ISSN(O): 2320-5407 | ISSN(P): 3107-4928

ISSN NO. 2320-5407

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

Manuscript No.: IJAR-59367

Title: Impact of Culturally Inclusive Practices on Psychological Safety of Culturally Diverse Students.

Recommendation:

Accepet after minor revision

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

Reviewer's ID: JPR-212

Detailed Reviewer's Report

1. Summary of the Manuscript

The manuscript examines the relationship between culturally inclusive practices and psychological safety among culturally diverse students in higher education institutions. Using a quantitative cross-sectional survey design, the study investigates how specific inclusive practices—inclusive pedagogy, culturally responsive curriculum, faculty cultural competence, mentorship access, and institutional policies—predict psychological safety. Data were analyzed using correlation and multiple regression analyses via SPSS. The findings indicate that faculty cultural competence is the strongest predictor of psychological safety, followed by inclusive curriculum and mentorship access, while institutional policies alone demonstrate limited predictive value. The study contributes to educational research by highlighting the distinction between structural and relational inclusion and offers recommendations for policy and practice.

2. Assessment by Criteria
2.1 Originality (Good)

Strengths:
- The study addresses a pertinent gap in the literature by empirically examining the relationship between specific culturally inclusive practices and psychological safety, moving beyond theoretical assumptions.

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- The distinction between structural inclusion (policies, representation) and relational inclusion (faculty behavior, daily interactions) offers a nuanced contribution to the field.
- While both constructs have been studied separately, their integration in a quantitative framework adds value to existing scholarship.

Areas for Improvement:
- The literature review largely reiterates established findings without introducing significantly novel theoretical perspectives. The study would benefit from a more critical engagement with emerging debates in the field, such as the limitations of cultural competence training or the intersectionality of student identities.
- The findings, while valuable, are somewhat predictable given prior research on faculty impact. The manuscript could strengthen its originality by exploring unexpected or counterintuitive results in greater depth.

2.2 Technical Quality (Good)

Strengths:
- The quantitative cross-sectional design is appropriate for examining relationships between variables across a large sample.
- The use of stratified sampling to ensure representation across disciplines and year levels demonstrates methodological rigor.
- Statistical analyses (correlation, multiple regression) are suitable for the research objectives, and the use of Cronbach's alpha to assess reliability is commendable.

Areas for Improvement:
-Sampling Details: The manuscript lacks specific information regarding sample size, demographic composition, and the number of institutions involved. These details are essential for assessing generalizability and replicability.
- Instrumentation: The survey items are described only briefly. Providing sample items or the full instrument (as an appendix) would enhance transparency. Additionally, information on validity evidence (e.g., content validity, pilot testing) is absent.
-Data Analysis: While regression analysis is appropriate, the manuscript does not report key statistical details such as beta coefficients, R^2 values, p-values, or effect sizes. These are necessary for readers to evaluate the strength and significance of the findings.
- Causality: The cross-sectional design precludes causal inference, which the authors acknowledge. However, the discussion occasionally implies causal relationships (e.g., "faculty cultural competence was the best predictor"). More cautious language would be appropriate.
- Response Rate and Missing Data:There is no mention of response rates or how missing data were handled, which are important for assessing data quality.

2.3 Clarity (Good)

Strengths:

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- The manuscript is generally well-organized, with clear sections for introduction, theoretical framework, literature review, methodology, results, discussion, and implications.
- The research aim and objectives are stated clearly.
- The writing is largely accessible, and key concepts (psychological safety, culturally inclusive practices) are defined adequately.

Areas for Improvement:
- Grammar and Syntax: There are numerous grammatical errors, awkward phrasings, and typos throughout the manuscript. Examples include:
  - "As the process of globalisation has increased higher education, so has the culturally diverse student populations" (p. 1) should be "so have the culturally diverse student populations."
  - "To determine the psychological security of culturally diverse students" (p. 3) "security" should be "safety" for consistency.
  - "The most popularly cited mechanisms that enhance inclusion and retention amongst minority students, as per discussion, are mentorship programmes" (p. 5) awkward phrasing.
  - "The fact that the given policy-practice gap leads one to the necessity to investigate" (p. 5) convoluted.
  - "Regression analysis showed that faculty cultural competence was the best predictor… meaning that the day-to-day interaction is what is making the biggest difference" (p. 9) informal tone.
  - "The results may be integrated in the modern discussions of equality" (p. 14) should be "into."
- APA Formatting: Reference formatting is inconsistent. For example, "Ladson-Billings, 2017" appears with a space in "Ladson- Billings" in the text (p. 3), and the reference list has "Ladson- Billings" with an extra space. Additionally, some in-text citations do not match the reference list (e.g., "O'Keeffe, 2016" is cited in the text but listed at the end; "Nita, 2023" is cited but the reference list entry is incomplete).
- Tables and Figures: The manuscript does not include any tables or figures to present demographic data or statistical results. Visual representation of findings would greatly enhance clarity.
-Quotation: On page 9, there is a quotation: "moderate predictor of safety as they offered interpersonal reassurance and guidance, especially for students unfamiliar with institutional culture" (p. 49). The source of this quotation is unclear, and the page number "p. 49" seems erroneous within the context of the manuscript.

2.4 Significance (Good)

Strengths:
- The study addresses a timely and important issue in higher education, particularly as institutions worldwide grapple with diversity, equity, and inclusion.
- The findings have practical implications for faculty development, curriculum design, and mentorship programs.
- The emphasis on relational inclusion over symbolic policies is a valuable contribution that challenges institutions to move beyond performative diversity statements.

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- The recommendations for policy and practice are concrete and actionable.

Areas for Improvement:
- The significance could be strengthened by more explicitly linking findings to broader societal outcomes (e.g., retention, graduation rates, workforce readiness).
- The study's implications are largely confined to Western higher education contexts. The authors could discuss how findings might translate to non-Western or post-colonial educational settings.
- The limitations section acknowledges the lack of qualitative depth. A mixed-methods approach in future research would enhance the significance and applicability of findings.

3. Specific Comments and Recommendations

3.1 Title and Abstract

- The title is descriptive but somewhat cumbersome. Consider simplifying to: "Culturally Inclusive Practices and Psychological Safety Among Diverse Students in Higher Education."
- The abstract is comprehensive but lacks specific statistical findings (e.g., R^2, beta values). Including key numerical results would strengthen it.
- The abstract states "correlation and regression analyses were performed with the help of the software package Statistician (SPSS)" — "Statistician" appears to be an error; SPSS stands for Statistical Package for the Social Sciences.

3.2 Introduction

- The introduction provides a solid overview but could benefit from a more explicit statement of the research gap and hypotheses.
- The research objectives are listed but could be more clearly aligned with the research questions.

3.3 Theoretical Framework

- The theoretical framework is adequate but could be expanded. For example, the integration of psychological safety theory with culturally responsive pedagogy and inclusive leadership could be more explicitly articulated.
- Consider adding a conceptual model or diagram to illustrate the hypothesized relationships.

3.4 Literature Review

- The literature review is thorough but somewhat repetitive. Some sections could be condensed.
- The review would benefit from a more critical stance, particularly regarding the limitations of cultural competence training and the potential for tokenism in curriculum diversification.

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- Recent empirical studies (post-2020) could be incorporated to strengthen the review's currency.

3.5 Methodology

-Sample: Provide detailed demographic information (e.g., age, gender, nationality, ethnicity, year of study) and the total sample size.
-Instrumentation: Include sample items and information on scale reliability (Cronbach's alpha values) and validity.
-Procedure: Describe how data were collected (online, in-person), the response rate, and ethical considerations (informed consent, confidentiality).
- **Data Analysis:** Report specific statistical values (means, standard deviations, correlation coefficients, beta weights, R^2, p-values) and include tables summarizing results.

3.6 Results

- The results section is underdeveloped. It lacks statistical details and tables. Present descriptive statistics, correlation matrix, and regression coefficients in tabular form.
- Report effect sizes to convey practical significance.
- Consider subgroup analyses (e.g., international vs. domestic minority students) to explore differential effects.

3.7 Discussion

- The discussion is insightful but occasionally overstates causal language. Use cautious phrasing (e.g., "associated with," "predicts") given the cross-sectional design.
- The comparison with prior literature could be more explicit. How do these findings confirm, extend, or contradict existing studies?
- The discussion of mentorship as a "moderate predictor" is interesting but could be explored further. Why might mentorship be less impactful than faculty behavior?

3.8 Implications for Policy and Practice

- The recommendations are practical and well-articulated. However, they could be more specific. For example, what does "prolonged, dedicated professional growth" for faculty look like in practice?
- Consider discussing the resource implications of these recommendations, particularly for underfunded institutions.

3.9 Limitations

- The limitations section is honest and thorough. Additional limitations to consider:
  - The potential for common method bias given the use of self-report measures.
  - The lack of control for institutional characteristics (e.g., size, type, location).
  - The possibility of selection bias in stratified sampling.

3.10 Conclusion

- The conclusion is somewhat verbose and could be tightened. Restate the key findings and their implications succinctly.

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- The phrase "beyond the UN Decade on ESD" (p. 13) appears out of context and should be clarified or removed.

3.11 References

- Ensure all in-text citations are included in the reference list and vice versa.
- Check APA formatting for consistency (e.g., italics for journal titles, volume numbers, proper spacing).
- Some references are incomplete (e.g., Nita, 2023; Pedersen et al., 2022).

4. Ethical Considerations

- The manuscript does not mention ethical approval or informed consent. Given the study involves human participants, this is a significant omission. Please include a statement regarding ethical approval from an institutional review board (IRB) or equivalent.
- Ensure that participant confidentiality and data protection measures are described.

5. Recommendation

Decision: Major Revisions Required

Justification The manuscript addresses a significant and timely topic with practical implications for higher education. However, it requires substantial revisions to meet the standards of academic rigor and clarity expected by the International Journal of Advanced Research. Key areas for improvement include:

1. Providing detailed methodological information (sample size, demographics, instrumentation, ethical approval).
2. Reporting comprehensive statistical results (tables, beta coefficients, R^2, p-values, effect sizes).
3. Improving grammar, syntax, and APA formatting throughout.
4. Strengthening the originality and critical engagement with the literature.
5. Adding a conceptual model or diagram to illustrate relationships.
6. Ensuring consistency between in-text citations and the reference list.
7. Addressing ethical considerations explicitly.

With these revisions, the manuscript has the potential to make a valuable contribution to the field of educational research and inclusive pedagogy.

6. Additional Comments for the Authors

- Consider collaborating with a professional editor or proofreader to address the numerous grammatical and stylistic issues.
- Engage with recent literature (2023–2025) to ensure the manuscript reflects the latest developments in the field.
- Reflect on the practical challenges of implementing the recommended practices, particularly in resource-constrained settings.

ISSN(O): 2320-5407 | ISSN(P): 3107-4928
International Journal of Advanced Research
Publisher's Name: Jana Publication and Research LLP
www.journalijar.com

REVIEWER'S REPORT

- Explore the intersectionality of student identities more deeply, as acknowledged in the limitations.

Confidential Comments to the Editor:

The manuscript is promising but requires significant revisions. The study's focus on relational inclusion over structural policies is a valuable contribution, but the methodological and reporting deficiencies currently limit its impact. I recommend minor revisions and suggest the authors seek editorial support to improve clarity and rigor. If the authors can address the identified issues comprehensively, the manuscript could be suitable for publication