship as good as well. UAS2 described this relationship as a family one, "Living with them, working with them daily, and involving them creates a family environment." Participant UAS5 indicated that the relationship was good as minority students and he feels like they are one. He added, "We try to make them feel at home."

All participants explained what they did to build and promote positive relationship. They all ensured to build positive relationship with minority students by providing a hospitable environment. UAS2 said, "We have to welcome everybody to give them more guidance and protect their interests by being an advocate of their problems." UAS3 revealed, "We have been trying to make them feel peaceful and developed into responsible citizens." UAS4 stated, "When it's the first time, I accompany them until the class. Then I tell students that this is a foreign student. Please take care of him and they help." He added, "I cannot pass by without greeting him or her because I am very concerned for them." Participant UAS5 stated:

> We receive them from the airport, from our colleagues at X campus. They receive them and then they help them to take a bus to the campus Y. Then, I wait for them at the bus station. So I receive them officially. I explain everything to them. (Interview response, February 26, 2020)

UAS7 reported, " The first thing that I did was to give them my contacts, especially telephone numbers and email so that any issues they have, they have to contact me personally whether at school or their living place." UAS6 explained: When they come for the first time, we organize a meeting with them where we try to tell them about the organization and the organization of the institution. We provide information about the environment."

Participants also pointed out a special treatment reserved for minority students. As minority students were not familiar with local cuisine, UAS1, UAS2, UAS5, UAS6, and UAS7 expressed that University X has organized special hostels and food for minority students. UAS1 said, "We have planned for hostels for the foreigners." UAS2 argued, "Some do not feed on the food that they find here. There are extra services given." UAS5 indicated, "We accepted to provide a hostel or a house for them and we allowed them to cook for themselves." UAS6 expressed that minority students have been offered a special hostel and kitchen, "Where they can easily prepare their food as they wish." UAS7 stressed that University X decided to adapt to their needs by, "…trying to make a special hostel for them where they can have special tools especially for the kitchen so that they can prepare for themselves in their style." Despite being among University X high authorities, as Deputy vice-chancellor and dean respectively, participants UAS3 and UAS4 made no mention of special hostels and food reserved for minority students. However, they were in the board meeting when the decision was made (Table 11 or Senior management meeting held on February 20th, 2020). They did not discuss special

hostels and food, but they pointed out a special office opened only for minority students, as discussed below.

As international students were not familiar with the local environment, UAS3 indicated that University X has assigned, "A responsible person to deal with them and give them special treatment by showing them around, listening to them and trying to make them familiar with the Rwandan environment." Participant UAS1 and UAS4 said that there was an assigned person at minority students' disposal.UAS6 explained, "I find them a person to help them get assistance for a residence permit. Sometimes they come without having equivalence which is a requirement for entering the university once you have studied abroad." UAS2 added, "We have introduced a system of helping them to get more assistance on a residence permit and health insurance."

Based on school administrators' responses from a semi-structured interview, the researcher identified two primary ways school administrators used to help minority students succeed through positive relationship building promotion. The identified sub-themes were: a) high level of hospitality and b) special treatment (when needed). The context of the specific responses for each sub-theme was discussed below.

Hospitality. All participants stated that they were hospitable toward minority students. Participants UAS2, UAS5, and UAS7 discussed the trearment reserved to minority students from the airport to hostels, special guidance and orientation, and tours across the country, all designed to help minority students feel welcomed and become familiar with both new living arrangements and a new academic environment. Participant UAS2 explained,

First of all we make interactions with them and we work as parents. I call them

my boys and my girls. We create a University X family where all students find

themselves. We have to welcome everybody in order to give him or her more

guidance.(Interview response, February 24, 2020)

UAS5 stated: "I explain everything to them.We present them to the students and they are

involved in all activities in the class and extra-curriculum activities such as sport, leisure,

and clubs." UAS3 and UAS5 shared that after minority students were received,

University X personnel helped them feel comfortable and at home. UAS6 explained, "We

tell them where they can seek for assistance and how they can get some facilitation for

residence." UAS7 stated that he always shared his contact with foreign students to be

contacted at any time whether when they were at the school or their living place. UAS4

and UA5 agreed that minority students were escorted and introduced to the classroom.

Special Treatment. As the majority of minority students were not familiar with

local the cuisine, five participants agreed that minority students received special

treatment. UAS1, UAS2, UAS5, UAS6, and UAS7 stressed that University X organized

special hostels and food for minority students to give them an opportunity to live and

dine according to their culture. UAS1 expressed, "We have planned for hostels especially

for foreigners who have the same culture. …students who don't eat such kind of food, we

try to give them the liberty to go shoping for themselves."

To adequately meet minority students' needs, UAS1, UAS2, UAS3,UAS4, UAS6,

and UAS7 pointed out the hiring of a special person or employee to deal with minority

students' issues. UAS7 explained, "The school has now started putting an office which

will be responsible for those foreign students." UAS7 also argued that minority students were introduced to Rwanda, as a country, Rwandan culture, and Rwandan political environment to get familiar with the new environment.

Emergent Theme 2: Training and Professional Development

Six participants shared that University X offered training to help minority students meet their needs. UAS7and UAS5 talked about the language training offered by University X. For minority students' full integration both in an academic and social environment, participants expressed that minority students were offered a course to help them learn Kinyarwanda, the local language. UAS1 also stated, "They are learning Kinyarwanda." UAS6 said, "There was Kinyarwanda training at the university level." He also added, "Kinyarwanda was very important so that those international students can be facilitated in their living and studying environment." UAS5 expressed, "We have started teaching Kinyarwanda to all students, even to those minorities. They will learn Kinyarwanda. But we have a rule saying that it will not affect their GPA." UAS4 shared, "We decided to give Kinyarwanda. But Kinyarwanda will not be accounted for in their GPA." Only participant UAS2, from the Dean of students' office, and UAS3, Deputyvice-chancellor , made no mention of Kinyarwanda training.

Besides Kinyarwanda training, four participants mentioned that there was also English training offered to lecturers, staff, and students (local and international). UAS2 stressed, "I visited VSO International, a British company, just for English training and we have been moving to see whether we can get such. So we got one." UAS2 also reported about this English training for students, teaching, and administrative staff. He mentioned,

"Now there is one (a training) taking place and given by the Americans. We attend it at least twice a week. UAS5 added, "At the X campus, they have started with Obama Language Center." UAS6 argued, "So far we have an English training center called "Obama Training Center for English." We have a partnership with them. They come to teach even Rwandans who are not fluent in English." UAS7 mentioned, "We have this Obama Language Center which is an American institution which is partnering with the University for increasing English level." UAS1, UAS3 and UAS4, on othe hand, did not mention English training in their responses .

In addition to Kinyarwanda and English training, all of the participants agreed that University X ensured that students were trained in the Rwandan culture and values. UAS1, UAS2, UAS3, UAS4, UAS5, UAS6, and UAS7 confirmed that this training existed and explained that the training happened during Induction Week. For other participants, the Rwandan culture and values were also taught through the Kinyarwanda teaching program or through seminars. UAS1 expressed, "We have also training about the Rwandan culture: how to live in Rwanda?" UAS2 stressed, "We train them on ethics and values so they all have ethics and values." UAS4 stated, "We decided to teach Kinyarwanda. But it is there to promote the Rwandan culture." UAS6 added, "There is training about Kinyarwanda." In this Kinyarwanda training, he added, "There is a component about the culture in general." UAS4 indicated that while minority students learn Kinyarwanda, there is also "a focus on the culture." UAS3 stated, "We invite different people to give seminars to our students related to culture." UAS6 added, "That

training will be like an introduction to the culture. And we think it will help them to communicate with the community outside the university."

Based on school leaders' responses from interviews, the researcher identified three primary means by which school leaders helped minority students succeed through training and professional development. The identified sub-themes were: (a) Kinyarwanda training, (b) English training, and (c) Rwandan culture and values. The context of the specific responses for each sub-theme is discussed below.

Kinyarwanda Training. Participants agreed that minority students were offered Kinyarwanda training. The University administrators UAS1, UAS4, UAS5, and UAS6 explained that University X, in collaboration with the ministry of education, offers Kinyarwanda training at every university's level. UAS6 stated, "We have discovered that that kind of training in Kinyarwanda is very important as it allows for those international students to be facilitated in their living and studying environment, as well as in the community outside the university." According to UAS4, Kinyarwanda is taught to help minority students interact with the rest of the environment. UAS1, UAS4, and UAS7 argued that Kinyarwanda training is of great importance to minority students as Rwandan students and some local instructors occasionally communicate in Kinyarwanda, even when the class is in session. Despite being among University X high authorities, a participant from the Dean of students' office and the University X Deputy vice-chancellor respectively, participants UAS2 and UAS3 made no mention of Kinyarwanda training. However, UAS3 was in the board meeting when the decision was made (Table 11 or University X senior management held from 13-14 March 2019).

English Training (for Instructors and Students). Four administrative

participants mentioned that there was English training offered to lecturers, administrative

staff, and students (local and international). The training was offered by Obama Training

Center for English, according to participants UAS2, UAS5, UAS6, and UAS7. UAS6

said, "There is an Obama Language Center which is an American institution partnering

with the University to increase English level among both students and instructors."

Concerning the English training, participant UAS6 shared that University X has an

English lab for anyone including minority students to increase the English level. Despite

being among University X high authorities, a participant from the registrar's office,

Deputy vice-chancellor and dean respectively, participants UAS1, UAS3 and UAS4

made no mention of special English training. However, they were in the board meeting

when the decision was made (Table 11 or University X senior management held from 13-

14 March 2019).

Rwandan Culture and Values Training. All participants shared that University

X students were trained on the Rwandan culture and values. UAS6 stated that minority

students first learned the Rwandan culture and values through the Kinyarwanda course,

as the course has a cultural component. UAS6 said, "That training (Kinyarwanda) is like

an introduction to the culture." UAS1, UAS2, UAS5, UAS6, and UAS 7 expressed that

minority students also learned about the Rwandan culture and values through an

Induction Week organized for both new local and foreign students. UAS5 mentioned,

"We have an induction week. ….we teach our students to be tolerant, to have the culture

of unity, stay together, and work together to make sure in our community there is no any

kind of division." This Induction Week, according to participant UAS6, is organized by University X in collaboration with the ministry of education to learn about the country's culture and lifestyle, including Rwandan values. During the Induction Week, UAS2 said that every student must be involved. UAS6 maintained that Induction Week is an opportunity to know country leaders as the University invites speakers from University X and even from outside the University X, from the government, and from various institutions throughout Rwanda. UAS2 expressed that the training on Rwandan culture and values continues even after the Induction Week via weekly training and "Intagamburuzwamumihigo", a club bringing all the University X students together to live as a family and work as a community.

At this level, a discrepant case was found. While school administrators shared that University X offered English training to the University X community, which included instructors, to make them more culturally responsive, instructors had a different view. Instructors expressed their frustration at the lack of training geared toward diverse classroom management best practices. UAS2 and UTS4 expressed that University X has never provided any CRT-related training or professional developments to help them better address the needs of minority students. UAS2 suggested that a teacher training addressing methods and procedures was needed. Participant UTS1 expressed that there has never been any effort to help instructors be more culturally responsive. As of UTS3 and UTS5, interviewed as an instructor while serving as both instructors and academic administrators, they shared that they received assistance from University X. However, they made no mention of any CRT training or program geared toward instructors'

preparation, except for the English training offered to the whole University X community, including students, teaching, and administrative staff. UAS5 shared that the training was optional and to the prerogative of individual instructors to decide whether or not they would take it.

Emergent Theme 3: School Leadership, Policy, and Administrative Practices Change

The third theme captured University X administrators' perspectives regarding their leadership feelings about a diverse school. Participants also shared their perspectives regarding what they considered to be the best administrative practices in a school with minority students. Under the same theme, administrative participants also shared their perspectives regarding policies in a diverse school.

All participants agreed that the presence of minority students has influenced the way they performed their leadership roles. To bring minority students to reach their goals and be successful in their roles, the University X administration shared that they had to lead differently than before. UAS3 maintained that at the minority students' arrival, he asked them, "…to come to the office and discuss how best to help them." He explained that leadership is done by interacting with these students. UAS6 explained that when dealing with minority students, "They have their style of living to be taken into consideration." UAS2 stressed that his leadership style now varies according to their (minority students) needs. UAS7 insisted on the importance of individualized leadership. He stated:

Minority student, they have helped me to improve on my leadership with people who have special needs. You know we tend to take people as a group. We think that they have the same needs. Since they have registered for school, we give them the same service and we put all of them in the same basket. But it is not almost the case even from those people that we think they are having the same background. There might be some students with other special needs. (Interview response, March 03, 2020)

UAS4 mentioned, "I have one student who is coming from America. Because America is a developed country, when she comes here, you have to make sure that you are giving your best so that she can be satisfied." UAS1 maintained, "We try to handle a student according to his or her culture. We try to give them special treatment." UAS5 mentioned, "Once the problem is there, we discuss as a group. So after discussing as a group, we make a decision." This new leadership practice implies decision-making involvement. UAS5 explained, "Currently, we have many class representatives from foreign countries. Even right now, we have a faculty representative. He is a Burundian." UAS2 emphasized this minority students' decision-making involvement, asserting, "Our students (minority students) sit on the academic senate board. And all problems from minorities, they forward them to the academic senate."

In this semi-structured interview with the University X administrators, they also shared their perspectives regarding school policies, procedures, and practices in a diverse school. UAS2 and UAS6 shared new changes to the internal rules and regulations. UAS2 said, "Students' affairs office has made some new revision of the internal rules and

regulations for protecting students' interests." UAS6 said, "They have their style of living to be taken into consideration, like food or food culture. You have to organize or to set up a facility that could help them to easily prepare their food as they wish." UAS5 stated:

> We have accepted to change some rules because of those minorities. An example is from students from Burundi. They requested much special treatment in the restaurant and categorically students from Liberia because of their way of feeding. They are different from us in terms of food. So, we accepted to provide a hostel for them or a house for them and we allowed them to cook for themselves. So, they have the equipment. (Interview, March 26, 2020)

UAS2 added, "We suggested to provide a house and they cook for themselves because they are not familiar with our food. So, we treat them according to the region they come from." UAS1 shared, "The boarding policy has changed because we have included other components for special students who cannot eat the same food as others." As a result of this change, UAS2 reported that a change to the fee structure policy was made. UAS2 stated, "They (University leaders) are going to charge them a little bit more for the extra service and give them the proper feeding according to their own culture and way of living." UAS7 also explained,

> Now they are trying to make a special hostel for them where they will have special tools, especially for the kitchen so that they can prepare for themselves in their style and so that their food will test as they wish. (Interview, March 03, 2020)

UAS6 reported on another change to allow minority students to get health insurance. "Today, the institution is trying to see how those students can be covered. We are trying to set up a policy that will help them to be covered." UAS7 also shared the change to the registration policy. He said, "They can see and have full information from our website. They can apply online." UAS6 pointed out a new designed policy. He said, "I was formulating some policies governing the union to give a framework to help international students find a room where they can operate if they have any activities." UAS6 did not discuss his perspective regarding change to the policy.

University X administrators, furthermore, shared their perspectives concerning school staffing to make University X more culturally responsive. Participants agreed that University X has made a change to staff hiring. UAS4 maintained, "Today when it comes to hiring, University X is not focusing only on the Rwandan market. But it has opened doors to foreign teachers, as well." UAS4 added, "As we have some Kenyans (students) here, if they see their colleagues coming here, being taught by someone from their country, I hope it will open now the way to others." UAS3 echoed UAS4, "We also have lecturers and professors from the region. We invite lecturers and we have employed five of them. Some are from Kenya, from Tanzania, and others from DRC." UAS7 added, "We have lecturers from different nationalities." He explained that they had five instructors from Kenya, a statistician from Tanzania, and two other professors in law from DRC. He also shared, "We have another program of inter-university exchange where other universities who are part of that forum are used to exchange lecturers." Last year, he said:

We received two: one from Kenya and another from Tanzania. And now we have

four who have applied. Two already received approvals. They will come by early

March. But we have also cooperation with some universities from China. They

are used to sending lecturers. (Interview, March 3, 2020)

UAS5 shared that when hiring, "We make sure that we hire a person with abilities to

serve both Rwandan and foreign students. He added:

We have new five full professors from Kenya, Tanzania, and from elsewhere.

And we have an agreement with the inter-university council in East Africa, and

we have cooperation from China. So, they offer many tools in our process of

teaching. (Interview response, February 26, 2020)

UAS7 argued, "We have teachers coming from Kenya and Tanzania, who are permanent

staff." Now the culture will be diverse which will create interexchange of context." Even

though respondent UAS1was not specific about international recruitment, he stressed,

"When recruiting, we don't favor anyone. We have to find anyone who can respect the

instructions and take care of the minority students."

The University X administrators expressed that minority students' presence

pushed the University X leadership into cooperation with international, regional, and

local higher learning institutions to be more culturally diverse focused than before. When

speaking about international cooperation that University X is part of, UAS3 said:

We have developed a partnership with some other international institutions. So we

have experience dealing with Chinese, dealing with people from East Africa, and

dealing with Indian Universities. We have developed some experience on how to

handle these issues. (Interview, February 24, 2020)

UAS7 shared, "We have also the cooperation with some universities in China. They are

used to send us lecturers." UAS2 talked about the cooperation with Nigeria:

We work with some others (universities) outside Rwanda. Specifically, we work

with Nigerians. This year we shall go to Nigeria to export how we have managed

to be successful because, in Rwanda, we were the best university to do

community services activities involving the minority students. (Interview, March

24, 2020)

UAS6 stated, "We are trying to collaborate with British university."

In addition to the cooperation with international higher learning institutions,

participants shared information concerning cooperation with other international

organizations. UAS2, UAS5, and UAS6 referred to the cooperation with the Obama

Language Center to increase the English level. UAS7 reported on the regional

cooperation that University X is part of, saying, "We have an agreement with the inter-

university council in East Africa. So, they offer many tools in our process of teaching.

"We have a lecturing with them, and now there are several." While other participants

talked about international and regional cooperation, UAS2 focused on the local

cooperation, "We interact with other universities, especially with Deans of Students. We

have a forum of Deans of Students where we share ideas. On other hand, UAS1 and

UAS4 did not share their perspectives regarding cooperation University X has been

engaged in even though they were involved in some decisions related to those cooperations.

In the same semi-structured interview with University X participants, participants also talked about the change to administrative structure. Participants shared that at University X, a change was implemented to the existing administrative structure. A change to the existing administrative structure was made to include a desk or office for international students. UAS3 said, "We have developed an office to handle the issues of international students separately from the local students." UAS1 stressed, "We have a service called international students." UAS4 stated, "At the level of our administration, we have an office (for international students)." UAS7 added, "The school has now started putting in place an office, which will be responsible for those foreign students." This international office was placed under the students' affairs office supervision, as confirmed by participant. UAS6 and UAS2 mentioned a change made to the organization chart. He said, "The move aimed at adding international students to University X Senate to make sure their voice is heard." He reported, "Our students sit on the board, the academic senate board. And all those problems, minor problems from the minority students, they forward them to the academic senate."

Based on school leaders' responses from interviews, the researcher was able to identify five different ways the presence of minority students has influenced the way University X was led. The identified sub-themes were: (a) change of leadership style (b) school policy change, (c) multicultural staff hiring, (d) local, regional, and international cooperation, and (e) administrative structure change.

Change of Leadership Style. All of the seven participants stated that as of the day minority students joined University X, school administrators started changing and reviewing their leadership styles and practices to better meet minority students' needs. UAS1 and UAS7 mentioned that since the day minority students were first admitted, they learned not to take all students in the same category. Instead, they reported that they learned to apply a personalized leadership style by taking into consideration each minority students' cultural background.UAS7 maintained, "They (minority students) have helped me to improve on my leadership with people who have special needs." Unlike before, UAS3 and UAS5 shared that they all promoted interactions and discussions with minority students to make the right decision. UAS3 reported leading by, "Interacting with those students, leaving the offices open…and listening them." UAS3 and UAS5 also indicated that they decided to involve minority students in every decision made. UAS2 and UAS7 shared that their leadership style began to depend on followers. UAS2 suggested that sometimes he started to let minority students approach issues in their way as long as they reached the goal. He also shared that to include minority students in all decisions made; they allowed minority students to sit on the academic senate.

School Policy Change. Participants said that some of the University X policies changed to meet minority students' needs. UAS2 explained that as the number of minority students increased, minority students' complaints have multiplied too. UAS1, UAS2, UAS4, UAS5, UAS6, UAS7 reported that foreign students were complaining about hostels and local food. UAS1 revealed, "At a certain time, students from other

countries have failed to eat the local food." UAS6 explained that it was the time when those students matriculated and began complaining that University X realized that a new change to existing policies was needed. UAS1 added, "We arrainged a meeting and decided to separate them(minority students) from others to allow them to cook for themselves and eat what they want" Therefore, according to UAS1and UAS5, University X decided to change the hostel and food policy. UAS1, UAS2, UAS5, UAS6, and UAS7 explained that a change to the food and hostel policy was implemented to meet minority students' needs by allowing them to live in their style and make food as they wish. To this end, UAS1, UAS5, UAS6, and UAS7 explained that a kitchen (with all cooking materials) and a private hostel were provided.

As the change to the policy occurred, another change to the fee structure policy was made. According to UAS2, foreign students were charged more than local students for extra-services requested. This extra money, according to UAS2 would allow for special and proper feeding according to minority students' own culture and way of living. In other words, UAS1 explained that University X resolved to take into consideration all those cultural varieties. UAS2and UAS6 also added that students' association internal rules and regulations were revised to better protect students' interests especially those of minority students and give international students room to express themselves more than before. UAS2 and UAS6 reported on another ongoing policy change. When it became apparent that foreign students were facing a critical challenge in getting proper medical care and treatment, University X began to change its policy to better assist minority students obtain health insurance coverage. UAS2 and UAS6 indicated that University X

set up a new policy to help minority students find coverage in one of the existing schemes. UAS6 mentioned another change to the registration policy to allow minority students to apply online. Despite being University X deputy Deputy vice-chancellor, participant UAS3 made no mention of policy change. However, he was in the board meeting when poicy change decisions were made (Table 11 or Senior management meeting held on February 20th, 2020)

      Multicultural Staff Hiring. Participants agreed that University X has started recruiting and hiring from outside of Rwanda.UAS4, UAS5, UAS6, and UAS7 admitted that University X began hiring from countries such as Kenya, Tanzania, and the DRC. UAS4 said, "Today, University X has lecturers from Kenya, from Uganda, from Tanzania, and others from the Democratic Republic of Congo (DRC)." UAS4, UAS5, UAS6, and UAS7 added that this multicultural hiring was making University X more culturally diverse than before and creating an interexchange of context. Participant UAS4 stated that the teaching staff hiring was going beyond national borders. He explained that minority students would be happy to see that they were being taught by instructors they share the same countries of origin. He added that such recruitment may also open doors to other more minority or international students. UAS5 and UAS7 said that University X was receiving multicultural teaching staff from three main sources: Inter-university exchange, cooperation with China, or hiring from the outside new policy. UAS3 stressed that University X was employing professors from the region. UAS1 was not specific about multicultural staff hiring. However, he shared that when it comes to hiring, all University X cares about is someone who cares and understand minority students.

Local, Regional, and International Cooperation. Participants felt that minority students' presence at University X has opened doors to the cooperation with local, regional, and international higher learning institutions and organizations. UAS3, UAS5, UAS6, and UAS7 discussed the cooperation forged between University X and a China higher learning institution. UAS5 maintained, "We are cooperating with China. They are offering many tools in our process of teaching." UAS3 expressed that through partnerships developed with other higher learning institutions and organizations, University X acquired significant experience dealing with people from different parts of the word. UAS2 stated University X was interacting with other universities. Additionally, UAS7 shared that through cooperation with East African countries, University X had employed lecturers from different nationalities. UAS5 also mentioned, "We have agreement with Inter-University Council in East Africa." UAS2 shared that University X was working with local universities and some others outside Rwanda, such as Nigerian universities to exchange ideas on approaches to better incorporate minority students. UAS6 added that University X was in collaboration with a British university. He also pointed out another partnership being forged with Liberian universities. UAS2, UAS5, and UAS6 also cited the cooperation with the Obama Language Center to increase the English level of students, faculty and administrative staff. To those participants, University X benefited from that cooperation, as it was able to hire either teacher or trainers. Despite being in University X leadership as a participant from the office of registrar and Deputy vice-chancellor, both UAS1 and UAS3 made no mention of any cooperation with University X . However, they were both in the board meeting when

decisions about cooperation were made (Table 11 or Senior management meeting held on March 17th , 2017).

Administrative Structure Change. Participants in this study stated that a change to the administration structure occurred to better serve minority students. Participants UAS1, UAS3, UAS4, UAS6, and UAS7 expressed that University X has opened a new desk to resolve minority students' issues. UAS1 explained, "There is a personnel who takes care of those students, considered minority." UAS2 added that the University X organizational chart was changed to allow minority students to sit on the senate board, which allowed them to make their voices heard. UAS5 did not confirm the change to the existing administrative structure. Howeverer, he reported on his recommendation to change the existing structure to hire a staff to be in charge of foreign students. This change, he recommended, was implemented, as confirmed by other respondents.

Emergent Theme 4: Conflict Prevention Strategies

Talking about conflict handling strategies among students from different cultures, participants shared some strategies they believed worked best for conflicts prevention. Participant UAS2 expressed, "Every year, we have an Induction Week. In this week, we train and we get them more used to the new environment." UAS1 also added, "We have a special program for new students. We call it Induction Week. We concentrate on educating students." UAS5 said, "We start every academic year with an Induction Week. We induct all together, to stay together, and work together." UAS6 said, "We organize what we call Induction Week to introduce new students to the country's life and culture." UAS7 also talked about the training given to minority students, "As they arrive, we face

them and give them information about the school: what we expect from them; how to behave; and we explain them about the school regulations, as well." UAS4 said, "At the beginning of the academic year, we make what we call Induction Week."

During the semi-structured interview, participants discussed training through clubs to educate students about national values, which was another way to prevent conflicts. UAS2 said, "Those clubs help us. They are the channel of transferring the message and the symbol of the unit." Participants UAS1, UAS 2, UAS5, and UAS6 listed those clubs whose the main purpose was to bring University X students together, "English speaking club, national unity, and reconciliation club, good governance club, anti-genocide club, anti-drug and gender balance club, genocide survivors club, also called AERG, debating club which is more diverse than others, EPRN for economists, incubation center (for students with innovation)." UAS2 pointed out some other sports activities as another channel to train students on national values. UAS2 explained, "We organize them in different sports activities. Each student must be attached somewhere. So, we make sure that they get attached somewhere." At the same time, those sports activities help mitigate conflicts among students. UAS2 and UAS6 added that all of University X students are under one umbrella, "X students union."

Minority students were also trained in Rwandan culture and other values through weekly conferences. According to UAS3, University X organized weekly conferences to teach students about the culture, national politics, social values, and strategies to live peacefully with other Rwandans. UAS2 clarified:

On Wednesdays, University X organizes public lectures. Those public lectures

must be attended and each attendance equals attendance marks. As much as you

have to attend the daily academic lessons, you also have to attend public lectures,

which give 5 marks. For each lecture, you get five marks for attendance. You also

get 5 marks for attending extra-curricular activities, training, seminars, and

conferences. It is obligatory. (Interview, February 24, 2020)

UAS3 and UAS2 both agreed that conferences helped mitigate conflicts and

discrimination among students. However, participants UAS1,UAS4, and UAS7 working

respectively at Registrar's office, Faculty, and at Master's program office, did not share

any information leading to constant training through weekly conferences and clubs.

Based on school administrators' responses, the researcher identified two methods

University X administrators have employed to make University X more culturally

responsive through conflict handling strategies among students of different cultures. The

identified sub-themes were: (a) Induction Week and (b) constant or frequent training. The

context of specific responses for each sub-theme is discussed below.

Induction Week. In their responses to the question concerning conflict handling

strategies, participants UAS1, UAS2, UASUA4, UAS5, UAS6, and UAS7 felt that

Induction Week was one of the best strategies to handle but most importantly to prevent

conflicts among students. UAS5 stated, "We have an induction week. ….we teach our

students to have to be tolerant, to have culture of unity, stay together, and work together

to make sure in our community there is no any kind of division." UAS5 explained that

the unity and a peaceful cohabitation is a national value highly promoted at University X

as the country has experienced an unprecedented story of the genocide against the Tutsis in 1994. UAS1 argued that University X organized a special program called "Induction Week" to explain to all new students the living conditions at the campuses and other programs including the Rwandan culture, values, constitution, and the university and national policy. UAS2 expressed, "In that week, we bring them (minority students) together with other students." UAS2 explained that it is during this Induction Week that minority and local students were brought together, limiting conflicts among them. UAS6 explained that University X used Induction Week to explain the national policy. He added that during Induction Week, University X introduced minority students to the majority of students, helped them get familiar, and ensured each group feels comfortable with one another.

Constant Training Through Weekly Conferences and Clubs. Participants viewed constant training offered during the academic year through weekly conferences and clubs as another strategy for preventing and handling potential conflicts. UAS2 argued that to avoid conflicts and tensions among students, it was important to do constant training, "Again there is another thing you have to do: constant trainings. You have to involve these students, always talk to them, and train them. This is why normally on Wednesdays, we have public lectures." He stated that every Wednesday, the University organizes public lectures on different topics, including tolerance. UAS3 and UAS2 both agreed that weekly conferences helped limit conflicts and discrimination among students.UAS3 also shared that University X organized weekly conferences to train students in the culture, national politics, social values, and strategies for living

peacefully with other Rwandans. He shared, "We have been trying to make them feel peaceful and developed into responsible citizens." UAS2 and UAS5 also pointed out constant training offered through clubs. They shared that students' involvement in clubs was used as a training channel to bring students together and minimize the likelihood of conflicts. UAS6 stressed that even when conflicts broke out; students solved them amicably among themselves as they were already familiar with each other through clubs. UAS2 stressed that students were also organized in different sports activities and each student should be attached somewhere. He added that those clubs and sports activities were used to share a message of unity. UAS2 and UAS6 suggested that, in addition to those existing clubs, there was another club called University X Students' Union. All students were under this singular umbrella. Under this umbrella, UAS2 and UAS6 asserted, students are always reminded of the University policy as stipulated in a student manual. In this manual, according to UAS2 and UAS6, there is an article stipulating that no discrimination whether based on color, language or ethnicity will be tolerated. Participants UAS1,UAS4, and UAS7 did not discuss constant trainings through weekly conferances and clubs, while they were in University X leadership.

Emergent Theme 5: Promotion of a Modern learning and Healthy Living Environment

In the semi-structured interview, University X administrators shared their perspectives regarding a diverse school environment. Administrative participants shared that the school environment was promoted. To promote the classroom environment, UAS1 indicated, "We try to adapt infrastructures to our students by considering those

minority students." UAS3 indicated, "We have initiated the use of e-learning where we use IT and we train our lecturers to use e-learning. We also communicate with our students through that means and we have acquired some smart boards which we use in our classrooms." UAS2 said, "Students are learning through smart boards and they can use e-learning to download materials through an electronic smart board." UAS5 stressed,

> Of course, our way of teaching and our tools of teaching are modern and universal. We use technology. We have 4G internet. We have optical cable internet and 4G both wired and wireless. We use electronic books. We have computer labs and we have wireless coverage for the whole campus. (Interview response, February 26, 2020)

On other hand, UAS4, one of deans at University X, was no confident about the state of teaching modernism at the University X. He expressed, "So far we are bounded on traditional method of teaching."

Participants in this study also pointed out the improvement of health conditions, as well, at University X. Participants, UAS1, UAS2, UAS4, UAS5, UAS6, and UAS7, agreed that some remarkable efforts were made to allow minority students to live a life of their choice.UAS7 stated that University X makes available "A special hostel for foreign students so that they can prepare for themselves in their style." UAS5 claimed, "We suggested providing a house to cook for themselves. We treat them according to the region they come from." UAS6 argued, "Minority students are getting a special room for them, for their meal." UAS4 claimed that as soon as minority students arrive, they are sent to the Y or Z campus to have full accommodation and facilitation." UAS2 indicated,

"Every campus has purified water. You just take your bottle and get it. Here we have purified water free of service." UAS2 and UAS6 explained University X has decided to help minority students find health insurance. UAS2 explained, "We are working with health insurance companies to see how they can get health insurance assurance and this would prevent future problems that we are likely to face in case any one of them faces serious diseases."

Based on school leaders' responses from a semi-structured interview, the researcher identified two ways the school leaders used to make University X more culturally responsive through school environment promotion. The identified sub-themes were: (a) modern classroom and teaching and (b) health conditions improved. The context of the specific responses for each sub-theme is discussed below.

Modern Classroom and Teaching. UAS2 and UAS3 felt that University X has introduced e-learning use. UAS2 shared, "We are learning through e-learning." UAS7 also shared that with e-learning teaching in place, students were able to learn from any location and use some materials from their countries of origin.UAS3 explained that University X was using IT and offering teachers' training on e-learning use. UAS2 mentioned the use of smart boards. He also pointed out the use of e-learning to download materials through an electronic smartboard. Also, UAS5 reported that University X was using a universal technique teaching by embracing electronic books and taking advantage of computer lab as the institution has invested in optical cable internet and 4G both wired and wireless. He shared, "Of course, our way of teaching and our tools of teaching are modern and universal". UAS2 once again revealed that all schools and classrooms have

been tiled and all broken cement has been removed. UAS1 mentioned that infrastructures were adapted to students, who were also offered a choice, depending on whether or not they were left-handed or right-handed. However, participant UAS4 shared a different view. He thought there was much to do regarding teaching modernism. He was advocating for more instructors training geared toward technology use in learning.

Improved Health Conditions. The health conditions at University X were improved to serve a diverse community and facilitate the learning process. Six of the participants said that the living environment promotion at University X has been improved. UAS1, UAS2, UAS4, UAS5, UAS6, and UAS7 maintained that a hostel and meal choice has allowed minority students to be outside their countries of origin but live and eat according to their individual choice. UAS5 explained, "So we accepted to provide a hostel for them and a house for them and we allowed them to cook for themselves." Participant UAS2 stressed that every student brings an empty water bottle and gets the purified water for free. UAS2 and UAS6 indicated that there was an ongoing effort to help minority students get health insurance like any other Rwandan. UAS6 explained, "Today, the institution is trying to see how those students can be covered." Athough participant UAS3 did not share about health conditions improvement during the semi-structured interview, he was participated in senior management meeting that decided on it (Table 11 or Senior management meeting held on February 20th, 2020).

Emergent Theme 6: Change in School Instructional Programs and Strategies

Administrative participants discussed changes to instructional strategies to better meet minority students' needs.UAS1, UAS2, UAS4, UAS6, and UAS7 highlighted the

necessity of change to the medium of instruction by reinforcing the use of English. UAS1

said that University X got engaged in the local students' behavior change by making sure,

"Local language is not used at school and all students are speaking the same language

(English)." UAS5 added that when hiring, "We make sure they (new employees) use

English properly." Similarly, UAS7 shared, "When we receive a new lecturer who is not

familiar with the class, the first information we give him is that we have foreign students

in the class. Please, make sure that your communication goes through English. No

explanations in Kinyarwanda." UAS4 claimed, "They (instructors) use Kinyarwanda, but

if you know there are foreign students who are not following the teaching, you use English

exclusively." UAS2 shared those minority students' complaints regarding instructors' use

of Kinyarwanda, which resulted in a change. "Complaints of our students (minority)

forced the Deputy vice-chancellor of Academics to influence lecturers to purely use

English," said UAS2. In addition to changes to the language of instruction, participants

UAS2, UAS3 and UAS5 discussed e-learning and smartboard as new teaching strategies.

UAS5, for instance, reported that the use of technology allows University X students, "To

interact with the source of knowledge, even if it is in America" UAS3 added, "We

communicate with our students through IT means and we have acquired some smart

boards, which we use in our classrooms."

 Administrative participants felt that teaching programs were also revised to meet

minority students' needs. UAS1 shared, "The program is regularly reviewed. The change

of instructional program keeps changing every three years." Participants used the

introduction of Kinyarwanda in the academic program to justify changes to the

instructional programs. UAS3 revealed that a change to instructional programs happened. "We always look into our programs and develop some changes where necessary. We have our internal curriculum developers but we also invite the outside lecturers to make the assessment," UAS3 asserted. UAS4 expressed, "We were instructed to include Kinyarwanda in our curriculum." UAS5 explained, "We have started teaching Kinyarwanda to all students." UAS6 explained the motivation behind the Kinyarwanda teaching to minority students. He said that through the learning of Kinyarwanda, "Students can be facilitated in their living and studying environment." UAS2 shared, "Every time we keep on modifying and revising for the better of our students." UAS7 added, "About programmes change, as I mentioned, we are making some."

Based on school administrators' responses from interviews, the researcher identified two primary methods school administrators have used to make the University X more culturally responsive through the changes in school instructional programs and strategies. The identified sub-themes were: (a) school instructional strategies change and (b) school instructional programs change. The context of the specific responses for each sub-theme is discussed below.

Changes in School Instructional Strategies. Participants agreed that changes to instructional strategies were implemented. UAS6 and UAS7 discussed change to the medium of instruction or English, which was reinforced. UAS7 explained, " Lecturers are strict on communication channel. They use English in class, assignment, and even as a whole uses more English than before." He reported that he always communicates to lecturers to make sure that any communication, whether between an instructor and

students or students themselves, are in English. UAS2 indicated that since the day

minority students started joining University X, the entire University X community has

been required to use a multinational language - English. UAS5 stressed that unlike before;

the staff hiring process takes into consideration the applicant's knowledge of the English

language. UAS4 explained that when minority students were in the class, the instructor

exclusively communicated in English. UAS1 also stressed that there was an ongoing effort

to bring local or majority students to speak in only the language of instruction while in the

class to integrate minority students. In addition, UAS2 pointed out that smart boards were

used to facilitate learning at University X. UAS5 explained that through ICT, a University

X student would be interacting with the source of knowledge from everywhere. UAS2 and

UAS3 also mentioned the use of e-learning and smart board at the University X, as a new

instructional strategy introduced in response to a new population. UAS3 shared, "We have

acquired some smart boards, which we use in our classrooms."

Changes in School Instructional Programs. Participants felt that teaching

programs were revised to meet minority students' needs. Participant UAS2 mentioned,

"Every time we keep on modifying and revising (academic program) for the better of our

students." He explained that University X is engaged in regular teaching program

revisionfor the better of our students.UAS3 shared that University X implements changes

to the teaching programs as needed. UAS1 indicated, "UAS1 shared, "The program is

regularly reviewed." He explained that instructional program revision happened every

three years as a way of responding to both market and student needs. Respondents UAS4,

UAS5, and UAS7 referred to the introduction of the Kinyarwanda course to the academic

program to explain a change to the instructional program. UAS6 explained that program revision was a must as teaching programs should be set in a way that they are fit for all.

Apart from semi-structured interview responses, information from documents review was also used to respond to the research questions. The documents review and analysis began with a search for each document related to the phenomena under investigation (Walsh, 2014). Efforts were made to ensure the documents were authentic and reliable. The truthfulness of the documents came from a reliable source, which in this case, was the University X. During the data collection process, the researcher, however, did not find enough documents addressing CRT. Only meetings minutes were found and used. From documents review and analysis, three main themes responding to research question 2 were identified: (a) training and professional development; (b) school leadership, policy, structure and administrative practices change; (c) school instructional strategies and programs change.

Table 11

Themes and Codes Derived From Documents and Analysis

Themes	Codes
Document related to training and professional development	Kinyarwanda training, local culture learning, English learning, and Induction Week
Documents related to change in School leadership, policy, structure and administrative practices	Foreign students hosting, international teachers hiring, new fees structure and other services cost for international students, cooperation with foreign higher learning institutions (universities and research centers), and foreign students inclusion in decision making.
Document related to teaching strategies, practices, content and Instructional programs change	International classroom (e-learning, smart board, e-library) and regular academic program revisions

Documents Related to Training and Professional Development (Theme 2).

There were meeting minutes about training and professional development. Existing

training related minutes focused on Kinyarwanda, local culture learning, English learning

(by the Obama center), and Induction Week. The minute No 01/2019-2020 and the

University X senior management meeting minute held on January 9th, 2019 both

discussed Kinyarwanda and Rwandan culture teaching at University X. Both meetings

recommended all deans begin inserting Kinyarwanda and Rwandan culture teaching in

the timetable. In a different University X senior management retreat minute held in

Musanze from 13-14 March 2019, the decision was made that Kinyarwanda would be

taught as a general module and marks should not be included in a cumulative average.

The same senior management resolved that every instructor whether it's full or part-time

should be trained on e-learning and smartboard. In a university X senior management retreat held in Musanze from 13-14 March 2019, another decision was made to teach English at all levels.

Documents Related to Changes in School Policies, Administrative Structure, Procedures, and Practices (Theme 3). During the University X senior management retreat held in Musanze between 13-14 March 2019, University X revised some of its administrative structures to better serve minority students. The meeting resolved to add new job descriptions to a selected existing office to better meet international students' needs. The move, according to the meeting minutes, aimed to facilitate the application, registration, and integration process of foreign students. As for management of foreign students, the University X senior management resolved that, in addition to academic services, the Office of Student Affairs would be tasked with assisting foreign students in obtaining visas, accommodation, and others. The Office of Registrar, on the other hand, was assigned the task of helping minority students to obtain the certificate equivalence. Due to the increase in the number of international students in need of special services, a new decision was made that an additional fee of 20% on the regular fee would apply to all international students. The increase would apply to other administrative charges as well, according to the meeting held on 20 February 2020.

In a senior management meeting held on 20 February 2020**,** the campuses hosting international students reported that international students faced a local food problem. They consequently were requiring additional special treatment. To that end, the meeting resolved to make available an international hostel with a kitchen to allow minority

students to cook for themselves. Senior management at University X also decided to change some of the institution's policies to help foreign students to obtain health insurance. It was shared that foreign students at University X faced a significant health challenge. Due to the lack of health insurance, it was difficult for them to find adequate medical care and treatment when needed. For Rwandans, everyone, by law, is required to have health insurance, which helps them when sick. For the long-term solution, University X decided to help minority students obtain health insurance. To that end, University X set up a new policy to help minority students find one of the available national medical schemes suited to their means and needs. In minute No 01/2019-2020, University X personnel in the meeting approved revised and updated teaching, learning, code of conduct, and disciplinary existing policy to reflect the current climate.

Documents Related To Changes in Teaching Strategies, Practices, Content, and Instructional Programs (Themes 5 and 6). In a meeting minute No 12/2015-2016, University X senior management resolved to begin using video conferencing. For this purpose, attendees at the meeting recommended installing video conferencing equipment in all classrooms. The minute No 3/2016-2017 of University X tasked the ICT department with installing the system, internet connection, and outfitting computer labs even during university breaks and on weekends. To make classrooms more modern and attractive than before and to raise teaching to international standards, University X, through its senior management meeting minute No 01/2019-2020, resolved to mobilize all lecturers to use the e-learning tools available. In the same meeting, a decision was

made to require all instructors to use smartboards. The meeting minutes No 01/2019-2020 discussed the academic program review, which was waiting for validation only. The six emergent themes were generated from different interview questions. The analysis that has led to the four themes was made holistically. The six emergent themes were used to answer the RQ2 regarding the view of each University X administrators of his or her role in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population.

Discrepant Cases

In this qualitative case study, teaching participants indicated that University X did not assist teachers in their effort to meet minority students' needs. For example, UTS2, when asked about this assistance, said, "I am very sorry if I would be on the extreme to say that there is no assistance about this particular issue." Participant UTS4 also said, "So far I can say that the school administration has not done anything special to help be more culturally responsive. We are using our ways of doing things." In the same vein, UTS1 added that University X has offered no special program to make instructors more culturally responsive. Although Sixty percent of participants spoke the same language regarding the University X assistance, participant UTS3 reacted differently. She expressed, "Of course the University X administration helps us, as lecturers." These two different views were expressed by instructors from the same university.

The same discrepancy regarding training does not exist only within instructors. It also exists between teaching and administrative staff in general. While instructors pointed the lack of training and professional development relative to teaching and relating to

minority students, administrators viewed English training offered to instructors as a strategy to make instructors more prepared for CRT than before.

UTS3 reported that University X informed instructors of new foreign students in the classroom, "University X administration makes us aware that there are foreign students so that we can make a research about their different cultures." On the other hand, when asked about the University X sharing information about new minority students to be in the classroom, participant UTS1 responded:

No, no. This is what is missing. We should be aware that there are some international students so that we can take it into consideration when teaching. Sometimes we are surprised to hear that there is someone who doesn't understand Kinyarwanda. (Interview, February 24, 2020)

Participant UTS2 also reacted in the same way when responding to the question concerning University X's sharing information concerning new minority students in the classroom. He indicated that it was difficult to know how many minority students were registered unless a teacher meets them in the classroom. He added:

So it is somewhat difficult to know whether we have those minority students in the classroom because university X doesn't inform us and you only find that you have such students of minority groups when such experience of language of instruction happens in the classroom. (Interview, February 24, 2020)

The analysis of discrepancies as described was arrived at through the reconciliation of information from both the context of major themes and Integrated Combined Conceptual

Framework from three different studies conducted by Gay, 2002; Aceves & Orosco, 2014; Richards, and Brown, & Forde, 2007.

Summary

In Chapter 4, I presented the results of the study. The purpose of this qualitative case study was to describe instructors' and school administrators' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population. The researcher collected data from 12 participants including five instructors and seven school administrators. They all participated in this study and shared their views about their roles in conducting CRT at University X. The respondents' selection was accomplished through purposive sampling. This purposive sampling helped the researcher to select school administrators and instructors with long-term experience with diverse students and with the CRT knowledge. The collected data were obtained through two primary sources: semi-structured interviews and CRT-related documents. The data from interviews addressed to both instructors and school administrators were transcribed and member checked (Harper & Cole, 2012). The researcher used an Olympus digital voice recorder to record participants' views about their role in conducting CRT at the University X. He also collected data by note-taking. To analyze data, the researcher took the time to read and re-read each transcript from respondents and CRT-related documents available. Any phrases, words, or ideas repeatedly used by participants were identified for coding. Those codes were used by the researcher to generate categories and emerging themes. Each

emerging theme was compared to the research questions. The researcher also reviewed all CRT-related documents for cultural relevance and sensitivity.

The results from data collected from participants and CRT-related documents were supported by the two research questions. The first research question described instructors' view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population. Emerging themes from data obtained from instructors were administrative assistance, positive classroom promotion, curriculum strengths and weaknesses determination, and teaching practices and strategies change. The second research question described school administrators' view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population. Emerging themes were positive relationship promotion, training and professional development, school policies, policy, and administrative practices change, conflict prevention strategies, positive learning and health environment promotion, and school instructional strategies and programs change. In Chapter 4, the researcher also presented evidence of trustworthiness through credibility, transferability, dependability, and conformability.

In Chapter 5, the researcher interprets findings gathered from each research question in light of the purpose of the study. He also illustrates the manner in which the results found are related to the conceptual framework. This qualitative study was based on an Integrated Combined Conceptual Framework from three different studies conducted by Gay, 2002; Aceves & Orosco, 2014; Richards, and Brown, & Forde, 2007.

In this chapter, the researcher includes limitations of the study, recommendations, and implications.

Chapter 5: Discussion, Conclusions, and Recommendations

In Chapter 5, I discuss the findings and limitations of the study, offer recommendations for further research, consider the implications for positive social change, and provide a conclusion to the study. The purpose of this study was to describe instructors' and school administrators' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with a diversified or nonmainstream student population. I conducted this study because little was known concerning instructors' and school administrators' roles in conducting CRT in a diversified school or classroom. In the present study, I used a qualitative study design with a case study approach to describe instructors and administrators' views about CRT implementation in their daily teaching or administrative best practices.

Interpretation of the Findings

In this study, I described instructors' and school leaders' views of their roles in conducting CRT methods in a diverse Rwandan higher education classroom or institution with diverse population. Ten themes emerged from from my review of documents and 12 semistructured interviews with five University X instructors and seven administrators. I interpreted the study findings in light of the literature review, developed in Chapter 2, and the conceptual framework.

From data analysis, four themes emerged from instructors. Instructors (a) promoted a positive classroom climate; (b) described the need and use of administrative assistance; (c) described the determination of curriculum strengths and weaknesses done to adjust the content; and (d) described school leadership, policy, and administrative

practices changes they made. Six other themes emerged from administrators. Administrators (a) shared that they built and promoted positive relationship; (b) described the training and professional development offered to meet minority students' needs; (c) described school leadership, policy, and administrative practices change they made; (d) believed in and practiced conflicts prevention majors; (e) created and promoted modern learning and healthy living environment; and, finaly, (f) described changes to school instructional programs and strategies to better meet minority students' needs.

Regarding RQ1, the first key finding was that instructors viewed administrative assistance or support as important tools in a diverse classroom management. Instructors expressed reliance on sharing information concerning minority students and training and professional development to enhance minority students' learning. This study finding corroborates the ideas of Aceves and Orosco (2014) and Mester (2016) who found that training and professional development for instructors and other employees in a diverse school are essential and should be varied to better promote empowerment. The importance of training and professional development, as expressed by instructors, also confirmed Evans Lane's (2016) idea that a professional school leader in diverse schools should offer professional development to the teaching staff. This study finding also validates Taylor Backor and Gordon's (2015) assertion that one of the school principal's roles should consist of guidance in instruction. In this study, I found that instructors wanted to see school administrators involved in more training regarding what to do and how to do it, as expressed by Aceves and Orosco. They suggested that instructors should

be trained on CRT practices such as (a) collaborative teaching, (b) responsive feedback, (c) modeling, and (d) instructional scaffolding.

The second key finding from RQ1 was promotion of a positive classroom climate. Instructors said they believed that minority students' positive learning experience and academic success remain impossible as long as a positive classroom climate is not created. This finding validates Griffin et al.'s (2016) view that an effective teacher needs to promote a climate that is conducive to learning, especially for ethnically diverse students, as school climate is linked to students' success (Gay, 2002; Hilliard, 2019; O'Malley et al., 2015). I found that participants viewed a positive classroom climate as the primary teachers' responsibility in a diverse classroom. This finding is in agreement with the ideas of Hilliard (2019) who posited that teachers' responsibilities should include creation of a positive classroom environment. In addition, culturally responsive instructors must create and maintain a positive social climate that is conducive to learning (Charles, 2015; Gay 2002).

The study's third major theme was adjustments in the teaching curriculum. I found that an adjustment to teaching curriculum was key in a diverse classroom as it helps to create an inclusive classroom. This finding confirms other conclusions from the literature such as Aceves and Orosco's (2014) and Norman's (2020) findings that teachers should adjust the curriculum to ensure minority students' inclusion. Participants linked the teaching curriculum adjustment to academic inclusion, which in turn allows for more achievement gaps to be closed and fewer children to be left behind academically (Lambeth, 2016; Macgregor & Folinazzo, 2018). In addition, once a curriculum is

adjusted, teachers can provide students with more accurate information (Krasnoff, 2016).

This finding also agrees with the finding of Charles (2015) that when students' prior

learning and cultural experiences are embedded in the learning content, students'

efficacy, motivation, and academic achievement are increased.

The study's fourth theme relates to teaching practices and strategies. Participants

pointed out their six most used teaching practices and strategies including (a) learning

outcome sharing, (b) students contribution promotion, (c) multicultural example, (d)

understandable instructional language (e) personalized teaching, and (f) collaborative

teaching. I found that the common thread from these teaching practices and strategies is

the minority student's inclusion. Previous researchers' findings on both CRT best

practices (Bassey, 2016; Dickson et al., 2016) and adapted teaching strategies (Aceves &

Orosco, 2014; Lambeth, 2016; Long, 2018) were in agreement with the present finding.

In addition, this study finding confirmed Macgregor and Folinazzo's (2018) study finding

that in a culturally responsive school, special attention should be given to the following:

(a) awareness of academic program changes, (b) increases in personal effort, (c)

clarification of expectations, (d) use of outstanding examples from students' work, and

(e) improvement in communication through enhancement of language skills.

There were six key findings for RQ2. The first key finding was positive

relationship promotion. In my interviews with school administrators, I found that they

expressed reliance on positive relationship to promote learning within a diverse school.

This positive relationship study outcome is consistent with Aceves and Orosco's (2014)

claim that for any diverse school to be successful, it is important to promote positive and

respectful working relationships (Aronson & Laughter, 2016; Christian, 2017; Hilaski, 2018; Evans Lane, 2016; Samuels et al., 2017; Warren & Hotchkins, 2015; Zhang & Wang, 2016). Positive relationship promotion, as reported by participants, implied special treatment, which is in line with Macgregor and Folinazzo's (2018) study findings. They both explained that minority students are entitled to special treatment such as accommodation, which includes but must not be limited to access to services, in-class or program changes, opportunities to interact with and socialize with others, increases in personal effort, and tuition assistance.

The second key finding revolved around school administrators' belief that training and professional development was important in implementing CRT methods. Results from this study showed that training to instructors and administrators was highly needed, which is consistent with Mester's (2016) claim that CRSL should offer varied kinds of training and development any schools need to advance and lead to teacher empowerment. This finding also confirms Christian's (2017) idea that for any culturally responsive administrators and instructors' success, professional development is required. Discussing best practices in teaching international students, Macgregor and Folinazzo (2018) also recommended ongoing staff and faculty training.

The third key finding from this study concerned with change to school leadership, policy, and administrative practices. To better meet minority students' needs, participants proved necessary to make changes to school leadership, policy, and administrative practices. Richards et al., (2007) came to similar results when they shared that a change to the institutional, personal, and instructional level is a requirement to meet minority

students' needs. The finding from this study regarding leadership change confirms previous research that recommended the contextual leadership application to respect all cultural background (Khalifa et al., 2016). The school policy change finding, furthermore, confirms Macgregor and Folinazzo's (2018) findings regarding the accommodations and admission standards-related policies revision. This range of participant beliefs is also in line with Bonner et al., (2017) and Johnson-Wells (2016) who shared that educational leaders should reform and transform all aspects of an educational system including policymaking and administration, if a school is to serve all students no matter their backgrounds.

From RQ2, the researcher also found that administrators believed in conflict prevention through Induction Week organization and ongoing training through weekly conferences and clubs. This study finding confirms previous studies findings. Wu and Guzman (2015) found that universities are required to organize orientation sessions for international students and seminars concerning the local culture and the overall academic culture. Through those seminars, professionals promote ties between local and international students (Wu & Guzman 2015). While orientations and training sessions can be understood as benefiting minority students only, it is not the case. They also provide an opportunity for local students to develop intercultural competence and facilitate positive interaction with international students (Wu & Guzman (2015). Regarding conflicts prevention finding again, a higher learning institution should promote services such as students' associations, recreational activities, and various student organizations that help students to be prepared academically, socially, and culturally (Wu et al., 2015).

The fifth study outcome was modern learning and healthy living environment promotion. Participants viewed the improvement of both learning and living conditions as critical to meeting minority students' needs. This finding is in agreement with the idea of Khalifa et al., (2016), who emphasized that it is imperative to ensure that the entire school environment, not just the classroom, is responsive to the needs of marginalized students. This study finding was also consistent with the findings from Dell'Angelo (2016); Whipp and Geronime (2017); Dell'Angelo (2016); Savvides & Pashiardis (2016), and Mester (2016). They all indicated that a productive classroom environment is a requirement for the academic success of any minority student. In the same vein, a healthy and respectful classroom environment in which minority students can freely express their opinions is key to their success (Macgregor & Folinazzo, 2018).

The last key finding from the RQ2 concerned with school instructional programs and strategy change. For administrators, instructional programs and strategies are to change if a school is to serve all students. This study outcome confirmed Macgregor & Folinazzo's (2018) finding that special attention, in a diverse school, should be given to best practices including, but are not limited to, implementation of sound pedagogical strategies and academic program change (Macgregor & Folinazzo, 2018). Participants also corroborate the findings of Bonner et al., (2017) and Ragan (2018) that effective teaching strategies are to be used when dealing with diverse students as they support student engagement, performance, and achievement.

Limitations of the Study

The potential limitations of this study, as explained in Chapter 1, included four issues for concern. The first limitation was participants' refusal to take part in the study and withdrawal from the research. This was among the key limitations. To minimize this issue, the researcher spent time explaining the benefits of the study to the research participants and responding to any potential participants' questions or concerns. The transparency from the researcher was also highly promoted.

The second limitation was the transferability of the study findings. It was not clear if these study findings would be transferrable to other higher learning institutions. University X with its population was unique, which would make the possibility for replication limited. To mitigate this issue, the researcher provided a rich and detailed description of data from different sources, such as interviews and documents. The researcher also gave all details about the study context, data collection settings, relevant participants' selection criteria, recruitment, data collection, and analysis. Also, the researcher shared the results.

The third limitation was the results consistency across data collection occurrences. As this study was qualitative, there was an expectation that a semi-structured interview might not produce consistent results across data collection occurrences. To minimize this issue, the researcher provided all details about data collection, data analysis, and data reporting. Also, the researcher avoided the use of one source of information. He instead used more than one source (triangulation).

The fourth limitation was the existence of bias from the researcher's personal beliefs, opinions, and values, which was expected to exert an influence on the analysis and interpretation of the study results. Being a single researcher involves some inevitable bias (Marriam & Tisdell, 2016; Yin, 2014). To mitigate this limitation, the researcher asked the clearest and most straightforward questions possible. To write unbiased questions, the researcher shared his interview questions with his dissertation committee members and listened carefully to participants. He also remained as neutral as possible. The researcher finally kept a researcher's journal in which he jotted down all his memos,experiences, ideas that arose from looking at the data, any pressing questions, and thoughts. The reseacher's journal helped him to separate the researcher's thoughts from data collected and analyzed (Creswell, 2009; Hatch, 2002).This separation served as a strategy to limit the researcher's bias.

Recommendations

For future researchers, I have identified three recommendations that are grounded in the literature.

Recommendation 1

The researcher recommends that a similar study be conducted to describe minority students' views of instructors' and administrators' roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified or nonmainstream student population. When this study was conducted, instructors and school administrators shared some of their roles in conducting CRT methods in a diverse classroom and some struggles they faced while trying to meet minority students' needs.

The description of what they did created in the researcher's mind the curiosity to hear from minority students as well. This recommendation is consistent with the existing literature as Garza and Guzman (2015) shared that a great need exists to know minority students' personal stories, challenges they face, and strategies used to overcome these challenges, which can be helpful to other international students. Macgregor and Folinazzo once again shared that through continued research, there is a need to know steps to be taken to ensure international students' success. Postsecondary institutions administrators and educators want to know from researchers approaches to take to better accommodate international or minority students both on campus and in the classroom (Macgregor & Folinazzo, 2018). Macgregor and Folinazzo shared that school administrators and instructors want to offer assistance based on empirical evidence.

Recommendation 2

As this study was conducted in one Rwandan private higher learning institution, a second recommendation is to replicate this study in Rwandan public universities. While the University of Rwanda is known for receiving an important number of international students (University X academic report, 2017), little is known about minority students' teaching and management in a Rwandan public higher education institution, as was the case for Rwandan private higher learning institutions. The literature is supportive of this recommendation. In the 21st century, scant research exists concerning the academic lives or experiences of minority students in both Africa, in general, and Rwanda, in particular, as one of 54 African countries (Rasmussen, 2015). Studies on higher education in Africa,

especially studies addressing cultural minority students, are seen as an emerging field of inquiry (Major & Mangope, 2014).

Recommendation 3

The third recommendation is deals with instructors' preparation for CRT. While conducting this study, the researcher found that the University X teaching staff raised a concern about the lack of training and professional development regarding minority students' teaching and management. Staff expressed that when it comes to teaching and managing a diverse classroom, each teacher has to manage it alone. Given that context, there is an interest in knowing how instructors are prepared for a cultural classroom and environment. The literature is supportive of this recommendation. Khalifa et al. (2016) advocated the professional development for teachers and administrative staff to make sure they are all responsive to minority students. Mester' (2016) argued that school leadership should offer all kinds of training and development to its employees to advance and lead to teacher empowerment.

<center>**Implications**</center>

This qualitative case study can contribute to social change in different ways. At the individual level, this study may contribute to social change by increasing both University X instructors' and school administrators' knowledge on how to better teach, serve, and meet minority students' needs. Once the best teaching and administrative strategies from this study, as shared by participants and supported by existing literature, are applied, minority students may feel more motivated to learn than before and experience academic success, as a result.

At the individual level, this study of CRT may benefit minority students by helping them overcome obstacles that hinder the implementation of principles known to improve their academic performance. The application of CRT best practices, as presented in this study, may help overcome those obstacles and consequently promote academic success.

At the organizational level, this study may contribute to positive social change by creating and promoting a positive learning environment at University X and positive social relationships within the University X community (students, instructors, and administrators). By referring to this study findings, University X leadership may realize that the administrative and teaching staff preparation geared toward diversity, as explained in this study may lead to a positive learning and social environment (Aceves & Orosco, 2014; Garza & Guzman, 2015), which in turn may lead to academic success as a healthy and respectful classroom environment in which minority students can freely express their opinions is a key to their success (Macgregor & Folinazzo, 2018).

At the societal level, this study may contribute to social change by promoting content quality understanding, which leads to quality knowledge. Once minority students have been taught using CRT best practices, as shared in this study, they may better understand the content (Samuels et al., 2017). They may consequently receive quality education needed to positively change a community and a society at the large, as a successful university graduate is expected to act as a catalyst for change in the society.

Conclusion

The purpose of this study was to describe instructors' and school leaders' views of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with the diversified student population. This study was conducted because little is known about instructors' and school leaders' role in conducting CRT methods in diversified student population's learning. Hence, the finding from this study added to the existing literature of CRT about instructors' and administrators' views of their role in CRT methods implementation in a private higher learning institution. This study used a qualitative study design with a case study approach to describe instructors' and administrators' views concerning CRT incorporation in daily teaching or administrative best practices. This study findings from instructors revealed that instructors viewed administrative assistance, positive classroom climate promotion, curriculum strengths and weaknesses determination, and school leadership, policy, and administrative practices change as key roles in implementing CRT methods. On the other hand, study findings from administrative revealed that a culturally responsive administrator (CRA) engaged in promoting positive relationship and organized training and professional development for the University X community. Findings from the same study also revealed that CRAs changed or adapted school leadership, policy, and administrative practices to better meet minority students' needs. In a multicultural school, according to the same study, a CRA used appropriate strategies to prevent conflicts from occurring while promoting modern learning environment and healthy living environment promotion. A CRA continually adjusts school instructional programs and strategies to better serve minority students.

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Appendix A: Distribution of Students

Data are from the Higher Education Council (2016) and are for 2015-2016.

Higher Education Institutions					
Public	Total Enrollment	Male	Female	% Male	% Female
1. University of Rwanda	31760	21472	10288	67.6%	32.4%
2. Institute of Legal Practice and Development	424	301	123	71.0%	29.0%
Sub-Total	32184	21773	10411	67.7%	32.3%
Private	Total Enrollment	Male	Female	% Male	% Female
1. Adventist University of Central Africa(AUCA)	2935	1393	1542	47.5%	52.5%
2. Carnegie Mellon University in Rwanda(CMU-R)	32	22	10	68.8%	31.3%
3. Catholique University of Rwanda (CUR)	1580	590	990	37.3%	62.7%
4. East African University Rwanda (EAUR)	261	142	119	54.4%	45.6%
5.Indangaburezi College of Education(ICE)	399	149	250	37.3%	62.7%
6. Institut Catholique de Kabgayi (ICK)	1447	460	987	31.8%	68.2%
7. Institut d'Enséignement Supérieur de Ruhengeri (INES)	3456	1686	1770	48.8%	51.2%
8. Jomo Kenyatta University of Agriculture & Technology (JKUAT-R)	2005	1447	558	72.2%	27.8%
9. Kabgayi School of Nursing and Midwifery(KSNM)	311	76	235	24.4%	75.6%
10. Kigali Institute of Management (KIM-University)	1866	707	1159	37.9%	62.1%
11. Kibogora Polytechnic	828	363	465	43.8%	56.2%
12. Mahatma Gandhi University Rwanda (MGU-R)	871	499	372	57.3%	42.7%
13. Mount Kenya University, Kigali Campus (MKU)	2441	1349	1092	55.3%	44.7%
14. Ngoma Adventist College Health Schools (NACHS)	44	16	28	36.4%	63.6%
15. Nile Source Polytechnic of Applied Arts (NSPA)	209	167	42	79.9%	20.1%
16. Open University of Tanzania, Kibungo (OUT)	319	249	70	78.1%	21.9%

17. Premier ECDE Teachers College (PECDETC)	119	48	71	40.3%	59.7%
18. Protestant Institute of Arts and Social Sciences (PIASS)	968	519	449	53.6%	46.4%
19. Ruli Higher Institute of Health Sainte Rose de Lima	335	72	263	21.5%	78.5%
20. Rusizi International University	378	182	196	48.1%	51.9%
21. Rwamagana School of Nursing and Midwifery (RSNM)	383	90	293	23.5%	76.5%
22. Singhad Technical Education Society-Rwanda(STES-R)	157	104	53	66.2%	33.8%
23. Kigali Independent University (ULK)	7696	3339	4357	43.4%	56.6%
24. University of Kibungo (UNIK)	3584	1861	1723	51.9%	48.1%
25. University of Lay Adventists of Kigali (UNILAK)	5096	2069	3027	40.6%	59.4%
26. University of Gitwe(UG)	1690	644	1046	38.1%	61.9%
27. University of Kigali (UK)	4415	2524	1891	57.2%	42.8%
28. University of Arts and Technology of Byumba (UATB)	2714	1448	1266	53.4%	46.6%
29. University of Tourism, Technology, and Business Studies (UTB)	3260	1533	1727	47.0%	53.0%
Sub-Total	49799	23748	26051	47.7%	52.3%
Grand Total	81983	45521	36462	55.5%	44.5%

Appendix B: Trend of Enrollment

Data are from the Higher Education Council (2016).

Status	Gender		2010	2011	2012	2013	2014	2015**
Public	Male		21,188	25,023	25,081	26,839	25,376	21773
	Female		10,376	12,879	12,551	13,892	12,383	10411
	% Male		67.1%	66.0%	66.6%	65.9%	67.2%	67.7%
	%Female		32.9%	34.0%	33.4%	34.1%	32.8%	32.3%
Sub-Total			31,564	37,902	37,632	40,731	37,759	32,184
		Male	14,054	16,852	17,669	20,381	22,491	23748
		Female	17,116	18,920	21,328	23,336	26,763	26051
		% Male	45.1%	47.1%	45.3%	46.6%	45.7%	47.7%
Private		%Female	54.9%	52.9%	54.7%	53.4%	54.3%	52.3%
Sub-Total			31,170	35,772	38,997	43,717	49,254	49,799
		Male	35,242	41,875	42,750	47,220	47,867	45,521
		Female	27,492	31,799	33,879	37,228	39,146	36,462
		% Male	56.2%	56.8%	55.8%	55.9%	55.0%	55.5%
Public & Private		%Female	43.8%	43.2%	44.2%	44.1%	45.0%	44.5%
Grand Total			62,734	73,674	76,629	84,448	87,013	81,983
		Male	701	808	800	912	901	779
		Female	511	575	595	670	688	590
Students per 100,000 inhabitants		Male & Female	602	687	695	787	791	682

Appendix C: Semistructured Interview Protocol for University X Instructors

A. Demographic information

- What is the range of your age? a) 25-35 b) 36-45 c) 46-55 d) 55-65 e) 65 and plus

- Which course (s) do you teach?

- How many years have you been teaching at university X?

- What is your education background (Field of Study, academic level...)?

B. Questions about CRT and Minority students

1. How does University X administration assist you in order to be more culturally responsive (RQ 1&2)?

2. Describe your relationship with diverse students. How do you promote this relationship? (Please give specific examples). (**RQ 1**)

3. How does your lesson planning reflect cultural responsive teaching? (Please give specific examples). (**RQ 1**)

4. Describe how minority students influence the way you perform your teaching role. (Use specific examples). (**RQ 1**)

5. Describe how you are helping your culturally diverse students to succeed through: (**RQ 1**)

    a) The knowledge and understanding both of student populations and subjects or contents.

    b) Being considerate of minority students' cultural backgrounds, funds of knowledge and ways of being in their learning process.

c) Relating content and instructional strategies to the cultural background of minority students.

d) Compatibility of tools of instruction (such as books, teaching methods and materials, and activities with students' cultural experiences).

e) Determining the strengths and weaknesses of curriculum designs in place and instructional materials and strategies, and make changes or adjustments necessary to improve their overall quality).

f) Cross-cultural communication (Be able to discover students' cultural codes).

g) Classroom climate (physical, material, organizational, operational, and social variables) that is conducive to learning for ethnically diverse students.

h) Collaborative teaching (students share and learn from their collective experiences)

i) Modeling (explicit discussion of instructional expectations).

j) Promotion of a deeper level of understanding using students' contributions and their cultural and linguistic backgrounds.

6. Referring to your teaching experience with minority students, what is one thing not mentioned above that you would do to make teaching more culturally responsive? (**RQ 1**)

Appendix D: Semistructured Interview Protocol for University X Administrators

A. Demographic information

- What is the range of your age? a) 25-35 b) 36-45 c) 46-55 d) 55-65 e) 65 and plus

- What is your current position at school?

- How many years have you been teaching at university X?

- What is your education background (Field of Study, academic level...)?

B. Questions about CRT and Minority students

1. Describe your relationship with the community the school serves, including diverse cultural groups within your school. (Please give specific examples). (**RQ 2**)

2. Describe how you promote relationship building as a tool for cultural responsiveness: (**RQ 2**)

     a. When dealing with students (Please give specific examples)

     b. When dealing with instructors (Please give specific examples)

3. Describe how minority students influence the way you perform your leadership roles. (Use specific examples) (**RQ 2**).

4. Describe how you are helping to make University X more responsive to diverse cultural students through: (**RQ 2**)

     a. Professional training and development (Please give specific examples).

     b. Changes in school instructional program and strategies (a curriculum component or what we teach, and a teaching procedure or how we teach) (Please give specific examples).

c. School staffing (the right choice of instructors, and other school personnel who know how to teach and choose the appropriate methodologies for effective teaching) (Please give specific examples).

d. Faculty and other meetings (Please give specific examples).

e. Change of the school policies, procedures and practices at University X to assist culturally diverse students succeed academically and to reflect diversity (Please give specific examples).

f. School environment promotion (physical, material, organizational, operational, and social variables) (Please give specific examples).

g. Conflicts handling strategies among students of different cultures (tangible strategies to deal with racial or cultural tensions).

h. Administrative structures and the way they relate to diversity.

i. New minority students' preparation

5. Referring to your administrative experience, what is one thing not mentioned above that you would do to make leadership and teaching more culturally responsive? (**RQ 2**)

Appendix E: Letter of Permission

February,19,2020

To Vice chancellor/UNILAK

My name is Ephrard RULINDA. I am currently a PhD student at Walden University and have decided to conduct my doctoral research on culturally responsive teaching in Rwandan higher education. My research involves a qualitative case study approach directed toward describing UNILAK administrative and instructors' view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population. It is my belief that the description of UNILAK administrators and instructors' view of their role in conducting CRT methodsmay improve the learning conditions of students from diverse cultures. This study may also contribute to the effort of helping minority students in Rwandan higher education succeed by the use of their cultural backgrounds in the teaching and learning process.

I am writing this letter to seek your permission to collect data within UNILAK. A written response with your approval to my request would be greatly appreciated as I seek to move forward with my research. If you have questions for me, you can contact me at erulinda@gmail.comor call or text me at [telephone number redacted].

Thank you for your time and consideration.

Sincerely,

Name and Signature

Appendix F: Letter of Cooperation From a Research Partner

Reserarch Parner's name

Adress:

Date…….

Dear Ephrard Rulinda,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Instructors' and Administrators' Perspectives on Culturally Responsive Teaching in Rwandan Higher Education" within the University of Lay Adventist of Kigali. As part of this study, I authorize you to recruit participants, engage in data collection, member checking, and results dissemination activities. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: allowing our personnel (administrative and teaching staff) to be involved in interviews, making available any administrative documents related to the topic under investigation; providing a safe room for interview.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Appendix G: Data Collection Authorization From Walden Universtiy

Dear Mr. Rulinda,

Thank you for providing the requested information. The IRB recognizes that there is much to keep track of related to the dissertation process. However, your conditional approval letter stated that you were required to submit the university's approval letter to the IRB before you could collect data. When such a policy violation occurs the IRB is obligated to ascertain whether any increased risks or harms resulted.

As participants were only contacted after you had the necessary local university approval, using methods that had been conditionally approved by the Walden IRB, it does not appear that participants faced any increased risk. You may retain the data you collected and as you have submitted the university's approval letter, this email will serve as documentation that you have satisfied the IRB's conditions in this regard. You may resume progress with your dissertation, though you are warned to ensure compliance with Walden's policies related to your dissertation as future noncompliance could result in more corrective active.

Sincerely,
Jenny Sherer, M.Ed., CIP
Associate Director
Office of Research Ethics and Compliance
Walden University
Email: irb@mail.waldenu.edu

Appendix H: Email to Prospective Participants

Dear (University X instructor/ Administator

My name is Ephrard Rulinda.

I am a PhD student at Walden University. I am conducting a research study on Culturally Responsive Teaching in Rwandan Private Higher Education. I am completing this research as part of my PhD degree at Walden University. I invite you to participate.

Activities:

If you participate in this research, you will be asked to:

- Share your views of your roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population.

- Accept to be audio-recorded during an interview for about 45 minutes. All answers provided and your name will be kept confidential and you may choose to withdraw from the study at any time.

- Do members checking of the interview data, which will ensure your opinions about the initial findings and interpretation is accurate. Member checking will take at least 30 minutes.

Eligibility:

You are eligible to participate in this research if you:

1. You have five years and above of experiences at the University of Lay Adventist of Kigali (UNILAK) with nonmainstream students.

2. Have the knowledge of the problem or culturally responsive teaching (CRT)

My intent is to include 10 people in this research.

If you are interested in participating, you may contact me at

ephrard.rulinda@waldenu.edu/erulinda@gmail.com or at phone number: [redacted].

Thanks!

Ephrard Rulinda

Appendix I: Confidentiality Agreement

Name of Signer: _____

During the course of my activity reviewing this research: "Instructors' and

Administrators' Perspectives on Culturally Responsive Teaching in Rwandan Higher

Education", I will have access to information, which is confidential and should not be

disclosed. I acknowledge that the information must remain confidential, and that

improper disclosure of confidential information can be damaging to the participants.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including
friends or family.

2. I will not in any way divulge copy, release, sell, and loan, alter or destroy any
confidential information except as properly authorized.

3. I will not discuss confidential information where others can overhear the conversation.
I understand that it is not acceptable to discuss confidential information even if the
participant's name is not used.

 4. I will not make any unauthorized transmissions, inquiries, modifications or purging of
confidential information.

5. I agree that my obligations under this agreement will continue after termination of the
job that I will perform.

6. I understand that violation of this agreement will have legal implications.

7. I will only access or use systems or devices I am officially authorized to access and I
will not demonstrate the operation or function of systems or devices to unauthorized
individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to
comply with all the terms and conditions stated above.

Signature: _____

Appendix J: Participant Recruitment Flyer

!!!!WANTED!!!

Have you been worked at UNILAK at least for five years?

Do you have knowledge about culturally responsive teaching?

Instructors and school administrators (Directors and above all involved in academics) to participate in a research study!

You are invited to participate in a research study conducted by Ephrard Rulinda, a PhD student at Walden University. I am conducting this study for my Walden dissertation. The purpose of this research is to describe instructors and school leaders' view of their roles in conducting CRT methods in a Rwandan higher education classroom or institution with diversified or nonmainstream student population.

If invited to participate, the interview will take 45 minutes. Information will be confidential. You will be asked to send me an e-mail at ephrard.rulinda@waldenu.edu or call me on [telephone number redacted]. You will be contacted if you are eligible to participate. Questions? Use the same address or the same phone number.

I am looking forward to hearing from you.

Ephrard Rulinda

Appendix K: Member Checking Email

Hello _____,

I trust that you are well!

First, I want to again thank you for participating in my qualitative case study titled

"Instructors' and Administrators' Perspectives on Culturally Responsive Teaching in

Rwandan Higher Education." I will soon conclude the data collection phase of my

research. The final step of the interview process involves what is called Member

Checking. The purpose of member checking is to synthesize the meaning of what you

said during the interview and present the researcher's interpretation of what was said to

ensure that your meaning was captured. Attached is a list of the interview questions used

to conduct the interview along with the researcher's interpretation of your responses.

Please take a moment and review the interpretation of your response to ensure that that

researcher has captured your intended meaning. Please provide any comments by July 3

2020.

Regards,

Ephrard Rulinda

PhD student, Walden University