

THE EXPLORATION OF CULTURALLY RESPONSIVE TEACHING PRACTICES OF TEACHERS

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Abstract

This study aimed to study the exploration of culturally responsive teaching practices of teachers. A mix-method design (the Exploratory Design) was used. The survey questionnaire was developed by the review of literature and the results of focus group interview. The reliability coefficient (Cronbach's alpha) of the instrument was used to assess the reliability of the questionnaire, 0.95 for the degree of importance of culturally responsive teaching practices of teachers and 0.87 for the extent of culturally responsive teaching practices of teachers. A total of 849 teachers who are actually teaching culturally diverse students from Lower Myanmar were selected as samples through purposive sampling. For the qualitative study, focus group interview was employed. The questionnaires contained the information of teachers' culturally responsive teaching practices. Quantitative data analysis included exploratory factor analysis, confirmatory factor analysis and descriptive statistics. The result five factors were using cultural congruity in classroom instruction, creating conducive learning environment and collaborating with colleagues and parents, appreciating other culture and providing cultural awareness to students, practising procedural justice and providing learning opportunity for students to live together. And the teachers perceived that they practiced culturally responsive teaching to a moderate extent.

Keyword: culturally responsive teaching

Introduction

The diverse cultures in a nation should be reflected in the education system of a country. Education Acts have been enacted to encompass all cultures, in line with the inclusive principles found in the constitutions of progressive nations. There have been apprehensions regarding the extent and readiness of teachers to integrate multiculturalism into their daily teaching and learning practices. If teachers fail to grasp the intentions of students from diverse backgrounds, they may inadvertently push them away from the educational system, thereby contributing to the persistence of societal inequalities (Bennett, 2008). It is crucial for the teachers to possess cultural competency and practice culturally responsive teaching in their teaching and learning situation (Moule, 2012). With people increasingly engaging in diverse work environments, the ability to exhibit cultural competency is crucial for successful interactions with coworkers, clients, and neighbors (Banks, 2004). From this, culturally responsive teaching is commonly described as an educational equity practice, ensuring that every student receives the necessary support to succeed academically (Sleeter, 2012). Therefore, this study will also explore and investigate teachers' culturally responsive teaching practices within their teaching and learning environments.

Significance of the Study

Myanmar is characterized by a variety of ethnic groups and distinct cultures, resulting in a diverse student body in the schools, encompassing various cultural backgrounds, ethnicities, religions, and socioeconomic status. Therefore, it is important for all people to live peacefully

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and respectfully with each other and all the students should be cultivated to learn and live peacefully and respectfully.

It is crucial that teachers in the schools where there are culturally diverse students should possess cultural competency in order to be able to effectively instruct and collaborate with these student population and then they should practice culturally responsive teaching. When applied to education, cultural competency is demonstrated through the practice of culturally responsive teaching. Cultural competency is interconnected with culturally responsive teaching, as both ideas involve effectively harnessing the influence of culture to address students' requirements (Schalk, 2009). No education system can ever be better than the teachers (Khin Zaw, 2001). Therefore, Worley (2007) contended that modern education places a strong emphasis on accountability. The imperative to achieve success for every student compels teachers to continually developing strategies to facilitate each student's progress and proficiency in essential skills. The academic underperformance and achievement failure of diverse student populations is problematic. Studies indicated that classroom teachers are inadequately equipped to proficiently teach diverse student groups, lacking the essential knowledge, skills, and attitudes to work effectively with them. This deficiency has a detrimental effect on the students' learning and academic performance, posing a significant problem. As a result, students from diverse backgrounds may not acquire the necessary knowledge, skills, and mindset to thrive as productive members of their society. There is an urgency to address this problem (Perkins, 2012). Therefore, it is important to investigate culturally responsive teaching practices of teachers especially in the schools where there are culturally diverse students. In Myanmar, there were a few studies related with culturally responsive teaching especially in Education Sector. Therefore, this study will provide the necessary practices for the teachers to effectively teach and communicate with all of the culturally diverse students.

Theoretical Framework

In this study, the exploration and investigation of teachers' culturally responsive teaching practices will be based on The Racial Identity Theory modified by Howard (2006). This theory is based on the facts; (1) to know who ones are racially and culturally different, (2) to learn about and value ones' cultures different from ones' own, (3) to view social reality through the lens of multiple perspectives, (4) to understand the history and dynamics of dominance and (5) to nurture in teachers and their students a passion for justice and skills for social action.

Moreover, culturally responsive teaching will also be based on focus group interviews, the concept of culturally responsive teaching, and five elements of culturally responsive teaching by Gay (2002): (1) develop a cultural diversity knowledge base, (2) design culturally relevant curricula, (3) demonstrate cultural caring and build a learning community, (4) provide cross-cultural communications, and (5) use cultural congruity in classroom instruction, six categories in culturally responsive teaching by Hohensee (2013): (a) validating, (b) comprehensive, (c) multidimensional, (d) empowering, (e) transformative, and (f) emancipatory, three dimensions of culturally responsive teaching by Mitchell (2018): curriculum and instruction, relationship and expectation establishment and group belonging information.

Research Objectives

The general objective of this study was to study the exploration of culturally responsive teaching practices of teachers in Basic Education Schools.

The specific objectives were:

- To explore culturally responsive teaching practices of teachers in Basic Education Schools
- To study the extent of culturally responsive teaching practices of teachers in Basic Education Schools

Research Questions

- What are culturally responsive teaching practices of teachers in Basic Education Schools?
- To what extent do teachers practice culturally responsive teaching in Basic Education Schools?

Definition of Key Terms

Culturally Responsive Teaching: A compendium of teaching practices that promotes high expectations and yields academic success for students who are culturally and linguistically diverse (Gay, 2018).

Limitation of the Study

This study is geographically limited in Lower Myanmar: Thingangyun Township, Ngaputaw Township, Taungoo Township, Dawei Township, Hpa-An Township, Minbya Township, Kyaikmaraw Township. The participants of this study are primary teachers, junior teachers and senior teachers who are actually teaching culturally diverse students. This analysis was conducted by gathering data through questionnaire surveys based on the perspectives of participant teachers.

Operational Definition

Culturally responsive teaching is operationally defined as teachers' practices to effectively instruct and communicate with a culturally diverse student body, with the aim of enhancing student achievement. The level of culturally responsive teaching practices of teachers is determined by mean values responded by teachers on five-point Likert scale questionnaire which composed of fifty-nine items about their culturally responsive teaching practices. The more the mean values of responses, the greater the extent of culturally responsive teaching practices of teachers.

Methodology

This design started with qualitative data and then built quantitative phase. Focus group was conducted by using open discussions and included information about culturally responsive teaching practices to effectively teach for all of the culturally diverse students. The questionnaire included (59) items that were developed based on Culturally Responsive Teaching Inventory (CRTI) developed by Hohensee (2013), Culturally Responsive Teaching Self Efficacy Scale (CRTSE) developed by Siwatu (2007), Culturally Responsive Teacher Practice Scale (CRTPS-2) developed by Mitchell (2018), the results of focus group interview and the related literature. There were two parts: one part was to measure the degree of importance of culturally responsive teaching practices of teachers. The other part was to measure the extent of culturally responsive teaching practices of teachers and each item was rated on five-point Likert scale. It was evaluated

by five retired teacher educators from the Department of Educational Theory at Yangon University of Education and four expert teacher educators from the Department of Educational Theory and Management, Yangon University of Education. The items and format were modified according to their suggestions. A pilot study was conducted with 70 teachers from two Basic Education Schools in Patheingyi Township. Cronbach's alpha was used to assess the reliability of the questionnaire, 0.95 for the degree of importance of teachers' performance on culturally responsive teaching, 0.87 for the extent of teachers' performance on culturally responsive teaching. The researcher used purposive sampling method and 849 teachers from 73 Basic Education Schools across Lower Myanmar were chosen as sample. These schools are situated in Thingangyun Township in Yangon Region, Ngaputaw Township in Ayeyarwady Region, Taungoo Township in Bago Region, Dawei Township in Tanintharyi Region, Hpa-An Township in Kayah State, Minbya Township in Rakhine State, and Kyaikmaraw Township in Mon State. For exploring teachers' performance on culturally responsive teaching, Exploratory Factor Analysis and Confirmatory Factor Analysis were utilized. And then the resulted factors were named to represent the related items. And then, the names of these five resulted factors were validated by 3 experts, retired teacher educators from Department of Educational Theory. The extent of culturally responsive teaching practices of teachers for each item included in the questionnaire by the teachers was also analyzed by using the descriptive statistics.

Findings

Research Question (1): Exploring Culturally Responsive Teaching Practices of Teachers

First, the information and culturally responsive teaching practices were emerged from focus group interview. Then exploratory factor analysis will employ. Before the exploratory factor analysis, it needs to assess the suitability of the data. To determine the items were suitable for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure to test the adequacy of the sample size and the Bartlett's test of sphericity to examine the item correlation matrix. From the result of the analysis, KMO was 0.95 and this value indicated that the items are suitable for analyzing the EFA because above 0.6 is the lower limit of the possible cutoff values (Eaton, 2019) and the Bartlett's test of sphericity was significant ($p < 0.001$) that means the variables are highly correlated for the researcher to move forward with the EFA. With regard to communality, this is a numerical measure of an item's variance (Eaton, 2019). The communalities from the result were all above 0.4 and the communalities between 0.25 and 0.4 have been suggested as acceptable cutoff values (Eaton, 2019). As the result, all the requirements for factor analysis are satisfied and therefore, exploratory factor analysis was conducted using with 59 items by 500 participant teachers (8.5 times of the number of items) for exploring culturally responsive teaching practices of teachers. The Principal Component Analysis (PCA) was run with the rotation of varimax with Kaiser Normalization.

Table 1 Rotation Sums of Squared Loadings for Culturally Responsive Teaching Practices of Teachers (N=500)

Rotation Sums of Squared Loadings		
Factors	Eigenvalues	% of Variance
Factor (1)	24.62	41.73
Factor (2)	4.58	7.77
Factor (3)	2.58	4.37
Factor (4)	1.95	3.30
Factor (5)	1.58	2.68

In Table 1, from the result of principal component analysis, it revealed the presence of five factors with eigenvalues exceeding 1, explaining 41.73%, 7.77%, 4.37%, 3.30% and 2.68% respectively.

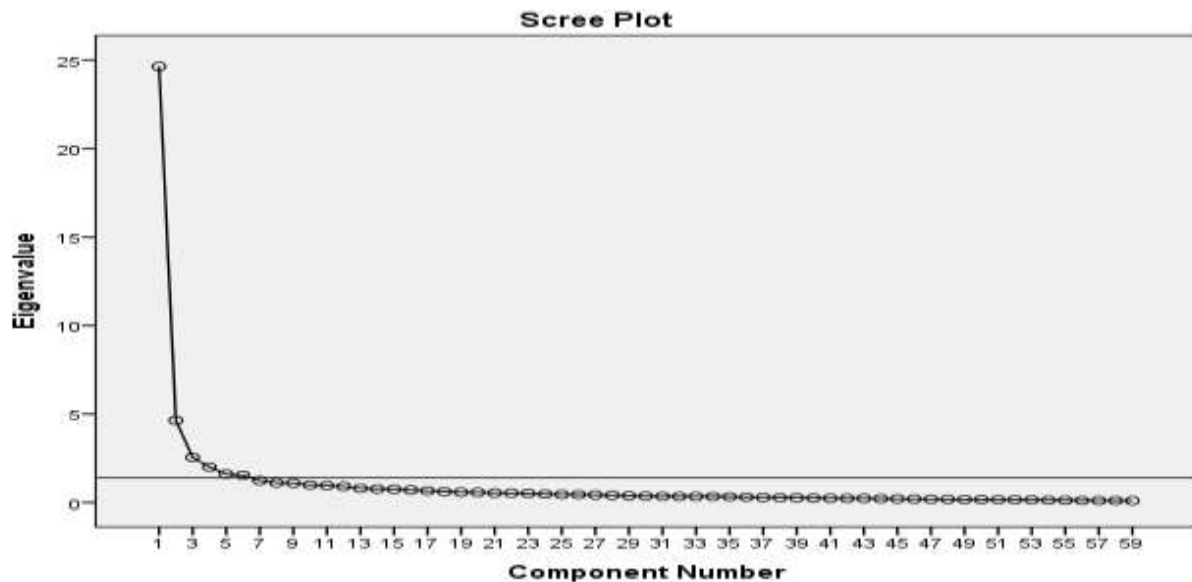


Figure 1 Scree Plot Showing Culturally Responsive Teaching Practices of Teachers

Figure 1 shows a scree plot of eigenvalues plotted against the factor numbers and the curve has an instant it could be interpreted that the scale has five factors. To explore culturally responsive teaching practices, the factors should be named in accordance with the construct explained by the items based on the subjective opinion of the researcher. According to Table 2, the items that were below factor loading .50 which is practically significance (Arifin, 2018) were cut off and therefore the number of items in the instrument remained 52. The first factor had factor loading .742 to .503, the second factor had factor loading ranging from .664 to .526, , the third factor had factor loading .771 to .594, the fourth factor had .737 to .531 and the fifth factor had from .721 to .580. The following Table 2 showed factor loadings and communalities for culturally responsive teaching practices of teachers.

Table 2 Factor Loadings and Communalities for Culturally Responsive Teaching Practices of Teachers (N=500)

No.	Items	Component					Communalities
		1	2	3	4	5	
1.	Using various teaching methods that accommodate the different learning style of students	.742					.680
2.	Using the concrete examples that are familiar with all of the culturally diverse students in order to understand the lesson clearly	.716					.647
3.	Performing to achieve learning objectives without discriminating all students	.715					.608
4.	Taking notes on unique information of each student and incorporating it into the preparation of learning activities.	.671					.674
5.	Promoting self-confidence of all students by helping them realize their strengths	.658					.703

No.	Items	Component					Communalities
		1	2	3	4	5	
6.	Assessing the students with the language that they understand	.656					.576
7.	Providing positive feedback to students' ideas	.640					.612
8.	Explaining the lessons with the language that all the students can understand easily	.637					.597
9.	Making students do self-assessment on their progress	.634					.549
10.	Modifying and creating learning activities so that all of the culturally diverse students can equally participate in learning	.623					.654
11.	Letting the students know having thorough knowledge of culture	.618					.624
12.	Incorporating teaching aids and content that can reflect the culture of different ethnicities into teaching	.551					.541
13.	Exhibiting preferred behaviour when culturally diverse students present their own opinions and ideas in group discussion	.543					.637
14.	Providing individualized teaching based on the strengths and weaknesses of all of the culturally diverse students	.530					.551
15.	Fostering all of the culturally diverse students to actively participate in group activities	.526					.633
16.	Showing the appreciation for the students' accomplishment and success	.519					.643
17.	Using various assessment techniques to make sure that all of the students achieve the desired learning outcomes	.517					.520
18.	Providing all the students with challenging learning activities	.503					.639
19.	Establishing reasonably high expectation for all students		.664				.653
20.	Creating an emotionally safe classroom environment for all students		.655				.690
21.	Establishing a physically safe classroom environment		.654				.659
22.	Encouraging culturally diverse students to believe that they can succeed		.629				.693

No.	Items	Component					Communalities
		1	2	3	4	5	
23.	Inviting the parents to discuss their children's learning progress		.629				.623
24.	Treating all of the culturally diverse students to believe that they are important students in classroom		.625				.586
25.	Caring and communicating with the parents of minority groups		.624				.621
26.	Discussing with the culturally diverse colleagues in order to teach all of the culturally diverse students effectively		.614				.689
27.	Developing and maintaining caring relationship with students		.614				.609
28.	Advising all of the students to live in love and friendship		.594				.657
29.	Asking questions and discussing with culturally diverse students by calling their names friendly		.584				.516
30.	Supporting the stationary to students who are really poor		.538				.502
31.	Interacting with culturally diverse students in accordance with their culturally accepted behavior		.526				.579
32.	Asking the students to bring pictures and symbols related to cultural rituals into the classroom and discuss respective culture			.771			.607
33.	Celebrating various cultural festivals in the classroom			.763			.590
34.	Visiting and studying various cultural environment where the students live			.726			.619
35.	Hanging some pictures and symbols showing the culture of different ethnic groups on bulletin boards and classroom walls			.721			.548
36.	Attending various cultural festivals and religious festivals			.679			.573
37.	Showing the respect to different cultures			.674			.566
38.	Learning languages of culturally diverse students			.643			.496
39.	Preparing and sending survey forms to the parents of culturally diverse students and fill them out in order to find out the students' traditional customs			.627			.417
40.	Friendly discussing with the students about their culture			.594			.401

No.	Items	Component					Communalities
		1	2	3	4	5	
41.	Selecting classroom monitors and five-houses leaders with transparency				.737		.785
42.	Responding every student who violates the classroom rules in very similar ways,				.721		.765
43.	Inviting and encouraging all of the students to present their own idea in establishing classroom rules and routines				.633		.640
44.	Intervening the problems with unbiased manner				.613		.693
45.	Marking and grading the students' work in accordance with marking scheme				.600		.720
46.	Avoiding the words that would ravage the unity				.549		.724
47.	Avoiding the words that can be sensitive				.531		.712
48.	Fostering the students to support and take care of each other					.721	.677
49.	Teaching songs that can promote unity					.717	.708
50.	Suggesting and encouraging students to watch TV Program and social media broadcasting various tradition and culture					.623	.528
51.	Encouraging all students to study and share their culture and tradition					.607	.578
52.	Providing group activities in which all of the culturally diverse students have to involve to improve unity and mutual respect among them					.580	.613
Eigenvalues		24.62	4.58	2.58	1.95	1.58	
% of Variance Explained		41.73	7.77	4.37	3.30	2.68	

The first factor consisted of 18 items and was mainly concerned with *using cultural congruity in classroom instruction*. The second factor contained 13 items and was mainly associated with *creating conducive learning environment and collaborating with colleagues and parents*. The third factor composed of 9 items and this factor was commonly related with *appreciating other culture and providing cultural awareness to students*. The fourth factor constituted with 7 items and this factor mainly represents as *practicing procedural justice*. Finally, the fifth factor contained 5 items and this was mainly associated with *providing learning opportunity for students to live together*.

Confirmatory Factor Analysis on Culturally Responsive Teaching Practices of Teachers

After exploratory factor analysis, the instrument of culturally responsive teaching practices remained five factors with 52 items. These items were also assessed through

Confirmatory Factor Analysis (CFA) by using Amos (24) with the rest 349 participant teachers to examine the goodness of the model fit as shown in Figure 2.

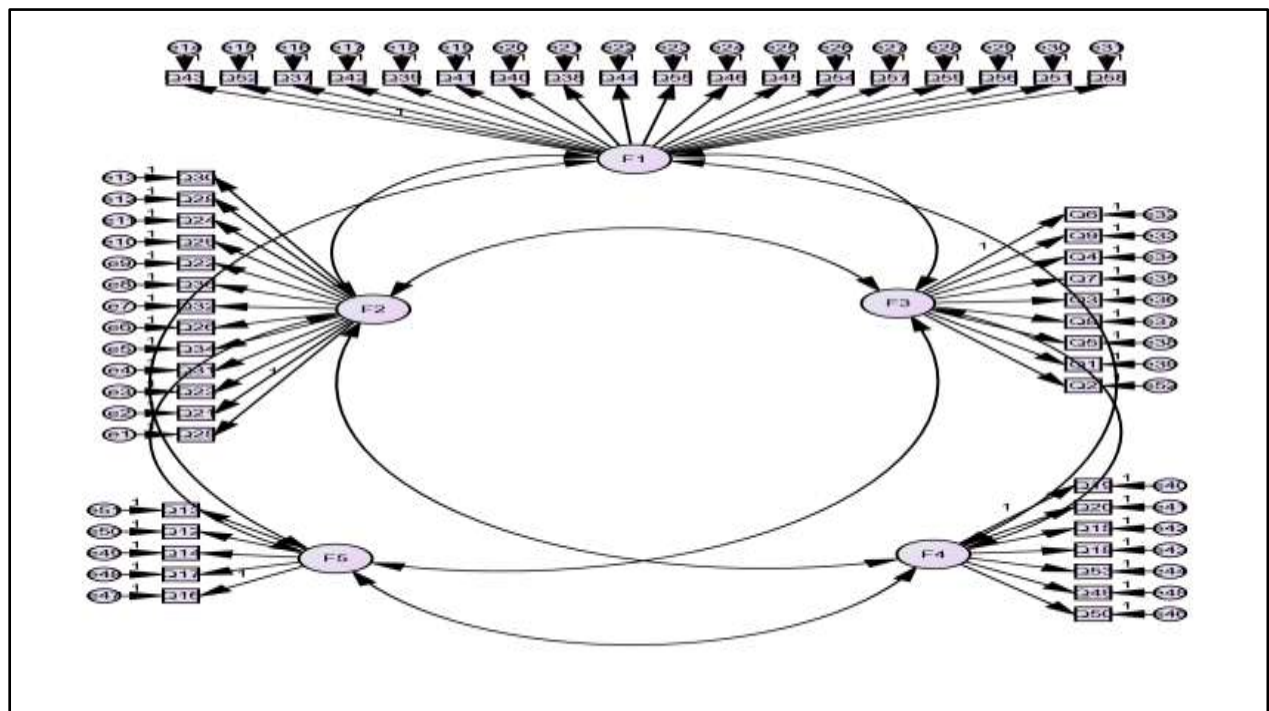


Figure 2: Factor Proposed Model of Culturally Responsive Teaching Practices of Teachers

Table 3 Model Fit Indices of Proposed Model

Index	Chisq	X^2/df	CFI	TLI	RMSEA	SRMR
Level of Acceptance	0.000	6.44	0.802	0.792	0.08	0.069

Note: Chisq= Discrepancy chi square, X^2/df = Relative X^2 , CFI= Comparative fit index
 TLI= Tucker-Lewis Index, RMSEA= Root Mean Square of Error of Approximation
 SRMR = Standardized Root Mean Square Residual

According to Table 3, absolute fit indices (RMSEA) and incremental fit indices (CFI and TFI) did not reach acceptable value. If CFI, TLI are equal or higher than 0.9 (Awang, 2012, as cited in Zaini et al., 2020) and RMSEA value is less than 0.06 and SRMR value is less than 0.08 (Hu & Bentler, 1999,), the model will be fit. To obtain a better-fitting model, modification indices in Amos facilitate the researcher to generate the expected model fit. By removing the items with too low loading or less than 0.5 and by drawing covariance between error terms, it can get a better fitting model. Therefore, after removing four items (No. 38, 49, 50 and 54) with loading less than 0.5 and error terms were correlated, the analysis was run to get an acceptable model fit and the final model remained 48 items with also five factors as shown in Table 4 and Figure 3.

Table 4 Model Fit Indices of Proposed Model (Revised)

Index	Chisq	X^2/df	CFI	TLI	RMSEA	SRMR
Level of Acceptance	0.000	3.80	0.913	0.90	0.058	0.050

Note: Chisq= Discrepancy chi square, X^2/df = Relative X^2 , CFI= Comparative fit index
 TLI= Tucker-Lewis Index, RMSEA= Root Mean Square of Error of Approximation
 SRMR = Standardized Root Mean Square Residual

According to the data from Table 4, CFI value was 0.913 and TLI value was 0.9, RMSEA was 0.058 that was an acceptable cutoff value, SRMR was also 0.05, that was also an satisfactory value, X^2/df was 3.80 and chi-square was significant at $p<0.001$. Therefore, the final model accepted as five-factor construct with 48 items.

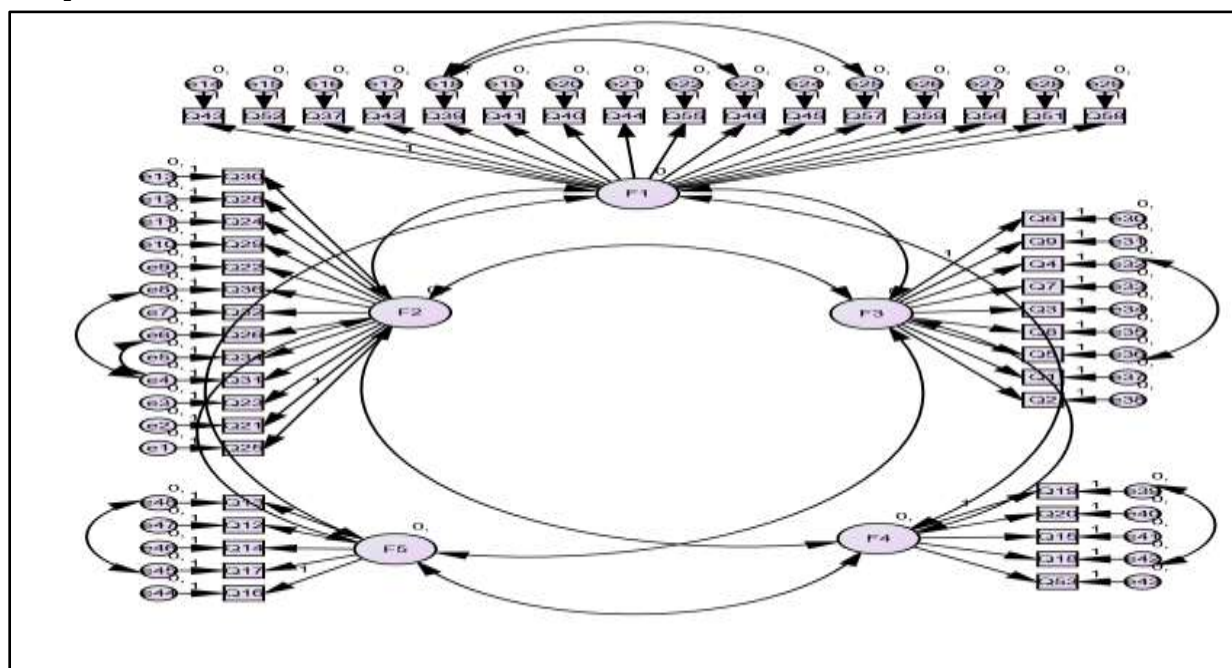


Figure 3 Factor Model Fit of Final Model of Culturally Responsive Teaching Practices of Teachers

Table 5 Descriptive Statistics and Reliability for Culturally Responsive Teaching Practices of Teachers (N=849)

Teachers' Performance on Culturally Responsive Teaching	No. of items	Mean (S.D)	Skewness	Kurtosis	Alpha
Factor1	16	3.87 (.62)	-.562	.857	0.93
Factor2	13	4.02 (.61)	-.796	1.571	0.93
Factor3	9	2.88 (.67)	.067	.152	0.86
Factor4	5	4.25 (.70)	-1.014	1.028	0.87
Factor5	5	3.59 (.65)	-.326	.341	0.78
Overall	48	3.73 (.50)	-.702	2.213	0.95

According to Table 5, the research results five factors for culturally responsive teaching practices of teachers. Moreover, the reliability coefficient of each factor ranged from 0.78 to 0.93 and the reliability of the whole instrument was 0.95. Therefore these five factors of teachers' performance were highly reliable to measure culturally responsive teaching practices of teachers in Myanmar context. The culturally responsive teaching practices of teachers were also named as follows:

Table 6 Name of Variable and Items in Each Factor

Factors	Variable Name	Items
Factor 1	Using cultural congruity in classroom instruction	Sub-dimension: Preparation
		Modifying and creating learning activities so that all of the culturally diverse students can equally participate in learning
		Taking notes on unique information of each student and incorporating it into the preparation of learning activities
		Providing all the students with challenging learning activities
		Sub-dimension: Teaching
		Performing to achieve learning objectives without discriminating all students
		Providing individualized teaching based on the strengths and weaknesses of all of the culturally diverse students
		Using the concrete examples that are familiar with all of the culturally diverse students in order to understand the lesson clearly
		Using various teaching methods that accommodate the different learning style of students
		Explaining the lessons with the language that all the students can understand easily
		Fostering all of the culturally diverse students to actively participate in group activities
		Promoting self-confidence of all students by helping them realize their strengths
		Incorporating teaching aids and content that can reflect the culture of different ethnicities into teaching
		Sub-dimension: Assessment
		Exhibiting preferred behaviour when culturally diverse students present their own opinions and ideas in group discussion
		Using various assessment techniques to make sure that all of the students achieve the desired learning outcomes
		Making students do self-assessment on their progress
		Providing positive feedback to students' ideas
		Showing the appreciation for the students' accomplishment and success
Factor 2	Creating conducive learning environment and collaborating	Establishing reasonably high expectation for all students
		Creating an emotionally safe classroom environment for all students
		Establishing a physically safe classroom environment
		Encouraging culturally diverse students to believe that they can succeed
		Treating all of the culturally diverse students to believe that they are

Factors	Variable Name	Items
	with colleagues and parents	important students in classroom
		Developing and maintaining caring relationship with students
		Advising all of the students to live in love and friendship
		Asking questions and discussing with culturally diverse students by calling their names friendly
		Supporting the stationary to students in the classroom who are really poor
		Interacting with culturally diverse students in accordance with their culturally accepted behavior
		Discussing with the culturally diverse colleagues
		Caring and communicating with the parents of minority groups
		Inviting the parents to discuss their children's learning progress
Factor 3	Appreciating other culture and providing cultural awareness to students	Asking the students to bring pictures and symbols related to cultural rituals into the classroom and discuss respective culture
		Celebrating various cultural festivals in the classroom
		Visiting and studying the cultural environment where the students live
		Hanging some pictures and symbols showing the culture of different ethnic groups on bulletin boards and classroom walls
		Attending various cultural festivals and religious festivals
		Showing the respect to different cultures
		Learning languages of culturally diverse students
		Preparing and sending survey forms to the parents of culturally diverse students and fill them out in order to find out the students' traditional customs
		Friendly discussing with the students about their culture
Factor 4	Practising procedural justice	Selecting classroom monitors and five-houses leaders with transparency
		Responding every student who violates the classroom rules in very similar ways
		Inviting and encouraging all of the students to present their own idea in establishing classroom rules and routines
		Intervening the problems with unbiased manner
		Marking and grading the students' work in accordance with marking scheme
Factor 5	Providing learning opportunity for students	Fostering the students to support and take care of each other
		Teaching songs that can promote unity
		Suggesting and encouraging students to watch TV Program and social media broadcasting various tradition and culture

Factors	Variable Name	Items
	to live together	Encouraging all students to study and share their culture and tradition
		Providing group activities in which all of the culturally diverse students have to involve to improve unity and mutual respect

Research Question (2): Investigating the Extent of Culturally Responsive Teaching Practices of Teachers

Table 7 Means and Standard Deviations of Culturally Responsive Teaching Practices of Teachers (N=849)

No.	Variables	Mean	SD	Remark
1	Using Cultural Congruity in Classroom Instruction (Preparation, Teaching, Assessment)	4.02	.61	Practice to a moderate extent
2	Creating Conducive Learning Environment and Collaborating with Colleagues and Parents	3.87	.62	Practice to a moderate extent
3	Appreciating Other Culture and Providing Cultural Awareness to Students	2.88	.67	Practice to a somewhat extent
4	Practising Procedural Justice	4.25	.70	Practice to a great extent
5	Providing Learning Opportunity for Students to Live Together	3.59	.65	Practice to a moderate extent
Culturally Responsive Teaching Practices		3.73	.50	Practice to a moderate extent

Scoring direction: 1.00 – 1.80 = do not practice at all 1.81 – 2.60 = practice to a little extent
2.61 – 3.40 = practice to a somewhat 3.41 – 4.20 = practice to a moderate
4.21 – 5.00 = practice to a great extent extent

According to Table 7, it can be seen that the teachers perceived that they practiced “*practicing procedural justice*” to a great extent (Mean=4.25). Moreover, the teachers perceived that they performed to a moderate extent in such areas as *using cultural congruity in classroom instruction* (Mean=4.02), “*creating conducive learning environment and collaborating with colleagues and parents*” (Mean=3.87), and “*providing learning opportunity for students to live together*” (Mean=3.59). On the other hand, the teachers perceived that they practices “*appreciating other culture and providing cultural awareness to students*” to a somewhat extent as its related mean value was 2.88. And the teachers believed that they practiced culturally responsive teaching to a moderate extent as its associated mean value was 3.73.

Results and Discussion

In this study, based on the results of exploratory and confirmatory factor analysis, five factors resulted. The first factor, *using cultural congruity in classroom instruction* concerned with the facts modifying and creating learning activities so that all of the culturally diverse students can equally participate in learning, taking notes on unique information of each student and incorporating it into the preparation of learning activities and so on. When considering these information in conjunction with the expert statements, culturally responsive teaching consists of

teaching and learning that is contextualized (Christian, 2017). Concerned with the second factor, ***creating conducive learning environment and collaborating with colleagues and parents***, the items which are important by the perception of participant teachers were establishing reasonably high expectation for all students, creating an emotionally safe classroom environment for all students, caring and communicating with the parents of minority groups and inviting the parents to discuss their children's learning progress, and so on. Taking into account the information provided above alongside the statements made by experts, high teacher expectations foster positive student attitudes and social relationships, which leads to success in school. This occurs regardless of negative factors that could affect student achievement (Rubie-Davies, 2010).

Regarding third factor, ***appreciating other culture and providing cultural awareness to students***, the items deemed important by the perception of participating teachers were such as asking the students to bring pictures and symbols related to cultural rituals into the classroom and discuss respective culture, visiting and studying the cultural environment where the students live, and so on. Therefore, considering these facts that were linked and taken into account in conjunction with the experts' statements, appreciation is when someone seeks to understand and learn about another culture in an effort to broaden their perspective and connect with others cross-culturally. Culturally responsive pedagogy is a student-centered approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning (Ladson-Billings, 1995).

Concerning fourth factor, ***practicing procedural justice***, the items considered important according to the perspective of participating teachers were such as selecting classroom monitors and five-houses leaders with transparency, responding every student who violates the classroom rules in very similar ways, intervening the problems with unbiased manner, and so on. Therefore, all students should be given the opportunity to learn in an unbiased environment (Banks, 2008, as cited in Mmagu, 2016). In relation to fifth factor, ***providing learning opportunity for students to live together***, the items regarded as significant from the viewpoint of participating teachers were such as fostering the students to support and take care of each other, and so on. Therefore, culturally responsive teaching helps schools meet the needs of all students by creating a learning environment that values the cultural and linguistic diversity of the entire student population (SimpleK12 Staff, 2023). From the result, it was found that the teachers perceived that they practiced culturally responsive teaching to a moderate extent. Therefore, if teachers are culturally and linguistically competent and engage in culturally responsive practice, students' academic success will be improved and the achievement gap bridged (Lucas & Villegas, 2013, as cited in Acquah, 2015).

Suggestions

The following suggestions are based on the research findings.

1. The teachers should utilize a variety of teaching approaches and assessment techniques to address the unique learning styles of students and should explain the lessons with the language that all the students can understand easily.
2. Should prepare and design educational activities in a way that ensures equitable participation for all culturally diverse students in the learning process.

3. The teachers should try to possess favourable relationship with the colleagues from different cultural background, the parents and the community.
4. The teachers should interven the problems with unbiased manner and respond every student who violates the classroom rules in very similar ways.
5. The teachers should establish a physical learning environment by displaying images and symbols that depict the cultures of various ethnic groups on bulletin boards and walls.
6. The teachers should visit and study the surrounding environment where the students live.
7. The teachers should create the teaching and learning situation for the students to live and learn together by grouping the students to involve different cultural background.
8. The teachers should foster the students to appreciate other culture and should plan to provide the activities to develop the awareness of other culture.
9. The policy maker ought to create and support networks within schools to facilitate open dialogue and collaboration for the teachers and students and to collaborate with community members to create a more holistic approach to cultural competency.

Need for Further Studies

The researcher intentionally did not include school principals as participants. If school principals had been included and asked about how they support teachers, the study could have yielded more robust and comprehensive conclusions.

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