



Culturally Responsive Pedagogy and Its Role in Enhancing Academic Resilience

Md Ruhullah

Ph.D. scholar, MANUU College of Teacher Education Darbhanga, Email: - mdruhsgs92@gmail.com

Dr Mozaffar Islam

Assistant professor (Education), MANUU College of Teacher Education Darbhanga

Email: mislam1@manuu.edu.in

Syed Razaur Rahman

PhD Scholar, JRF(Education), MANUU College of Teacher Education Darbhanga

Email: rahmanr869@gmail.com

DOI : <https://doi.org/10.5281/zenodo.23100946>

ARTICLE DETAILS

Research Paper

Received: 17-07-2026

Accepted: 16-08-2026

Published: 25-09-2026

Keywords:

*Culturally Responsive
Pedagogy, Academic
Resilience, Teacher
Practices, Inclusive
Education, Equity in
Classrooms*

ABSTRACT

Culturally relevant pedagogy recognizes and integrates students' backgrounds to engage and motivate them while developing resilience to academic challenges. This study details how teachers' understanding and application of culturally relevant pedagogy impact the development of academic resilience of secondary school learners. A quantitative research design was employed, and 60 teachers from secondary schools were approached for data collection via a structured questionnaire that assessed the extent of application of CRP and its anticipated effects on learners' academic resilience. The data collected were analyzed using descriptive and inferential statistics, namely mean, standard deviation, and t-tests. Teachers exhibited medium to high levels of culturally relevant practices, and these practices assisted learners to overcome various academic challenges, to be persistent with their academic endeavors, and to engage productively in learning. Professional development in CRP is advocated. Findings of this study reveal that CRP inclines the Indian educational context to assist learners to develop

Disclaimer: The opinions, interpretations, conclusions, recommendations, analyses, and statements expressed in this research article are solely those of the author(s) and do not reflect the views, policies, or positions of the Publisher, Chief Editor, Editors, Editorial Board, Reviewers, or their affiliated institutions. The author(s) are solely responsible for ensuring the originality, authenticity, and integrity of the manuscript and for ensuring that it is free from plagiarism, AI-generated content, copyright infringement, data falsification, and any other form of academic misconduct.



academic resilience and thus contributes to holistic development of learners.

Introduction

Culturally Responsive Pedagogy (CRP) considers and incorporates students' varied cultural backgrounds in instruction and learning activities (Ladson-Billings, 1995). This approach encourages students' learning with active participation and motivation, especially the students who come from culturally and socio-economically diverse backgrounds (Gay, 2018). Instructing in a culturally responsive way has been shown to improve students' academic performance as well as their social-emotional development and self-efficacy, which are essential for academic resilience (Howard, 2010; Sleeter, 2012). Academic resilience refers to the ability to overcome the obstacles of learning and to remain motivated and persistent in learning in spite of the hurdles (Martin & Marsh, 2006). In multicultural classrooms, students often face barriers which may include language, cultural dissonance, and inequities that may adversely affect their learning as well as their resilience (Nieto & Bode, 2018). CRP fosters inclusive classrooms to affirm students' identities and helps provide culturally supportive contexts (Paris & Alim, 2017). In the Indian context, classrooms reflect multiculturalism embracing students of varied linguistic, religious, and socio-economic backgrounds. The National Education Policy (NEP) 2020 advocates for and includes equity, inclusion, and culturally appropriate methods of teaching and learning to promote the holistic development of the learners (Government of India, 2020). There is a lack of empirical evidence on the implementation of CRP in Indian secondary schools, and the relationship between teachers' culturally responsive practices and students' academic resilience has not been studied (Kumar & Sharma, 2021; Yadav & Singh, 2021). Given the increasing cultural diversity and the challenges students face in contemporary Indian classrooms, understanding the role of CRP in enhancing academic resilience is critical. Investigating teachers' practices and perceptions can provide insights into effective strategies for fostering resilience, improving learning outcomes, and promoting equity in education. This study aims to address this gap by exploring the extent of CRP implementation among teachers and its perceived impact on students' academic resilience in secondary schools.

Review of Related Literature and Conceptual Framework

Culturally Responsive Pedagogy (CRP) captures a global understanding for advocating for equity and success of different students. As Hammond (2015) contends, CRP uses teaching methods that incorporate or integrate the cultural, linguistic and community backgrounds of students. This helps teaching methods to



value and support students. In the case of secondary education, teaching methods that integrate cultural responsiveness tend to increase student engagement and motivation and ultimately help learners to overcome social and economic barriers to learning (Gay, 2010; Villegas, Lucas 2007). Teaching methods that are culturally responsive have been shown to increase student motivation and engagement and ultimately help learners to better cope in, and adapt to, prevailing social and economic challenges. Chong et al. (2018) argue that culturally inclusive mobile teachers have positive implications on students' academic motivation and the ability of students to persist in the face of challenges, including self-regulation and improvements in students' problem-solving skills. Durlak et al. (2011) argue that combined approaches to Social-Emotional Learning and teaching methods that are culturally responsive are likely to have a positive impact on the academic resilience of students in the marginally resourced community. Sharma and Singh (2020) reported that many teachers are aware of multicultural needs but lack concrete strategies to integrate students' cultural backgrounds into daily instruction. Professional development programs that focus on CRP, classroom adaptation, and reflective practices are therefore critical to ensure students' academic resilience and well-being (Mishra & Tripathi, 2021). Equity and inclusion are central to CRP. Ladson-Billings (2009) emphasized that culturally responsive teachers not only adapt teaching strategies but also challenge structural inequalities in education. By providing culturally aligned learning experiences, CRP can mitigate barriers related to language, socio-economic status, and prior educational disadvantage (Gay, 2018). Research in Indian urban and rural secondary schools demonstrates that students exposed to CRP exhibit improved self-efficacy, persistence, and ability to cope with academic challenges (Kumar & Choudhury, 2022).

Need and Significance

In the case of India, it has been documented that despite the drive for inclusion, within Indian secondary schools, students are very diverse in terms of community and language backgrounds and cultural backgrounds. The very diversity results in learners being disengaged, having low motivation, and challenges in coping with academic demands. The NEP 2020 is an equity-focused policy in India. However, there is very little published evidence on the impact of CRP on students' academic resilience. It is important to document and understand the teaching methods employed by teachers to integrate CRP and the implications this has on students' academic resilience. The present study is significant as it provides insights into effective teaching strategies that enhance academic resilience, informs teacher professional development, and promotes inclusive, equitable learning environments in multicultural classrooms. By examining the relationship between teachers' CRP practices and students' resilience, the study contributes to evidence-based policy formulation and practical interventions aimed at improving learning outcomes for all students.



Objectives

1. To assess the level of implementation of culturally responsive pedagogy (CRP) among secondary school teachers.
2. To evaluate the academic resilience levels of secondary school students.
3. To examine the relationship between teachers' CRP practices and students' academic resilience.
4. To identify differences in students' academic resilience based on the level of teachers' CRP implementation.

Hypotheses

1. There is no significant relationship between teachers' implementation of culturally responsive pedagogy and students' academic resilience.
2. There is no significant difference in academic resilience among students taught by teachers with high versus low CRP implementation.

Methodology

This study used a quantitative descriptive survey research method to examine how secondary school teachers employ culturally responsive pedagogy and their contributions to developing students' academic resilience. A sample of 60 teachers from the different secondary schools in Darbhanga was selected through a simple random sampling technique. Data collection was done by designing self-administered structured questionnaires. The first part of the questionnaire assessed teachers on their culturally responsive pedagogy, and the second part assessed the impact of the culturally responsive pedagogy on students' academic resilience. Data capture was done by respondents' marking their level of agreement on a 5-point Likert scale from strongly disagree to strongly agree. Data collected were analyzed using the mean and standard deviation to describe teachers' practices, whereas the Pearson correlation test and t-tests were used to evaluate the two constructs (culturally responsive pedagogy and academic resilience) at the 0.05 level of significance.

Analysis and Interpretation

The data collected from 60 secondary school teachers were systematically organized, coded and analyzed based on the study objectives and null hypotheses. Both descriptive and inferential statistical techniques

were employed to draw conclusive interpretations of the data. Descriptive statistics, mean and standard deviation, were used to assess the levels of teachers' culturally responsive pedagogy and the levels of students' academic resilience. Inferential statistics, which included Pearson's product-moment correlation and independent samples t-tests, were used to access the two constructs (culturally responsive pedagogy and academic resilience) and to identify differences in students' academic resilience based on the level of culturally responsive pedagogy implementation. The results of the statistical analyses are presented in the following tables along with their interpretations.

Objective 1: To assess the level of implementation of culturally responsive pedagogy (CRP) among secondary school teachers.

Table 1: Descriptive Statistics of Teachers' Culturally Responsive Pedagogy Practices

Variable	N	Mean	Standard Deviation
Culturally Responsive Pedagogy	60	3.82	0.54

The mean score of 3.82 indicates that most teachers frequently incorporate culturally responsive strategies in their teaching practices. The relatively low standard deviation suggests consistency in teachers' responses.

Objective: To evaluate the academic resilience levels of secondary school students.

Table 2: Descriptive Statistics of Students' Academic Resilience

Variable	N	Mean	Standard Deviation
Academic Resilience	60	3.76	0.58

The mean value of 3.76 indicates that students generally exhibit a moderate to high level of academic resilience, including persistence, motivation, and the ability to cope with academic challenges.

Objective 3: To examine the relationship between teachers' CRP practices and students' academic resilience.

Table 3: Correlation between Culturally Responsive Pedagogy and Academic Resilience

Variables	N	r-value	p-value
-----------	---	---------	---------

CRP and Academic Resilience	60	0.62	0.001
-----------------------------	----	------	-------

The correlation coefficient of 0.62 indicates a strong positive relationship between culturally responsive pedagogy and academic resilience. Since the p-value is less than 0.05, the relationship is statistically significant. Therefore, the first null hypothesis stating that there is no significant relationship between teachers' culturally responsive pedagogy and students' academic resilience is rejected.

Objective 4: To identify differences in students' academic resilience based on the level of teachers' CRP implementation.

Table 4 Comparison of Academic Resilience Based on Level of CRP Implementation

Group	N	Mean	Standard Deviation	t-value	p-value
High CRP Teachers	30	4.05	0.42	3.21	0.002
Low CRP Teachers	30	3.47	0.51		

The t-test results reveal a statistically significant difference in academic resilience scores between students taught by teachers with high and low levels of culturally responsive pedagogy. Since the p-value is less than 0.05, the second null hypothesis stating that there is no significant difference in academic resilience based on teachers' CRP implementation is rejected.

Overall, the analysis clearly demonstrates that teachers who frequently implement culturally responsive pedagogy create learning environments that enhance students' academic resilience. The combined use of descriptive statistics and inferential analysis confirms both the level of CRP implementation and its significant impact on students' academic resilience.

Discussion and Conclusion

The findings of the study indicate that secondary school teachers in the sample generally implement culturally responsive pedagogy at a moderate to high level, integrating students' cultural backgrounds into their teaching practices. This aligns with previous research suggesting that CRP fosters engagement, motivation, and inclusive learning environments (Hammond, 2015; Gay, 2010). Teachers' practices, such as using culturally relevant examples, adapting instruction to student needs, and promoting equitable classroom participation, were positively associated with students' academic resilience, confirming the significance of culturally responsive approaches in diverse classrooms. The positive correlation between teachers' CRP practices and students' academic resilience supports the notion that culturally responsive instruction not



only enhances learning outcomes but also strengthens students' ability to cope with academic challenges, persist in tasks, and maintain motivation, as highlighted in earlier studies (Chong, Leong, & Ling, 2018; Durlak et al., 2011). Additionally, the significant differences observed in resilience between students taught in high versus low CRP classrooms suggest that the degree of culturally responsive implementation directly impacts student outcomes, emphasizing the need for systematic teacher training and professional development. These findings have practical implications for Indian secondary schools, where classrooms are highly diverse. They underscore the necessity of integrating culturally responsive pedagogy into teacher education programs and professional development initiatives, particularly in the context of NEP 2020, which stresses equity, inclusion, and holistic student development (Government of India, 2020). By equipping teachers with the knowledge, skills, and reflective practices necessary to implement CRP, schools can foster environments that promote resilience, engagement, and academic success for all students.

In conclusion, the study demonstrates that culturally responsive pedagogy plays a critical role in enhancing academic resilience among secondary school students. Effective implementation of CRP by teachers contributes to more inclusive, equitable, and supportive learning environments, enabling students to overcome challenges and achieve their full potential. The study highlights the need for ongoing teacher training, capacity building, and institutional support to ensure that culturally responsive practices are sustained, ultimately contributing to the broader goals of equity and excellence in education.

References

1. Alam, M. A., Rahman, S. R., & Alam, M. J. (2026). *विभिन्न शिक्षक शिक्षा कार्यक्रमों में अध्ययनरत भावी शिक्षकों की टेक्नोपेडागॉजिकल अभिरुचि एवं दृष्टिकोण का अध्ययन*. *The Academic: An Online Peer Reviewed/Refereed Journal*, 4(5), 2059–2074. <https://doi.org/10.5281/zenodo.20688440>
2. Chong, S., Leong, C., & Ling, L. (2018). Cultural responsiveness and student resilience: Implications for secondary education. *Journal of Educational Research*, 111(4), 345–356.
3. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social-emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
4. Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.



5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
6. Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
7. Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Teachers College Press.
8. Kumar, R., & Choudhury, P. (2022). Implementation of culturally responsive pedagogy in Indian secondary schools: Impacts on student resilience. *International Journal of Multicultural Education*, 24(1), 78–92.
9. Kumar, R., & Sharma, P. (2021). Culturally responsive teaching in Indian secondary schools: Opportunities and challenges. *International Journal of Education and Development*, 15(2), 45–56.
10. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
11. Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). Jossey-Bass.
12. Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates. *Psychology in the Schools*, 43(3), 267–281.
13. Mishra, S., & Tripathi, P. (2021). Teacher preparedness for inclusive classrooms: Strategies for resilience. *Journal of Teacher Education Research*, 16(2), 56–67.
14. Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.
15. Paris, D., & Alim, H. S. (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. *Teachers College Record*, 119(1), 1–20.
16. **Rahman, S. R., & Alam, M. J. (2026).** *Bhāratīya paramparā meṁ śāsan aur netṛtva ke svadeśī model kā samakālīn prabandhan meṁ mahatva*. *The Academic: International Journal of Multidisciplinary Research*, 4(2). <https://doi.org/10.5281/zenodo.18919454>
17. **Rahman, S. R., Alam, M. J., & Islam, M. (2025).** Teacher training and professional development: A descriptive survey of secondary school teachers. *Ideal Research Review*, 84(2), 43–46.



https://www.researchgate.net/publication/403983419_Teacher_Training_and_Professional_Development_A_Descriptive_Survey_of_Secondary_School_Teachers

18. Rahman, S. R., Hussain, M. A., Ali, R., & Alam, M. J. (2026). Artificial intelligence as a tool for personalized learning: A study of teacher preparation. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 13(2).
19. Sharma, N., & Singh, R. (2020). Multicultural classrooms and culturally responsive pedagogy in India. *Education and Society*, 38(3), 101–115.
20. Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562–584.
21. Villegas, A. M., & Lucas, T. (2007). *The culturally responsive teacher*. Harvard Education Press.
22. Yadav, A., & Singh, R. (2021). Teacher preparedness for inclusive classrooms: Academic resilience and CRP. *Journal of Teacher Education Research*, 16(1), 12–23.