The Development of Ethnocultural Competencies of a Teacher in the Context of Higher Education Digitalization

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Abstract

The ethnocultural competence among high education teachers is becoming increasingly important due to the ongoing technological advancements and the increasing demand in modern society. Ethnocultural competence is a critical personal and professional characteristic among educators that determines the ability to produce productive students in the current culturally diversified world. The study's main objective was to investigate the development of a teacher's ethnocultural competencies in higher learning digitalization. The research exploits an empirical method through an electronic questionnaire to 200 students pursuing their masters' programs and teachers from different departments and faculties within the university. The questionnaire also included a cultural competence self-assessment checklist based on the cultural competency model. A Technology Acceptance Model (TAM) was also utilized to explore the factors that affect the development of ethnocultural competencies among teachers in higher education digitalization. The findings show that majority of the teachers always ensure a positive attitude, skills, awareness, and knowledge to support the development of ethnocultural competencies in higher learning digitalization. Similarly, the majority of the participants agreed that digitalization is helpful, easy to use, and highly accepted in higher learning institutions. The results from the study can be utilized to develop efficient strategies to improve and enhance the interactions of the teachers and students in the context of higher learning digitalization.

Keywords: Ethnocultural competence, Cross-Cultural Education, Digitalization of Education, Online learning, Online teaching, Communication, Higher Education Environment, Teacher-based Education Approach.

Introduction

The globalization of modern society expands boundaries of international cooperation between the higher educational institutions and creates particular demands for cross-cultural communication. The rise of globalization in the current century demands that teachers undergo preparation programs to gain the ability to educate culturally diverse students(Dhawan, 2020). As a result, the development of ethnocultural competence continues to be one of the essential qualities in higher learning, which will enable them to take an active part in professional communication and collaborate with people with different cultural backgrounds. The outbreak COVID-19 pandemic in the past years has caused considerable changes in the development of digitalization in higher learning institutions. The transfer of traditional methods to intensive online education has reduced the duration and influenced the education forms of ethnocultural activity (Adnan and Gulbahar, 2017).

The context of higher education digitalization demands teaching approaches that support tolerant, respectful, and positive attitudes toward other nations' cultures. As a result, the study aimed to estimate the perceptions among teachers and evaluate their experiences. It also aimed to recognize the barriers challenging digitalization and determine the factors affecting the use of digitalization by teachers in higher education institutions(Bawa, 2016). The research utilized an electronic questionnaire that included a cultural competency self-assessment checklist. The analysis used the Technology Acceptance Model (TAM) to determine the factors affecting the utilization of digitalization by educators in a university. The model of ethnocultural competence was utilized as the base for developing training programs.

The majority of the teachers strongly support that the technological skills and the ethnocultural competency skills contribute to the educational value based on the online experience. As a result, intercultural teaching techniques contribute to transforming propositional knowledge of diversity into practice to develop intercultural competence. Therefore, there should be diversity requirements for all teacher education programs in higher learning institutions. Such programs should ensure that teacher training programs

provide multicultural opportunities content for the learners. Besides, the research shows that providing a first-rate public education is not affected by the changing demographics of the student populationAndreyeva et al. (2019). Instead, it is a need for the continued progress of the teaching programs to implement effective intercultural techniques. As a result, there is a need for quality research in higher education that can support evidence-based practices to accomplish the goalTerentyeva et al. (2021).

Online digitalization is described as teaching with the aid of different electronic devices with internet availability. Teachers can develop cultural competency with the help of digitalization to make the process of education more flexible, creative, and student-centered. Based on the research, e-learning is flexible, accessible, and cost-effective. Similarly, the literature also shows that digitalization in higher education was initiated to enhance the confidence and certainty of the students(Fahrutdinova and Solovyova, 2014). As a result, many higher learning institutions have implemented numerous creative strategies to deliver education by employing software such as Zoom, Microsoft Teams, and Google ClassroomMinzaripov et al. (2020).

The research also shows that the implementation of digitalization aimed to transform teachers' roles from the traditional methods to the student-centeredtechniques, which serve the current education systemutilized in higher institutionsKhairutdinov et al. (2019). Therefore, the study aims to determine the teacher's perceptions experiences recognize the challenges and barriers to ethnocultural competency under digitalization. Additionally, the analysis of the factors influencing the utilization of digitalization as a teaching approach in higher education has been considered. The results can help future endeavors develop the ethnocultural competencies in higher education digitalization. The majority of the participants agree with the perceived usefulness and role of digitalization in the education system. The most common barriers to digitalization included unstable internet connectivity, technical difficulties, lack of computers, and inadequate computer labsTerentyeva et al. (2016). The study also

concluded that younger-aged teachers and the partnership of students and teachers are the most critical indicators affecting the development of a teacher's ethnocultural competencies in higher education digitalization.

Literature review

As online learning continues to grow, many students choose this program because they can access it conveniently. According toIsakov and Tripathy, (2017), there is a 605 increment of new members for registering e-learning. The research confirmed majority of students studied to study one online course. At the same time, some higher learning programs are only offered off-campus in some countries. Students can only access them via digital learning. Over time digital learning is effective in managing various resources and preventing infection(Hammersley, 2016). Online learning allows the teachers and students to save cash; they travel to learning centers and other essential activities. Within the COVID 19, pandemic digital learning is the best measure to prevent infection spread with higher education because it does not encourage crowding in one placeRichardson et al. (2015).

In research investigating higher education support from institution faculty, researchers observed that online teachers receive less institution support, which negatively affects their interaction and ability to help the students(Madara and Namango, 2016). 91% of the universities offering online learning has not trained the teachers on quality assurance to ensure that scholar succeed; this leaves the teachers and students to learn new techniques(McGrail and McGrail, 2015). There are primary considerations higher learning has to put in place for the teachers to ensure competence as they offer digital training to the students. The elements discussed below are essential to have complete and adequate digital learning.

In a study to underscore how technology affects higher education learning, the researcher concluded that effective digital learning requires more elements in technology than traditional packages course content. This was a primary call for the teachers to adjust their roles from traditional to a new form where

interactions are through technology, and tutors need to have prior knowledge of technology(Schmidt, 2017). The teachers must have the necessary skills to remain competitive in digital teaching; thus, they need to understand how to efficiently use virtual technology and content that allows them to communicate effectively(Simola, 2017). Integration of education is essential to promote quality skills to all people globally. The teachers have to incorporate international instructions that help the students remain focused throughout the study period, and researchers have found this far better than traditional face-to-face learning. Therefore, the teacher needs technological skills, which are essential in meeting the needs of the student and their needs in case they use online platforms(Vinagre, 2017).

The teachers need to develop a quality digital class over time because if they cannot, they are likely to suffer from insufficient resources management that might impact the performance and success of the students(Townsend and Haviland, 2016). 65% of the evidence indicated that online teachers lack technological skills that affect the learning process, affecting how students respond. In pieces of training organized to help higher education teachers understand how to use the online interface to help students, few teachers turned up, making it even more complicated because few are willing to receive training. The researchers found that online training courses were essential to keep up with technology Frankel et al. (2020).

Communication is essential to all fields of learning, whether face-to-face or virtual digital higher education learning model. However, communication has a different level because face-to-face contact could be more accessible as the lecturer sees the students and can call them to order in case of diverted attention(Huss and Eastep, 2015). This is not the case with virtual, online teaching because the students can log in to class and engage in other activities meaning with a 100% engagement of the students, the lecturer is likely to remain alone with "ghost students; students that are logged into the class but not available for the class." The teachers need to engage the students by asking them questions that encourage active learning skills; this allows the teacher to employ diverse styles that affect student

learning and ensure maximum concentration because of the exploitation of the learning styles. An earlier study indicates that online learning depends on faculty support, communication, and interaction levels, which affect the students' satisfaction rates if the teacher employs themKadirbayeva et al. (2021). Online teaching correlates with transmission in various stages, including design, technological support, and provision feedback achieved through continuous assessment tests that teachers have to manage correctlyToleuuly et al. (2020).

Continuous assessment tests are essential for students to understand various concepts(Zaslow, 2014). Whether face-to-face or online teaching, tests help teachers grade the students, which is crucial for the teacher and the scholars to revisit challenging concepts that students underperform(AIMUKHANBETOVA et al. (2019). In research to assess the ability of students to perform well online, researchers discovered that this depends on the teacher because both parties cannot engage in non-verbal communication, which is essential learning. Online quality performance depends on the teacher's feedback, guidance, and communication(Zellman and Bell, 1990). For successful results in the digitalization of higher education, teachers need the faculty's support in determining the students' preferences to help tutors apply relevant techniques and tools that allow learners to meet their targets as they pursue different subjects. The teachers need to use other skills for students pursuing online to understand various concepts; therefore, the teachers have to use better communication strategies to strike a balance between slow learners and faster learners(Vinagre, 2017).

In researching how online teaching changes over time, researchers concluded that there is little change in online education. The activity is left to the teachers to maneuver ways out instead of the institutions taking it as a responsibility for the school(Adnan and Gulbahar, 2017); this affects the students. In qualitative research, the results were that online teaching needs collaboration with faculties, institutions, and teachers to enhance quality learning for the students(Dhawan, 2020). The challenges that constantly affect online learning and teachers are poor, low, or no resource

allocation, which affects the entire learning process.

The online teachers need enough time to prepare from one class to another, which help them to avoid confusion as they interact with the studentAndreyeva et al. (2019). Technological support to the teachers and university support allows the teachers to enhance high-quality work for the students. Researchers recommended structuring online teaching programs that help the institutions develop, analyze, and offer quality learning environments to the teachers and students(Fahrutdinova and Solovyova, 2014).

Therefore, higher education institutions should prepare the online tutors by giving them materials with programs that help teachers enhance quality interaction between students. Additionally, the teachers need course management skills, instructions, and designs that help strengthen student learning online completion. According toMadara and Namango, (2016), digital learning requires different techniques than face-to-face classes.

This research explore how students respond to online courses and education. Scholars discovered that students give attention to the teacher depending on how well the teacher utilizes the online skills. The sad reality is that the teacher starts digital teaching without learning how this technology operates, affecting their ability to use the available resources in simplifying the information to the students. A lack of know-how on how to teach the student using online devices and procedures affects the attention students give to the teacher.

Research Questions

The following research questions were asked when conducting the research:

What factors facilitate the advancement of digitalization in higher learning?

What are the challenges being faced by adopting digitalization in higher learning?

What factors affect teachers' ethnocultural competencies in higher education digitalization?

Methods

The methodology used in any investigation depends on the objectives and the research questions guiding the study. For this study, a qualitative research approach was selected where a Technology Acceptance Model (TAM) was used to answer the research questions. AIMUKHANBETOVA et al. (2019) considered the qualitative research approach a scientific model useful in investigating human behavior, opinions, themes, and motivations. The study utilized a cultural competency self-assessment checklist designed according to the cultural competency model to determine the development of ethnocultural competencies among the teachers. The statistical model was selected to identify and evaluate information rich in content. It is considered the best research technique for the researcher's small budget and sample sizes(Creswell and Creswell, 2017). In studies that focus on a few participants, the subjects are evaluated through qualitative interviews and survey.

Study Participants

To investigate the advancement of digitalization, the target population for the survey was institutions of higher learning in the country. According to research, a study population is a total sum of individuals, groups of individuals, or objects that an investigator is interested in generalizing to conclude. Target populations often share similar attributes and behaviors, making it easy to generalize the findings from the study. The study targeted 200 sampling populations (made up of 100 students and 100 teachers) where the questions were answered online university platforms because of the COVID-19 restrictions and the ability to utilize online school platforms. The sampling population was further divided into Ph.D. students and lecturers and a few students because the study directly affects one group; the students are the consumers while the lecturers/tutors/teachers are the producers of the services. The experiment took 51 minutes and 45 seconds with an SD of 14.77.

Study Procedures

The research targeted the first 200 answers either sent through email or other school platforms as answers to the research questionnaires. Before collecting data from the participants, we took two days to sensitize the members on campus via other campus platforms. The preparation of research questions is essential and allows us to gather enough information from the participants. The panel in the research was made up of professors (research experts) who validated the data and played a crucial role in analyzing and drawing conclusions from the other resources we had for the research. After data collection, the results were analyzed using excel and recorded in the results and finding section, which allowed us to comprehensively discuss the results while comparing them with what other experts have done before in this topic.

The structured questions in the cultural competency self-assessment checklist were answered in line with responding to the primary aim of the research. The time taken to answer the questions was 51 minutes and 45 seconds; this is the average time where all respondents had sent their answers. Due to the simplicity of the questions, the sample populations were encouraged to give honest opinions without external interferences, which could affect their views, especially since these people were experts and with direct interaction with other platforms. It was essential for the students and teachers to be honest in giving their genuine opinion in the questions asked. The questionnaires allow them to express their views because they protect privacy, while the cultural assessment checklist made it easier to analyze teachers' cultural competency in the university. It was vital to consider the answers of every participant to help make informed decisions and considerable recommendations on answering the research question.

The process was not time-consuming to the respondent; the study also compared the researcher's document on the topic over time and how the problem under analysis has been discussed over time. Since most of us were experienced researchers, we took our time to validate the research questions and ensure they were short, direct, and straightforward to collect relevant data from the respondents. Besides, we took time to criticize the questions and limit loopholes to allow the respondents to answer exact research questions directly linked to the research question.

Findings

Table 1: perceived usefulness and acceptance of digitalization

| Performance Questions	strongly agree	agree	neutral	disagree	strongly disagree
Does the digitalization in the university affect your schedule as a student or teacher?	10	22	8	84	76
Does the digitalization of higher education affect your concentration in learning, teaching, and interaction within the learning center?	7	2	18	73	107
Does the digitalization of higher education affect the learning centers?	11	14	17	65	93
Has the digitalization of higher education affected you as a student or teacher?	15	13	25	60	87
Do you think the digitalization of higher education has affected your competence as a teacher or student?	6	2	20	72	100
Is the digitalization of higher education vital in the future?	105	75	18	1	1
Do you think adjustments should be made to ensure you attain your goals using the online teaching or learning platforms?	101	78	11	6	4
Can you recommend the digitalization of higher education to other institutions which are yet to adopt the learning model?	108	59	29	3	1
Do you think higher learning institutions should embrace face-to-face and do away with virtual, online teaching and learning?	96	42	36	15	11
Do you think the digitalization of higher education is essential?	85	55	39	13	8
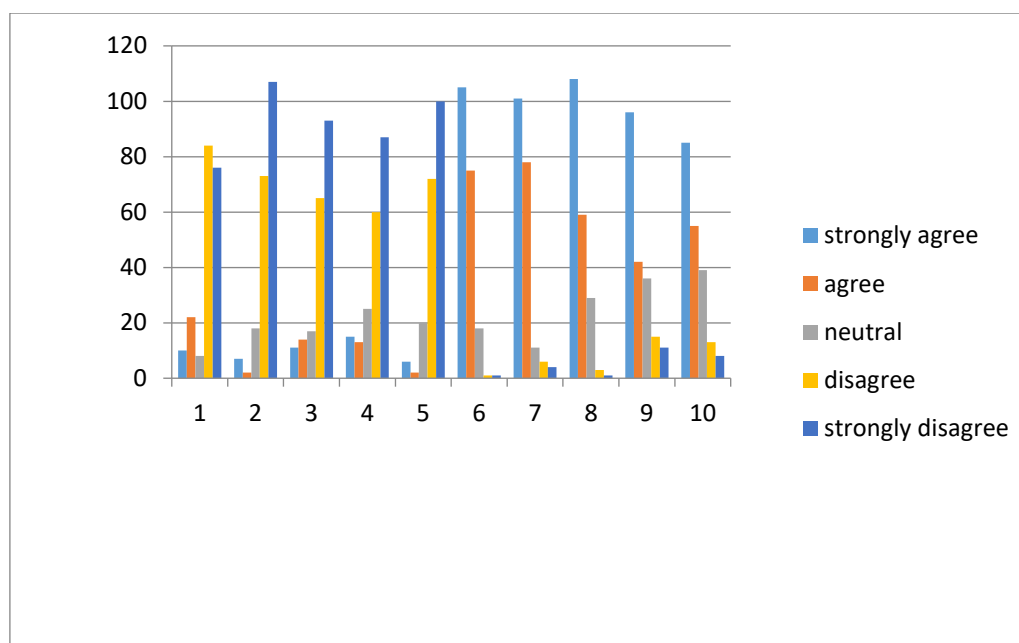
Figure1: Chart summarizing the findings on perceived usefulness of digitalization

With the sampling population of teachers and students at different levels, there is no need to define what digitalization of education is because it is evident to all that this is a digital form of using online platforms to transmit information, record, and allow interaction through digital media. Given the current technological advancements in higher learning institutions, developingethnocultural competencies requires teachers to generate new approaches to teach the students to adapt to the current multinational and multicultural conditions. Based on the cultural competency model, the study employs a cultural competence self-assessment checklist to estimate the perceptions of ethnocultural competencies among teachers and evaluate their experiences.

Table 2: Results from the cultural competence assessment checklist

cultural competency	research questions	Responses (%)			
		Never	Sometimes	Fairly Often	Always
Awareness	I have a clear sense of my cultural and ethnic backgrounds.				
	Aware that there is a need to understand and learn about other cultures.	2	5	16	77
	I am aware of my assumptions about people of cultures different from my own.	7	11	23	59
	Reflection on how culture affects personal judgment.	1	5	13	81
	Aware of the effects of cultural diversity on our social given the current digitalization.	8	12	19	61
Knowledge	Normally assess the limits of my knowledge	3	11.5	21	64.5
	I learn from my mistakes.	11	19	28	42
	I acknowledge the importance of cultural diversity	4	9.5	22	64.5

	Aware of the historical and current experiencesof other cultures.	1.5	5.4	12.1	81
	I recognize that a person is not attached to culture, and itcan be affected by changes in the modern society	2.6	5	15.4	77
Skills	I develop ways to interact effectively and respectfullywith people from different cultures.	6.7	9.9	19	64.4
	I utilize an effective communication style to interact with people from other cultures.	3.1	11.5	20.9	64.5
	I consistently seek out individuals who challenge my cross-cultural skills.	6.4	12.6	19.9	61.1
	I am aware of the variety of relationship-building skills to interact and create connections with individuals from other cultures	2.1	11.5	21.9	64.5
	Act respectfully in cross-cultural situations	1	5.2	13.3	80.5

The results show that most teachers value the development of cultural competency when delivering leering in the university, as shown by Table 2above. The majority of the participants indicated in the cultural competence self-assessment checklist that they always strive to develop ethnocultural competency in higher education settings.80.5% of the participants indicated that they act respectfully in cross-cultural situations. In comparison, an average of 60% confirmed that they are aware of the need to understand and learn about other cultures.

In Table 3 below, the majority (65.1%) of the participants strongly confirm that technical skills are vital to developing cultural competency, while an average of 59.7% strongly agree on the need for the flexibility presented by digitalization in higher education.

Table 3: The experiences, flexibility, and usefulness of digitalization in higher learning (%)

| Research question	strongly agree	agree	Neutral	disagree	strongly disagree
The lack of physical interactions among the students affects their experience of learning	16.2	55.5	4	21.3	3
E-learning is flexible.	28.3	59.5	8.1	0	4
Student to student interactions is favored over online learning in the classroom setting	48	35.5	12.1	3	1
Practical courses can be challenging for a teacher to administer through online learning	19.9	51.7	20.2	5.1	3
digitalization allows the teachers to educate at their speed	35	55	8	1	
It becomes harder to motivate the students in e-learning platforms than in traditional settings.	32.2	47.6	12.2	6	2
Online assessments aredifficult for students.	7.7	36.2	11.7	40.3	4
It becomes harder for teachers to administer exams in online courses.	15.8	24.1	24.1	30	2
Online learning requires technological skills	26.4	47.7	13	10.7	2.2
Online learning is easy	55	33.2	7.8	3	
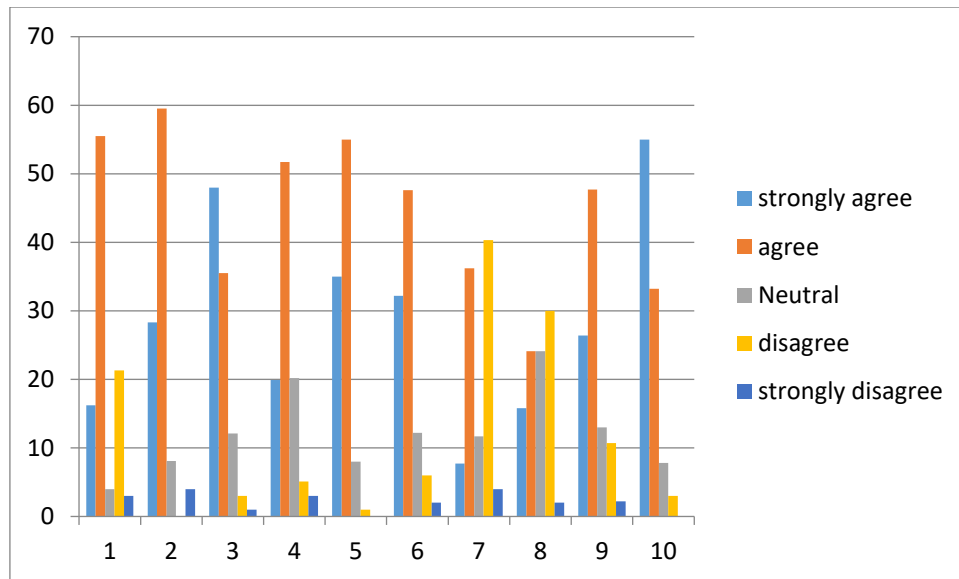
Figure 2: Chart summarizing the experiences, challenges, and acceptance of digitalization as a tool for teaching (%)

The study also investigates the challenges of digitalization and factors influencing digitalization for teaching in higher education institutions. The results show that most of the participants strongly supportthe increased educational value of the teachers presented by tech skills and experiences in higher education.The TAM application also showed that a significant number of the participants strongly agreed with the perceived flexibility, accessibility, and usefulness of e-learning. As a result, the findings show that higher education accepts that e-learning is a valuable tool in improving the teaching and learning process.

Additionally, most of the respondents alsostrongly disagreed that online assessment is difficult for students in higher learning. The findings from the study can be attributed to the fact that most of the online assessments are short and effective. Therefore, online exams allow flexibility when testing many students compared tothe traditional essay assessments.

Table:4Teachers' responses(Technology Acceptance Model)

Item	Research questions	category	Responses (%)
Usefulness of Digitalization	Improves performance	**strongly agree**	76.7
	Improve productivity		
	Work is Accelerated		
	Work is simplified		
	Works become easy		
	Helpful		
Acceptance in higher learning	satisfied with digitalization	**strongly agree**	69.2
	Often use digitalization		
	can recommend it to other institutions		
	Frequently use digitalization		
	consider digitaliza5tion helpful		
Perceived Ease of Use	Flexible	**strongly agree**	79.7
	easy to use		
	controllable		
	understandable		

The findings presented in Table 4 show that76.7% of the participants support digitalization use, and an average of 79.7% perceived ease of usefulness. The results alsoshow that the majority of the participantsstrongly agreed that digitalization is controllable and easy to understand. The minority of the participants had a negative perception of technological challenges such as inadequate internet connectivity, lack of computers, labs, and personal learning preference. However, the negative perceptions on digitalization usually are related to insufficient tech skills among the teachers and students.

Discussion and Implications

Preparing teachers to teach online is essential for student success in online programs. According to the study, online teaching allows students to access more resources easily, unlike face-to-face learning, where people have limited resources(Huss and Eastep, 2015). Digitalization of education will enable teachers to learn new technologies vital in the modern education field. In research to determine the implication of online teaching at Harvard University, scholars concluded that online teaching minimizes paperwork and enhances information management. Over time misplacement of books and information affected education; this was bulky because it involved carrying books from one place to another. Online teaching allows teachers to share information with students and monitor learning progress by giving out assignments that students have to attempt on time. The teachers have control of teaching materials because they are stored where people cannot access the material without their permission. The finding indicates that 90% of the students and teachers support online learning and teaching(Townsend and Haviland, 2016). In their experiment to determine the interest of teachers and students in online studies, researchers at Michigan University concluded that 89% of the sampling population support online learning. Similarly, the research also shows that most people support online teaching (90%). After all, it has more advantages than disadvantages.

In a study to analyze the effects of face-to-face teaching on the economy, researchers found that face-to-face education affects the economy by 67%. The primary reason for their conclusion was that some students are employees. If not, they have the skills needed by nations to grow economically; thus, keeping them in school affects the time they spend in their work environment, hence negatively impacting the work. Therefore, digitalization of education is the option because the students can adjust within the profession and background to class then back, thus saving more time for the teacher, student, and organization. In researching how study leaves affect organizations, scholars concluded that 87% of these leave lead to low performance because the people who should be working are on long-term study leaves(Zellman and Bell, 1990). The students have a constant supplement of a library which ensures that their resources are current. Some students did not want to support the digitalization of higher education because they did not have enough information on how online teaching works(McGrail and McGrail, 2015). In a study to determine the challenges of online instruction, researchers found that students experience internet connections that affect their relationships, thus involving the learning process.

The majority of the teachers agreed that online teaching is essential in the teaching process. The results tarry with those by Michigan University investigation a topic on higher education during COVID-19 on teachers and students. In that research, teachers needed to upgrade courses to gain relevant skills. Digital education increases teacher competence in using online platforms because they learn to manage various resources and information within the online platformRichardson et al. (2015). Researchers concluded that education digitalization is interesting to determine whether online is enjoyable. It allows students to access necessary resources, making it more comfortable to ask relevant questions on complex topics. The strategy allows the other students to give their views on various topics and answer questions. The teachers also, through online teaching, become competent through learning how to use the search engine to get relevant and credible sourcesKhairutdinov et al. (2019). The strategy helps the teachers understand, which starts to

give the students as they know because not all online sources are credible; some distort information that affects the students if the teacher utilizes them in training students.

In the future, researchers project that all programs are shifting to online and on-campus learning will be traditional forms that might not effectively support the student. The results on teaching shifting were from a study on how technology affects education and the benefits of on-campus and off-campus learning/ online learningRichardson et al. (2015). The majority (90%) agreed that online understanding was better than face-to-face. Digitalization allows the students to minimize and control the level of disease spread. Secondly, in research on regulating the rate at which infectious pandemics spread from one person to another, the study showed that most people must embrace online learning. The remaining populations are those with physical challenges that might not have online knowledge.

Conclusion

Over time online teaching has been left to the teachers; they need the technology and internet connection to help the institution. The faculty should be part of the online learning program because this will motivate the teachers to ensure quality services to the students(Fahrutdinova and Solovyova, 2014). After all, the teachers have the desired program that meets the faculty and student needs standards. The second recommendation is that teachers need to attend various pieces of training which will help them have effective interactions with the students while using the online teaching platform. The elements of training help teachers with the relevant knowledge on information management and monitoring processes essential for teachers and students.

In summary, it is essential to have competent systems which support effective learning. Through the support of the faculties and institutions, teachers will gain relevant skills to interact with students while teaching online classes effectively(Schmidt, 2017). Additionally, online teaching offers relief to the teacher and student because it helps manage the rate at which diseases spread from one person

to another; like in the case of COVID-19, which is still a threat, online learning remains the best option for higher education centers. Digitalization of education will help form an ethnocultural competence for teachers in the future(Simola, 2017). Services are shifting to online, which proves to be effective in various sections, including the economy because people do not travel from one institution to another.

The ongoing technology advancements combined with the worldwide growth of globalization demand educators to develop intercultural competencies(Bawa, 2016). Considering that the world is becoming more culturally diversified, teachers are forced to model ethnocultural competencies, especially in higher education digitalization. Similarly, the demographic landscape of schools is also evolving more diversifiedMinzaripov et al. (2020). This demands teacher education programs to respond to the current need for cultural sensitivity by offering more opportunities for the students to take part in the workplace, which is becoming more diversified.

The study also investigates the challenges of digitalization and factors influencing digitalization for teaching in higher education institutions. The results show that majority of the participants strongly agreed that computer and tech skills increase the educational value of the teacher's experience in higher education(Hammersley, 2016). Therefore, teachers need to search for new academic guidelines to improve the organizational, educational and methodological process of forming the ethnocultural competence of students during online teachingAndreyeva et al. (2019).

Given the current technological advancements in higher learning institutions, the development of ethnocultural competencies requires teachers to generate new approaches to teach the students to adapt to a multinational and multicultural environment. The context of higher education digitalization demands learning strategies that support the formation of tolerant, respectful, and positive attitudes toward other nations' cultures(Hammersley, 2016). The results conclude that younger-aged teachers and the partnership of students and teachers are the most critical indicators

affecting the development of a teacher's ethnocultural competencies in higher education digitalization. Therefore, the results from the study can be used to develop efficient strategies to improve and enhance the interactions of the teachers and students in the context of higher learning digitalizationKhairutdinov et al. (2019).

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