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Manuscript No.: IJAR-59367

Title: IMPACT OF CULTURALLY INCLUSIVE PRACTICES ON PSYCHOLOGICAL SAFETY OF CULTURALLY DIVERSE STUDENTS.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This quantitative study examines how culturally inclusive practices affect psychological safety among culturally diverse higher education students. Survey data analyzed via correlation and regression revealed that inclusive practices significantly predict psychological safety, with faculty cultural competence being the strongest predictor, followed by culturally responsive curriculum and mentorship access. Institutional policies alone had weaker predictive value, suggesting symbolic commitment is insufficient without behavioral enactment. The study concludes that relational inclusion—daily interactions and pedagogical practices—matters more than structural diversity statements. Recommendations include ongoing faculty cultural competence training, critical curriculum audits, formalized mentorship programs, and psychologically safe reporting mechanisms. Limitations include cross-sectional design preventing causal inference and reliance on self-reported measures.

Recommendation: Accept after minor revision, 1- give five to six key words

Detailed Reviewer's Report

STRENGTHS:

1- The study explicitly notes that little empirical research has examined how specific culturally inclusive practices affect psychological safety, and it fills this gap quantitatively.
2- It integrates psychological safety theory, culturally responsive pedagogy, and inclusive leadership into a coherent multidimensional framework.
3- The aims are explicitly stated: to determine psychological safety levels,
4- It Offers concrete recommendations for institutions, including iterative cultural competence training, critical curriculum audits, and formalized mentorship frameworks.
5- It Addresses pressing issues in globalized higher education, where culturally diverse student populations are rapidly growing worldwide.
6- Critiques "add-and-stir" diversification and performative diversity statements, pushing for substantive change.

WEAKNESSES:

1- The study cannot establish temporal directionality between culturally inclusive practices and psychological safety;
2- Lack of qualitative depth
3- Using demographic markers (nationality, ethnicity, language) may oversimplify intersectional identities,

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