

IMPLEMENTATION OF CULTURALLY RESPONSIVE CURRICULUM: CHALLENGES AND PRACTICES

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Abstract

This study examines the challenges, effective practices, and impacts of implementing Culturally Responsive Curriculum (CRC) in diverse educational settings, aiming to identify obstacles faced by educators, administrators, and students, explore successful strategies, and assess CRC's effect on student engagement and achievement. Findings reveal varying levels of CRC adoption, with key success factors being resource allocation prioritizing diversity, educator collaboration, and supportive leadership. Challenges include insufficient culturally reflective materials, collaborative barriers, and leadership support deficits. Effective practices address these issues by fostering inclusive resource allocation, collaborative educator efforts, and advocacy for supportive leadership. Conclusions emphasize the need for comprehensive CRC assessments, understanding contributory factors for strategy development, addressing implementation challenges, and promoting effective practices to create inclusive educational environments that enhance student experiences.

Keywords Culturally Responsive Curriculum (CRC), Diversity, Educational Challenges, Effective Practices, Student Engagement

1 Introduction

The cultural diversity of the Philippines presents a unique educational landscape that necessitates the implementation of curricula that are both culturally responsive and inclusive. Schools in the country accommodate learners from diverse linguistic, ethnic, and social backgrounds, making it imperative to design learning experiences that reflect and respect this diversity. However, the effective implementation of a culturally responsive curriculum remains a persistent challenge due to differences in teacher preparedness, policy execution, and contextual constraints within schools.

Globally, the concept of a culturally responsive curriculum (CRC) emerged as a pedagogical response to the educational disparities experienced by marginalized learners. It was initially developed in the context of African-American education and later evolved into a universal framework that promotes equity and empowerment (Morrison et al., 2019; Ladson-Billings, 1995; Gay, 2010). A CRC seeks to integrate learners' cultural identities, experiences, and community values into instructional design, thereby fostering inclusive and transformative education. Despite its recognized value, the practical application of CRC in developing contexts, including the Philippines, remains insufficiently explored.

The novelty of this study lies in its contextual focus on the Division of Benguet—a culturally diverse region in Northern Philippines where indigenous and lowland communities coexist. While existing studies have examined culture-based education at the national level, little attention has been paid to the micro-level realities of curriculum implementation among Social Studies teachers in this specific context. These teachers play a pivotal role in promoting cultural awareness and civic consciousness, as their subject inherently deals with human interaction, heritage, and identity formation.

Thus, this study aims to examine the implementation of a culturally responsive curriculum among Social Studies teachers in the Division of Benguet. Specifically, it

seeks to (1) identify teachers' perceptions and understanding of CRC, (2) analyze their instructional practices and challenges, and (3) explore strategies that enhance culturally relevant pedagogy in Social Studies education. The study employs a qualitative descriptive design, utilizing interviews and document analysis to gather data from selected Social Studies teachers. Findings from this study are expected to contribute to the localization and indigenization of the K–12 curriculum, aligning with the Department of Education's commitment to inclusive and culture-based learning as mandated by Republic Act 10533 and related policy issuances.

2 Literature overview

2.1 Theoretical Perspectives

The theoretical underpinnings of culturally responsive curriculum draw from constructivist and sociocultural learning theories. Constructivism posits that learners actively construct meaning through experiences connected to their prior knowledge and sociocultural contexts (Wachira & Mburu, 2017; Zajda, 2021). Similarly, Vygotsky's Sociocultural Theory (1978) emphasizes that learning is mediated through social interaction and cultural tools. These frameworks collectively highlight that education cannot be detached from culture; rather, it should validate and build upon students' cultural capital to enhance understanding and engagement.

2.2 Culturally Responsive Curriculum and Pedagogy

Ladson-Billings (1995, 2014) and Gay (2010, 2018) conceptualized culturally responsive pedagogy (CRP) as an educational approach that empowers students "intellectually, socially, emotionally, and politically" through the use of cultural referents in teaching. CRP entails recognizing students' cultural backgrounds as strengths that enrich learning experiences. According to Gay (2018), the success of teaching depends on how curriculum content connects with students' lives beyond the classroom, promoting relevance and identity affirmation.

Globally, the integration of CRP has been found to improve learners' participation, achievement, and sense of belonging (Morrison et al., 2019). However, research also highlights barriers such as limited teacher training, inadequate resources, and the persistence of Eurocentric curricula (Zajda, 2022). In many multicultural settings, teachers' ability to adapt instructional content to local contexts determines the effectiveness of CRP implementation.

2.3 Culturally Responsive Curriculum in the Philippine Context

In the Philippines, the institutionalization of culture-based education is anchored on several policy frameworks, including DepEd Order No. 62, s. 2011, DepEd Order No. 32, s. 2015, and Republic Act 10533 or the Enhanced Basic Education Act of 2013. These policies advocate for the integration of indigenous knowledge systems and practices (IKSPs), mother-tongue-based multilingual education, and community engagement in the curriculum. Studies by Tolentino et al. (2020) and Nataño (2023) emphasize that these initiatives promote inclusivity and relevance, yet the translation of these mandates into classroom practice remains inconsistent, particularly in rural and indigenous areas.

The DepEd Division of Benguet (2019), for instance, serves a highly diverse learner population with varying cultural and linguistic backgrounds. Teachers in this region are tasked with contextualizing lessons that reflect both local realities and global competencies. Among them, Social Studies teachers hold a distinctive role as cultural mediators—encouraging students to appreciate their heritage while developing critical

and civic competencies. Despite this significance, limited research has explored how these educators enact culturally responsive pedagogy within the local K–12 framework.

2.4 Research Gap

While the global literature highlights the transformative potential of culturally responsive teaching, local empirical evidence in the Philippine context remains scarce. Most existing studies focus on policy analysis rather than classroom-level implementation. Moreover, few have examined the intersection between cultural responsiveness and specific subject areas such as Social Studies. This study addresses these gaps by providing an in-depth exploration of how Social Studies teachers in Benguet interpret and apply culturally responsive curriculum principles amid diverse educational contexts.

3 Research

3.1 Research Design

This study employed a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a more comprehensive understanding of the implementation of the Culturally Responsive Curriculum (CRC) in selected schools in Northern Benguet. The qualitative component followed an exploratory-descriptive design, consistent with the interpretive and naturalistic perspectives emphasized by Denzin and Lincoln (2011) and Flick (2018). This approach enabled the researcher to investigate CRC practices in their authentic educational contexts and to interpret meanings ascribed by teachers and administrators (Guest et al., 2017; Flick, 2018).

As defined by Stebbins (2001), exploratory-descriptive qualitative research involves a purposive and systematic inquiry that aims to maximize discovery and develop a thorough understanding of the phenomenon. Through this lens, the study explored the challenges, opportunities, and impacts of CRC implementation, along with key success factors influencing its adoption.

Complementing the qualitative component, the quantitative phase employed survey-based techniques to collect measurable data on CRC practices. This facilitated the identification of statistical patterns and trends, providing empirical reinforcement for the qualitative findings. The mixed-method approach thus capitalized on the strengths of both paradigms—enhancing the study’s depth, reliability, and interpretive power.

3.2 Population and Locale of the Study

The study was conducted in the northern districts of Benguet, specifically in the municipalities of Bakun, Buguias, Kapangan, Kibungan, and Mankayan. These areas are under the jurisdiction of the Schools Division Office of Benguet (2023) and were selected due to their cultural diversity and substantial student populations.

Participants included ten (10) teachers and five (5) school administrators from large secondary schools in these districts. Selection was purposive, targeting individuals with direct experience in the implementation of CRC or exposure to culturally diverse classroom settings.

3.3 Data Collection Instruments

Two primary instruments were utilized: an interview guide for the qualitative phase and a survey questionnaire for the quantitative phase.

The interview guide, validated by a panel of experts, comprised two parts: (1) personal and professional information, and (2) nine open-ended questions focusing on key factors, challenges, and best practices in CRC implementation. Expert comments were incorporated to ensure the tool's clarity, relevance, and comprehensiveness.

For the quantitative phase, the study adapted Rhodes' (2017) Survey of Culturally Responsive Teaching Practices, consisting of 17 indicators measured on a 5-point frequency scale (1 = Never to 5 = Always). These indicators evaluated the extent of teachers' engagement with culturally responsive instructional strategies, providing a quantitative foundation for subsequent analysis.

3.4 Data Collection Procedure

Permission to conduct the study was secured from appropriate authorities, and informed consent was obtained from all participants. Following the validation of instruments, a pilot test was administered to refine items for clarity and reliability.

Interviews were conducted in person or, when necessary, through online platforms such as Google Meet or Zoom. All sessions were recorded—with participants' consent—to ensure accuracy in transcription and interpretation. Probing questions were used to gain deeper insights into participants' perceptions and experiences of CRC implementation.

Survey questionnaires were distributed electronically and in print, depending on participant accessibility. Responses were collected, coded, and securely stored for analysis.

3.5 Treatment of Data

The quantitative data were analyzed using descriptive statistics (mean, frequency, and percentage) to determine the extent of CRC practice among teachers. The adapted Rhodes (2017) scale facilitated a reliable assessment of engagement frequency, highlighting patterns across schools and districts.

For the qualitative data, thematic analysis (Majumdar, 2022) was conducted following the procedures of transcription, familiarization, coding, and theme generation. This enabled the identification of recurring themes related to teachers' experiences, perceived challenges, and strategies in implementing CRC.

Integration of qualitative and quantitative results allowed for triangulation, strengthening the credibility and depth of interpretations. The synthesis of findings from both data sets offered a richer understanding of the CRC landscape in the Northern Benguet context.

4 Discussion

This chapter digs into the outcomes of the study regarding the implementation of a Culturally Responsive Curriculum (CRC) in varied educational environments. Through a synthesis of quantitative data analysis and qualitative exploration, the chapter illuminates the extent of CRC integration, key factors driving its efficacy, encountered challenges, and effective pedagogical practices adopted by educators. By placing

alongside numerical findings with in-depth discussions, this chapter endeavors to provide a holistic comprehension of the prevailing status of CRC implementation, offering insightful perspectives for fostering cultural responsiveness in educational settings.

Based on the descriptive statistics provided in Table 1, it is evident that there is a diverse range in the mean values of culturally responsive teaching practices among the surveyed educators. The mean scores offer insights into the frequency with which these practices are implemented in the classroom, shedding light on the level of implementation of Culturally Responsive Teaching (CRT).

The highest mean scores fall within the "Usually" category, indicating consistent use of lessons on acculturation, student input in planning, and peer tutors or student-led discussions by most educators.

Table 1. Extent of Implementation of Culturally Responsive Curriculum

Legend:

4.80 – 5.00	<i>Always</i>
3.40 – 4.79	<i>Usually</i>
2.60 – 3.39	<i>Sometimes</i>
1.80 – 2.59	<i>Rarely</i>
1.00 – 1.79	<i>Never</i>

Indicators	Mean	DE
I include lessons about the acculturation process.	4.57	U
Examine class materials for culturally appropriate images and themes	4.30	U
I ask students to compare their culture with other cultures.	3.42	U
I make an effort to get to know my students' families and backgrounds.	3.76	U
I learn words in my students' native languages.	3.57	U
I use mixed-language and mixed-cultural pairings in group work.	3.76	U
I use peer tutors or student-led discussions.	4.42	U
I use surveys to find out about my students' classroom preferences.	4.46	U
I elicit students' experiences in pre-reading and pre-listening activities.	3.42	U
I encourage students to speak their native languages.	3.61	U
I have students work independently, selecting their learning activities.	4.46	U
I spend time outside of class learning about the cultures and languages of my students.	4.23	U
I include lessons about discrimination or bias.	3.50	U
I supplement the curriculum with lessons about international events.	3.73	U
I ask for student input when planning lessons and activities.	4.57	U

I encourage students to use multicultural comparisons when analyzing material.	4.26	U	
I provide rubrics and progress reports to students.	3.50	U	
TOTAL MEAN	3.97	U	This suggests a strong emphasis on

interactive and student-centered approaches in their teaching strategies, aligning well with the principles of CRT.

Similarly, practices like asking students to compare their culture with others and eliciting students' experiences in pre-reading and pre-listening activities have lower mean scores, falling within the "Usually" category. While these practices are still frequently implemented, the slightly lower scores suggest that there may be some variability in their application among educators. This variability could point to areas where further support or training might be beneficial to ensure more consistent implementation across classrooms.

Overall, the mean score of 3.97 indicates a generally high level of implementation of CRT practices among the surveyed educators. However, the variability in scores across different practices highlights areas where there may be opportunities for improvement or targeted interventions to enhance intercultural communication and critical thinking about diverse cultures within classroom settings.

Supporting those findings, Cheng et al. (2021) speak of culturally responsive teaching in generated-supported studying environments, mainly in marine training for sustainable development. Their studies highlight the significance of incorporating technology to enhance cultural information and emphasize the want for educators to conform their teaching techniques to be extra culturally inclusive. This aligns with the better-implied ratings determined for practices that contain direct student participation and lesson-making plans, suggesting that actively attracting students and the use of era to facilitate cultural exchange can result in an extra inclusive learning environment.

Table 2 presents data grouped by participant responses to identify common themes, highlighting key factors in implementing a culturally responsive curriculum according to teachers.

Implementing a Culturally Responsive Curriculum (CRC) requires teachers to address various challenges and adopt effective strategies to meet the diverse needs of students. Implementing a Culturally Responsive Curriculum (CRC) requires teachers to address various challenges and adopt effective strategies to meet the diverse needs of students. In this discussion, key factors were identified by educators as crucial for successful CRC implementation. These factors include the importance of diverse teaching materials, continuous professional development, deepening understanding of diverse cultures, collaborative teaching practices, and educators' willingness to adjust instruction and respect cultural differences.

Table 2. Key Factors in Implementing Culturally Responsive Curriculum according to Teachers

Major Themes	Core Ideas
Importance of Diverse Teaching Materials and Resources	"In my experience, one of the most critical factors in implementing a Culturally Responsive Curriculum is ensuring that our teaching materials and resources reflect the diverse backgrounds and experiences of our

		students." (R1)
Continuous Development	Professional	"It's essential for educators to continuously expand their knowledge and skills to meet the diverse needs of our students." (R2) "I must have to continue my Master's Degree to continuously learn and grow professionally." (R4)
Deepening of Diverse Perspectives	Understanding of Cultures and	"As teachers, we must continuously strive to deepen our understanding of diverse cultures and perspectives to create inclusive learning environments." (R3)
Collaborative Teaching Practices		"Collaborative teaching practices are beneficial for sharing resources and strategies that promote cultural responsiveness among us." (R5) "We actively involve parents, families, and community members in the process." (R7)
Willingness to Adjust Instruction and Respect for Cultural Differences		"Supportive school leaders are important in promoting inclusivity in our curriculum." (R6) "I have the willingness to adjust instruction to meet the diverse needs of my students." (R8) "Respect for cultural differences must always be there." (R9) "Respect." (R10)

Importance of Diverse Teaching Materials and Resources

Ensuring that teaching materials and resources reflect the diverse backgrounds and experiences of students is crucial for implementing a Culturally Responsive Curriculum (CRC). This approach fosters an inclusive learning environment that validates and respects all students' cultural identities.

Gay (2018) emphasizes the significance of incorporating culturally relevant content into instructional materials to promote student engagement and achievement. Gay's work features the importance of aligning curriculum materials with students' cultural identities and experiences to create inclusive learning environments.

The result implies that educators must be intentional in selecting and designing curriculum content to ensure it resonates with and reflects the diverse cultural backgrounds of their students, thereby enhancing their educational experience and success.

Continuous Professional Development

Continuous professional development equips educators with the latest teaching methodologies, ensuring they can adapt to diverse student needs effectively. By staying abreast of advancements in education, educators can cultivate an inclusive learning environment conducive to student success.

Darling-Hammond et al. (2017) highlight the importance of ongoing training and support in enhancing teachers' cultural competence and instructional effectiveness. Darling-Hammond's gives emphasis to the role of professional development in

equipping educators with the knowledge and skills necessary for implementing culturally responsive teaching practices.

This underscores the significance of investing in educators' continuous learning and development to foster a more equitable and supportive educational experience for all students.

Deepening Understanding of Diverse Cultures and Perspectives

Educators must continuously deepen their understanding of diverse cultures and perspectives to create inclusive learning environments, where students from all backgrounds feel valued and represented in the curriculum. By embracing cultural diversity and fostering an atmosphere of mutual respect, educators can cultivate a learning environment that celebrates differences and promotes empathy among students.

Sleeter et al. (2013) discuss the importance of cultural competence in promoting educational equity and social justice. It also stresses the need for educators to engage in self-reflection and critical inquiry to challenge biases and stereotypes and foster culturally responsive teaching practices.

Based on the result, the essential role of educators in not only understanding diverse cultures but also actively incorporating this understanding into their teaching practices to create equitable and inclusive educational experiences for all students.

Collaborative Teaching Practices

Collaborative teaching practices, involving the sharing of resources and strategies among educators, are essential for promoting cultural responsiveness in the curriculum, as they allow for diverse perspectives and experiences to be integrated into lesson plans effectively. By fostering collaboration among teachers, schools can create a supportive environment where cultural diversity is celebrated, leading to more inclusive and enriching educational experiences for all students.

Vygotsky and Lantolf (2019) highlight the benefits of collaborative learning communities in supporting teacher growth and improving student outcomes. Thus, emphasizes the importance of peer collaboration in fostering a culture of continuous learning and improvement within schools.

Collaborative teaching approaches not only facilitate continuous learning and improvement within schools but also cultivate a culture of inclusivity and equity. By harnessing the collective expertise of educators, these approaches promote cultural responsiveness and adaptability to diverse student populations. Ultimately, they play a crucial role in enhancing educational outcomes and ensuring that every student receives the support they need to succeed.

Willingness to Adjust Instruction and Respect for Cultural Differences

Educators must be willing to adjust instruction to meet the diverse needs of students and demonstrate respect for cultural differences, fostering an inclusive learning environment where every student feels valued and supported. By incorporating culturally relevant teaching materials and practices, educators can create a curriculum that reflects the backgrounds and experiences of all students, promoting engagement and academic success across diverse populations.

Banks and Banks (2021) discuss the importance of culturally responsive teaching practices in promoting educational equity and inclusivity. Their study emphasizes the need for educators to recognize and value the cultural backgrounds and experiences of all students to create supportive and inclusive learning environments.

This emphasizes the significance of educators recognizing and valuing the cultural backgrounds and experiences of all students, essential for fostering supportive

and inclusive learning environments. It highlights educators' crucial role in cultivating an atmosphere of respect and acceptance within the classroom.

In Table 3, School Administrators have highlighted the essential factors for implementing a Culturally Responsive Curriculum. These elements serve as guiding principles for fostering an inclusive and culturally sensitive educational environment.

Table 3. Key Factors in Implementing Culturally Responsive Curriculum according to School Administrators

Major Themes		Core Ideas
Importance of Diverse Teaching Materials and Resources		"In my experience, one of the most critical factors in implementing a Culturally Responsive Curriculum is ensuring that our teaching materials and resources reflect the diverse backgrounds and experiences of our students." (R1) "It's essential for school heads like us to prioritize diversity and inclusivity in resource allocation to ensure that all students have equal access to a curriculum that reflects their backgrounds and experiences." (R2)
Collaboration for Successful Implementation		"A Culturally Responsive Curriculum's successful implementation centers from collaboration (R4)
Leadership's Role in Implementation		"Good leadership must be there." (R3) "We must have to lead by example and to advocate for policies and practices that prioritize diversity and inclusivity." (R5)

Implementing a Culturally Responsive Curriculum (CRC) is needed for fostering inclusive and equitable learning environments that meet the diverse needs of students. These factors include the importance of diverse teaching materials and resources, collaboration among educators, and the role of effective leadership. Through these themes, educators emphasize the significance of prioritizing diversity, inclusivity, and cultural responsiveness in curriculum development and implementation.

Importance of Diverse Teaching Materials and Resources

Teaching materials and resources that reflect the diverse backgrounds and experiences of students are crucial components of implementing a Culturally Responsive Curriculum (CRC). Ensuring representation and inclusivity in educational materials enriches the learning experience and promotes cultural understanding among students.

Gay (2018) laid emphasis on the significance of incorporating culturally relevant content into instructional materials to promote student engagement and achievement. Gay's work calls attention to the importance of aligning curriculum materials with students' cultural identities and experiences to create inclusive learning environments.

The result stresses that aligning curriculum materials with students' cultural identities and experiences not only fosters inclusive learning environments but also promotes academic success and student empowerment. By incorporating culturally relevant content, educators can validate students' lived experiences and create opportunities for deeper connections with the subject matter, leading to increased motivation and interest in learning.

Collaboration for Successful Implementation

Successful implementation of a Culturally Responsive Curriculum relies heavily on collaboration among educators. Collaboration nurtures the exchange of ideas, resources, and best practices, enabling educators to effectively tailor instruction to meet the diverse needs of students and create culturally inclusive learning environments.

Lantolf et al. (2019) points the benefits of collaborative learning communities in supporting teacher growth and improving student outcomes. Their research emphasizes the importance of peer collaboration in fostering a culture of continuous learning and improvement within schools.

By fostering a collaborative environment among educators, schools can create a culture of shared responsibility for promoting cultural responsiveness in the curriculum. This collaborative approach enables teachers to exchange best practices and develop innovative strategies to address the unique needs of their diverse student population, ultimately enhancing overall academic achievement and fostering a sense of belonging for every student.

Leadership's Role in Implementation

Effective leadership is pivotal for the successful implementation of a Culturally Responsive Curriculum. Strong leadership ensures alignment with educational goals, fosters a supportive environment, and empowers educators to implement culturally responsive practices effectively.

Darling-Hammond et al. (2017) put emphasis on the importance of supportive leadership in promoting diversity and inclusivity in education. Darling-Hammond's study highlights the impact of school leaders in shaping policies and practices that prioritize equity and cultural responsiveness.

This implies that raising a culture of inclusivity and promoting culturally responsive practices requires proactive leadership that champions diversity and equity throughout all levels of the educational institution.

Table 4 presents an overview of the challenges confronting educators as they strive to implement culturally responsive curriculum in their classrooms. By outlining the various hurdles faced by teachers, this analysis illuminates the barriers inhibiting the effective integration of diverse perspectives and cultural understanding into educational practices.

Table 4. Challenges of Teachers in Implementing Culturally Responsive Curriculum

Major Themes			Core Ideas
Resource Development	Accessibility	and	"We lack support and resources to develop learners' understanding and proficiency in CRT, including access to professional development opportunities and culturally relevant teaching materials." (R1) "I had a problem in finding materials that cater to the diverse learning needs

	and backgrounds of all students." (R2, R3) "Difficulty in finding culturally relevant and sensitive resources." (R4) "Usually, budget limitations when acquiring teaching materials." (R6) "Time constraints when vetting and adapting materials for lessons related to CRC." (R5)
Assessment Challenges	"I am challenged in designing culturally sensitive assessments that respect and include the diverse backgrounds and experiences of all students." (R8) "I sometimes challenged in providing constructive feedback to my students from different backgrounds that is sensitive to their individual experiences and needs." (R9) "I find it challenging to incorporate alternative assessment methods, such as project-based tasks or portfolios, to accommodate diverse student strengths, aside from the challenges of designing and evaluating these assessments." (R10)
Legal and Ethical Considerations	"Problems on copyright laws and permissions when I'm using third-party materials." (R7)

The implementation of a culturally relevant curriculum (CRC) in the classroom is a critical step in ensuring that all students, regardless of their cultural background, feel included, respected, and empowered in their learning experience. However, teachers often face a variety of challenges that can hinder their ability to effectively implement such a curriculum.

Resource Accessibility and Development

One of the primary challenges cited by teachers is in accessing and developing resources for a Culturally Responsive Curriculum (CRC), including limited support and insufficient access to professional development opportunities, hindering their efforts to enhance students' understanding and proficiency in CRT. Additionally, the difficulty in finding culturally relevant materials catering to diverse learning needs features a critical gap in resource availability. Compounded by budget limitations and time constraints, educators find it challenging to vet and adapt materials effectively. Addressing these resource-related obstacles is imperative for fostering an inclusive learning environment that caters to the needs of all students.

Affirming the results, Gay (2018) supports the importance of providing educators with adequate support, resources, and professional development opportunities for effective implementation of Culturally Responsive Teaching (CRT). It emphasizes the need for culturally relevant materials and instructional resources to enhance

students' understanding and proficiency in CRT, while also acknowledging the challenges educators face in accessing and vetting appropriate materials due to budget limitations and time constraints.

The implication is that addressing these resource-related obstacles is crucial for creating inclusive learning environments that meet the diverse needs of all students. Additionally, Gay's support emphasizes the necessity of providing educators with adequate support, resources, and professional development opportunities to overcome these challenges and effectively implement CRT practices.

Assessment Challenges

In the implementation of a Culturally Responsive Curriculum (CRC), teachers grapple with various assessment-related challenges. Designing assessments that honor and integrate the diverse backgrounds and experiences of students emerges as a particularly daunting task. Additionally, providing constructive feedback that acknowledges individual student needs and experiences presents difficulties. The incorporation of alternative assessment methods, such as project-based tasks or portfolios, to accommodate diverse student strengths poses another challenge, compounded by the complexities of designing and evaluating these assessments effectively. Overcoming these assessment-related obstacles is imperative for promoting equity and inclusivity in education.

Nieto et al. (2018) digs into the intricacies of designing culturally responsive assessments that honor and integrate the diverse backgrounds and experiences of students. It explores into the challenges educators face in providing constructive feedback that recognizes individual student needs and experiences. Furthermore, the study addresses the necessity for alternative assessment methods to accommodate diverse student strengths and the difficulties educators encounter in effectively designing and evaluating these assessments.

This implies that addressing these assessment-related obstacles is vital for developing an educational environment that promotes equity, celebrates diversity, and ensures every student's success.

Legal and Ethical Considerations

One teacher highlighted the challenges related to legal and ethical considerations when integrating third-party materials into their teaching practices. Negotiating copyright laws and permissions poses a significant obstacle for educators seeking to incorporate external resources into their lessons. This accentuates the importance of steering legal and ethical considerations in curriculum development and instructional practices. Addressing these challenges necessitates educators to develop a nuanced understanding of copyright laws and permissions, and to adopt strategies for ensuring compliance while still offering culturally relevant and engaging learning experiences for students.

Validating the findings, Gay et al. (2019) explores into the ethical and legal considerations educators face when integrating culturally responsive teaching practices and materials into their instruction. It explores the challenges educators encounter in navigating copyright laws and permissions when utilizing third-party materials in their teaching. Additionally, the study offers strategies for ensuring compliance with legal and ethical standards while still delivering culturally relevant and engaging learning experiences for students.

Addressing these challenges entails educators developing strategies that harmonize legal and ethical compliance with the objective of delivering engaging and culturally responsive instruction to students.

Table 5 presents an insightful exploration into the challenges encountered by school administrators as they endeavor to implement culturally responsive curriculum within their educational institutions, highlighting the importance of fostering inclusive environments that empower students from diverse cultural backgrounds.

Table 5. Challenges of School Administrators in Implementing Culturally Responsive Curriculum

Major Themes	Core Ideas
Resource Accessibility	"Our common problems are in dealing with limited access to instructional resources, such as textbooks and technology, impacting content selection and requiring strategic allocation of resources." (R1) "Culturally responsive materials are costly, especially for our school having limited budget which requires prioritization of spending or seeking out funding opportunities." (R4) "Lack of relevant training and support for teachers to effectively use culturally responsive materials." (R5)
Content Alignment	"More on aligning content with standardized testing requirements while maintaining a culturally responsive curriculum, incorporating individual perspectives and experiences of our learners." (R2)
Professional Development	"Providing professional development opportunities for teachers to effectively implement a culturally responsive curriculum, requiring allocation of time and resources." (R3)

The gathered responses from administrators shed light on the challenges encountered in implementing a culturally responsive curriculum (CRC) within educational settings. Culturally responsive teaching practices strive to incorporate the diverse backgrounds, experiences, and perspectives of students into the learning process, fostering inclusivity and equity. However, administrators have identified various obstacles that hinder the effective implementation of a CRC.

Resource Accessibility

Teachers faced significant challenges in accessing instructional resources necessary for implementing a culturally responsive curriculum. Limited access to textbooks and technology not only impacts content selection but also requires strategic allocation of resources. This challenge is compounded by the high cost of culturally responsive materials, especially for schools with limited budgets. Additionally, the lack of relevant training and support further impedes teachers' ability to effectively utilize these materials. Addressing these resource-related obstacles is crucial for creating an inclusive learning environment.

Darling-Hammond et al. (2017) found that equitable access to instructional resources is essential for improving student outcomes, emphasizing the importance of addressing resource accessibility challenges in education.

This specifies the critical role of equitable access to instructional resources in improving student outcomes, emphasizing the urgency of addressing resource accessibility challenges in education to promote inclusivity and academic success for all students.

Content Alignment

Aligning curriculum content with standardized testing requirements while maintaining cultural responsiveness poses a significant challenge for educators. Balancing the incorporation of individual perspectives and experiences of learners with standardized testing mandates is crucial for promoting equity and inclusivity in education.

Au et al. (2020) highlights the importance of culturally responsive curriculum design in addressing the diverse needs of students, emphasizing the need for educators to integrate culturally relevant content while meeting academic standards.

This suggests that educators need to prioritize culturally responsive practices, ensuring that curriculum content mirrors the diverse perspectives and experiences of learners, thereby fostering equitable educational outcomes.

Professional Development

Providing professional development opportunities for teachers is essential for effectively implementing a culturally responsive curriculum. Allocating time and resources for training sessions and workshops enables educators to develop the necessary knowledge and skills to create inclusive learning environments.

Gay et al. (2018) emphasizes the role of professional development in promoting culturally responsive teaching practices, highlighting the need for ongoing support and training for educators to address the diverse needs of students effectively.

Investing in professional development for educators is crucial for fostering inclusive educational practices. It also promotes equitable outcomes for all students.

Table 6 provides insights into the practices of teachers as they navigate the implementation of culturally responsive curriculum. By examining the strategies employed by educators, it offers a glimpse into the efforts aimed at fostering inclusive learning environments that honor diverse cultural backgrounds and promote equitable academic outcomes.

These challenges accentuate the importance of ongoing professional development for educators to enhance their capacity for culturally responsive teaching. By embracing research-supported practices, educators demonstrate a commitment to creating learning environments that value diversity and promote student success across various cultural backgrounds. Through continuous reflection and adaptation, educators can effectively address the evolving needs of their diverse student populations, ensuring equitable access to quality education for all.

Table 6. Practices of Teachers in Implementing Culturally Responsive Curriculum

Major Themes	Core Ideas
Integration of Cultural Perspectives and Content	"I usually integrate cultural perspectives and content into the lesson to reflect the backgrounds and experiences of my students." (R1) "I tried searching for culturally

	relevant resources and incorporate them into my lesson plans." (R2) "I provide feedback to every learner that acknowledges and respects students' cultural backgrounds and experiences." (R3)
Research and Utilization of Inclusive Teaching Strategies	"We also conduct thorough research to find inclusive teaching strategies and materials." (R2) "I keep myself up-to-date on educational technology trends and evaluate multimedia resources for appropriateness." (R4) "Utilize reliable sources and regularly update materials to reflect the latest advancements." (R5)
Resource Acquisition and Allocation	"We look for cost-effective alternatives and seek funding opportunities for teaching materials." (R5) "We often ask for the help of parents through PTA to seek some help in providing needed materials." (R8)
Accommodations for Diverse Learners	"We collaborate with support services to implement appropriate accommodations for students with disabilities or learning differences." (R7)
Alternative Assessment Methods	"I invest time and resources into designing and evaluating alternative assessment methods to provide meaningful opportunities for diverse student populations to demonstrate their learning." (R10)

Integration of Cultural Perspectives and Content

Teachers point out the importance of integrating cultural perspectives and content into lessons to reflect the backgrounds and experiences of their students. This practice aligns with culturally responsive teaching principles, fostering inclusivity and relevance in the learning process.

Gay (2018) emphasizes the significance of integrating culturally relevant content into curriculum design to promote student engagement and achievement. It discusses specific strategies for infusing cultural perspectives into lesson plans and highlights the importance of culturally responsive pedagogy in addressing the diverse needs of students.

Incorporating cultural perspectives into lesson plans is crucial for creating meaningful and impactful learning experiences that resonate with students. It supports their academic success by fostering a deeper connection to the material and promoting a sense of belonging in the classroom.

Research and Utilization of Inclusive Teaching Strategies

Teachers demonstrate a commitment to conducting research and utilizing inclusive teaching strategies to meet the diverse needs of students. Keeping abreast of educational technology trends and evaluating multimedia resources for appropriateness enables educators to provide engaging and accessible learning experiences.

Ladson-Billings (2014) provides insights into effective inclusive teaching strategies, highlighting the role of culturally relevant pedagogy in narrowing achievement gaps. The study examines various research-based approaches to incorporating diverse perspectives and experiences into the curriculum and emphasizes the importance of ongoing professional development in enhancing educators' cultural competence.

Investing in professional development is crucial for educators to adopt culturally relevant pedagogy. These steps are essential for creating inclusive learning environments and promoting academic success for all students.

Resource Acquisition and Allocation

Educators acknowledge the importance of seeking cost-effective alternatives and funding opportunities for teaching materials. Collaboration with parents and support services further enhances resource acquisition and allocation efforts.

Darling-Hammond et al. (2017) offer valuable insights into equitable resource allocation, emphasizing the need for schools to prioritize funding for culturally responsive materials and support services. The study explores the impact of resource disparities on student outcomes and provides recommendations for addressing inequities in resource distribution.

The study's exploration of resource disparities and recommendations for addressing inequities implies that ensuring equitable access to resources is crucial for improving student outcomes and promoting educational equity.

Accommodations for Diverse Learners

Collaboration with support services to implement appropriate accommodations for students with disabilities or learning differences reflects educators' commitment to addressing the diverse needs of learners. This practice aligns with principles of inclusive education, ensuring that all students have access to equitable learning opportunities.

Artiles et al. (2018) presented the importance of providing accommodations for diverse learners, particularly students with disabilities or learning differences. The study examines best practices for implementing inclusive accommodations and highlights the benefits of collaboration between educators and support services in meeting the diverse needs of students.

This suggests that collaborative efforts between educators and support services are essential for promoting inclusivity and ensuring that all students receive the support they need to succeed academically.

Alternative Assessment Methods

Investing time and resources into designing and evaluating alternative assessment methods provides meaningful opportunities for diverse student populations to demonstrate their learning. This practice supports equitable assessment practices and fosters student engagement and achievement.

William (2016) digs into the implementation of alternative assessment methods, providing evidence of their effectiveness in promoting deeper learning and enhancing student motivation. The study offers practical strategies for designing and evaluating alternative assessments and emphasizes the importance of aligning assessments with culturally responsive teaching practices.

Integrating alternative assessment methods is crucial for fostering inclusive learning environments, as it accommodates diverse learning styles and abilities, promoting academic success for all students. By diversifying assessment approaches, educators ensure equitable opportunities for students to demonstrate their understanding and skills, enriching the learning experience for everyone involved. This commitment to inclusive assessment practices reflects educators' dedication to creating classrooms where every student can thrive academically.

Table 7 provides an insightful examination into the practices of school administrators as they navigate the implementation of culturally responsive curriculum within educational institutions. By delving into the strategies and challenges faced by administrators, this analysis offers valuable insights into the pivotal role they play in fostering inclusive learning environments that honor diverse cultural backgrounds and promote equitable academic outcomes for all students.

Table 7. Practices of School Administrators in Implementing Culturally Responsive Curriculum

Major Themes	Core Ideas
Peer Learning and Collaboration	"I do encourage my teachers to engage in peer tutoring or peer observations to learn from each other." (R1) "We facilitate collaborative learning communities that allow teachers to share best practices and learn from one another." (R2)
Mentorship and Guidance	"I pair them with experienced mentors like Master Teachers to provide guidance and feedback for improvement." (R3)
Community Engagement and Cultural Enrichment	"We invite Indigenous People leaders to share insights during seminars in our school to enhance our knowledge of cultures." (R4)
Observational Feedback	"I observe how my teachers incorporate culturally responsive strategies into their teaching." (R5)

These responses provide a glimpse into various strategies and approaches employed within an educational context to foster professional development, cultural awareness, and effective teaching practices. From peer collaboration to mentorship and engagement with cultural leaders, these initiatives reflect a commitment to continuous improvement and culturally responsive education.

Peer Learning and Collaboration

Administrators recognize the value of peer learning and collaboration in promoting professional growth among teachers. Encouraging peer tutoring and observations fosters a culture of continuous learning and improvement within the school community.

Hattie et. al (2007) emphasizes the effectiveness of peer feedback and collaborative learning in enhancing teacher effectiveness and student outcomes. Their meta-analysis found that peer tutoring and observations lead to significant

improvements in instructional practices and student achievement across various educational contexts.

By encouraging peer collaboration, schools can create a supportive environment where educators exchange ideas, share best practices, and collectively strive for continuous improvement, ultimately benefiting both teachers and students alike.

Mentorship and Guidance

Pairing teachers with experienced mentors provides valuable support and feedback for professional development. Mentorship programs, such as pairing with Master Teachers, offer personalized guidance and coaching to help teachers refine their practice.

Johnson et al. (2020) investigates the impact of mentorship programs on teacher development and retention. Johnson and colleagues examine the effectiveness of mentorship models, including pairing with experienced mentors like Master Teachers, in supporting novice teachers' professional growth. Their research provides insights into best practices for mentorship programs and their influence on teacher job satisfaction and retention rates.

The findings offer insights into best practices for mentorship programs and their influence on teacher job satisfaction and retention rates, highlighting the significance of mentorship in supporting novice teachers' professional growth and enhancing overall teacher effectiveness.

Community Engagement and Cultural Enrichment

Engaging community leaders, such as Indigenous People leaders, in school seminars enriches cultural understanding and promotes inclusivity. Collaborating with external stakeholders enhances the school's cultural competence and strengthens ties with the broader community.

Banks and Banks (2021), the authors explore the importance of community engagement in promoting culturally responsive education. Banks and Banks examine the role of community partnerships in enhancing students' cultural awareness and academic achievement. Through case studies and qualitative analyses, they highlight successful strategies for collaborating with community leaders, including Indigenous People leaders, to enrich cultural understanding within.

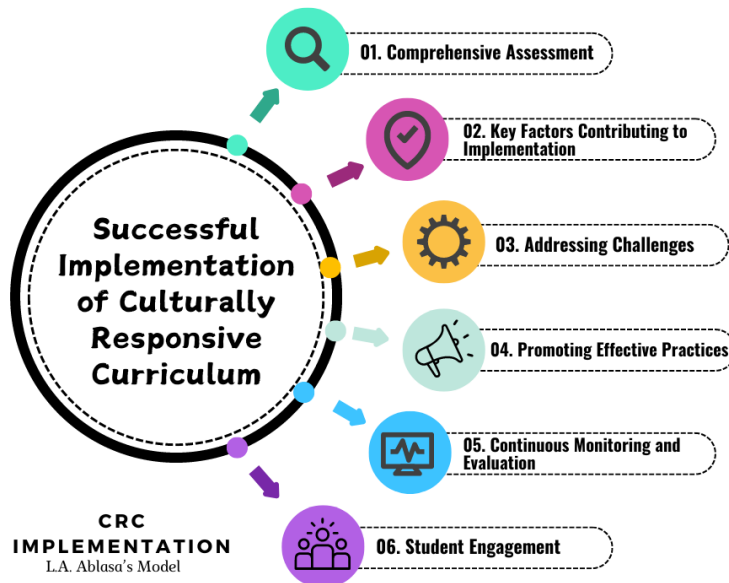
This highlights the importance of forging partnerships with community stakeholders to enhance the educational experience and cultivate inclusivity within schools.

Observational Feedback

Administrators actively observe teachers' implementation of culturally responsive strategies, providing valuable feedback for improvement. Observational feedback enables administrators to assess the effectiveness of teaching practices and identify areas for growth.

Marzano et al. (2022) examines the impact of observational feedback on teacher effectiveness and student learning. Marzano and colleagues investigate the use of classroom observations as a formative assessment tool to support teacher development. Their study explores innovative approaches to providing feedback, such as video-based observations and peer coaching, and assesses their effectiveness in promoting instructional improvement and student engagement.

This result reveals the importance of a continuous improvement cycle in education. Ongoing feedback and support for educators are essential for refining their teaching practices and improving student outcomes.



Research Output

The model for implementing Culturally Responsive Curriculum (CRC) emphasizes comprehensive assessment, resource allocation, educator collaboration, and leadership support as key strategies for fostering inclusive learning environments.

Systematic assessments identify areas needing improvement, enabling targeted interventions and evidence-based decision-making. Prioritizing diversity in resource allocation ensures the availability of necessary teaching materials, while fostering a collaborative culture among educators facilitates the sharing of best practices. Strong leadership advocates for CRC policies and drives institutional change, creating environments conducive to cultural responsiveness.

To address challenges such as resource constraints and barriers to collaboration, the model proposes targeted initiatives and leadership development. Promoting effective practices, continuous monitoring, and evaluation ensure accountability and inform necessary adjustments to CRC initiatives. Student engagement is central, providing opportunities to celebrate cultural identities and fostering a sense of belonging. By integrating these strategies, educational institutions can create inclusive environments that honor diversity, promote equity, and empower all students to succeed.

5 Conclusions

Based on the results, analyses, and findings of this study, it can be concluded that the present Culturally Responsive Curriculum (CRC) demonstrates an integration of cultural principles that still requires further enhancement to achieve its full potential. Moreover, schools implementing the CRC have shown inclusivity, collaboration, and leadership as advocates of policies and practices that promote culturally responsive initiatives. Finally, identifying and addressing the challenges encountered in CRC implementation remains crucial for overcoming barriers and advancing equitable and culturally relevant educational practices across diverse learning contexts.

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