

Systematic Review on the Influence of Family Ethos and Values on Cultural Competence in Indian Schools

Authors: Manju Gera and Kavita Sharma

Abstract

This study is based on a systematic review on how family ethos and values affect cultural competence development among Indian school students. This study is based on the theoretical understanding of cultural competence as the knowledge of understanding, communication, and effective interaction with individuals across cultures, and whether the family ethos and values inculcate cultural knowledge and build inclusive attitudes. This study was conducted according to the PRISMA methodology, which was based on a comprehensive search and review of the literature across academic databases such as PubMed, Scopus, ERIC, PsycINFO, and JSTOR, encompassing articles published since January 2000 to December 2023. Among 1,210 articles identified, 39 studies were found to fit the inclusion criteria. The results showed that the diversity among families was respected which leads to inclusivity and comprehension, which helps children to manage multicultural environments. The cultural education of parents also plays a significant role in the cultural awareness and competence of children due to discussions and cultural events in family life. The role of cultural transmission is essential in building cultural sensitivity through family practices, including festival celebrations and traditional practices. Open communications within families help children talk about and challenge cultural rules and norms and think critically and develop empathy. A balance between the old and the new will make sure that children understand the culture they belong to and are ready to get influenced by the new currents. As highlighted in the review, family-school collaboration is crucial in ensuring that family values are incorporated into the curriculum to enhance cultural competence. The results underscored the necessity of carrying out more studies to understand particular family practices that can be successful in developing cultural competence across various educational settings.

Keywords: Cultural competence, Family Ethos, Cultural diversity, educational policies, PRISMA etc.

Introduction

The belief system of an individual is largely taught by the family, which increases their ability to communicate within and beyond the family systems and also to value other cultural backgrounds (Kwak, 2003). This has a stronger foundational impact, as compared to immediate family setting and has a significant role in how individuals interact with the broader cultural setting (Singh & Niglio, 2024). The family, as a significant socializing agent, is helpful in teaching these values and defining a framework in which the family members interact with the world (Quarshie, 2024). These are essential factors in the development of cultural competence which includes the capacity to comprehend, value and successfully interact with culturally diverse individuals (Liu et al., 2021). Cultural competence means not only being aware and appreciating cultural differences but also establishing meaningful cross-cultural interactions (Hutchins & Goldstein, 2021). This ability is crucial to facilitate inclusivity and mutual respect in more

diversified matters (Lindsey, 2018). In this manner, family-based values and ethos play a significant role in equipping individuals to cope with and enjoy the multicultural society (Korn-Bursztyn & Bursztyn, 2002). Family ethos and values are particularly relevant to cultural competence in culturally diverse countries such as India. In this case, cultural, linguistic, and religious diversity is so rich that individuals have to achieve a high degree of cultural competence to interact with others in an effective and harmonious manner (Tinsley, 2017). Traditional values and norms in India have a strong influence on family dynamics. The cultural setting of the Indian family may significantly influence the way children view and address differences in cultural aspects (Kolenda, 2017). Empathy and respect for others can be developed because of the respect towards older individuals and the need to take care of the family. However, when not controlled and scrutinized, these values and norms may also lead to the development of stereotypes and prejudices. Thus, families play a significant role in creating a balance between traditional values and cultivation of critical thinking to stimulate cultural competence (Cordero, 2008).

Sam and Berry (2010) state that parents and other important individuals who raise children acculturate them to a particular culture. In their study, Pinquart and Kauser (2018) introduce the idea of cultural moderation in parenting, suggesting that the actions of parents living in particular cultural settings may produce diverse effects on child development. Cultural practices can be protective and may be positive or negative, which may impact negatively on the adjustment of a child.

Culture has been defined in several ways, encompassing shared values, norms, traditions, and ways of relating genuinely shared within racial or ethnic groups (Sewell, 2004). Culture shapes parenting practices and is preserved and disseminated through parental cognition (Bornstein & Cheah, 2013). Research indicates that parenting variables have similar effects across cultures, and cultural context can enhance or moderate these effects (Slone et al., 2012). One of the essential aspects of family ethos is the emphasis on respect for diversity. Families that prioritize and actively teach respect for different cultures and perspectives contribute significantly to the cultural competence of their children (Christenson, 2004). When children are raised in environments that promote inclusivity and understanding, they are more likely to carry these attitudes into their interactions at school, fostering a more inclusive and respectful school culture (Reicher, 2010). Children who are taught to value diversity are better equipped to engage with peers from different cultural backgrounds, creating a harmonious and enriching educational environment (Tarman & Tarman, 2011). Moreover, communication patterns within families play a pivotal role in shaping children's abilities to empathize with others and navigate cultural differences. Families that encourage open, positive communication, where diverse viewpoints are welcomed and respected, enhance a child's ability to engage in meaningful and respectful dialogue with peers from different backgrounds (Constantino, 2003). The values and norms established within the family can either reinforce or challenge societal stereotypes and prejudices. Families that actively challenge discriminatory attitudes and encourage critical thinking help their children develop a more nuanced understanding of cultural differences (Gaias et al., 2022). Research on the dynamic relationship between parenting and culture is progressively focused on which aspects of culture moderates parenting cognitions and practices, and when and why relationships between parenting cognitions and practices and children's development are culturally universal or specific (Novianti et al., 2023). Despite extensive literature on parenting, it is challenging to find an agreed definition of parenting based on culture, though most agree that culture is a significant element of parenting (Bornstein, 2005). Parenting variables have more universally similar effects across cultures ; yet cultural norms and beliefs regarding the legitimacy of parental authority are considered potential moderators contributing to cross-cultural similarities and differences in the relationship between parenting and child development (Ho et al., 2008). Parents' parenting styles become essential resources for children, inspiring, teaching, loving, and managing their development (Walker, 2021). The school environment also plays a crucial role in shaping cultural competence, but the foundation laid by the family is often what determines how effectively students can engage with and adapt to diverse cultural settings (Eccles & Roeser, 2015). Schools that promote cultural competence typically emphasize respect for diversity, inclusivity, and critical thinking. However,

the success of these initiatives often depends on the values and attitudes students bring from home (Comeaux et al., 2021). When families and schools work together to promote cultural competence, the impact on students can be profound. Diversity and critical thinking should be supported both at home and at school, which will enable students to go through cultural differences and recognize their value (Barrett, 2018). One should be aware of the role of family ethos and values in cultural competence. Cultural competence in schools can be improved by helping the families to promote the idea of inclusion and critical thinking, so that students are better prepared to succeed in a multicultural world.

Research Questions

This systematic review brings out the impact of family ethos and values on cultural competence among students in Indian schools, which gives a general picture of this phenomenon by addressing the following questions:

1. What studies that have examined the role of family ethos and values in cultural competence?
2. What is the impact of family dynamics and relationships on the cultural competence of students in a culturally varied setting such as India?

Objective

The objective of this review is to systematically review and synthesize the existing literature on the influence of family ethos and values on cultural competence among students in Indian schools.

Methodology

Eligibility Criteria

The systematic review involves studies that evaluate the role of family ethos and values in cultural competence among Indian school students. Quantitative, qualitative, and mixed-method studies were included as eligible if they examined any one aspect of cultural competence, including awareness or perception and appreciation of cultural diversity, attitudes towards individuals with different cultural orientations, and practices that enhance inclusiveness and respect in multicultural environments.

Inclusion criteria and exclusion criteria were applied to ensure the relevance and specificity of the review. To be included in the review, studies had to focus on students enrolled at all the levels of education in schools of India and address the influence of family ethos and values on cultural competence. Research could encompass a range of components, including the understanding and appreciation of cultural diversity, attitudes towards different cultural backgrounds, and behaviors that foster inclusivity and respect. Only studies published in English were considered. Studies focusing exclusively on family dynamics in rehabilitation centers, special needs schools, prisons, or shelters were excluded, as these environments have unique factors influencing family values and cultural competence. Studies that addressed family values without linking them to cultural competence in educational settings were not included. The review further excluded theoretical or methodological studies, protocols for systematic reviews, media articles, social media posts, policy statements, book reviews, interviews, and lists of books. Studies centered on adult populations or educational settings outside India, as well as those focusing solely on personal or lived experiences of cultural competence without examining family influence, were also excluded.

Information Sources

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement and checklist (Moher et al., 2009) guided the implementation and reporting of this review. The investigator chose information sources such as PubMed, Scopus, ERIC, PsycINFO, and JSTOR for carrying out this review.

Search Strategy

The initial search for this review used a combination of keywords and Boolean operators to collect a wide range of studies relevant to the investigator's interest. The primary keywords were "family ethos," "family values," "cultural competence," "Indian schools," "students," "parental influence," "cultural awareness," "education," "family dynamics," "cultural diversity," "multicultural education," "family environment," and "family socialization." After the initial search was carried out, refinement was done using more specific terms and Boolean operators to further filter the results further such as ("family ethos" OR "family values") AND "cultural competence" AND ("Indian schools" OR "education") and "parental influence" AND ("cultural diversity" OR "multicultural") AND "students". Also to ensure comprehensive coverage, the investigators carried out a manual search by reviewing the reference lists of selected key studies.

Study Selection

The study selection process involved two independent reviewers screening titles and abstracts for relevance. The corresponding author searched the full texts of potentially relevant studies based on the eligibility criteria. Any discrepancies were resolved through discussions with the senior author i.e. the first author, to ensure unbiased selection. Data extraction was performed to collect information and including author(s), year of publication, study design, sample size, participant demographics, description of family ethos or values, measures of cultural competence, and key findings.

Results

During the identification phase, a total of 1,210 records were gathered from academic databases (n=5). The screening process involved removing duplicate records (n = 252) and non-relevant records (n = 212), resulting in 746 records for further examination. During the eligibility assessment, 493 of the 746 screened records were excluded, leading to 253 reports being sought for retrieval. Of these, 86 of these reports could not be retrieved. The full texts of the remaining 167 reports were then assessed for eligibility. Out of these, 128 reports were excluded for various reasons, including incomplete data (n = 49), irrelevant focus (n = 35), and poor methodology (n = 44). Ultimately, 39 studies met all the inclusion criteria and were included in the systematic review.

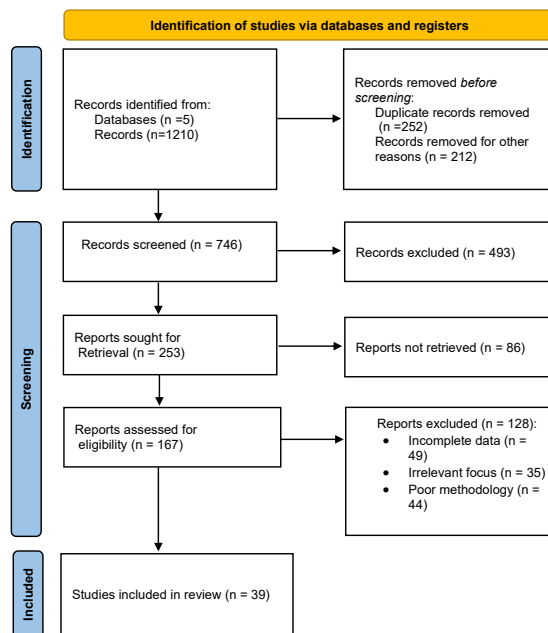


Figure 1: Prisma Flow Diagram 2020

Study Characteristics

Thirty-three quantitative studies [Alizadeh & Chavan (2016), Farver, Narang, & Bhadha (2002), Yunus (2021), Deepshikha & Bhanot (2011), Chadda & Deb (2013), Chandra et al. (2016), Shweta (2010), Namjoo, Herawati, & Bhat (2023), Medora, Larson, & Dave (2000), Kategari (2017), Leighton & Harkins (2009), Sinha (2023), Latha (2014), Junghare (2015), Stanhope (2002), Sonawat (2001), Sriram & Dave (2009), Donner et al. (2008), Dharshni & Subha (2015), Sahithya, Manohari, & Vijaya (2019), Kaduvettoor-Davidson & Inman (2012), Moe, Coleman, Fink & Krejs, (2002), Varghese & Jenkins (2009), Panda & Gupta (2004), Sreekanth (2011), Tuli (2012), Ludwikowska (2017), Kohli & Faul (2005), Manasa Prasad, M., D’Souza, G., Joseph, N., & Augusty, T. A. (2024), Patel, R. (2018), Tiwari, S. K., & Masih, A. (2016), Ghosh, M., Singh, V. (2023), Lindridge & Hogg (2006)], five qualitative studies [Mishra (2018), Ramanathan & Crocker (2009), Chaturvedi, S. K., Loiselle, C. G., & Chandra, P. S. (2009), Verma, S., & Sharma, D. (2013), Desai, P. P., Dodor, B. A., & Carroll, E. B. (2020)], and one mixed-methods study [Richards, C. A., & Doorenbos, A. Z. (2016)] were included in this review.

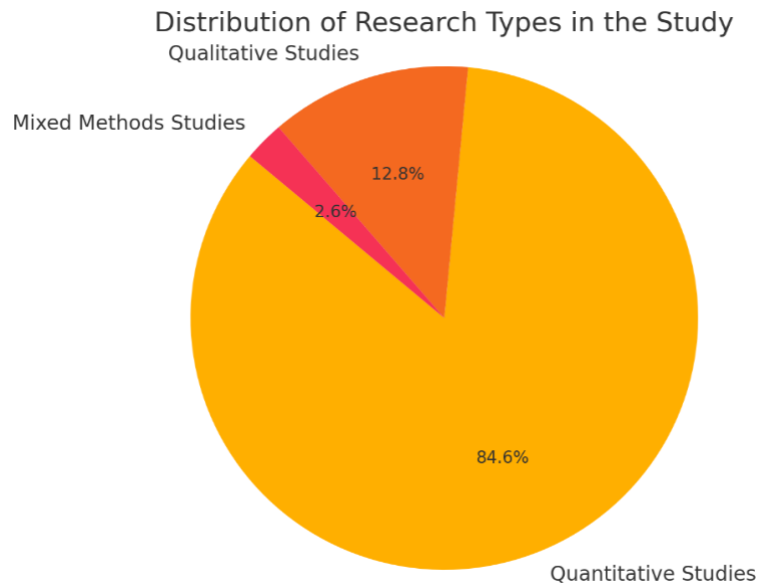


Figure 2: The Distribution of Research Types Used in The Study

Table 1: Frequency distribution of research types in study

Study Type	Number of Studies	Percentage
Quantitative Studies	33	84.62
Qualitative Studies	5	12.82
Mixed Methods Studies	1	2.56

Outcomes measured

The studies reviewed measured a range of outcomes related to cultural competence and its influences. Cultural competence itself was evaluated through assessments in studies by Alizadeh & Chavan (2016), Kategari (2017), Leighton & Harkins (2009), Sinha (2023), Patel (2018), Ludwikowska (2017), Kohli & Faul (2005), and Manasa Prasad, M., D’Souza, G., Joseph, N., & Augusty, T. A. (2024). Parental involvement was assessed by Deepshikha & Bhanot (2011), Sreekanth (2011), Tuli (2012), Ghosh (M.), Singh (V.) (2023), Kategari (2017), Latha (2014), and Mishra (2018), focusing on the extent and nature of

parents' engagement in their children's cultural education. Cultural transmission was analyzed through family practices in studies by Namjoo, Herawati, & Bhat (2023), Verma & Sharma (2013), Chaturvedi, Loisel, & Chandra (2009), Stanhope (2002), Sonawat (2001), Sriram & Dave (2009), and Donner et al. (2008). Open communication within families, crucial for engaging in meaningful dialogue about cultural differences, was measured by Mishra (2018), Ramanathan & Crocker (2009), Chaturvedi, Loisel, & Chandra (2009), Verma & Sharma (2013), and Desai, Dodor, & Carroll (2020). Respect for diversity, reflecting how families instill values of inclusivity, was evaluated in studies by Farver, Bhadha, & Narang (2002), Kaduvettoor-Davidson & Inman (2012), Farver, Narang, & Bhadha (2002), Kategari (2017), Deepshikha & Bhanot (2011), Chaturvedi, Loisel, & Chandra (2009), Stanhope (2002), Sonawat (2001), Sriram & Dave (2009), Donner et al. (2008), Ludwikowska (2017), Kohli & Faul (2005), and Manasa Prasad, M., D'Souza, G., Joseph, N., & Augusty, T. A. (2024). Educational outcomes, academic performance and peer relationships, were linked to cultural competence in studies conducted by Chandra et al. (2016), Varghese & Jenkins (2009), Farver, Bhadha, & Narang (2002), Kaduvettoor-Davidson & Inman (2012), and Farver, Narang, & Bhadha (2002). Social competence leading to forming and maintaining healthy relationships among peers, was assessed by Shweta (2010), Namjoo, Herawati, & Bhat (2023), Medora, Larson, & Dave (2000), Sahithya, Manohari, & Vijaya (2019), Farver, Bhadha, & Narang (2002), Varghese & Jenkins (2009), and Sinha (2023). Psychological well-being and mental health were evaluated by using psychological scales in studies by Chandra et al. (2016), Varghese & Jenkins (2009), Farver, Bhadha, & Narang (2002), Kaduvettoor-Davidson & Inman (2012), and Farver, Narang, & Bhadha (2002). These outcomes underscored the critical areas influenced by family ethos and values, showcasing the importance of a supportive family environment in enhancing cultural competence and overall development of children.

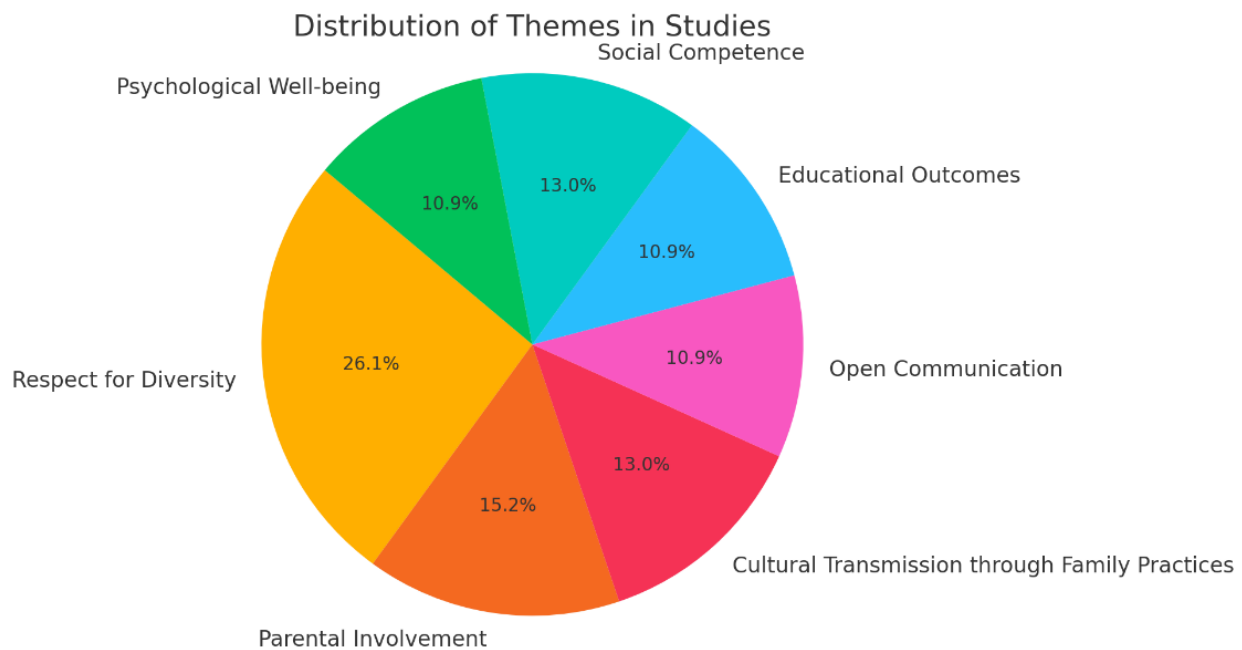


Figure 3: The Distribution of Themes in Studies

Table 2: Themes wise Frequency distribution of research types in study

Theme	Number of Studies	Percentage
Respect for Diversity	12	26.1
Parental Involvement	7	15.2
Cultural Transmission through Family Practices	6	13
Open Communication	5	10.9
Educational Outcomes	5	10.9
Social Competence	6	13
Psychological Well-being	5	10.9

Synthesis of Results

This systematic review included a critical analysis of 39 research studies that studied the impact of family ethos and values on cultural competence of students in Indian schools. In total, these studies comprised 33 quantitative studies, five qualitative studies and one mixed methods study. Respect for diversity became a key theme in various studies. A family that values respect for diverse cultures, tend to teach their children to be inclusive and accepting. This respect for diversity was mentioned in quantitative studies by Farver, Bhadha, & Narang (2002), Kaduvettoor-Davidson & Inman (2012), Kategari (2017), and Deepshikha & Bhanot (2011). These studies demonstrate that a climate of respect for differences among cultures leads the children to learn to value and cope with cultural differences effectively and thus enhancing their cultural competence. Parental involvement was positively and consistently linked to children's cultural competence. Children's comprehension and acceptance of different cultures are largely shaped by their parents' involvement in cultural education at home. This was evident in quantitative research by Deepshikha & Bhanot (2011), Sreekanth (2011), Tuli (2012), Ghosh, M., & Singh, V. (2023). These studies showed that when parents take an active part in speaking and activities about culture, children develop a better understanding and respect for cultural diversity. The process of cultural transmission through family practices was identified as an important factor in children's cultural competence. This was emphasized in qualitative studies (Namjoo, Herawati, & Bhat, 2023; Verma & Sharma, 2013; Chaturvedi, Loisel, & Chandra, 2009) as well as in mixed-methods studies (Richards & Doorenbos, 2016). These studies depicted the effects of family traditions, rituals and everyday practices on cultural knowledge and sensitivity in children. For example, the study authored by Chaturvedi, Loisel, & Chandra (2009) showed that the culturally rich family practices play an important role in enhancing the ability to navigate and appreciate cultural diversity in children. Effective communication among families was another significant theme. Families that foster healthy communication help children learn to engage in healthy dialogue and understand different perspectives and hence leads to development of generative dialogue skills. This was clear in qualitative research studies by Mishra (2018), Ramanathan & Crocker (2009), Chaturvedi, Loisel & Chandra (2009), and Verma & Sharma (2013). These studies highlighted that through open communication, children can discuss and question cultural norms and, as a result, have a deeper comprehension abilities and respect for other cultures. Cultural competence was positively correlated with social and academic achievement. This was demonstrated in quantitative studies conducted by Chandra et al (2016), Varghese and Jenkins (2009), Farver, Bhadha, and Narang (2002), among others, who showed that academically better and healthier peer relationship occurred in students with increased cultural competence. Chandra et al. (2016) further demonstrated that cultural competence is positively related to the growth and development of students in terms of academic and socializing activities, owing to the supportive family environment. The family ethos and values related to cultural competence, positively impacted the psychological well-being of students, including mental health and overall well-being. The quantitative research conducted by Chandra et al. (2016), Varghese and Jenkins (2009), among others, demonstrated

that a strong cultural identity and its awareness contribute to the psychological well-being and general happiness of a child. To illustrate, Farver, Bhadha, and Narang (2002) noted that culturally competent children are able to manage stress and possess a positive self-image. The literature review conducted in a systematic manner demonstrates clearly that family ethos and values are critical in influencing cultural competence among Indian students. Diversity, involvement of parents, transmission of cultures through family practices, open communications, positive influence on educational performance and psychological health are among the most crucial spheres of family dynamics. These results suggest the importance of developing a supportive, culturally rich family environment to promote cultural competence in children.

Table 3: Studies Included in Systematic Review

S.No	Author(s)	Year	Study Design	Objectives of Study	Key Findings
1	Manasa Prasad, D'Souza, Joseph & Augusty	2024	Quantitative	To study cultural competence and educational equity	Cultural competence impacts educational equity. Training in cultural competence for teachers promotes equity and inclusivity in education.
2	Namjoo, Herawati & Bhat	2023	Quantitative	To study intergenerational transmission of cultural values	Family practices are crucial for cultural value transmission. Regular engagement in cultural traditions and rituals enhances cultural competence.
3	Sinha	2023	Quantitative	To understand family and school contribution in academic achievement	Family and school environments impact academic and cultural competence. Collaboration between families and schools enhances students' cultural competence.
4	Ghosh & Singh	2023	Quantitative	To explore multicultural education issues and prospects	Multicultural education promotes cultural competence. Emphasizing cultural diversity in the classroom fosters inclusivity and respect.
5	Yunus	2021	Quantitative	To theorize urban poverty and schooling	Economic status influences cultural competence. Children from economically disadvantaged backgrounds face challenges in developing cultural competence due to limited exposure to diverse cultures.
6	Desai, Dodor & Carroll	2020	Qualitative	To enhance self-awareness through exploring family heritage	Family heritage exploration enhances cultural competence. Understanding one's cultural background promotes respect for diversity.
7	Sahithya, Manohari & Vijaya	2019	Quantitative	To study parenting styles and psychological well-being	Parenting styles and family values impact psychological well-being and cultural competence. Supportive and inclusive parenting fosters better cultural competence.
8	Patel	2018	Quantitative	To measure cultural competency in educators	Educators' cultural competence affects teaching effectiveness. Professional development in cultural competence enhances educational outcomes.
9	Mishra	2018	Qualitative	To study parental involvement strategies in	Parental involvement strategies impact cultural competence. Active engagement in cultural discussions and practices at home fosters cultural competence.

				multicultural contexts	
10	Kategari	2017	Quantitative	To explore the relationship between cultural competence and psychosocial variables	Cultural competence linked to various psychosocial factors. Teachers' cultural competence positively influences their teaching effectiveness and students' cultural competence.
11	Ludwikowska	2017	Quantitative	To study students' perceptions on multicultural competence of academic teachers	Teachers' multicultural competence affects students' cultural competence. Culturally competent teachers support diverse learning environments.
12	Alizadeh & Chavan	2016	Quantitative	To examine cultural competence dimensions and outcomes	Respect for diversity within families enhances cultural competence.
13	Chandra et al.	2016	Quantitative	To examine the influence of values and culture on mental health	Cultural values impact mental health and cultural competence. Respect for diversity and cultural identity are crucial for psychological well-being and cultural competence.
14	Tiwari & Masih	2016	Quantitative	To ensure multicultural education through inclusion	Inclusive education practices enhance cultural competence. Integrating multicultural education into the curriculum supports diverse student needs.
15	Richards & Doorenbos	2016	Mixed Methods	To develop intercultural competency during study abroad in India	Study abroad experiences enhance intercultural competence. Exposure to diverse cultures through educational programs promotes cultural competence.
16	Junghare	2015	Quantitative	To examine language, culture, and communication in India	Language and cultural practices impact cultural competence. Multilingual and culturally rich environments foster better cultural competence.
17	Dharshni & Subha	2015	Quantitative	To promote cultural competence among educators	Educators' cultural competence influences their teaching practices. Training in cultural competence for educators improves classroom inclusivity.
18	Latha	2014	Quantitative	To study cultural competence in relation to self-esteem of students	Teachers' cultural competence positively affects students' self-esteem. Culturally competent teachers support students' social and emotional development.
19	Chadda & Deb	2013	Quantitative	To explore Indian family systems and collectivistic society	Collectivistic values contribute to cultural competence. Strong intergenerational ties and a collective approach to family life enhance cultural competence in children.

20	Verma & Sharma	2013	Qualitative	To study cultural dynamics of family relations	Family dynamics impact cultural competence. Open communication and respect for diversity within families enhance cultural competence.
21	Kaduvettoor-Davidson & Inman	2012	Quantitative	To examine cultural values conflict	Cultural conflicts influence cultural competence. Balancing traditional and modern values enhances cultural competence.
22	Tuli	2012	Quantitative	To explore beliefs on parenting and childhood	Parenting beliefs and practices influence cultural competence. Culturally sensitive parenting fosters better cultural competence in children.
23	Deepshikha & Bhanot	2011	Quantitative	To assess the role of family environment on socio-emotional adjustment	Family involvement improves socio-emotional adjustment and cultural competence. Active parental engagement in cultural discussions fosters a better understanding and respect for cultural diversity.
24	Sreekanth	2011	Quantitative	To assess parents' involvement in children's education	Parental involvement enhances educational outcomes and cultural competence. Active engagement in children's education promotes respect for cultural diversity.
25	Shweta	2010	Quantitative	To study temperament, parenting styles, and social competence	Parenting styles and family values affect social competence and cultural competence. Authoritative parenting combined with respect for diversity fosters better cultural competence.
26	Leighton & Harkins	2009	Quantitative	To investigate teachers' perceptions of their cultural competencies	Teachers' cultural competence influences their educational practices. Culturally competent teachers create inclusive and effective learning environments.
27	Sriram & Dave	2009	Quantitative	To provide a macro perspective on families in India	Family structures and cultural practices impact cultural competence. Extended family involvement supports cultural education.
28	Varghese & Jenkins	2009	Quantitative	To study parental overprotection and cultural value conflict	Parental overprotection affects cultural competence and psychological adaptation. Encouraging independence while respecting cultural values fosters cultural competence.
29	Ramanathan & Crocker	2009	Qualitative	To study the influence of family and culture on physical activity	Family and cultural influences impact physical activity and cultural competence. Supportive family environments encourage active and culturally aware lifestyles.
30	Chaturvedi, Loisel & Chandra	2009	Qualitative	To study communication with relatives and cultural collusion in palliative care	Communication patterns impact cultural competence. Open and respectful family communication fosters better cultural understanding.

31	Donner et al.	2008	Quantitative	To explore family expressions and cohesion	Family cohesion enhances cultural competence. Strong family bonds and support systems promote respect for diversity.
32	Lindridge & Hogg	2006	Quantitative	To study parental gate-keeping in consumption	Parental gate-keeping influences cultural competence and identity. Balancing cultural preservation with modern influences supports cultural competence.
33	Kohli & Faul	2005	Quantitative	To compare attitudes towards diversity in India and the United States	Cultural attitudes differ across countries and impact cultural competence. Cross-cultural education enhances understanding and respect.
34	Panda & Gupta	2004	Quantitative	To map cultural diversity within India	Cultural diversity impacts cultural competence. Understanding regional cultural differences enhances overall cultural competence.
35	Farver, Narang & Bhadha	2002	Quantitative	To study acculturation and psychological functioning in adolescents	Acculturation impacts cultural competence and psychological well-being. Families that maintain cultural traditions while adapting to new cultural contexts foster better cultural competence in children.
36	Stanhope	2002	Quantitative	To compare cultural differences in family involvement and control	Family involvement and cultural norms differ across contexts and affect cultural competence. Cultural competence in family interactions improves psychosocial outcomes.
37	Moe, Coleman, Fink & Krejs	2002	Quantitative	To use cultural heritage to teach citizenship	Cultural heritage enhances cultural competence. Incorporating cultural history into education promotes inclusivity and understanding.
38	Sonawat	2001	Quantitative	To understand family structures and societal changes in India	Societal changes influence family dynamics and cultural competence. Modernization and changing family structures impact cultural competence.
39	Medora, Larson & Dave	2000	Quantitative	To explore perceptions of family strengths	Strong family values enhance cultural competence. Families emphasizing respect, support, and cultural traditions foster better cultural competence.

The review proposed various fundamental family values that contribute immensely to the development of cultural competence in Indian school students. The values include appreciation of diversity, parental involvement, family practices in the transmission of culture, open communication, moderation between traditional and modern values, influence and support of other generations in education. The primary principle is respect for diversity, and studies indicate that children born in families that appreciate this value will learn the importance of cultural differences and will be able to cope in multicultural environment. The factors that render children deeper in cultural learning and sensitivity towards other cultures include the involvement of parents in cultural education, narration and visiting of cultural events. The previously mentioned cultural practices by the family, such as festival attendance and preservation of customs, are at the center of the acquisition of cultural knowledge and culture sensitivity. Openness in a family allows children to discuss and confront cultural norms which stimulates critical thinking and empathy. The balance

between traditional values and processes should ensure that the children are able to enjoy their traditional values but remain open to the influences of the modern processes. The influence of the generations, particularly the grandparents and or the extended family is a major contributor to cultural education. In addition, the families that emphasize with educational support and cultural education give the environment that helps develop the whole person, including cultural competence. The above findings testify to the importance of a positive and culturally enriched family environment in shaping cultural competence in children.

Discussion and Conclusion

Summary of Evidence

The systematic review indicates the extent to which family ethos and values affect the attainment of cultural competence among students enrolled in Indian schools. The results are a vivid description of the role of family in this aspect of development. Respect for diversity in the family was one of the most prevailing themes. Research by Farver, Bhadha, and Narang (2002) and Kaduvettoor-Davidson and Inman (2012) established that children brought up in these settings are better placed to operate in a multicultural environment as they exhibit a greater capacity to value cultural diversity. Parental involvement proved to be another important factor. The parental involvement in cultural education of his/her children, which is achieved by conversations about the culture of the country, participation in cultural events, and by exposing them to various experiences, is tremendous. Studies by Deepshikha and Bhanot (2011) and Sreekanth (2011) highlighted that this kind of participation develops the cultural awareness and competence among children, making them better to communicate in multicultural environments. It was discovered that the cultural transmission in the family was a pivotal process. Qualitative studies by Namjoo, Herawati, and Bhat (2023) and Verma and Sharma (2013) found out the significant role of family traditions, rituals, and daily cultural practices in affecting the cultural knowledge and cultural sensitivity of the child. As Namjoo, Herawati and Bhat (2023) highlighted that several traditional family practices such as celebration of cultural festivals and practices are important methods of instilling cultural values and developing cultural diversity appreciation. Open communication within families emerged to be another important value. The families that promote respectful discussion about cultural differences and diversities allow their children to engage in wise conversations and learn how to listen to various opinions. Study by Mishra (2018), Ramanathan and Crocker (2009), and Chaturvedi, Loisel, and Chandra (2009) found out that such communication can help children feel free to discuss and challenge cultural norms in order to become more culturally competent. The equilibrium between the old and new cultural dynamics and values was emphasized as a significant family interaction issue. Research conducted by Shweta (2010) and Sonawat (2001) alluded that families, which balance traditional cultural values and contemporary societal changes, are in better positions to impart cultural competency in their children. The balance helps to maintain the cultural heritage of children and get receptive to new ways of thinking in order to help them have a balanced cultural identity. These results point to the fact that a moderated strategy can assist children in adapting to the new cultural forces, at the same time appreciating their traditional culture.

Conclusion

This systematic review highlights the significant influence of family ethos and values on formation of cultural competence in Indian students. A thorough review of 39 studies helps to recognize that family dynamics, including respect for diversity, involvement of parents, teaching cultural aspects, open communication, and moderation between traditional and modern values are key determinants in the capacity of a child to transcend and value cultural diversity. Families that value and emphasize respect for other cultures instill inclusion and tolerance to other families among their children making them better equipped to cope with multicultural settings. The parental involvement in the cultural learning also enhances the cultural sensitivity and ability of children and makes them more competent to deal with individuals in a diverse environment. Cultural practices such as dancing at cultural festivals, carrying out rituals, among others, play a significant role in instilling the culture and enhancing a strong appreciation of

the cultural diversity. Friendly and non-judgmental communication in the family will make children analyze and challenge cultural norms, thereby promoting cultural sensitivity and competence. Balancing traditional values with modern cultural dynamics would ensure that children will not lose their cultural background but will be sufficiently exposed to the present cultural influence to form a balanced cultural identity. The results point to the fact that a moderate approach can make children adapt to new cultural settings without losing their own traditional values. The review also finds some of the constraints in the literature that include: methodological inconsistencies, cultural biases and gaps in the data. Such restrictions indicate that more solid and thorough research is required to provide more insight into the complex connection between family values and cultural competence. These findings have important implications to teachers, policy makers and families. Schools ought to work with the family to bring the family values into school curriculum and have a more inclusive school environment. The policymakers must encourage the involvement of the families in the cultural education process, availing facilities with which the parents can discuss the topic of cultural diversity at home. In their turn, families are suggested to make efforts to reconcile between traditional and modern values, promote open communication and active engagement in cultural practices that allow them to develop cultural competence in their children. Further studies could be conducted as longitudinal ones to follow the effect of family values on cultural competence in the long term and with the broader geographic area to include the regional differences within India. Research on the efficacy of particular interventions aimed at improving the engagement of families in cultural education would offer useful information. Through creating a culture of respect for diversity, healthy involvement of parents, cultural transfers, open communication and balanced values, families could play a great role in helping a child to become culturally competent and eventually develop in a more multicultural world.

Implications

The results of this review are of practical importance to educators, policymakers, and families. To educators, the findings reveal the need to collaborate with families to enhance respect towards diversity and cultural competence. Family values need to be incorporated into the school curriculum in order to make it a more inclusive learning process. For policymakers, the results imply that family engagement in cultural education should be encouraged and resources to support the discussion of cultural diversity in the family be given. Positive family environments can form a solid basis on which policies that encourage cultural competence in educational settings can be promoted. To the families, the review highlights the need to balance between traditional and modern values, promote open communication, and engage actively in culture practice in order to develop cultural competence among children. This way, families will be able to establish a well-rounded cultural identity that will equip children to understand and experience cultural differences in a positive way. The research in the future must be targeted at longitudinal studies to monitor the long term effects of family values on cultural competence. Research must include a more extensive geographic coverage of India in order to find local differences in family values and its impact on cultural competence. Studies on the ability of certain measures aimed at improving family involvement in cultural education would be useful in the work of teachers and those of the policy maker. A cross-cultural comparison between various cultural setups within and outside India might be able to further clarify both universal and culture specific impact of family on cultural competence.

Limitations

The study has a few limitations. One major limitation was that different methodologies were used and these could not be compared directly. Study designs, sample sizes, and measuring tools might have contributed to differences in study results, as they might have introduced inconsistencies. Cultural bias of some studies also represented the views and values of individuals who are dominant in certain areas or societies in India. Another limitation was that some studies did not provide exhaustive data and thus some gaps may emerge in line of the complete implication concerning the role of family values in cultural competence. The process of review was also limited. It is also possible that the review was affected by selection bias since it used certain databases and inclusion criteria and did not consider the relevant studies published in other

languages or in less accessible sources. Another issue is publication bias whereby the studies that reported significant results have higher chances of being published and included in the review and distort the overall findings. Moreover, thematic analysis of qualitative data is subjective to some extent and this might affect the interpretation of results.

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