CULTURALLY RESPONSIVE TEACHERS :THROUGH THE LENS OF CLASSROOM ADVISERS

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Abstract. Culturally responsive teaching is an educational approach that recognizes and values the diverse cultural backgrounds of learners. This qualitative study aims to investigate junior high school teachers' perceptions of the effects of culturally responsive teaching on the academic achievement of learners The results disclosed the abstract to explores the concept of culturally responsive teachers through various lenses, highlighting their content findings, implications, and future directions. The findings reveal that culturally responsive teachers acknowledge learners' cultural identities, employ inclusive curriculum, build meaningful connections, utilize instructional strategies that embrace diversity, and address social justice issues. The implications suggested that culturally responsive teaching promotes inclusive and equitable education, enhances learner engagement and academic achievement, develops cultural competence, and fosters positive social-emotional development. Future directions emphasize continuous professional development, integration of technology, collaboration and cultural exchange, intersectionality and multiple identities, incorporation of student voice, research and evaluation, policy and systemic changes, family and community engagement, and global perspectives. The results highlight the transformative potential of culturally responsive teachers in creating inclusive and empowering educational experiences for all learners, identifying areas for further exploration and growth in the field, also provides insights into the potential impact of culturally responsive teaching practices on teacher attitudes and practices in the Philippines.

KEY WORDS

1. Culturally Responsive   2. academic achievement   3. classroom advisers

1. Introduction

Culturally responsive teaching has become more and more valued in the educational community in recent years is a pedagogical strategy that considers learners' cultural experiences and backgrounds and integrates them into the curriculum to raise academic performance and foster a supportive learning environment. This qualitative study aims to investigate junior high school teachers' perceptions of the effects of culturally responsive teaching on the academic achievement of learners. As students are in a critical stage of development and identity formation, understanding and implementing Culturally responsive teaching practices can be particularly important for junior high school teachers. The goal of the study is to comprehend the difficulties junior high school teachers encounter when implementing CRT in their instructional methods. In global context, Recent studies continue to support the positive impact of CRT on academic achievement and student engagement. A meta-analysis by Gentry et al. (2019) found

that CRT interventions were associated with significant improvements in academic achievement, particularly for students from underrepresented minority groups. Similarly, a study by Wlodkowski and Ginsberg (2017) found that incorporating students' cultural backgrounds and experiences into the curriculum led to higher levels of engagement and motivation. However, implementing CRT in the classroom can still be challenging for teachers, particularly if they lack knowledge or support. A study by Hammond et al. (2020) found that although many teachers recognized the importance of CRT, they often struggled to implement it effectively due to a lack of training and resources. Similarly, a study by Potts et al. (2018) found that teachers who lacked knowledge about their students' cultures were less likely to incorporate CRT practices into their teaching. In national context, study by Salazar, et al. (2021), culturally responsive teaching practices are essential to improving the academic achievement of Filipino students. The study found that CRT promotes student engagement, motivation, and academic success by valuing students' cultural backgrounds and experiences. Furthermore, the study emphasized the importance of teacher training and support in implementing CRT effectively. Another study by Dizon, et al. (2020) emphasized the role of CRT in promoting a positive school climate and reducing discrimination in the classroom. The study found that CRT practices such as incorporating diverse perspectives and promoting social justice led to greater acceptance and inclusion of all students.

In addition, a study by Liwanag, et al. (2019) highlighted the need for CRT to address the cultural and linguistic diversity of Filipino students. The study found that incorporating students' home languages and cultural practices into the curriculum led to greater engagement and learning outcomes. Furthermore, a study by de Guzman (2019) emphasized the importance of teacher self-reflection and cultural humility

in implementing CRT effectively. The study found that teachers who engaged in ongoing self-reflection and were open to learning from their students' cultural backgrounds were better able to create inclusive and culturally responsive learning environments. Overall, these studies suggest that CRT is crucial for promoting academic achievement and well-being among Filipino junior high school students, and emphasize the need for teacher training and support, positive school climate, cultural and linguistic diversity, and teacher self-reflection. In the local context, A study by Abad, et al. (2021) examined the impact of a culturally responsive pedagogy program on the teaching practices and attitudes of teachers in the Philippines. The study found that the program led to a significant increase in teachers' knowledge and understanding of cultural diversity, as well as an improvement in their teaching practices. Furthermore, the study highlighted the importance of providing ongoing professional development and support for teachers in implementing culturally responsive teaching practices.

While this study does not specifically focus on the academic achievement of junior high school students in Davao City, it provides insights into the potential impact of culturally responsive teaching practices on teacher attitudes and practices in the Philippines. Supported by the idea Jupp, J. C. (2021). Understanding culturally responsive teaching. This article provides a comprehensive review of the literature on culturally responsive teaching, including definitions, key components, and effectiveness. Dovidio, J. F., Gaertner, S. L. (2021). Reducing bias in education: A social psychological perspective. Educational. This article discusses the role of implicit bias in education and provides strategies for reducing bias in the classroom, including culturally responsive teaching. Ladson-Billings, G. (2021). Culturally relevant pedagogy 2.0: Aka the remix. This article expands on the concept of culturally relevant ped-

agogy and provides updated strategies for implementing culturally responsive teaching. Gay, G. (2021). Culturally responsive teaching: Theory, research, and practice. Teachers College Press. This book provides a comprehensive overview of culturally responsive teaching, including research-based strategies for implementation. Howard, T. C. (2021). Why race and culture matter in schools: Closing the achievement gap in America's classrooms. Teachers College Press. This book examines the role of race and culture in education and provides strategies for promoting equity and inclusivity through culturally responsive teaching.

Nieto, S. (2021). Affirming diversity: The sociopolitical context of multicultural education. Pearson. This book discusses the sociopolitical context of multicultural education and provides strategies for implementing culturally responsive teaching in diverse classrooms. Anderson, J. D., Brown, C. M. (2021). Culturally responsive teaching in mathematics: An exploratory study of the impact of culturally responsive mathematics instruction on student achievement. Journal of Education and Practice, 12(2), 72-83. This article examines the impact of culturally responsive mathematics instruction on student achievement and provides recommendations for implementing culturally responsive teaching in mathematics classrooms. These recent references provide valuable insights into the concept of culturally responsive teaching, including definitions, key components, effectiveness, and strategies for implementation in diverse classrooms. These recent references provide insights into the role of classroom advisers in promoting culturally responsive teaching in a variety of educational settings, including special education, physical education, science, and multilingual learners. They offer practical strategies for effective collaboration between classroom advisers and other educational professionals to support culturally responsive teaching practices. Grant, C. A., McDaniel, S. (2021). Exploring the role of instructional coaches in promoting culturally responsive teaching. Journal of School Leadership, 31(4), 394-417. This article examines the role of instructional coaches in promoting culturally responsive teaching and provides practical strategies for effective coaching practices.

DeMatthews, D. E., Knaus, C. B. (2021). A case study of a culturally responsive coaching model for preservice teachers. Journal of Teacher Education, 72(4), 463-476. This article presents a case study of a culturally responsive coaching model for preservice teachers and discusses the role of classroom advisers in implementing this model. Jackson, S. E., Frink, J. (2021). Supporting culturally responsive teaching through coaching and collaboration. The Clearing House: A Journal of Educational Strategies, Issues, and Ideas, 94(3), 83-89. This article discusses the role of coaching and collaboration in supporting culturally responsive teaching and provides practical strategies for implementation. Lee, E. H., Jones, L. M. (2021). Collaborating for culturally responsive teaching: A study of teacher coaches and their teachers. Journal of Teacher Education, 72(4), 421-434. This article examines the collaboration between teacher coaches and their teachers to promote culturally responsive teaching and provides insights into effective coaching practices. Toliver, A. A. (2021). Culturally responsive coaching: Supporting teachers of diverse learners. International Journal of Inclusive Education, 25(1), 73-85. This article discusses the concept of culturally responsive coaching and provides strategies for supporting teachers of diverse learners. Vandiver, B. J., Cross, T. L., Friesen, B. J., Powers, L. E. (2021). Coaching for cultural responsiveness in early childhood education. Topics in Early Childhood Special Education, 41(1), 39-48. This article discusses the role of coaching in promoting cultural responsiveness in early childhood education and provides examples of effective coaching strate-
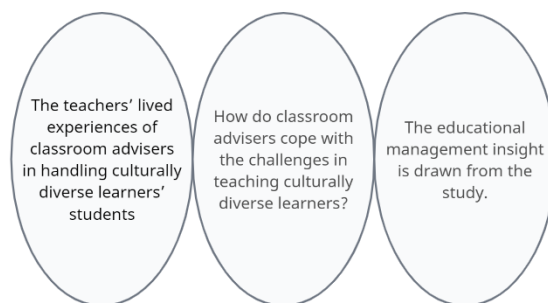
Fig. 1. Conceptual Framework of the Study

1.2. Research Questions—This study is guided by the research questions:

(1) What are the lived experiences of classroom advisers in handling culturally diverse learners?

(2) How do classroom advisers cope with the challenges in teaching culturally diverse learners?

(3) What educational management insight are drawn from the study?

1.3. Theoretical Lens—This study is anchored social learning theory proposes. Culturally responsive teaching is grounded in critical race theory (CRT), which seeks to understand and challenge the ways in which race and racism are embedded in institutional and social structures (Ladson-Billings, 1995). CRT argues that educational systems perpetuate racial inequalities, and culturally responsive teaching aims to disrupt these inequities by valuing and incorporating students' diverse cultural backgrounds (Ladson-Billings, 2014). Gloria Ladson-Billings (1994) introduced the concept of culturally relevant pedagogy, which emphasizes the importance of incorporating students' cultural backgrounds and experiences into the curriculum. Culturally relevant pedagogy involves creating a classroom environment that is inclusive and welcoming to students from diverse backgrounds, while also challenging dominant cultural norms that may perpetuate inequality. Ladson-Billings and Tate (1995) also developed the concept of culturally sustaining pedagogy, which builds upon culturally relevant pedagogy by focusing on sustaining and revitalizing students' cultural backgrounds and communities. Culturally sustaining pedagogy involves actively promoting and valuing students' cultural and linguistic diversity, while also challenging systems of oppression that may threaten these communities.

2. Method

This chapter, the researcher introduced the philosophical assumptions, qualitative assumptions, research participants, data collections, data analysis, ethical considerations, role of the researcher, and trustworthiness.

2.1. Philosophical Assumptions—It was assumed that all participants answered interview questions honestly and to the best of their abilities. It was further assumed that the sample used for this study was representative of in-depth and focus group interviews on a face-to-face

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manner as a medium of communication. These assumptions have been articulated throughout the last 20 years in the various SAGE Handbooks of Qualitative Research (Denzin Lincoln, 1994, 2000, 2005, 2011) and as the "axiomatic" issues advanced by Guba and Lincoln (1988) as the guiding philosophy behind qualitative research. These beliefs have been called paradigms (Lincoln, 1985) philosophical assumptions, epistemologies, and ontologies (Crotty, 1998); broadly conceived research methodologies (Neuman, 2000); and alternative knowledge claims (Creswell, 2014). There are beliefs about ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims are justified), axiology (the role of values in research), and methodology (the process of research). In this discussion, I will first discuss each of these philosophical assumptions, detail how they might be used and written into qualitative research, and then link them to different interpretive frameworks that operate at a more specific level in the process of research. Ontology. The issue relates to the nature of reality and its characteristics, when researcher conduct qualitative research, they are embracing the idea of teacher's perceptions and experiences on the effects of culturally responsive teaching towards academic achievement of junior high school students. Different researchers embrace different realities, as do the individuals being studied and the readers of a qualitative study. When studying individuals, qualitative researchers conduct a study with the intent of reporting these multiple realities. Evidence of multiple realities includes the use of multiple forms of evidence in themes using the actual words of different individuals and presenting different perspectives. For example, when writers compile a phenomenology, they report how individuals participating in the study view their experiences differently (Moustakas, 1994). Epistemology. Conducting a qualitative study means that the researcher tries to get as close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views. The very reason why I chose these junior high school teachers as my participants is because I knew them for a quite long time. This is how knowledge is known through the subjective experiences of people. It becomes important, then, to conduct studies in the "field," where the participants live and work, these are important contexts for understanding what the participants are saying. The longer researchers stay in the "field" or get to know the participants, the more they "know what they know" from firsthand information. For example, a good phenomenology requires a prolonged stay at the research site (Wolcott, 2008a). In short, the researcher tries to minimize the "distance" or "objective separateness" (Guba Lincoln, 1988, p. 94) between himself or herself and those being researched. Axiology. This assumption characterizes qualitative research. How does the researcher implement this assumption in practice? In a qualitative study, the inquirers admit the value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered from the field. This means that the result of this study will be shared with the school where I am currently working. We say that they "position themselves" in a study. In an interpretive biography, for example, the researcher's presence is apparent in the text, and the author admits that the stories voiced represent an interpretation and presentation of the author as much as the subject of the study (Denzin, 1989a). I believe that I am more qualified to conduct this study since I have ample experience teaching in junior high school.

2.2. Qualitative Assumptions of the Study—The researcher made these qualitative assumptions that consist of the methods used in the process of qualitative research (Creswell 2003). The procedures used by the researcher are inductive and are based on the researcher's

own experience in collecting and analyzing data. The research here is the product of the values of the researcher. Through an inductive approach, raw textual data is condensed into a brief, summary format. Clear links are established between research objectives and summary findings derived from raw data. A framework of the underlying structure of experiences or processes that are evident from the raw data is developed. A phenomenological study describes the meaning of lived experiences of individuals about a concept or phenomenon (Creswell, 2003) was used in this study. A phenomenological study intends to understand and describe an event from the point of view of the participants. A key characteristic of this approach is to study how members of a group or community interpret themselves, the world, and life around them (Mertens, 2005). The purpose of this study was to know the effects of culturally responsive teaching towards academic achievement of junior high school students, related to building background, student interactions, and application, to meet the needs of learners as well as the possible challenges experienced by teachers when implementing these practices. Collectively, these results may provide foundational information to guide the district in addressing the local issue. Administrators might benefit from this information as it might enable them to make informed decisions about what support is needed for teachers in implementing culturally responsive teaching towards academic achievement of junior high school students. In addition, this study was to discover the teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students in selected junior high schools appear to have experienced towards teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students, specifically in the areas of building background knowledge, interactions, and application.

2.3. Research Participants—The target population for this study will be the twelve (12) participants from the line-up of public junior high school faculty, who are still teaching during the school year 2022-2023. The participants will join for an in-depth interview (IDI) and focus group discussion (FGD). The researcher considered the faculty from selected public schools who are still teaching. From this population, a sample of twelve (12) junior high school teachers was purposefully selected. The criteria included in choosing participants must be at least more than 1 year in teaching in our district with an item for junior high school. The researcher will use purposive sampling (also known as judgment, selective or subjective sampling) wherein it is a sampling technique in which the researcher relies on their judgment when choosing members of the population to participate in the study. This survey sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants to be conducted (Denzin, 2017). The participants of this study are the junior high school teachers from the selected public schools in Division of Davao Oriental. Below is the simple description of the participants:

2.4. Ethical Considerations—Ethical standards are required in conducting research; thus, this phenomenological research adheres to the principles of Belmont Report (1979) which strictly observed the principles of respect of persons, beneficence, and justice. Specifically, this study was subjected to the evaluation of the Rizal Memorial Colleges, Inc. – Research Ethics Committee (RMC-REC) for the full board review of the ethical aspects of the investigation as regards the dimensions of research ethics that include social value, informed consent, vulnerability issues, risk-benefit ratio, privacy and confidentiality of information, justice, transparency, qualification of the researchers,

adequacy of facilities and community involvement. Social Value. The researcher investigated and carefully analyzed one of the pressing problems in our educational system. Also, this research regarding teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students. This study is expected to provide important information in recognizing the extent and type of experiences that the basic education teachers experienced. The findings of this study can provide more insights among basic education teachers and basic education students to maintain quality teaching and learning. The researcher is hopeful that the output of the study is relevant not only to the participants but to the school. The result of the study would be presented in the local, national, and even international fora and if given a chance to publish in an international publication. Informed consent. In this study, informed consent was secured from all the participants who were involved in the study. The researcher conducted a detailed and comprehensive explanation regarding the purpose of the study to twelve (12) junior high school teachers. The researcher ensured that the condition of the consent was a voluntary choice. The participants had sufficient information and an adequate understanding of both the proposal and the implications of their participation in the study. Codes were assigned to individuals in the data presented. Every page of the transcriptions of the in-depth interview and focus group discussions were signed by the researcher to attest that the key informant interviews were done with the consent of informants. In addition, the informants were accorded with the needed respect. The researcher made it a point that the form must bear the signature of the participant or agreement which would imply that she participated in the study voluntarily. Vulnerability of Research Participants. The researcher protected the participants from being deceived, threatened, and/or forced to participate. The

researcher treated them with the highest respect. Thus, they were informed ahead that they may withdraw their participation in the study and if ever inconvenience was felt during the interview and in answering the questionnaire, they would be given the chance to raise their concern and opt to cancel the activity. Although the participants were of legal age, 18 years old and above, they were still vulnerable because the researcher is a junior high school teachers Banaybanay District, Division of Davao Oriental, as one of the selected research locales of the study. Teachers were treated with utmost respect so as for them not to be vulnerable while participating in this study. The researcher considered the basic junior high school teachers as participants in this study because they are mature enough to decide for themselves to partake in this study or not. Risks-Benefit Safety. A careful assessment of foreseeable risks, burdens, and benefits to the participants was made. The questionnaire that the researcher administered did not contain any degrading, discriminating, or unacceptable language that was offensive to the participants so that the risks were avoided. An extra careful approach was used in collecting the data so that irrelevant and confidential details were rejected. The study did not involve any high-risk situation that the participants may experience in their social and emotional needs. Further, this study ensured that the potential benefits of the participants were greater than the potential harm. The results of this study would benefit the entire department of education; teachers, students, parents, and the community, in terms of getting a clear rationalization to synthesize various activities that would address teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students. Practically the researcher identified only minimal risks if not negligible regarding physical harm or discomfort that they may experience during the conduct of the study. Specifically, whatever might cause adverse ef-

fects on personal relationships, loss of status, privacy, or time of the respondents were taken into consideration in the planning stage of the conduct of the study so that such things would be minimized if not prevented fully. Privacy and Confidentiality of Information. The current study ensured the privacy and confidentiality of the information of the respondents. The researcher adhered to the principles of the Data Privacy Act of 2012 or Republic Act 10173 which mandates transparency, legitimate purpose, and proportionality in the collection, retention, and processing of personal information (Congress of the Philippines, 2012). This act protected the fundamentals of human rights on the privacy of information which ensured the free flow of information that promotes innovation and growth. The researcher protected the respondent/participants' right to privacy wherein their responses were given with the highest respect. Unless required by the law, the confidentiality of information shall always be observed. Other personal information will not be asked in the study to safeguard their identities and to enable them to participate without any fear of the revelation of involvement in the study. Any information will be taken with utmost care to ensure the anonymity of the data sources and de-identification of any personal information that would be shared. Such names and identities were protected by using a pseudonym. The tracing of the information of these codes was reflected in an archival log. Hence, personal names were not used in the tracing of identification. Written responses, if any, were captured through a camera. Recordings were saved and documents were kept in one single place that is protected or encrypted. Justice. In this study, justice requires an equitable distribution of both the burdens and the benefits of participation in research. There was a fair selection in the choice of population, sampling, and assignments. Provision of appropriate care to research participants regardless of their economic sta-

tus, gender, race, or creed was provided. With this, the researcher assured the respondents who were involved were appropriate for the study. The researcher provided just compensation and reimbursement for data used and costs incurred by the participants. The participants were adequately informed on the objectives of the study before they were involved in the process. It was emphasized that they were the source of data and encouraged to give their honest answers in the survey questionnaire. In return, they were the priority on the benefits for the possible offshoots of the study findings. Transparency. To be ethical, all the parties need to be transparent by making sure that the process, the nature of the study, and the extent of participation are clear and understandable to the participants. The researcher was transparent about the aspects of the study, especially that information that has bearing on the decision of participants to give or withhold their informed consent. The participants can access and scrutinize the findings of the study if the findings were scientifically valid and have significant implications on the participant's well-being. The researcher assured that the study was conveyed in full scope and with accuracy. Specifically, in qualitative data analysis, findings were identified, confirmed, or rejected accordingly. Moreover, data transcriptions were presented to the participants to attain precision. Consequently, the researcher ensured the reasonable availability and accessibility of the research outcomes to department of education; teachers; students; parents, and the community. Qualification of the Researcher. The researcher is ultimately responsible and accountable for the research. For the research to be carried out with necessary skills and knowledge. I am aware of the limits of personal competence in research. With my experience as a junior high school teacher in one of the public schools in Banaybanay District, Division of Davao Oriental. I attended several research-related seminars and training which

I consider as an asset in conducting this study with the assistance of my adviser and colleagues, readings from various books and literature, fulfilling my duties and responsibilities at RMC as a junior high school teacher and the supervision of RMC-REC, I acquired the knowledge and skills needed to conduct the research. Also, the supervision and direction of his adviser, as well the panelists helped improve the research study. The researcher's adviser is an expert in this study. Therefore, the adviser is a big help to complete the study with the quality of the content. Adequacy of Facilities. The researcher is adequately equipped with the budget and equipment needed for the conduct of the study. This is to ensure that the researcher has the best facilities in the completion of the research. The laptop, printer, internet connection, and other facilities needed are personally owned by the researcher making the facilities adequately and readily available. Furthermore, the library resources, both non-online and online, are readily available such as books, and google. In addition, if possible, google meet was the form used in gathering the data. Aside from the enumerated resources, some experts provided the researcher with the guidance needed in the conduct of this research like the adviser, RMC-Research Ethics Committee, and panel members who are also the expert validators. Community Involvement. The researcher is engaged with communities like the Public Schools academic community, teachers, parents, and the basic education students since I am a teacher in one of the public schools in Banaybanay District, Division of Davao Oriental is composed of quite diverse people; thus, the researcher is sensitive to and respects the cultural, traditional, and religious practices of the community. The RMC graduate school helped in correcting, validating, and revising the manuscript of the current study. The RMC graduate school provided directions, based on its research standards and practices to the researcher. The involvement of the junior high school teachers, students, parents, participated in the development of the questionnaire through the output of the first phase of the study. The guide questions served as the instrument in gathering qualitative data in the second phase. On the other hand, proper protocol and seeking approval from the principal of the public schools as my target participants was observed. Moreover, the significant personas in the public-school organizational landscape and other stakeholders may benefit from the output of the study.

2.5. Data Collection—Prior to the conduct of data gathering, I must ask for the endorsement from the Dean of the Graduate School of Rizal Memorial Colleges to pursue the study. After the permissions are approved by the Schools Division Superintendent and the school principals of the target participants, the researcher will talk to the participants to acquaint them with the purpose of the study. I will agree with the participants on the most convenient date and time for the conduct of the interview. The researcher schedules the data gathering and administering the research tool this academic year 2023-2024 at the month of May. To start the interview, I will ask the participants to read the respondents' consent and to affix their signature on the consent paper after they are oriented of the purpose of the study and respectively agree on the terms and conditions. The researcher will emphasize to the respondents that they are allowed to ask question for clarify any matter regarding the study and ask their consent to record the course of the conversation with the assurance that everything shall be dealt with utmost confidentiality. Through in-depth interview, I will be able to gather the feelings, reactions, observations, and experiences of the teachers in their conduct towards sleep deprivation related to personality development of pupils. The interview will include the gathering of information as to obstacles and challenges that the teachers encounter with the home visitations. I will likewise aim to

obtain substantial information exploring the use of science simulations in grade 5 class considering the teacher perspectives to personality development of pupils and the interventions that help bridge the risk of understanding and making science subject into more realistic experiences for the pupils. In analyzing the data gathered, the participant's narratives will be transcribed. According to Koontz and Weinchrich (2000), the process and narratives do not need to be transcribed verbatim if the essence of what the participants were communicating has been caught in the transcription. Individual transcriptions of the interview will be validated by the respective participants. To verify and revalidate the data gathered, the researcher will conduct focus group discussion to validate and triangulate the information gathered. Corrections may be made according to the participants' feedback to ensure that the meaning will be conveyed in the fundamental structure of the phenomenon. Data from interviews, field notes, and recorded videos through in-depth interviews and focus group discussion will be collected. Field notes will be used to record nonverbal communication and participants' interactions with the environment. The questionnaire was a combination of closed and open-ended questions administered by the researcher orally. Interviews were semi-structured, employed open-ended questions, and will be based on an interview guide. Data will be generated through field notes, a voice recorder or cellphone videos, during the interviews with participants. A piloted interview questionnaire was used with all participants. Twelve participants were interviewed in two sessions of 45 minutes to 60 minutes each because of their schedule. The interval between interviews was on average one day. Interview questions were based on the study's four research questions, which explored participants' viewpoints. Follow-up questions will also be made to clarify ambiguous comments and discrepant data. In four instances, participants preferred to discuss the ambiguities over attributes of high-quality. In a qualitative phenomenological study, research data involved the researcher spending as much time as possible within the teachers at the high schools to gain an in-depth understanding of the junior high school teachers in their everyday lives. Participant observations of the behaviors, beliefs, traditions, culture, social and emotional interactions were recorded at the end of each day in a journal. Where applicable in-depth interviews were conducted in field settings and were either recorded and transcribed, and/or summarized in the journal. As an active participant in the research process, the researcher constantly evaluated her role, her relationship with participants, and applied this to develop an understanding and interpretation of the basic education teacher's social and emotional worlds (Unger, 2005). This resulted in an evolving research process both in terms of the direction and type of data derived and in terms of a personal transformation for the researcher (Parker, 2005). The evolution of the research as a relational transformation between a researcher with openness for a new experience and a community of participants cannot be over-emphasized. The results of which could not have been foreseen at the inception of this study (Parker, 2005). As noted earlier, the location of the study is an academic institution that experienced changes in its way of teaching. The researcher already spent several years as a junior high school teacher, and I have a great chance to gather demographic information and to meet as many of the locals as possible. Also, it was hoped that an initial understanding of the community culture could be gained through participant observation. All participants signed an informed consent form before being interviewed. Questionnaires will be translated by the researcher to the language commonly used by the participants. Data collection was multimodal. According to Yin (2003), the main characteristic of phenomenological qualitative

research is that it employs various data collection methods to ensure the trustworthiness of the report. Data from interviews, field notes, and recorded videos through in-depth interviews and focus group discussion will be collected. Field notes will be used to record nonverbal communication and participants' interactions with the environment. The questionnaire was a combination of closed and open-ended questions administered by the researcher orally. Interviews were semi-structured, employed open-ended questions, and will be based on an interview guide. Data will be generated through field notes, a voice recorder or cellphone videos, during the interviews with participants. A piloted interview questionnaire was used with all participants. Twelve participants were interviewed in two sessions of 45 minutes to 60 minutes each because of their schedule. The interval between interviews was on average one day. Interview questions were based on the study's four research questions, which explored participants' viewpoints. Follow-up questions will also be made to clarify ambiguous comments and discrepant data. In four instances, participants preferred to discuss the ambiguities over attributes of high-quality.

2.6. Data Analysis—Qualitative data analysis begins with the process of organizing, reducing, and describing the collected data (Schwandt, 2001). Unlike quantitative analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researcher that qualitative analysis does not proceed linearly and is not neat. However, good practice and procedures enhance the credibility of qualitative research. In this last section, the data analysis procedures will be explained, and the steps taken to ensure the results from this study are credible, transferable, dependable, and authentic will be thoroughly described. To guide the data analysis, the researcher used the seven phases of data analysis described by Marshall and Rossman (2006) to reduce data, create

manageable pieces, allow for interpretation, and find meaning in the words of the participants. The seven phases included: (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering interpretations through analytic memos; and (f) searching for alternative understandings (Marshall Rossman, 2006). Data analysis first begins with organizing the data. The organization of the data involved keeping information provided by each participant separate and in sequence with the order of the interviews. The process of organizing the data allowed it to remain manageable, easily accessible, and readily available. The digital audio files from the interviews were carefully transcribed into written form. Electronic folders were established to create an organization for the data collected from each participant. Next, the researcher became familiar with the data through extensive reading of the interviews to gain an understanding of the content. This involved reading through the interviews at least three times. Following Hatch's (2002) recommendations for qualitative analysis, the researcher created a sheet of notes for each participant. The summary sheets were a quick way to refer to the original data as the data analysis continued (Hatch, 2002). After the initial readings, Hatch (2002) recommends researcher read data through completely with one typology in mind. Patton (2015) defines typologies as classification systems made up of categories that divide some aspects of the world into parts. According to Hatch (2002), typologies are generated from the theory, common sense, or research objectives. For this study, the researcher used the typologies or themes from the literature review as the constructs through which to view the data. After reading through the data with each constructor typology in mind, the researcher coded the data into five categories from the literature by taking excerpts of text from the data and identifying it within a particular category. After everything was coded,

the researcher read through the data again while writing analytic memos on her thoughts and insights and began the process of offering interpretations. During this stage, the researcher began to interpret the data to find significance and meaning in the teachers' instructional experiences through pulling salient themes, reoccurring ideas, and patterns of belief that resonated collectively throughout the interviews. The offering of interpretations began following the emergence of themes in the data. Marshall and Rossman (2006) believe this part of the data analysis brings meaning to the themes and categories and allows the researcher to develop links between the interviews. The researcher began to interpret the data to find significance and meaning in teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students. Rossman and Marshall (2006) remind researcher there will always be alternate explanations existing within the data. Before moving forward, the researcher stopped and evaluated the findings for other plausible explanations.

2.7. Framework of Analysis—It was shown in analytical frame work in the teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students in high school classrooms is a structure for the best teaching instructions and pedagogy , carried along of learners personality and inclination for growth development which most effective in teaching learning process, also the interest of learners were affects from teachers demands, and parents supervision as what their experience to be divulge and bring new insight and hope to upcoming similar situation or case. The experiences were analyzed to bring out their insight and feelings to make a difference in the educational system. Both aims to provide information on unfolding story of teachers towards teacher's perceptions and experiences in implementing multicultural education in diverse classrooms. The data collected during interviews was transcribed, organized, and reviewed in searching for patterns and themes. Because this study involved human participants, informed consent was secured for ethical purposes. Following the signing of consent forms, teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students using semi-structured in-depth interviews. Data was organized and analyzed. The researcher rigorously examined these units of meaning to elicit the essence of meaning within the holistic context. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis (Mazuwelics, 2018).

Thematic Content Analysis. This was used in interpreting the responses made by the key participants in determining the lessons and insights derived from the culturally responsive teachers: through the lens of classroom advisers. Their responses were processed and conducted through analyses. Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. In this phase, the researcher may use thematic analysis in analyzing the gathered data. Their responses were processed and conducted through analysis. Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the participants to the researcher's
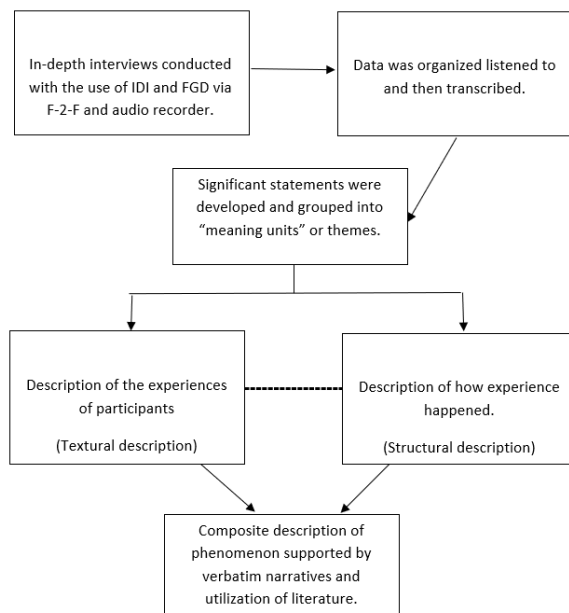
Fig. 2. Analytical Framework of the Study

interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. Environmental Triangulation. Triangulation analysis is a tool developed by Margaret Schuler to help advocates perform a strategic analysis of the issues they are working on. The tool looks at three different aspects: content, structure, and culture. Triangular analysis is a technique for both analyzing and finding answers to a problem, structured around structure, content and culture in the policy system was done through transcribing, member checking and triangulation. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis. To achieve a truthful and productive result in a qualitative study, the researcher must possess trustworthiness and credibility. With this, the researcher religiously followed the requirements (Mazuwelics, 2018).

2.8. Trustworthiness of the Study—Qualitative research does not claim to be replicable. The researcher purposefully avoids controlling the research conditions and concentrates on recording the complexity of situational contexts and interrelations as they occur naturally (Marshall Rossman, 2006). This study took many extra steps to ensure the results from the data analysis were credible, transferable, dependable, and authentic. Credibility. Mertens (2020) defines credibility as a correspondence between the way a participant perceived social constructs and the way the researcher portrays the participant's viewpoints. To ensure credibility in this study, the researcher used persistent observation that allowed for interviews that were long enough to identify salient issues (Mertens, 2020). The researcher also monitored her developing constructions and documented any changes she experienced from the beginning of the study to the end in the analytic memos. This procedure began with the researcher's disclosure of values, beliefs, and experiences that connect her to the topic of teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students. Transfer-

ability. Establishing transferability provides the degree to which the results can be generalized to other situations. The researcher kept an audit trail, which is a meticulous record of the research process so other researchers can recapture steps and the same conclusions. Extensive and careful descriptions of the time, place, context, and culture of the study were kept developing a thick description (Mertens, 2020). Not only was the data kept, but also the evidence of how the data were reduced, analyzed, and synthesized as well as the process notes that reflect the ongoing inner thoughts, hunches, and reactions of the researcher (Newton Rudestam, 2001). Conformability. "Conformability means that the data and the interpretation are not figments of the researcher's imagination" (Mertens, 2005, p. 257). In this study, the data gathered will be analyzed and interpreted properly to arrive at a convincing theme that would further discuss the importance of teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students. To establish conformability, the researcher kept track of the qualitative data so it can be tracked to its source in the interviews. Authenticity. To establish authenticity within the study, the researcher presents a balanced view of all perspectives, values, and beliefs. As a researcher, I must avoid bias in gathering the data. This study teachers' perceptions on the effects of culturally responsive teaching towards academic achievement of junior high school students used peer debriefing to play the role is asking tough questions about the data collection, data analysis, and data interpretations (Newton Rudestam, 2001).

3. Results and Discussion

This chapter presented the results of the data analysis and the discussion of the results of the study, focused on culturally responsive teachers: through the lens of classroom advisers, information was gathered to examine on specifically, this study sought to answer on the following questions: What are the lived experiences of classroom advisers in handling culturally diverse learners? How do classroom advisers cope with the challenges in teaching culturally diverse learners? What educational management insight are drawn from the study? Whereas, based on research questions the objectives of the study will be achievable. Before I begin my discussion, I would like to establish the symbols I used as I present the quotations based on the responses of the participants of the study. In reference to the transcriptions of the conducted interviews, I used codes to refer to participants of the research question. Their responses were contained and bounded around the three (3) research questions of the study. Moreover, the responses of both the IDI and the FGD participants were transcribed in verbatim manner, translated into English, encoded, and summarized in matrix form, which led to a schema. The first objective of this study is the lived experiences of teachers on culturally responsive teachers: through the lens of classroom advisers. The study would specifically seek to answer the following queries, having with three major themes emerged after the data analysis. Based on the interview data gathered from the teachers' participants of the culturally responsive teachers through the lens of classroom advisers.

3.1. The lived experiences of classroom advisers in handling culturally diverse learners—

3.1.1. Addressing Implicit Biases —Classroom advisers serve as mentors, advocates, and guides for students, providing emotional support and academic guidance. They can create

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a safe and inclusive environment where students can freely express their cultural identities and experiences. When it comes to addressing implicit biases, culturally responsive teachers through the lens of classroom advisers aim to examine and challenge their own biases, stereotypes, and assumptions. By being self-reflective and engaging in professional development, they seek to mitigate the impact of biases on teaching and learning. Additionally, they create opportunities for students to challenge their own biases and engage in critical discussions about cultural diversity.

3.1.2. Responding to Cultural Conflicts—Teachers recognize the diverse cultural backgrounds of their students and understand that conflicts may arise due to cultural differences. Teachers can navigate potential conflicts more effectively and promote an inclusive learning environment by being sensitive to cultural nuances. Culturally responsive teachers employ effective communication strategies to address cultural conflicts. They actively listen to their students, valuing their perspectives and experiences. These teachers also use clear and respectful communication techniques, promoting dialogue and understanding. By establishing open lines of communication, teachers can address conflicts in a constructive and culturally sensitive manner. Culturally responsive teachers possess strong conflict-resolution skills. Culturally responsive teachers integrate multicultural content throughout the curriculum. They include diverse perspectives, histories, and contributions from various cultures to provide students with a well-rounded education. By incorporating multicultural content, teachers promote cultural understanding, challenge biases, and create an environment where students' diverse identities are valued.

3.1.3. Valuing Systemic Equities—Culturally responsive teachers foster empathy and perspective-taking skills among their students. They create opportunities for students to learn about different cultures, backgrounds, and experiences. By engaging in activities that promote understanding and empathy, teachers help students appreciate the value of systemic equities and develop a broader worldview that respects and values the experiences of others. By addressing implicit biases, teachers cultivate a classroom environment that validates students' identities, promotes mutual respect, and encourages the exploration of diverse perspectives, enabling them to become active participants in their own learning. They actively challenge biases and stereotypes within the educational environment. They create a classroom culture that encourages critical thinking and questioning of stereotypes. Teachers provide opportunities for students to examine their own biases and learn about the harmful effects of stereotypes. By challenging biases and stereotypes, teachers foster an environment that values systemic equities and promotes fair treatment and opportunities for all students. Culturally responsive teachers engage students in collaborative and participatory classroom practices. They encourage student voice and agency, inviting students to contribute their perspectives and experiences to the learning process. Teachers create opportunities for students to collaborate and learn from one another, fostering a sense of shared responsibility and valuing systemic equities through equitable participation.

3.2. Teacher's coping mechanism with the challenges in classroom advisers teaching culturally diverse learners—

3.2.1. Fostering cultural awareness and understanding—In teachers' participants role as a classroom adviser, teachers' participants prioritize fostering cultural awareness and un-
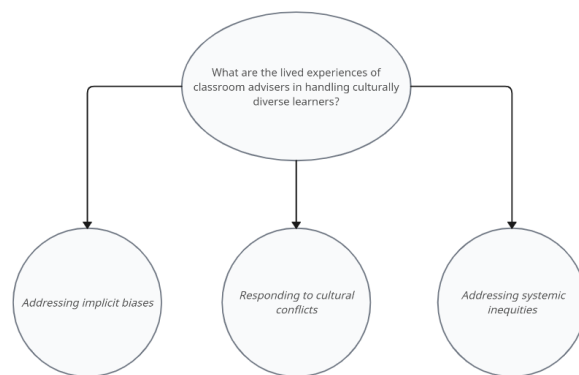
Fig. 3. Thematic Framework of experiences of classroom advisers in handling culturally diverse learners

derstanding by incorporating multicultural literature, artifacts, and activities into our classroom, teachers' participants facilitate discussions that encourage students to explore their own cultural identities and learn about the cultures of their peers. Through these experiences, students gain a broader perspective and develop empathy, respect, and a deeper understanding of one another.

3.2.2. Adapting to different learning styles—As a classroom adviser, teachers' participants recognize that students have diverse learning styles, and it is my responsibility to create a supportive environment that caters to their individual needs. Teachers' participants incorporate a variety of instructional strategies, such as visual aids, hands-on activities, group work, and technology-based resources, to engage students with different learning preferences. By embracing and accommodating diverse learning styles, teachers' participants ensure that all students can access and excel in their learning. In my role as a classroom adviser, teachers' participants believe in the importance of differentiating instruction to meet the varied learning styles of my students. teachers' participants regularly assess their learning preferences and adapt my teaching methods accordingly. By providing multiple avenues for students to demonstrate their understanding, such as through written as-

signments, oral presentations, visual representations, or multimedia projects, teachers' participants foster a supportive environment that values and caters to different learning styles. As a classroom adviser, teachers' participants strive to create a flexible and inclusive learning environment where students feel comfortable expressing their unique learning styles, teachers' participants offer a range of instructional approaches, including lectures, discussions, hands-on activities, and independent research, allowing students to choose the methods that best suit their learning preferences. By honoring and respecting different learning styles, teachers' participants foster a sense of autonomy and empower students to take ownership of their learning.

3.2.3. Building relationships with students—Based on this some statement, I analyzed from the narration of other participants based on the research questions of the study dealt on how classroom advisers cope with theme building relationships with students. As a classroom adviser, teachers' participants value the uniqueness of each student's learning style and aim to create a balanced and inclusive learning environment. Teachers' participants implement a blend of teaching techniques, including direct instruction, collaborative projects, visual aids, and technology integration, to cater
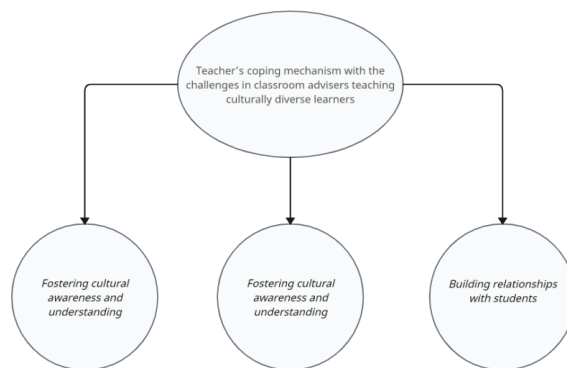
Fig. 4. Teacher's coping mechanism with the challenges in classroom advisers teaching culturally diverse learners

to different learning preferences. By embracing a variety of learning styles, teachers' participants empower my students to explore and excel in their own unique ways. As a classroom adviser, Teachers' participants recognize that building relationships with my students goes beyond the academic realm. Teachers' participants try to attend extracurricular events, such as sports games or performances, to demonstrate my support and interest in their lives outside the classroom. By showing up for my students and actively participating in their interests, I strengthen the bond and trust between us.

3.3. Educational management insight are drawn from the study—The third objective of this study is educational management or insights are drawn from the findings of the study. The study would specifically seek to answer the queries, what educational insights are drawn from the findings of the study. having with three major themes emerged after the data analysis. Based on the interview data gathered from the teachers' participants of the culturally responsive teachers through the lens of classroom advisers. The transcripts of participants of focus grouped discussion are as follows: Answer to research based on the research questions of the study dealt on what educational management insight are drawn from the study, with the theme providing additional support in classroom advisers teaching culturally diverse learners.

3.3.1. Seeking support from colleagues—Teachers Participants collaborate with colleagues, specialists, and community resources to develop strategies and resources that address the specific academic, linguistic, and cultural challenges that these students may face. By providing targeted support and fostering a sense of belonging, Teachers Participants help culturally diverse learners succeed academically and emotionally. Culturally diverse learners bring a wealth of knowledge and experiences to our classroom, and as a classroom adviser, it is my responsibility to provide them with the additional support they may need. Teachers Participants actively seek professional development opportunities to enhance my understanding of culturally responsive teaching practices and implement strategies that promote academic achievement and cultural pride. By building strong relationships with culturally diverse learners and their families, Teachers Participants create a supportive network that facilitates their success

3.3.2. Providing Additional Support—As a classroom adviser, teacher participants understand the importance of providing additional

support to culturally diverse learners to ensure their academic success. teacher participants collaborate with other educators, utilize resources and interventions tailored to their needs, and provide extra guidance and instruction when necessary. By offering a safe and inclusive learning environment, teacher participants help culturally diverse learners overcome challenges and reach their full potential. In my role as a classroom adviser, teacher participants actively seek ways to provide additional support to culturally diverse learners. Teacher participants differentiate my instruction to accommodate different learning styles, provide extra practice and resources for language development, and foster a culturally responsive classroom that values their unique backgrounds. By offering individualized attention, encouragement, and resources, teacher participants help culturally diverse learners thrive academically and feel a sense of belonging.

3.3.3. The importance of ongoing reflection and growth—As classroom advisers, ongoing reflection and growth enable us to be responsive to the needs of our culturally diverse learners. We engage in critical self-assessment, seek out resources, and actively reflect on our instructional approaches. This process allows us to adapt our teaching methods, incorporate diverse perspectives, and provide the additional support necessary for the academic and socio-emotional success of our students. The importance of ongoing reflection and growth cannot be overstated when supporting culturally diverse learners. By regularly examining our biases, challenging assumptions, and seeking feedback from students and families, we can cultivate cultural competence and refine our strategies. This ongoing process ensures that we continue to meet the evolving needs of our diverse student population. Ongoing reflection and growth are fundamental in our role as classroom advisers for culturally diverse learners. We engage in continuous self-reflection, attend

professional development sessions, and actively seek out resources that deepen our understanding of cultural diversity. Through this commitment to growth, we are better equipped to provide additional support and create an inclusive learning environment that celebrates and respects the diverse backgrounds of our students. Supporting culturally diverse learners requires a commitment to ongoing reflection and growth. We engage in regular self-assessment, seek feedback from students and families, and participate in professional learning communities to enhance our cultural responsiveness. By continually expanding our knowledge and refining our practices, we create a supportive and inclusive classroom environment where all students can thrive academically and personally. The journey of supporting culturally diverse learners is one of continuous reflection and growth. We actively engage in self-reflection, attend cultural proficiency workshops, and collaborate with colleagues to develop our cultural competence. By embracing a growth mindset and being open to learning, we ensure that our instructional practices evolve to meet the unique needs of our diverse students. These sources will provide you with research-based insights and references related to the importance of ongoing reflection and growth in supporting culturally diverse learners. Ongoing reflection is a critical aspect of providing additional support to culturally diverse learners. By regularly reflecting on my instructional practices, biases, and interactions with students, I can identify areas for improvement and growth. This reflective process allows me to refine my approach, adapt my strategies, and ensure that I am meeting the unique needs of each student. Teachers' participants plays a central role in supporting culturally diverse learners. Teachers' participants take the time to reflect on the effectiveness of my teaching methods, the inclusiveness of my materials, and the cultural responsiveness of my instruction. This reflective practice allows me
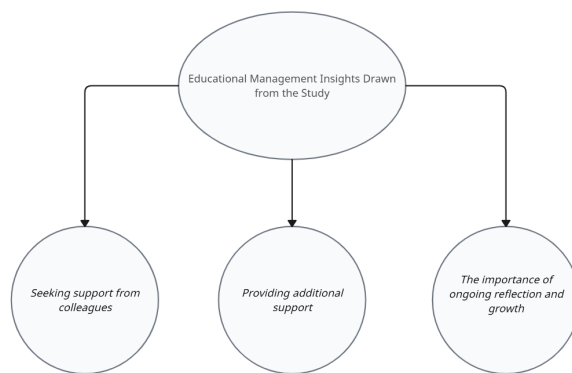
Fig. 5. Educational Management Insights Drawn from the Study

to make necessary adjustments, engage in professional development, and continuously evolve to better meet the needs of my culturally diverse students. Supporting culturally diverse learners requires ongoing reflection to ensure that my instructional practices are equitable and inclusive. Teachers' participants regularly reflect on my own biases and assumptions, seeking to expand my cultural competence and understanding. This ongoing reflection allows me to cultivate a classroom environment where all students feel seen, heard, and valued. Ongoing reflection is an integral part of my practice as a classroom adviser working with culturally diverse learners. As a classroom adviser, ongoing reflection is key to effectively support culturally diverse learners. I reflect on the cultural diversity present in my classroom and critically evaluate my instructional materials, activities, and assessments to ensure they are inclusive and representative. This ongoing reflection allows me to create a learning environment where all students feel valued, celebrated, and supported. Providing additional support to culturally diverse learners necessitates ongoing reflection on my instructional practices and their impact on students' learning experiences. Teachers' participants regularly seek feedback from students, colleagues, and families to gain insights into their unique needs and perspectives. This reflective process enables me to make informed adjustments and create an inclusive and culturally responsive classroom that fosters student growth.

4. Implications and Future Directions

Presented in this chapter is a brief overview of the study followed by implications based on the findings of the study. Future directions in the field of culturally responsive teachers through the lens of classroom advisers are also discussed here. In addition to it, the participants of this study were 12 junior high school teachers, considered the three following objectives, to know the lived experiences of culturally responsive teachers through the lens of classroom advisers in high school classrooms in obtaining the objectives the research constructed the three research questions what are the lived experiences of classroom advisers in handling culturally diverse learners? how do classroom advisers cope with the challenges in teaching culturally diverse learners? what educational management insight are drawn from the study?

4.1. Findings—The findings revealed that culturally responsive teachers through the lens of classroom advisers. They understand that students' backgrounds, values, and beliefs in-

fluence their learning experiences and create a positive classroom environment that celebrates diversity. Culturally responsive teachers ensure that the curriculum reflects the cultural experiences and perspectives of their students. They incorporate diverse texts, resources, and examples that resonate with students' backgrounds, making the learning content more relevant and engaging. Culturally responsive teachers prioritize building strong relationships with their students. They take the time to understand their students' cultural contexts, histories, and personal experiences. By establishing these connections, teachers create a supportive learning environment where students feel valued and understood. Culturally responsive teachers employ a variety of instructional strategies that accommodate different learning styles and cultural backgrounds. They adapt their teaching methods to meet the unique needs of their students, incorporating culturally relevant examples, collaborative activities, and differentiated instruction. Culturally responsive teachers promote student agency and voice in the learning process. They encourage students to share their perspectives, ask questions, and actively participate in discussions. This approach fosters a sense of ownership and empowers students to become active learners. Culturally responsive teachers use assessment methods that align with the diverse backgrounds of their students. They provide multiple ways for students to demonstrate their knowledge and skills, considering alternative forms of assessment that may be more culturally appropriate and inclusive. Culturally responsive teachers help students critically analyze and address social justice issues related to culture, race, and identity. They create opportunities for students to engage in discussions about equity, bias, and discrimination, fostering a sense of social responsibility and empowering students to effect positive change. Culturally responsive teachers engage in ongoing professional development to enhance their cultural

competence and pedagogical skills. They actively seek opportunities to learn about different cultures, incorporate culturally responsive practices, and stay updated on research and best practices in the field. The results disclosed the overall findings emphasize the significance of culturally responsive teaching in creating an inclusive and equitable learning environment where all students can thrive academically and personally highlight the importance of incorporating students' cultural backgrounds into the teaching and learning process, promoting inclusivity, and fostering academic success.

4.2. Implications—This approach helps bridge cultural gaps, reduces disparities, and ensures that all students have equal access to high-quality education. Culturally responsive teachers promote inclusivity and equity in the classroom by valuing and respecting students' diverse cultural backgrounds. Positive student engagement and motivation: Culturally responsive teaching fosters a positive learning environment where students feel connected and engaged. By incorporating students' cultural backgrounds into the curriculum, teachers enhance the relevance and authenticity of the learning experience, leading to increased student motivation and active participation.

Improved academic achievement: Culturally responsive teaching has been linked to improved academic outcomes for students. When teachers incorporate culturally relevant content and instructional strategies, students are more likely to connect with the material, comprehend complex concepts, and achieve higher levels of academic success. Enhanced cultural competence: Culturally responsive teachers develop their own cultural competence by actively seeking to understand and appreciate diverse cultural perspectives. This leads to increased cultural sensitivity, empathy, and the ability to effectively communicate and relate to students from different backgrounds. Positive social-emotional development: Culturally responsive

teaching promotes the social-emotional development of students. By creating a classroom climate that celebrates diversity, validates students' identities, and fosters mutual respect, teachers help students develop a positive self-concept, build strong relationships, and develop the skills to navigate a multicultural world. Reduction of achievement gaps: Culturally responsive teaching has the potential to reduce achievement gaps among diverse student populations. By recognizing and addressing cultural biases, stereotypes, and inequities, teachers can provide targeted support to marginalized students and close the gaps in educational outcomes. Promotion of cultural exchange and understanding: Culturally responsive teaching encourages cultural exchange and understanding among students. By valuing and incorporating diverse perspectives, teachers create opportunities for students to learn from one another, challenge stereotypes, and develop intercultural competence, fostering a more inclusive and harmonious classroom and society. Teacher-student relationships and trust: Culturally responsive teaching strengthens teacher-student relationships and builds trust. When teachers demonstrate an understanding and appreciation for students' cultural backgrounds, students feel valued, respected, and more comfortable expressing their thoughts and ideas, leading to stronger connections and improved learning outcomes. Preparation for a diverse society: Culturally responsive teaching prepares students for a diverse and multicultural society. By developing cultural competence, critical thinking skills, and a sense of social justice, students become better equipped to navigate and contribute positively to a globalized world. These content implications underscore the transformative potential of culturally responsive teachers in creating inclusive, empowering, and equitable educational experiences for all students, regardless of their cultural backgrounds.

4.3. Future Directions—The results of the study will be a strong basis for the department of education looking ahead, there are several future directions and considerations for culturally responsive teachers as they continue to evolve their practice and navigate the complexities of education through the lens of cultural responsiveness. Here are some content points highlighting future directions: Continued professional development: Culturally responsive teachers should engage in ongoing professional development to deepen their understanding of cultural competence and expand their repertoire of instructional strategies. This includes attending workshops, conferences, and participating in collaborative learning communities to stay updated on research, best practices, and emerging trends in culturally responsive teaching. Department of Education to highlight the policy and systemic changes: Culturally responsive teaching requires systemic support and policy changes at the institutional and district levels. Future directions should involve advocacy for policies that prioritize diversity, equity, and cultural responsiveness in teacher training programs, curriculum development, and educational policies. Integration of technology: Future directions of culturally responsive teaching will likely involve leveraging technology to enhance cultural inclusivity. Teachers can explore innovative digital tools, online resources, and platforms that provide culturally diverse content, promote cross-cultural communication, and facilitate global connections among students. School, collaboration, and cultural exchange: Encouraging collaboration and cultural exchange among teachers and schools can foster a broader understanding of cultural responsiveness. Establishing partnerships, sharing best practices, and engaging in collaborative projects with educators from diverse cultural backgrounds can provide valuable insights and enrich teaching approaches. Teachers, culturally responsive teachers should

consider the intersectionality of students' identities, recognizing that individuals may hold multiple cultural, racial, and social identities. Future directions should involve creating inclusive spaces that honor and validate the complexity of students' identities, addressing the unique needs and experiences of individuals at the intersections of various cultural backgrounds in embracing intersectionality and multiple identities: Learners, giving students an active role in shaping their learning experiences is a crucial future direction of culturally responsive teaching. Teachers should actively seek student input, involve them in decision-making processes, and provide opportunities for them to share their cultural perspectives, stories, and experiences. This promotes student agency, ownership, and fosters a sense of empowerment and incorporation of student voice. Research and evaluation: As culturally responsive teaching continues to evolve, there is a need for ongoing research and evaluation to understand its impact on student outcomes. Future directions should include rigorous research studies examining the effectiveness of specific strategies and interventions, as well as the long-term effects of cultur-

ally responsive teaching on academic achievement, social-emotional development, and overall well-being. Family and community engagement: Future directions of culturally responsive teaching should emphasize stronger partnerships between schools, families, and communities. Engaging families and community members in the educational process can provide valuable insights into students' cultural backgrounds, strengthen the connection between home and school, and create a more comprehensive support network for students' academic and social-emotional development. Global perspectives: With the increasing interconnectedness of the world, future directions of culturally responsive teaching should incorporate global perspectives. Teachers can explore ways to expose students to diverse cultures and global issues, fostering global citizenship, empathy, and a broader understanding of cultural interconnectedness. These future directions highlight the ongoing commitment to cultural responsiveness and the continuous evolution of teaching practices to create inclusive, equitable, and culturally relevant educational experiences for all students.

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