



Attitude towards Culturally Responsive Pedagogy among Secondary School Teachers

Ammu Jose

Master in Education, School of Pedagogical Sciences, Kannur University

ammupayyavoor6@gmail.com

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ABSTRACT

Culturally responsive pedagogy (CRP) has emerged as an important educational approach that recognizes students' cultural identities, experiences, and backgrounds as valuable resources in the teaching-learning process. This study examines the attitude of secondary school teachers towards culturally responsive pedagogy in Kannur district, Kerala. A descriptive survey method was adopted with a sample of 98 secondary school teachers selected through stratified random sampling. Data were collected using the Teachers' Culturally Responsive Pedagogy Assessment Scale (TCRPAS). Descriptive statistics and non-parametric tests were used for analysis. The findings indicate generally positive attitudes among teachers towards culturally responsive pedagogy and highlight the importance of professional development for strengthening inclusive classroom practices.

Introduction

Culturally diverse classrooms require teaching practices that acknowledge differences in language, culture, social experiences, and identities. Culturally responsive pedagogy aims to create equitable learning environments by connecting curriculum and instruction with students' cultural contexts. Previous educational research emphasizes that teachers' beliefs and attitudes play a significant role in implementing culturally responsive practices. In Kerala's diverse educational setting, understanding teachers' attitudes towards CRP is significant for developing inclusive and effective learning environments.

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Culturally responsive pedagogy is an instructional approach that identifies and values students' cultural backgrounds, experiences, and identities. It involves modifications in teaching methods, curriculum, and classroom practices to meet students' diverse needs and embeds their cultural knowledge, perspectives, and values into the learning process. It aims to provide inclusive and equitable learning environments that will empower and improve academic and social outcomes in the students.

Culturally responsive pedagogy represents an important and rather significant feature in education; what is crucially implied here is the concern with the recognition and respect of the diverse culture of every student. The modern world has increased pressure and stress on educators to ensure that a culturally responsive culture is instituted within pedagogical practices to guarantee equity and non-discrimination toward every student. It is basically by recognizing and respecting diverse cultural backgrounds that teachers are well-enabled to engage students and support them in their academic endeavor.

They would, therefore, outline that culturally responsive pedagogy helps in producing a sense of belonging and community among their students. As a result of this, there is increased engagement and motivation by the students in learning when they see themselves from the curriculum, feeling valued in the setting. This therefore heightens their academic performance and maximizes the lifelong learning experience for all learners.

The culturally responsive pedagogy is thus an important means through which the learning environment will be made to become more inclusive and equitable. Educators are able to better connect with and support students from diverse cultural backgrounds once varied perspectives, beliefs, and experiences are embedded in the curriculum. This goes a long way in letting them know their identities, instilling a positive sense of self-esteem, and promoting improved academic performance.

Higher levels of academic achievement are the consequence of this, as it helps to bridge the cultural gap between students and what is to be learned. Still another advantage of this method is that it encourages personal awareness and good teaching methods as well because educators are forced to reflect on their particular biases and assumptions. Recognizing and appreciating diversity would allow teachers to reduce and eliminate some of the barriers interfering with learning work situations that would lead to equity in the classroom and a more equal educational setting. Culturally responsive pedagogy also includes contextual learning relevant and interesting to the students; such learning increases the motivation and engagement of students.

This will translate into higher completion rates and improved outcomes in students, such as increased academic performance. Also, positive instructor-student relationships through mutual respect and trust will be developed, resulting in a higher cultural background. In the secondary setting, cultural responsive education will then promote and positively impact students' academic achievement, equity, and inclusion by valuing their identity and origin. Culturally responsive pedagogy is, therefore, an approach that recognizes the cultural experiences and backgrounds behind the learners by incorporating them into their learning process. Teachers who consider the role of cultural identity in shaping students' beliefs and behaviors are also more likely to adopt culturally responsive approaches. Obviously, this is due to the fact that the way they understand the actual process of how culture impacts them will be different as far as their attitudes toward students' learning experiences.

Culturally responsive pedagogy can be considered a key determinant in promoting inclusivity, respect, and a sense of belonging for students, especially within the diverse population mix of India. Through the use of culturally appropriate materials and methods, this strategy fosters student motivation, empowerment, and involvement. By tackling systemic biases and disadvantages, it also aids in closing achievement inequalities. Teaching that is sensitive to cultural differences promotes empathy, understanding, and social cohesion among students from a variety of backgrounds, which eventually helps create a peaceful and inclusive community. Educational institutions in India are starting to implement culturally responsive pedagogies in order to accommodate the diverse students in their classrooms, such as students migrating into Kerala from North Indian states. In so doing, this far exceeds merely effective instruction to address cultural identities and roles of students for the improvement of academic performance, nurturing a positive self-identity, and a stimulus toward critical thinking.

Need and Significance of the Study

The increasing diversity of classrooms makes culturally responsive pedagogy relevant for contemporary education. It supports student engagement, belongingness, academic achievement, and social inclusion. Studying teachers' attitudes helps identify strengths and areas requiring support through teacher education and professional development programmes.

By researching cultural responsive pedagogy, one finds that it enhances academic achievement on the part of diverse students; helps develop a positive relationship with students and their families, and furthers trust and collaboration. Cultural responsive pedagogy focuses on inquiry into the ways in which culture impacts teaching and learning, newer strategies to meet a diverse student population, and integrating diverse perspectives and voices into the curriculum.

Studying cultural responsive pedagogy helps educators address social justice and equity issues, creating a more just learning environment, and develop culturally relevant instructional practices, increasing motivation and academic achievement among diverse students. Cultural responsive pedagogy improves educators' ability to communicate and collaborate with diverse students, families, and colleagues, building stronger relationships and a sense of belonging.

Cultural responsive pedagogy is committed to providing a culturally inclusive learning environment that respects and celebrates students' identities. Assessing teacher candidates' readiness and capacity for serving populations of students, reflecting diversity, becomes an important issue.

The cultural responsive pedagogy allows educators to attend to the particular needs of, and tap into the specific strengths of, each learner. It allows every student to develop a sense of belonging to their particular cultural identities, develop critical consciousness, and create positive change within their communities.

Thus, cultural responsive pedagogy becomes so important in the migration of Bengali students into Kerala, responding to challenges for coping with the new educational environment, language, and cultural way of life. A proper implementation of cultural responsive pedagogy can ensure a better educational experience for the Bengali children in Kerala schools, and culturally responsive teaching is about designing culturally relevant curricula and instructions.

Review of literature

Operating on the principle that student's cultural resources must be identified and built upon, this teaching approach known as Culturally Responsive Pedagogy looks towards making all students. Cultural responsive pedagogy is established based on the view that culture forms students' identities, worldviews, and ways of learning, so cultural responsive pedagogy aspires to create a classroom that values these students through and through in order for them to be empowered and invested in their learning.

Teachers reinforce pupil's motivation, participation, and academic success by valuing and acknowledging their pupils' cultural diversity. Cultural competence, or "the knowledge of and respect for a number of cultures," and cultural humility, or "an awareness of the limits of one's cultural experience" are both precursors to effective cultural responsive pedagogy in the classroom.

Samuels (2014) conducted a study on culturally responsive pedagogy among teachers in relation to perspectives on fostering equitable and inclusive classrooms. The findings of the study showed that

culturally responsive teaching extends beyond theory and teachers perceive cultural responsiveness as an advantageous framework that can be fostered in the classroom and incorporated into daily practice.

Jayosi (2015) conducted a study on teacher's perceptions of culturally responsive pedagogy and its impact on leadership preparation. The findings of the study showed that most teachers agreed that culturally responsive pedagogy professional development helped examine views on poverty achievement gap, however they agreed least that professional development helped close the achievement gap. Elective and special education teachers were more positive than regular teachers on every survey item regarding their perception of the impact of culturally responsive pedagogy.

Muniz (2015) conducted a study on culturally responsive teaching. The findings of the study showed culturally responsive pedagogy recognizes and students culture and language in instruction and ultimately respects the students personal and community identities. Cultural responsive pedagogy emphasizes the unique strengths of each learner and contends that each student has the capacity to succeed in scholastic endeavors.

Smith (2016) conducted a study on how culturally responsive pedagogy enhances secondary school teaching practices. The findings of the study showed that culturally responsive pedagogy enhances teachers' understanding of diverse student needs, promotes inclusive classroom environments, and improves student engagement and achievement.

Garcia, et al. (2016) conducted a study on implementing culturally responsive pedagogy: challenges and strategies for secondary school teachers. This study showed that key challenges include lack of training, time constraints, and resistance to change, while effective strategies include professional development opportunities, collaboration with colleagues and integration of culturally relevant materials into curriculum.

Kim, et al. (2017) conducted a study on culturally responsive pedagogy and student achievement in secondary schools. The findings of the study showed that culturally responsive teaching practices are positively associated with higher levels of student achievement, particularly among students from marginalized or underrepresented backgrounds.

Nguyen (2017) conducted a study on professional development needs of secondary school teachers in culturally responsive pedagogy. The findings of the study show that teachers express a need for targeted professional development in areas such as cultural competence, curriculum adaptation and strategies for building inclusive classroom environments.

Lee, et al.(2017) conducted a study on culturally responsive pedagogy and classroom climate. It showed that culturally responsive teaching practices contribute to positive classroom climates characterized by inclusivity, respect for diversity and student engagement, fostering a conducive learning environment for all students.

Bezir (2018) conducted a study on secondary school teacher's attitudes on culturally responsive pedagogy. The findings of the study showed a positive attitude towards culturally responsive pedagogy, with no significant differences based on gender experience or location.

Cook-Hunter (2018) conducted a study on impact of culturally responsive pedagogy on student achievement in secondary schools. The findings of the study showed the growing need for culturally responsive pedagogy in secondary education due to increasing students' diversity and its potential to improve students' achievement and motivation.

Gomez (2018) conducted a study on the attitude of teachers towards schooling for linguistic diversity. The findings of the study showed that culturally responsive pedagogy emphasizes building relationships with students from diverse backgrounds.

Statement of the problem

Culturally responsive pedagogy emphasizes creating an inclusive learning environment that acknowledges and values students' cultural backgrounds. This study aimed to explore the attitude among secondary school teachers on culturally responsive pedagogy. Hence the study is entitled as Attitude towards culturally responsive pedagogy among secondary school teachers.

Objectives of the Study

1. To find out the attitude towards culturally responsive pedagogy among secondary school teachers.
2. To examine differences based on gender, locale, type of school, board of school, and subject stream.

Methodology

The study adopted a descriptive survey method. The population consisted of secondary school teachers in Kannur district. A sample of 98 teachers was selected using stratified random sampling. The tool used was the Teachers' Culturally Responsive Pedagogy Assessment Scale (TCRPAS), consisting of dimensions such as awareness of cultural diversity, inclusive classroom practices, cultural competence, respect for student voice, flexibility in instructional approaches, and collaborative community engagement.

Data Analysis

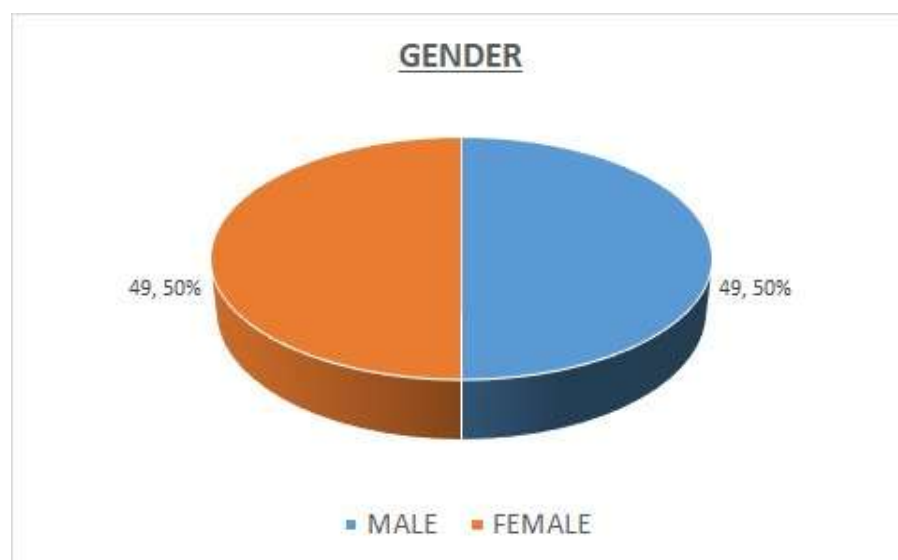
Mean, median, mode, standard deviation, Mann–Whitney U test, and Kruskal–Wallis test were used for analysis. The data analysis focused on identifying overall attitudes and differences among demographic groups.

The study includes 98 participants in total who were asked questions involving their awareness of cultural diversity, inclusive classroom practices, building cultural competence, respect for student voice, flexibility in instructional approaches and collaborative community engagement. There are 7 questions regarding awareness of cultural diversity, 7 questions regarding inclusive classroom practices, 8 questions regarding building cultural competence, 6 questions regarding respect for student voice, 8 questions regarding flexibility in instructional approaches, 7 questions regarding collaborative community engagement, each given score ranging from 1 to 5, 5 being the highest.

The maximum possible marks that can be scored by a participant regarding their awareness of cultural diversity is 34 and minimum is 21, inclusive classroom practices is 35 and minimum is 19, building cultural competence is 39 and minimum is 20, respect for student voice is 30 and minimum is 18, flexibility in instructional approaches is 39 and minimum is 25, collaborative community engagement is 35 and minimum is 18.

Figure 4.1

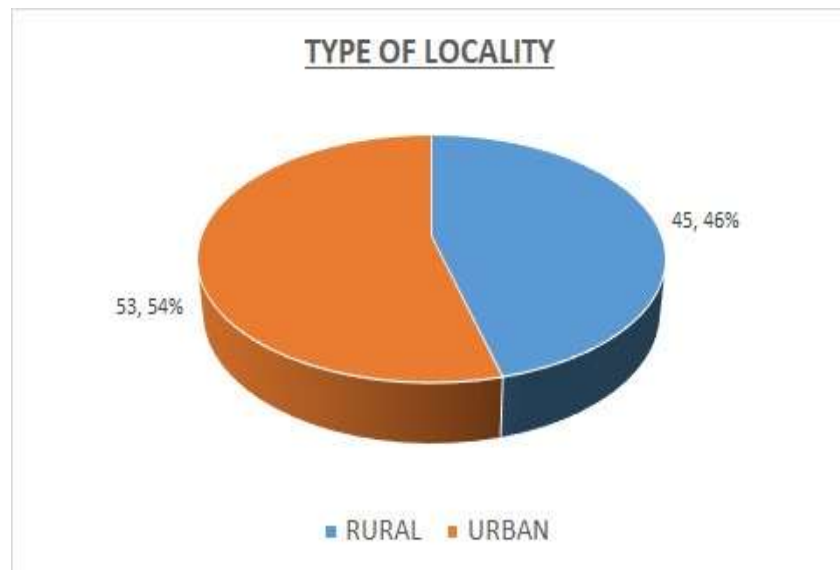
Gender Distribution



Out of 98 participants, 49 participants are male (50%) and 49 participants are female (50%).

Figure 4.2

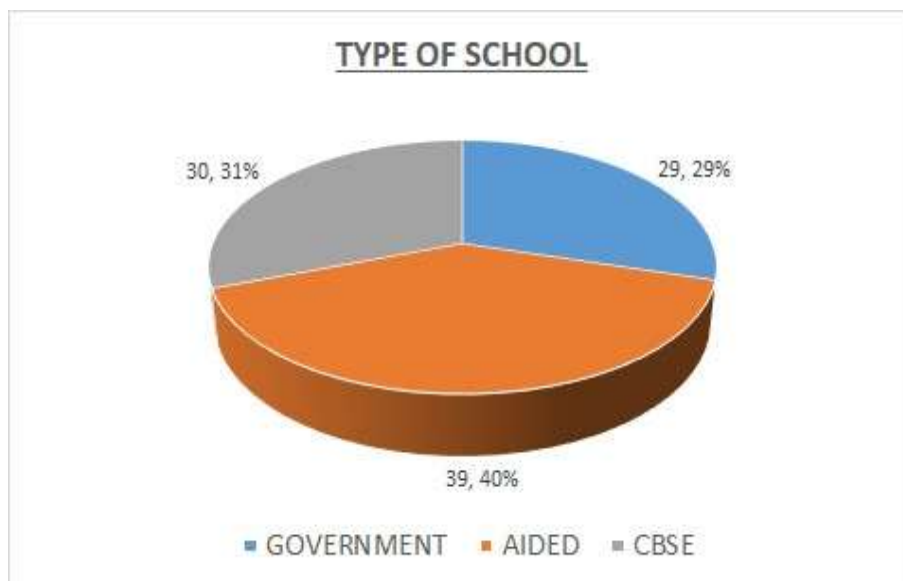
Type of Locality



Out of a total of 98 participants, 53 (54%) participants are from urban areas, while 45 (46%) participants are from rural areas.

Figure 4.3

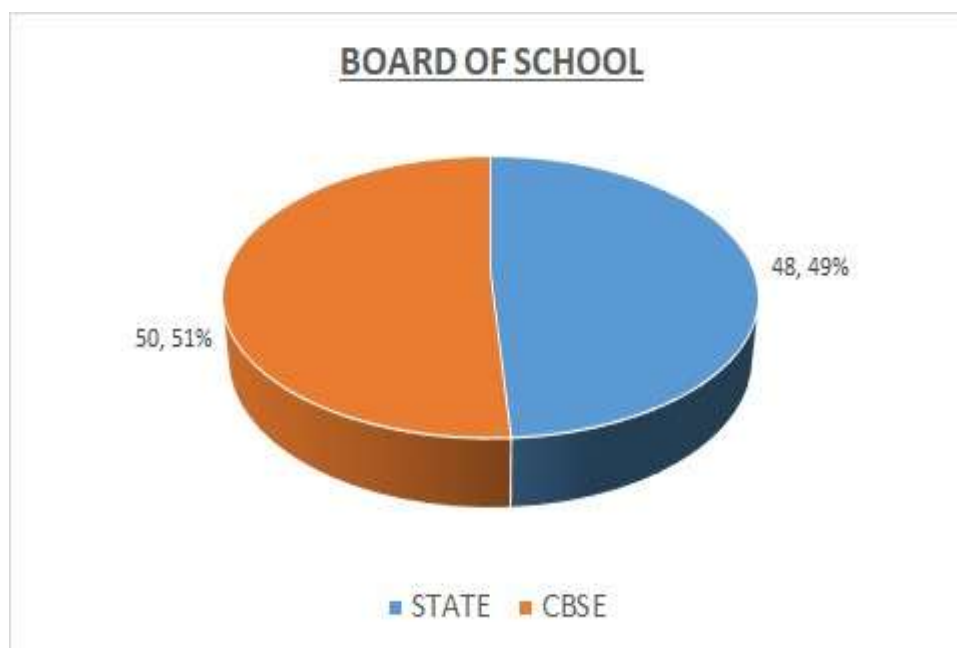
Type of Schools



Out of a total of 98 participants, 39 (40%) participants are enrolled in aided institutes, 30 (31%) participants are enrolled in government institutes, while 29 (29%) are enrolled in CBSE institutes.

Figure 4.4

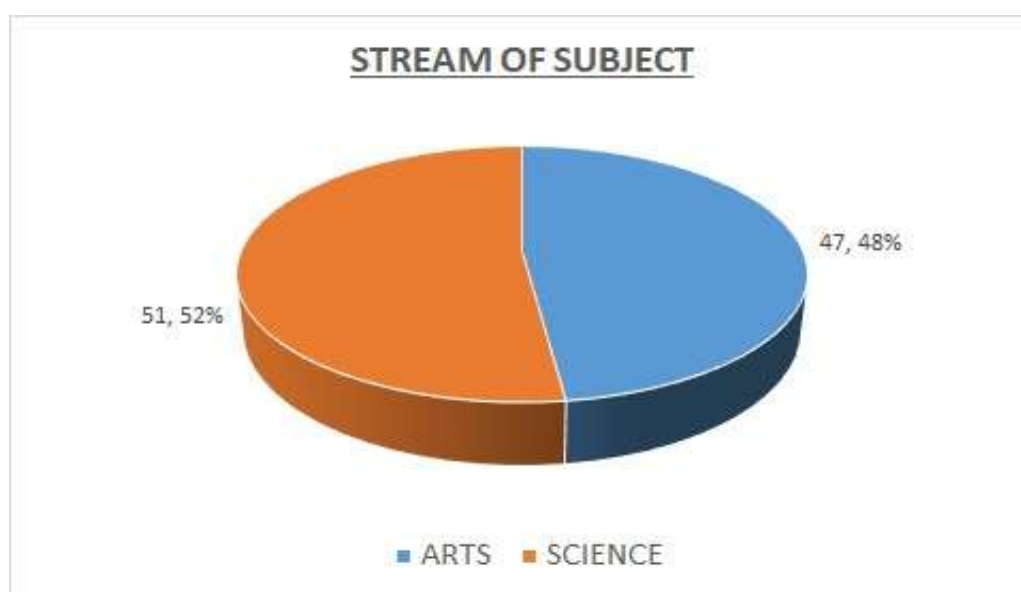
Board of Schools



Out of a total of 98 participants, boards of school of 48 (49%) participants are state, while 50 (51%) participants are CBSE.

Figure 4.5

Stream of Subject



Out of a total of 98 participants, 51 (52%) participants are science and 47 (48%) participants are arts.

4.3. Descriptive Analysis

The minimum mark scored by a participant regarding awareness of cultural diversity is 21 and the maximum is 34. The participants obtained an average of 29.68 with median value 30, modal value 31 and a standard deviation of 2.24.

The minimum mark scored by a participant regarding inclusive classroom practices is 19 and the maximum is 35. The participants obtained an average of 29 with median value 29, modal value 31 and a standard deviation of 2.66. The minimum mark scored by a participant regarding building cultural competence is 19 and the maximum is 35. The participants obtained an average of 31.79 with median value 33, modal value 33 and a standard deviation of 4.25.

The minimum mark scored by a participant regarding respect for student voice is 18 and the maximum is 30. The participants obtained an average of 25.3 with median value 25, modal value 25 and a standard deviation of 2.38.

The minimum mark scored by a participant regarding flexibility in functional approaches is 25 and the maximum is 39. The participants obtained an average of 33.12 with median value 33.5, modal value 34 and a standard deviation of 3.04.

The minimum mark scored by a participant regarding collaborative community engagement is 18 and the maximum is 35. The participants obtained an average of 28.68 with median value 28, modal value 28 and a standard deviation of 3.12.

Table 4.1

Descriptive Statistics

	Awareness of Cultural Diversity	Inclusive Classroom Practices	Building Cultural Competence	Respect for Student Voice	Flexibility in functional Approaches	Collaborative Community Engagement
Mean	29.683	29	31.786	25.296	33.122	28.684
Median	30	29	33	25	33.500	28
Mode	31	31	33	25	34	28

Standard deviation	2.237	2.657	4.253	2.382	3.037	3.118
Maximum	34	35	39	30	39	35
Minimum	21	19	20	18	25	18

The total score of each component: Awareness of Cultural Diversity, Inclusive Classroom Practices, Building Cultural Competence, Respect for Student Voice, Flexibility in Instructional Approaches and Collaborative Community Engagement. Shapiro wilk's test for testing the normality of the total of each component given below.

Table 4.2

Testing The Normality Of The Total Of Each Component

Data	W- statistics	p- Value
Grand Total	0.95	0.001

Table 4.2 shows that the total of each component does not follow normal distribution, hence non parametric test will be used for testing the gender wise, type of school, board of and stream of subjects of the data corresponding to the total.

Table 4.3

Grand total analysis based on gender, locale, type of school, board of school and stream of subject

Variable	<i>t</i>	Sig. (2-tailed)
Grand total(gender)	-2.03	0.04
Grand total(locale)	0.21	0.83
Grand total (type of school)-Kruskal-Wallis test	-1.05	0.58
Grand total (board of school)	-0.51	0.60
Grand total (stream of subject)	1.15	0.24

Table 4.3 shows that the grand total of components of attitude towards culturally responsive pedagogy among secondary school teachers based on board of school based on gender, the p-value is 0.042 which is

less than 0.05. So, we can conclude that there is a significant difference between male and female in attitude towards culturally responsive pedagogy among secondary school teachers.

While comparing the grand total of components' attitude towards culturally responsive pedagogy among secondary school teachers based on locale, the p -value is 0.830 which is greater than 0.05. So, we can conclude that, there is no significant difference between different locales in attitude towards culturally responsive pedagogy among secondary school teachers.

Similarly, comparing the grand total of components attitude towards culturally responsive pedagogy among secondary school teachers based on type of school, the test conducted is Kruskal-Wallis test since there are three categories and the p -value is 0.59 which is greater than 0.05. So, we can conclude that, there is no significant difference between different types of schools in attitude towards culturally responsive pedagogy among secondary school teachers.

When comparing the grand total of components' attitude towards culturally responsive pedagogy among secondary school teachers based on board of school, the p -value is 0.60 which is greater than 0.05. So, we can conclude that, there is no significant difference between different boards of schools in attitude towards culturally responsive pedagogy among secondary school teachers.

Also, when comparing the grand total of components' attitude towards culturally responsive pedagogy among secondary school teachers based on the stream of the subject, the p -value is 0.249 which is greater than 0.05. So, we can conclude that, there is no significant difference between different streams of subject in attitude towards culturally responsive pedagogy among secondary school teachers.

The p value associated with the W statistic is used to determine whether the sample data comes from the normal population or not. When p value is small (≤ 0.05) the sample data does not follow normal distribution and follows normal distribution otherwise.

Here using the same test we are testing the normality of the data under consideration.

Table 4.4

The Shapiro Wilk test for assessing the normality of a dataset

Data	W-Statistic	P- Value
Awareness of cultural diversity	0.92	0.000
Inclusive classroom practices	0.95	0.001

Building cultural competence	0.86	0.000
Respect for student voice	0.96	0.008
Flexibility in instructional approaches	0.95	0.001
Collaborative community engagement	0.97	0.011

The p value of all variables is less than 0.05, so used a non-parametric test for testing the different hypotheses of the data under consideration.

5. Major Analysis

Since all the variables that indicated the attitude towards culturally responsive pedagogy is non-normally distributed, we are going with non-parametric tests such as Mann-Whitney U test as well as Kruskal Wallis test. If there are two categories for the grouping variable, we will use Mann-Whitney U test and if there are three categories, we will go with Kruskal Wallis test.

1) H_0 : **There will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on gender.**

Table 5.1

Attitude towards Culturally Responsive Pedagogy among secondary school teachers based on gender

Variable	Standardized t statistic	Sig.(2-tailed)
Awareness of cultural diversity	-0.826	0.409
Inclusive classroom practices	-1.100	0.271
Building cultural competence	- 0.018	0.986
Respect for student voices	-1.554	0.120
Flexibility in instructional approaches	-1.494	0.135
Collaborative community engagement	-1.746	0.081

Here all the p-values are greater than 0.05 indicating that, the null hypothesis is true indicating, there is no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on gender.

2) H_0 : **There will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on locale.**

Table 5.2

Attitude towards Culturally Responsive Pedagogy among secondary school teachers based on locale

Variable	Standardized t statistic	Sig.(2-tailed)
Awareness of cultural diversity	0.71	0.48
Inclusive classroom practices	-0.63	0.53
Building cultural competence	0.32	0.76
Respect for student voices	-0.13	0.90
Flexibility in instructional approaches	0.65	0.51
Collaborative community engagement	0.70	0.48

Table 5.2 shows that all the p-values are greater than 0.05 indicating that, the null hypothesis is true indicating, there is no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on locale.

3) H_0 : **There will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on type of school.**

Since there are 3 categories for the grouping variable-type of school, the test we are using here is Kruskal Wallis test.

Table 5.3

Attitude towards Culturally Responsive Pedagogy among secondary school teachers based on type of school

Variable	Standardized t statistic	Sig.(2-tailed)
Awareness of cultural diversity	2.142	0.343
Inclusive classroom practices	4.266	0.118
Building cultural competence	1.484	0.476
Respect for student voices	2.537	0.281
Flexibility in instructional approaches	1.743	0.4158
Collaborative community engagement	7.051	0.029

Table 5.3 shows that all the p-values are greater than 0.05 indicating that, the null hypothesis is true indicating, there is no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on type of school.

4) H_0 : **There will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on board of school.**

Table 5.4

Attitude towards Culturally Responsive Pedagogy among secondary school teachers based on board of school

Variable	Standardized t statistic	Sig.(2-tailed)
Awareness of cultural diversity	-0.350	0.726
Inclusive classroom practices	0.315	0.752
Building cultural competence	-0.970	0.332
Respect for student voices	-1.339	0.181
Flexibility in instructional approaches	0.947	0.343
Collaborative community engagement	0.290	0.772

Table 5.4 shows that all the p-values are greater than 0.05 indicating that, the null hypothesis is true indicating, there is no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on board of school.

5) H_0 : **There will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on the stream of subjects.**

Table 5.5

Attitude towards Culturally Responsive Pedagogy among secondary school teachers based on the stream of subjects.

Variable	Standardized t statistic	Sig.(2-tailed)
Awareness of cultural diversity	1.047	0.295
Inclusive classroom practices	0.362	0.717
Building cultural competence	0.996	0.319

Respect for student voices	0.654	0.513
Flexibility in instructional approaches	0.200	0.841
Collaborative community engagement	0.573	0.567

Table 5.5 shows that all the p-values are greater than 0.05 indicating that, the null hypothesis is true indicating, there is no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on stream of subject.

6.Results and Discussion

The findings revealed that teachers generally demonstrated positive attitudes towards culturally responsive pedagogy. The study indicates that teachers value cultural diversity and inclusive practices. However, strengthening areas such as student voice and community engagement requires continuous professional development and institutional support.

The researcher used a stratified random sampling method for collecting data and the sample size was 98. The researcher collected data by conducting a survey method among secondary school teachers. From those reviews researcher identified that in India studies related to attitude among secondary school teachers on culturally responsive pedagogy are very few. In Kerala there are no studies related to culturally responsive pedagogy (CRP). And also based on the gender, locale, type of school, board of schools and stream of subject there will be no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers. Samuels conducted a study on the topic exploring teacher's attitudes towards culturally responsive pedagogy in secondary schools. The findings of the study showed that 80% of teachers agreed that culturally responsive teaching is essential for effective teaching 75% believed that culturally responsive teaching improves student engagement and motivation. The present study resulted that teachers showed a positive attitude towards culturally responsive pedagogy, but teachers faced challenges in implementing culturally responsive pedagogy due to cultural and linguistic diversity.

7. Major Findings of the Study

The study investigated the attitude of secondary school teachers towards culturally responsive pedagogy. The findings are as follows:

Culturally Responsive Pedagogy based on Gender

There is a significant difference in the attitude towards culturally responsive pedagogy among male and female teachers ($p\text{-value} = 0.042$). However, the Mann-Whitney U test results indicate no significant difference in the attitude towards culturally responsive pedagogy among secondary school teachers based on gender ($p\text{-values} > 0.05$).

Culturally Responsive Pedagogy based on Locale

There is no significant difference in the attitude towards culturally responsive pedagogy among teachers from urban and rural areas ($p\text{-value} = 0.830$).

Culturally Responsive Pedagogy based on Type of School

There is no significant difference in the attitude towards culturally responsive pedagogy among teachers from aided, government, and CBSE schools ($p\text{-value} = 0.589$).

Culturally Responsive Pedagogy based on Board of School

There is no significant difference in the attitude towards culturally responsive pedagogy among teachers from state and CBSE boards ($p\text{-value} = 0.604$).

Culturally Responsive Pedagogy based on Stream of Subject

There is no significant difference in the attitude towards culturally responsive pedagogy among teachers of science and arts streams ($p\text{-value} = 0.249$).

The study finds that while there are no significant differences in the attitude towards culturally responsive pedagogy among secondary school teachers based on gender, there are no significant differences based on locale, type of school, board of school, or stream of subject. The study suggests that teachers' attitudes towards culturally responsive pedagogy are not influenced by these demographic factors.

8. Educational Implementations of the Study

Each research and project has their own Implementations in different levels. The present study also reveals certain important educational implications. The study finds that while there are no significant differences in the attitude towards culturally responsive pedagogy among secondary school teachers based on gender, there are no significant differences based on locale, type of school, board of school, or stream of subject. The study suggests that teachers' attitudes towards culturally responsive pedagogy are not influenced by these demographic factors.

The study suggests that culturally responsive pedagogy can be implemented across various teacher demographics, promoting equitable teaching practices that accommodate diverse student populations.

Since attitudes toward culturally responsive pedagogy are consistent across gender, locale, school type, and subject stream, professional development programs can be uniformly designed to support all teachers, ensuring widespread adaptation of these practices.

The results imply that educational policies promoting culturally responsive pedagogy can be uniformly applied across different regions, school types, and teacher demographics without fear of resistance based on these factors. The study supports the integration of culturally responsive pedagogical strategies into teacher training programs, regardless of the educational board or type of school, fostering a more inclusive curriculum design that benefits all students.

Since no significant differences are found based on the subject stream, culturally responsive pedagogy can be applied in both arts and sciences, suggesting that it is a versatile approach adaptable across different subjects. The study highlights that factors like gender, locale, and school type do not significantly influence teachers' attitudes, indicating that focus should shift to enhancing the quality of pedagogy rather than modifying it for different teacher demographics.

The findings suggest that teachers from various backgrounds are similarly inclined towards culturally responsive teaching, emphasizing the need for a unified approach to supporting and empowering teachers in adopting these pedagogical strategies.

9. Conclusion

Culturally responsive pedagogy provides a meaningful framework for inclusive education. The positive attitude of teachers indicates readiness for culturally responsive practices; however, systematic training and policy support are necessary for effective implementation in secondary schools.

The result showed that attitude towards culturally responsive pedagogy among secondary school teachers are not significantly influenced by gender, locale, type of school, board of school and stream of subject. It was found that the majority of teachers have a positive attitude towards culturally responsive pedagogy. Culturally responsive pedagogy fosters positive teacher - student relationships and culturally responsive pedagogy helps teachers understand and connect with students' cultural backgrounds, leading to increased student engagement and motivation.

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