

## Perceptions of Secondary School Teachers on the Implementation of Culturally Responsive Pedagogy

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### **\*Abstract**

*Culturally Responsive Pedagogy (CRP) has emerged as an essential framework for addressing the learning needs of culturally diverse students in contemporary classrooms. This quantitative study investigates secondary school teachers' perceptions of CRP implementation across government and private schools. Using a descriptive survey design, data were collected from 120 teachers selected through stratified random sampling. The study examined teachers' attitudes, perceived competencies, classroom practices, and the extent of institutional support in implementing CRP. Findings revealed moderate to high positive perceptions of CRP, with female teachers showing significantly higher perception scores compared to male teachers. While no significant difference was observed between government and private school teachers, a strong positive correlation was found between teachers' cultural competence and their perceptions of CRP implementation. The study underscores the need for robust teacher training, institutional support systems, and inclusion of CRP in teacher education programs.*

**Keywords:** *Culturally responsive pedagogy, teacher perceptions, cultural competence, secondary education, inclusive teaching practices.*

## **Introduction**

Globalization, migration, social mobility, and widening cultural diversity have transformed school classrooms into heterogeneous learning spaces. In such contexts, Culturally Responsive Pedagogy (CRP) has become a vital pedagogical approach that enables teachers to create equitable, inclusive, and socially just classrooms. CRP advocates for teaching strategies that recognize students' cultural identities, draw upon their lived experiences, and create meaningful learning opportunities that resonate with their backgrounds (Gay, 2010; Ladson-Billings, 1994).

In Bihar (India), socio-cultural diversity exists across linguistic, ethnic, religious, caste-based, and socio-economic lines. Secondary school teachers interact with students from varied communities, yet teacher preparation and instructional practices often remain traditional and culturally neutral. Understanding teachers' perceptions of CRP is crucial because teachers' beliefs and attitudes define how effectively they adopt culturally responsive strategies.

This study aims to explore and quantify the perceptions of secondary school teachers toward CRP implementation, compare perceptions across demographic variables, and examine the relationship between cultural competence and CRP practices.

## **Conceptual Framework**

The conceptual framework of this study is grounded in three foundational pillars of Culturally Relevant Pedagogy, each of which plays a central role in shaping teachers' perceptions and practices. The first pillar, cultural competence, encompasses the teacher's ability to recognize, appreciate, and respond respectfully to the cultural diversity present within the classroom. It involves understanding students' cultural histories, communication patterns, and social experiences, and intentionally integrating this awareness into everyday instructional decisions. Teachers who possess strong cultural competence are better positioned to create learning environments where students feel seen, valued, and understood.

The second pillar, culturally relevant pedagogy and instructional practices, refers to the strategic use of teaching methods that draw upon students' cultural knowledge, linguistic backgrounds, and community identities to make academic content more meaningful and engaging. This includes designing lessons that affirm students lived experiences, adopting varied assessment strategies that acknowledge diverse learning styles, and facilitating classroom interactions that promote equity, respect, and critical thinking. Such practices ensure that learning is not only academically rigorous but also culturally responsive.

The third pillar, institutional support and policy alignment, highlights the structural and administrative conditions necessary for effective CRP implementation. This includes supportive leadership, access to continuous professional development, curriculum flexibility, inclusive school policies, and availability of culturally diverse learning resources. When these institutional mechanisms are in place, teachers are more empowered to adopt CRP and sustain it in their instructional routines.

Together, these three components form the basis of the study's assumption that teachers who possess higher levels of cultural competence are more likely to hold positive perceptions of CRP and apply these practices effectively in the classroom. This framework therefore provides a coherent lens for understanding the interconnected factors that influence CRP adoption in secondary schools.

### **Review of Related Literature**

International literature establishes CRP as a transformative approach that fosters student engagement, reduces achievement gaps, and promotes inclusive learning (Gay, 2010; Villegas & Lucas, 2020). Ladson-Billings (1994) emphasized that culturally responsive teachers promote academic success while affirming students' cultural identities.

Several quantitative studies highlight the significance of teachers' beliefs. Siwatu (2011) demonstrated that teachers with high cultural teaching efficacy were more likely to

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adopt CRP practices. Similarly, Nganga (2015) found that teachers' cultural competence significantly predicts their implementation of culturally responsive instructional strategies.

In Asian contexts, cultural diversity in classrooms is expanding due to internal migration and socio-linguistic variability. Studies in India (Kumar & Jaiswal, 2021; Sharma, 2020) indicate that teachers generally value inclusive teaching but often lack structured training in CRP. Further, institutional support is frequently inadequate, limiting the integration of culturally responsive methods into daily teaching.

The present study contributes to this literature by offering a quantitative assessment within Bihar (India) secondary schools, addressing demographic variations and exploring correlations with cultural competence.

### **Objectives of the Study**

1. To assess secondary school teachers' perceptions of the implementation of culturally responsive pedagogy.
2. To compare perceptions based on gender, school type, and teaching experience.
3. To determine the relationship between teachers' cultural competence and their perceptions of CRP.
4. To identify perceived factors facilitating or hindering the implementation of CRP in secondary schools.

### **Research Questions**

1. What are the perceptions of secondary school teachers toward culturally responsive pedagogy?
2. Are there any significant differences in perceptions across gender, school type, or teaching experience?
3. Is there a significant relationship between cultural competence and CRP perceptions?

### **Hypotheses of the Study**

- H01: There is no significant difference in CRP perception scores based on gender.  
H02: There is no significant difference in CRP perception scores based on school type.  
H03: There is no significant correlation between teachers' cultural competence and their perceptions of CRP implementation.

### **Methodology of the Study**

- **Research Design:** The study employed a descriptive survey design to quantify teachers' perceptions and explore demographic differences.
- **Population:** All secondary school teachers in the district Darbhanga, Bihar, India.
- **Sample:** 120 teachers (58 male, 62 female) from 15 schools (government and private), selected through stratified random sampling.

### **Tool of the Study**

A self-constructed tool, Teacher Perception Scale on Culturally Responsive Pedagogy (TPS-CRP), was used.

It consists of 32 items across four dimensions:

1. Cultural Competence
2. Instructional Practices
3. Classroom Environment
4. Institutional Support

The scale uses a 5-point Likert format (1 = strongly disagree to 5 = strongly agree).

**Validity:** Five experts from Education and Teacher Education reviewed the tool. Content validity was established through item revision and alignment with theoretical constructs.

**Reliability:** Cronbach's Alpha: 0.87, indicating high internal consistency.

### Data Collection

The questionnaire was administered both physically and online, with assurances of confidentiality.

### Statistical Techniques

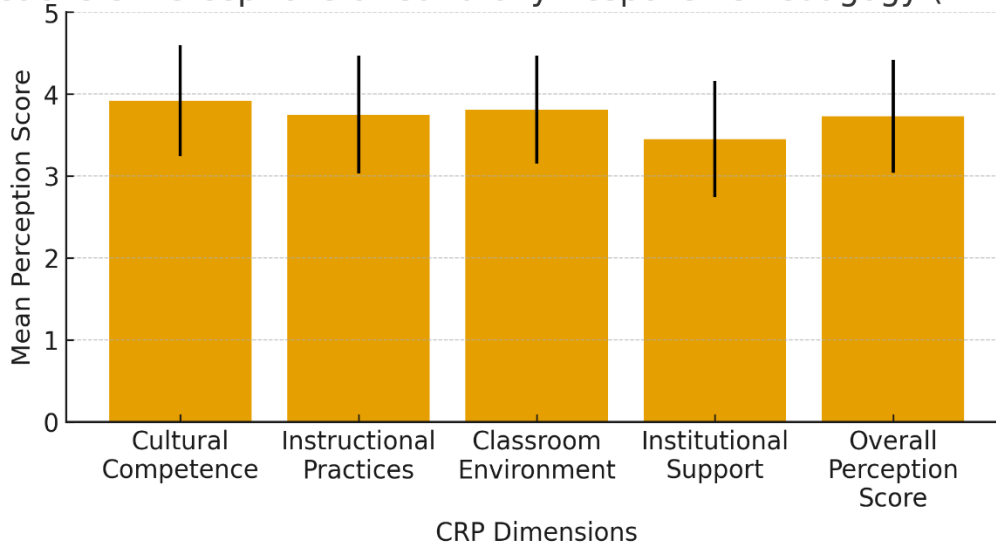
- Descriptive statistics (mean, SD)
- Independent samples t-test
- Pearson correlation coefficient

### Data Analysis and Interpretation

**Table-1: Descriptive Statistics of Teachers' Perceptions of CRP (N = 120)**

Dimension	Mean	SD	Result
Cultural Competence	3.92	0.68	High
Instructional Practices	3.75	0.72	Moderate-High
Classroom Environment	3.81	0.66	Moderate-High
Institutional Support	3.45	0.71	Moderate
<b>Overall Perception Score</b>	<b>3.73</b>	<b>0.69</b>	<b>Moderate-High</b>

### Teachers' Perceptions of Culturally Responsive Pedagogy (N = 120)

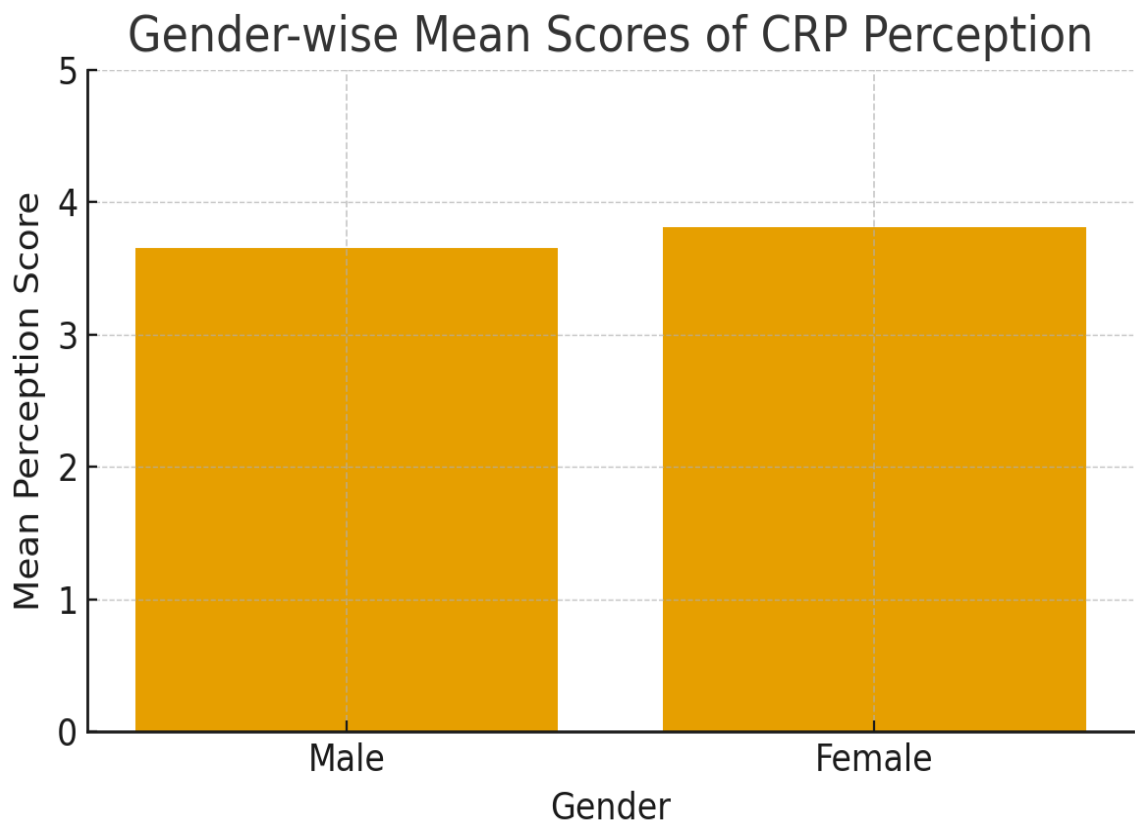


#### Interpretation:

The descriptive statistics presented in table-1 reveal the overall pattern of teachers' perceptions of Culturally Responsive Pedagogy (CRP). The results indicate that teachers show a high level of cultural competence ( $M = 3.92$ ,  $SD = 0.68$ ), suggesting that they are generally aware of cultural diversity and incorporate culturally relevant understanding in their teaching. The dimensions of Instructional Practices ( $M = 3.75$ ,  $SD = 0.72$ ) and Classroom Environment ( $M = 3.81$ ,  $SD = 0.66$ ) fall within the moderate-to-high range, reflecting that teachers moderately integrate culturally responsive strategies and create inclusive classroom settings. However, the dimension of Institutional Support records a comparatively lower moderate level ( $M = 3.45$ ,  $SD = 0.71$ ), indicating that schools provide only limited support for implementing CRP effectively. So, the perception score ( $M = 3.73$ ,  $SD = 0.69$ ) shows that teachers' perceptions of CRP are moderate-high, meaning that while teachers demonstrate positive attitudes and practices toward CRP, institutional backing remains an area requiring improvement. Teachers generally exhibit favourable perceptions, though institutional support is relatively weaker.

#### Table-2: Gender-wise Comparison (t-test)

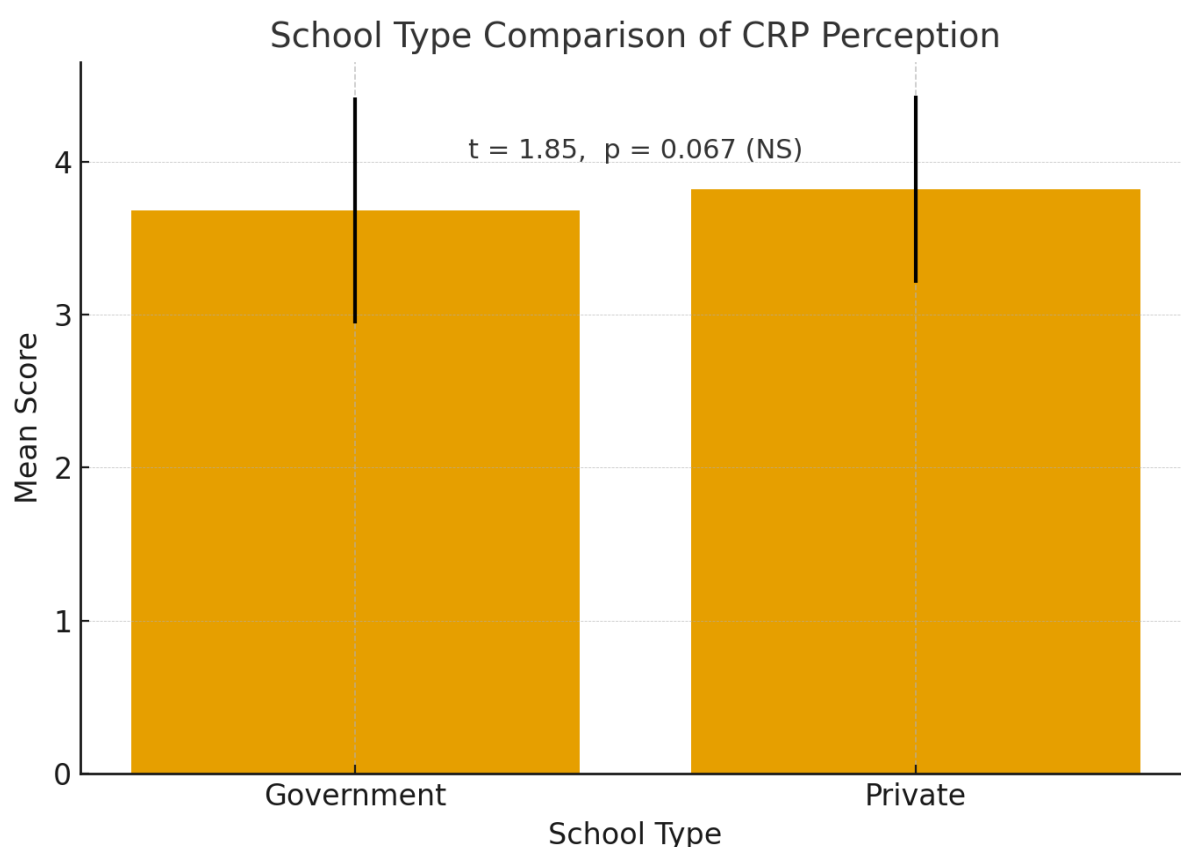
Gender	N	Mean	SD	t-value	p-value
Male	58	3.65	0.71	2.12	0.03*
Female	62	3.81	0.66		



**Interpretation:** In table-2 results of the gender-wise comparison show a statistically significant difference in teachers' perceptions of CRP between male and female participants. Female teachers reported a higher mean score ( $M = 3.81$ ,  $SD = 0.66$ ) compared to their male counterparts ( $M = 3.65$ ,  $SD = 0.71$ ). The obtained t-value of 2.12 with a p-value of 0.03 indicates that this difference is statistically significant at the 0.05 level. This suggests that female teachers perceive culturally responsive pedagogy more positively than male teachers, leading to the rejection of the null hypothesis ( $H_0$ ).

**Table-3: School Type Comparison**

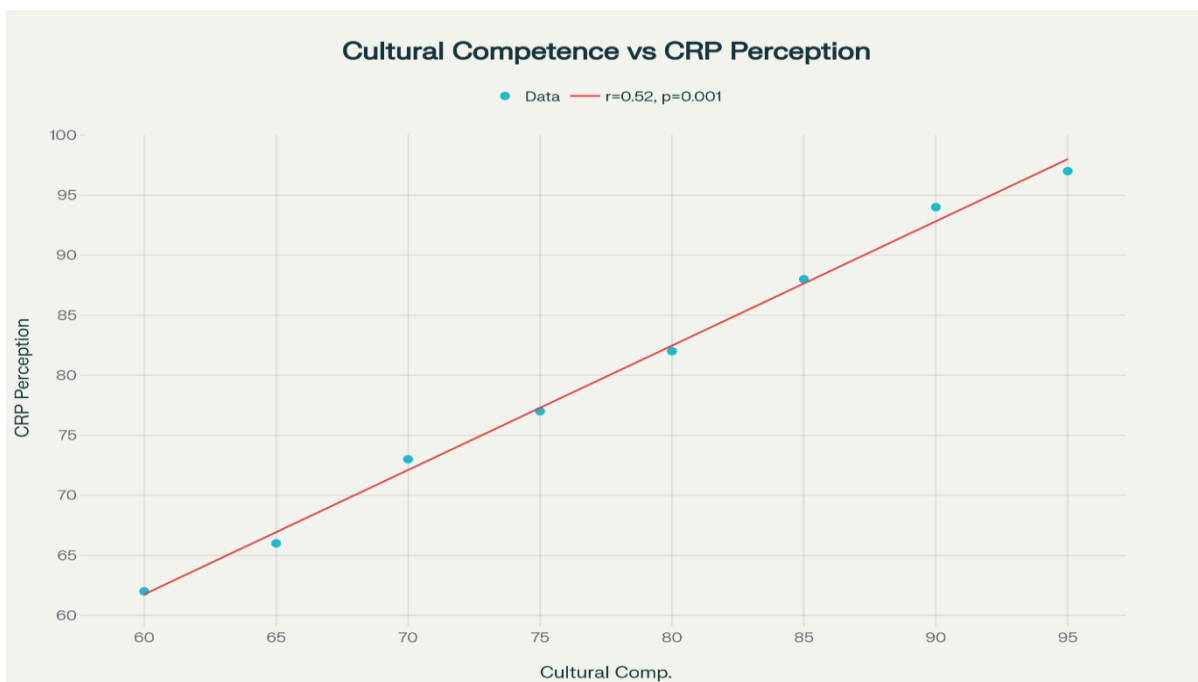
School Type	N	Mean	SD	t-value	p-value
Government	70	3.68	0.74	1.85	0.067
Private	50	3.82	0.61		



**Interpretation:** The comparison of teachers' perceptions of CRP across school type shows that private school teachers reported a slightly higher mean score ( $M = 3.82$ ,  $SD = 0.61$ ) than government school teachers ( $M = 3.68$ ,  $SD = 0.74$ ). Although the observed  $t$ -value of 1.85 indicates a numerical difference in favour of private school teachers, the associated  $p$ -value of 0.067 is above the 0.05 significance level. This means the difference is not statistically significant, and therefore the null hypothesis ( $H_0$ ) is not rejected. Overall, teachers from both government and private schools demonstrate similar perceptions of culturally responsive pedagogy, with no meaningful variation based on school type.

**Table-4: Correlation between Cultural Competence & CRP Perception**

Variables	r-value	p-value
Cultural Competence & CRP	0.52	0.001*



**Interpretation:** In table-4 the results of the correlation analysis indicate a moderate positive and statistically significant relationship between cultural competence and teachers' overall perceptions of culturally responsive pedagogy (CRP). The correlation coefficient ( $r = 0.52$ ) suggests that higher levels of cultural competence among teachers are associated with more positive perceptions of CRP. The p-value of 0.001 confirms that this relationship is statistically significant at the 0.01 level. This implies that teachers who demonstrate stronger cultural understanding and sensitivity are more likely to value and adopt culturally responsive practices in their classrooms.

### **Major Findings of the Study**

The study reveals several significant insights into how secondary school teachers perceive and engage with Culturally Relevant Pedagogy (CRP). Overall, teachers exhibit moderate to high positive perceptions of CRP, indicating a general awareness of its value in supporting diverse learners and fostering inclusive classroom environments. A notable gender difference emerged, with female teachers demonstrating significantly more positive perceptions than their male counterparts, suggesting that women may be more inclined towards relational, empathetic, and inclusive teaching approaches that align closely with CRP principles.

In contrast, comparisons across school management types showed no statistically significant difference between private and government school teachers, implying that attitudes toward CRP are relatively consistent regardless of institutional affiliation. One of the most important findings is the strong predictive relationship between teachers' cultural competence and their perception of CRP. Teachers who possess a deeper understanding of cultural diversity and who are more attuned to students' cultural backgrounds tend to view CRP more favourably and recognize its relevance in enhancing learning outcomes.

Despite these positive perceptions, the study identifies critical institutional limitations. Teachers consistently reported insufficient institutional support, including lack of resources, inadequate leadership guidance, and limited professional development opportunities; factors that collectively hinder effective implementation of CRP. Furthermore, teachers expressed a clear need for additional training in culturally responsive and culturally relevant instructional strategies, highlighting a gap between their conceptual understanding of CRP and their ability to translate it into

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### **Discussion of Results**

The findings corroborate global research emphasizing the significance of CRP in diverse classrooms (Gay, 2010; Villegas & Lucas, 2020). Teachers in this study demonstrated appreciation for CRP principles, yet gaps in institutional support reflect patterns noted in Sharma (2020) in the Indian context.

The gender difference observed suggests that female teachers may be more receptive to empathetic and relational teaching approaches aligned with CRP, echoing findings by Kumar & Jaiswal (2021).

The positive correlation between cultural competence and CRP perception confirms theoretical assumptions that culturally aware teachers are more likely to embrace inclusive pedagogy (Siwatu, 2011).

Overall, the results indicate promising teacher attitudes but highlight systemic constraints requiring structural reforms.

### **Educational Implications**

The implications of this study highlight a pressing need to strengthen teacher preparation and professional development frameworks to effectively embed Culturally Relevant Pedagogy in secondary education. Integrating CRP into B.Ed., M.Ed., and ongoing in-service training programs is essential so that teachers develop a comprehensive understanding of cultural diversity and acquire the pedagogical skills required to respond meaningfully to students' varied backgrounds. Alongside this, regular professional development workshops should be institutionalized to build teachers' cultural competence and enhance their capacity to design culturally relevant assessments, instructional materials, and inclusive pedagogical practices. At the institutional level, school leadership teams must prioritize policy reforms that foster supportive environments, including structured mentoring systems, flexible curriculum approaches, and diversity-sensitive school practices that enable teachers to apply CRP confidently.

In addition, the development of culturally inclusive learning resources is vital, as textbooks, digital content, and supplementary materials should reflect the diverse cultural experiences of learners. Encouraging teachers to participate in collaborative learning communities; through peer observations, reflective dialogues, shared lesson planning, and co-teaching; can further support the internalization of CRP principles and promote a culture of professional growth. Moreover, in the context of NEP 2020, which places strong emphasis on equity and inclusion, CRP emerges as a strategic pathway for translating policy intentions into classroom realities. By embedding CRP within NEP implementation efforts, schools can move towards more responsive, equitable, and culturally affirming learning environments that cater to the needs of all students.

### **Conclusion**

The present study concludes that secondary school teachers generally hold moderate to high positive perceptions of Culturally Relevant Pedagogy, indicating a promising foundation for inclusive teaching practices. Although female teachers demonstrate significantly stronger perceptions than their male counterparts, differences across school types remain statistically insignificant, suggesting that openness toward CRP is consistent regardless of institutional affiliation. The strong predictive role of cultural competence further highlights the importance of equipping teachers with deeper understanding of students' cultural identities, as those who possess higher cultural awareness are more inclined to adopt CRP principles. However, the study also reveals critical systemic constraints: inadequate institutional support and limited opportunities for CRP-focused professional development continue to hinder effective implementation. These findings align with national and international research underscoring both the potential and the challenges of embedding CRP in diverse educational contexts. Therefore, the study emphasizes the need for strengthened teacher education curricula, continuous professional development, school-level policy reform, and culturally responsive learning resources. Integrating CRP within NEP 2020's

equity framework can significantly enhance classroom inclusivity, empower teachers, and ultimately contribute to more culturally affirming learning environments for all students.

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