

Integrating Culturally Responsive Teaching in the Selected Upland Elementary Schools of Ilocos Sur: Basis for Contextualized Primer and Training Design

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Abstract — The importance of integrating Culturally Responsive Teaching (CRT) in teaching elementary pupils has been recognized across all educational institutions in the world. This led to the conceptualization of the study. Specifically, this study identified the strategies of elementary teachers in implementing CRT and their challenges that led to the development of contextualized primer and training design. Through ethnomethodology, the study revealed that the strategies teachers use to implement Culturally Responsive Teaching (CRT) vary across its dimensions. In the emancipatory dimension, teachers promote peer learning, encourage critical thinking, empower student voices, integrate diverse perspectives, and foster critical consciousness and social responsibility. In the multidimensional dimension, strategies include recognizing diverse learning styles, incorporating cultural relevance and local context, encouraging collaborative learning, and fostering empathy and inclusivity. The transformative dimension focuses on fostering leadership, community engagement, connecting education to social issues, and empowering pupils through critical thinking. In the validating dimension, teachers create a safe environment, incorporate pupils' cultural backgrounds, and encourage student voice and personal expression.

Furthermore, the study also discovers that the challenges arise in each dimension of CRT. The emancipatory dimension faces issues like resource availability, student readiness, resistance to sensitive topics, and diverse student viewpoints. The multidimensional dimension is challenged by balancing diverse needs, time constraints, and limited resources. The transformative dimension struggles with student engagement in social issues, systemic barriers, and insufficient professional development. The validating dimension faces challenges related to lack of resources and ensuring cultural representation and respect in the classroom. Meanwhile, the developed primer in implementing CRT in elementary classrooms is rated with very high validity. Also, the training design in implementing CRT is perceived to be of very high validity.

Above all, this study highlights the importance of integrating CRT in elementary education, identifying effective strategies and challenges across its various dimensions. The findings suggest that while teachers face multiple challenges, the developed primer and training design have shown very high validity, reflecting their potential to enhance CRT implementation. It is recommended that educational institutions provide ongoing professional development and resources to support teachers in overcoming challenges and further refining their CRT strategies, ensuring that all students receive culturally relevant and inclusive education.

***Keywords* — Contextualized Primer, Culturally Responsive Teaching, Ethnomethodology**

I. Introduction

The teaching and learning process has been continuously evolving for the past years to cope with the ever changing global and local educational landscape. This is also possible because of the demands of learners for such. In fact, the integration of Culturally Responsive Teaching (CRT) is among the many emerging trends in education in response to its evolving landscape. The emergence of GAD was largely a response to the limitations of previous development frameworks like WID, which did not address the root causes of gender inequality. Advocates of GAD recognized that existing structures, policies, and norms needed to be changed—not just supplemented—to empower women and ensure fairness. This shift was inspired by global feminist movements and the realization that development efforts were often gender-blind, reinforcing rather than challenging societal inequities.

In addition, CRT is an educational approach that emphasizes the importance of recognizing and respecting learners' diverse cultural backgrounds, identities, and experiences in the learning process. This approach aims to create an inclusive and equitable learning environment by integrating learners' cultural knowledge into the curriculum, thereby fostering a more engaging and meaningful educational experience (1). CRT encourages educators to reflect on their teaching practices, adopt strategies that promote cultural awareness, and create classrooms where all learners feel valued (2). By embracing cultural diversity, CRT not only helps learners develop critical thinking skills but also works to dismantle inequities in education and supports the development of learners' social and emotional growth (3). When effectively implemented, CRT has been shown to enhance pupil achievement and promote long-term success in diverse educational settings (4).

Furthermore, CRT aligns with the United Nations' Sustainable Development Goals (SDGs) by promoting social justice, equity, and inclusion in education, which are central tenets of SDG 4: Quality Education. CRT emphasizes the importance of recognizing and valuing cultural diversity, ensuring that all learners, regardless of their background, have equal opportunities to succeed (5). By adapting teaching practices to meet the diverse needs of learners, CRT helps bridge educational gaps, empowering marginalized communities and fostering a more inclusive society (6). Moreover, CRT encourages educators to address systemic inequalities, aligning with SDG 10: Reduced Inequalities, by combating discrimination and promoting understanding across cultures (7). Through the implementation of culturally responsive practices, educators contribute to achieving the SDGs by fostering environments where all learners feel valued, respected, and equipped to thrive in a global society.

Interestingly, researches on the professional development of elementary Filipino teachers reveal the need to investigate culturally responsive teaching (CRT) since most studies have focused on other areas indicated in the Philippine Professional Standards for Teachers. Evidently, other dimensions like "Emancipatory," "Multidimensional," "Transformative," and "Validating" are less frequently employed suggesting a need for more comprehensive training in these areas while

studies indicate that teachers often apply "Comprehensive" and "Empowering" CRT practices, (8). Additionally, there is often a disconnect between teachers' knowledge of CRT and their actual classroom practices, highlighting the necessity for professional development programs that effectively translate theoretical understanding into practical application (9). Addressing these gaps through targeted professional development could enhance the effectiveness of culturally responsive teaching in the Philippines.

Furthermore, CRT encompasses dimensions such as "Emancipatory," "Multidimensional," "Transformative," and "Validating," which collectively aim to empower learners by acknowledging and incorporating their cultural backgrounds into the learning process. Gay (10) identified these characteristics as essential for creating an inclusive and effective educational environment. Research indicates that while teachers frequently apply "Comprehensive" and "Empowering" practices, they often implement "Emancipatory," "Multidimensional," "Transformative," and "Validating" strategies less consistently (11). This variation suggests a need for further investigation into how educators apply these specific CRT dimensions in their classrooms. Understanding these practices is crucial for developing targeted professional development programs that enhance the effectiveness of CRT.

Meanwhile, Ilocos Sur is a place of rich culture and heritage. With CRT, the teaching and learning process in elementary schools could highlight these culture and heritage of the learners. Also, the situation of CRT in elementary schools under the Department of Education (DepEd) in the Philippines like those in Ilocos Sur is evolving, yet there are notable gaps that warrant further investigation. While the DepEd has made efforts to integrate inclusive practices through policies like the K to 12 curriculum, challenges remain in the consistent application of CRT principles across diverse classrooms. Research by Mercado (12) and Caingcoy et al. (13) indicates that although some teachers attempt to use culturally relevant materials, there is often a limited understanding of how to incorporate the "Emancipatory," "Multidimensional," "Transformative," and "Validating" dimensions of CRT effectively in their pedagogical practices. Moreover, these dimensions require teachers to not only acknowledge cultural differences but also to challenge existing power structures in education, which can be a complex and unfamiliar task for many educators.

Clearly, the abovementioned research gaps and observations ignited the interest of the researcher to investigate CRT in the upland elementary schools in Ilocos Sur, Philippines. Aside from the said research gaps, the need to investigate CRT in these schools arises from the reality that these dimensions are often underutilized or poorly understood. This situation is exacerbated by the diversity of learners' populations, which includes rural, mainstream and indigenous learners, each with unique cultural needs. Undoubtedly, there is an urgent need for research to explore how CRT's multifaceted dimensions are implemented and whether they contribute to better educational outcomes. Investigating this could help identify effective strategies for teacher training, curriculum development, and policy-making to ensure that CRT can be meaningfully

applied in classrooms across the Philippines, leading to more inclusive and equitable educational experiences for all learners. Hence, this study now was conducted.

OBJECTIVES OF THE STUDY

This study aimed to describe the implementation of CRT in the selected upland elementary schools in Ilocos Sur. Specifically, it sought answers to the following questions:

1. What strategies do teachers employ in implementing CRT along the following dimensions:
 - a. emancipatory;
 - b. multidimensional;
 - c. transformative; and
 - d. validating?
2. What are the challenges faced by elementary teachers in implementing emancipatory, multidimensional, transformative, and validating dimensions of CRT in their classrooms?
3. What contextualized culturally responsive teaching primer can be developed?
4. What valid training design can be developed?

II. Methodology

This study utilized ethnomethodology as its research design. Ethnomethodology is a qualitative research design and approach that examines the everyday methods individuals use to construct and make sense of their social worlds, emphasizing how social order is produced through routine interactions (14). Notably, ethnomethodology, rooted in the work of Harold Garfinkel, investigates how individuals use everyday methods to produce and make sense of social order. In education, ethnomethodology focuses on how pupils and teachers construct classroom norms, meanings, and practices through their routine interactions. This approach emphasizes the subtle, taken-for-granted methods individuals use to interpret instructions, manage classroom discourse, and participate in learning (15, 16).

Research Instrument

This study utilized an interview protocol in gathering the pertinent data. An interview protocol is a structured method used in qualitative research to gather insights from a selected group of participants through guided discussions on a specific topic (17). The process typically involves selecting participants who share common characteristics, creating an environment that encourages

open dialogue, and using a moderator to facilitate conversation based on a pre-designed set of questions (18).

Data Gathering Procedure

The researcher submitted this study first to the Research Ethics Committee (REC) of the college upon approval of the Thesis Evaluation Committee to implement this study. After getting ethical clearance from the REC, the researcher secured permission to conduct the study to the concerned officials of the Department of Education Ilocos Sur. With their permission, the target participants were identified using the set inclusion and exclusion criteria.

In addition, the researcher personally talked to the identified target participants and explained the nature and scope of this study. Their consent in participating in this study was sought using an informed consent form. Then schedules of the interviews were set based on their availability given the busy schedules of the teachers.

Furthermore, the interviews were conducted based on the free time or availability of the participant. In doing it, the participants were individually interviewed at their houses and at schools. It is to note that they gave their schedules which the researcher followed. For some of the participants, printed copies of the interview questions were given to them upon their request. Then, they just wrote their answers. During the interviews, audio recording was used. Next, each of the recordings was transcribed. It is to note that the recordings were stored on a Google drive that only the researcher can access.

Finally, the interview transcripts were analyzed. Then the outputs of the study were developed. Last, these outputs were validated by experts in the field who were identified with the help of the researcher's adviser. Most importantly, member checking procedures which included follow up interviews, checking of the transcripts by the participants, and sharing of the results of the study to participants were be done (19).

III. Results and Discussion

This study explored the strategies that elementary teachers employ in implementing Culturally Responsive Teaching (CRT) across its four key dimensions: emancipatory, multidimensional, transformative, and validating. Through qualitative findings, the research highlighted the various approaches educators use to create inclusive and equitable classrooms that recognize and affirm the diverse cultural backgrounds of their pupils. In addition, the study identified the challenges teachers face when trying to integrate these dimensions.

1. Strategies in implementing CRT

The emancipatory dimension of CRT focuses on empowering pupils to critically examine and challenge social injustices, inequalities, and oppressive systems within their communities and society at large. It encourages educators to create learning environments where pupils can recognize and confront issues such as racism, discrimination, and power dynamics, fostering a sense of agency and social responsibility. By integrating these discussions into the curriculum, CRT aims to cultivate pupils' critical consciousness, enabling them to become active agents of change in both their personal lives and broader society. With these in mind, this study reveals the strategies of teachers in implementing the said dimension of CRT. Thematic analysis of their statements revealed four themes: Promoting Peer Learning and Collaboration, Encouraging Critical Thinking and Empowering Pupils' Voice, Integrating Diverse Perspectives and Culturally Relevant Content, and Fostering Critical Consciousness and Social Responsibility.

The multidimensional dimension of CRT involves recognizing and addressing the diverse cultural, linguistic, and cognitive needs of pupils in the classroom. It emphasizes the importance of adapting teaching strategies to accommodate varying learning styles, backgrounds, and experiences, ensuring that all pupils feel respected and included. By incorporating a range of teaching methods, resources, and assessments, this dimension seeks to create an inclusive learning environment that validates pupils' identities and promotes equity in educational outcomes. These things are being realized by the teachers who integrate and implement CRT's multidimensional dimension. Thematic analysis of their sharing surfaces four their four strategies: recognizing diverse learning styles and differentiation, incorporating cultural relevance and local context, integrating collaborative learning and peer interaction, and fostering empathy and inclusivity in teaching.

The transformative dimension of CCRT focuses on fostering critical thinking and social action by encouraging pupils to question and challenge societal norms, structures, and injustices. It aims to empower them to engage in social change by promoting awareness of issues such as power, privilege, and inequality within and outside the classroom. Through this dimension, educators encourage pupils to not only understand but also actively work towards transforming their communities and the broader society to create a more just and equitable world. In realizing the implementation of this dimension of CRT, this study underscores the three implementation strategies of teachers: fostering leadership, collaboration, and community engagement, connecting education to social issues and using environmental awareness, and empowering pupils through critical thinking and self-reflection.

The validating dimension of CRT focuses on affirming and respecting pupils' cultural identities by integrating their backgrounds, experiences, and values into the learning process. It involves creating a classroom environment where pupils feel seen, heard, and valued, which enhances their sense of belonging and boosts their academic engagement. By recognizing and celebrating cultural diversity, this dimension helps foster positive self-esteem and motivates pupils to take pride in their heritage while actively participating in their education. To adhere to the

potential of this dimension of CRT in developing the pupils, the participants shared their strategies in implementing this dimension. These are creating a safe and respectful classroom environment, incorporating pupils' cultural backgrounds into the curriculum, and encouraging pupil voice and personal expression.

2. Challenges in Implementing CRT

Implementing the emancipatory dimension of CRT in education faces significant hurdles. A shortage of culturally relevant resources hinders the creation of inclusive learning environments, while students' varying levels of comfort with sensitive topics and systemic resistance to CRT further complicate matters. Navigating diverse perspectives and addressing students' limited exposure to historical injustices and systemic inequities also pose challenges. Overcoming these obstacles requires collaborative efforts between educational institutions, communities, and policymakers to develop resources, provide teacher training, and foster supportive learning environments.

Teachers implementing the multidimensional aspects of CRT in their classrooms face a complex set of challenges. One primary concern is balancing the diverse needs of students from various backgrounds. Meeting the unique learning styles, cultural perspectives, and academic levels of each student requires significant effort and resources. Furthermore, teachers grapple with time constraints and heavy workloads, making it difficult to dedicate sufficient time and attention to effectively incorporating CRT's complex concepts into their curriculum and pedagogy. This challenge is exacerbated by limited access to culturally relevant resources and materials, as well as a lack of comprehensive training and professional development opportunities focused on CRT. Teachers also express concerns about their own knowledge base, acknowledging that they may lack the expertise needed to confidently and effectively address sensitive topics related to race, power, and systemic inequities. Addressing these challenges requires a collaborative effort from educational institutions, policymakers, and communities to provide teachers with the necessary resources, training, and support to implement CRT in a meaningful and impactful way.

Understanding the challenges faced in implementing the transformative dimension of CRT is crucial for educators aiming to cultivate critical thinking and social action in diverse classrooms. A thematic analysis of participant experiences revealed three key themes: pupils' readiness and engagement in social issues, institutional and systemic barriers, and a lack of professional development and training. The first theme highlights the varying levels of comfort and preparedness among students to engage with sensitive topics like power, social justice, and historical inequities. This uneven readiness can hinder the development of critical thinking and action-oriented learning. The second theme underscores the obstacles presented by existing institutional structures and systemic barriers that may not fully support or even actively resist the implementation of CRT. This resistance can manifest in curriculum limitations, lack of administrative support, and even pushback from some communities. Finally, the lack of adequate professional development and training for educators poses a significant barrier. Without proper

preparation and guidance, teachers may struggle to effectively implement CRT's transformative principles, leading to a less impactful and potentially even counterproductive experience for students.

The validating dimension of CRT faces significant challenges in ensuring authentic representation and respect for diverse cultures within the classroom. A key obstacle is the lack of readily available resources that accurately reflect the unique cultural backgrounds and experiences of students. This scarcity hampers teachers' ability to create inclusive learning environments that celebrate and validate students' identities. Furthermore, ensuring that all learning materials and classroom practices are culturally sensitive and avoid perpetuating stereotypes or biases requires constant vigilance and ongoing professional development. Without sufficient resources and ongoing support, teachers may struggle to effectively implement the validating dimension of CRT, potentially leaving students feeling marginalized or misunderstood.

Validation of the contextualized Primer

The creation of this teaching primer on implementing CRT is grounded on the need to provide educators with a comprehensive guide to addressing the diverse needs of pupils in a multicultural classroom. Based on the findings, CRT provides a framework that encourages the inclusion of pupils' cultural backgrounds, promotes critical thinking, and empowers them to become socially conscious individuals. The strategies highlighted in the primer are designed to help teachers create a dynamic and inclusive learning environment that reflects the multifaceted nature of pupils' identities. By emphasizing the need for peer collaboration, critical thinking, and the integration of culturally relevant content, this primer empowers teachers to foster an educational space that values diverse perspectives and supports pupil growth.

Indicator	Mean	DR
Objectives		
The objectives are comprehensive and well-understood to the felt needs and improvement.	5	VHV
The objectives are S.M.A.R.T.	5	VHV
The objectives respond to the felt needs.	5	VHV
Submean	5	VH
Content		
The primer addresses the all identified weaknesses.	5	VHV
The primer is comprehensive enough to address the areas that need improvement.	5	VHV
The primer can improve instruction for elementary learners.	5	VHV
Submean	5	VH
Usability		
The primer can be used with ease and flexibility.	5	VHV
The primer contains enabling objectives which can be used by the school administrators as guide.	4.57	VHV

The primer can improve the instruction if used successfully.	5	VHV
Submean	4.86	VH
Functionality		
The primer addresses the improvement of functions of concerned people.	5	VHV
The school is capable of implementing the primer.	5	VHV
The primer clearly defines the key concerns and objectives.	5	VHV
Submean	5	VH
Acceptability		
The primer is applicable and acceptable to the stakeholders.	5	VHV
The primer responds to prevailing issues and concerns.	4.71	VHV
The primer provides the effective monitoring and evaluation.	4.71	VHV
Submean	4.81	VH
Overall mean	4.93	VH

The developed primer in implementing CRT in elementary classrooms is rated with very high validity. The finding implies the primer's strong potential in meeting educational goals. This aligns with prior research emphasizing the critical role of valid instructional materials in fostering inclusive and equitable learning environments (20;21). The high rating suggests that the primer successfully addresses local needs, integrating culturally relevant content and pedagogical strategies, which is key for promoting meaningful learning in diverse educational contexts (22). Additionally, the strong validity rating supports the notion that CRT resources must be contextually appropriate to be effective, as noted in studies that advocate for localized approaches to teaching (23, 24). Given this high level of validity, the primer can serve as a model for future resource development aimed at enhancing CRT in rural and culturally diverse settings.

Training Design and Matrix

The training design is grounded in the core principles of CRT and seeks to equip educators with the tools and strategies necessary to navigate its multidimensional, transformative, and emancipatory dimensions. One of the primary aims of this training is to address the challenges teachers face when trying to implement CRT while promoting equity and inclusivity in their classrooms. By focusing on four key strategies—peer learning and collaboration, critical thinking and empowerment, integration of diverse perspectives, and fostering critical consciousness—this training emphasizes the importance of creating learning environments that are not only academically rigorous but also socially just and culturally relevant. These strategies aim to address the need for teachers to adapt their teaching styles to meet the diverse needs of their pupils and foster an environment where all pupils feel validated and empowered.

This training is designed to focus specifically on strategies that align with the multidimensional dimension of CRT, where teachers recognize and address the unique learning

needs of pupils through differentiated instruction. By incorporating cultural relevance and local context into lesson plans, educators are encouraged to move beyond a one-size-fits-all approach to instruction, allowing them to effectively meet the diverse needs of their pupils. Peer interaction and collaborative learning are key components of this approach, as they help foster empathy, inclusivity, and a sense of belonging among pupils. Peer interaction and collaborative learning are key components of this approach, as they help foster empathy, inclusivity, and a sense of belonging among pupils. Teachers will be trained to incorporate collaborative learning activities that draw on the strengths and perspectives of all pupils, ensuring that every learner feels seen and heard in the classroom.

The transformative dimension of CRT is also emphasized in this training, encouraging teacher to become agents of change in their communities. By fostering leadership, collaboration, and community engagement, teachers are empowered to connect classroom learning to broader social issues, environmental awareness, and real-world applications. This connection not only enhances pupils' academic learning but also encourages them to think critically about their roles in society and their potential to influence positive change. The training will focus on providing educators with strategies to guide pupils through self-reflection and critical thinking, helping them explore their values, identities, and responsibilities as global citizens.

In addressing the validating dimension of CRT, the training equips teachers with strategies to create a classroom environment that respects and celebrates the cultural backgrounds of all pupils. This involves incorporating pupils' cultural identities into the curriculum and encouraging personal expression. By fostering a safe and respectful classroom environment, teachers can ensure that pupils feel comfortable sharing their experiences and perspectives. However, the training addresses the challenges that come with ensuring adequate cultural representation and validation in the classroom, particularly in schools that may lack resources or support for this type of inclusive teaching.

Finally, the training design tackles the various challenges that educators face when implementing CRT, particularly in the emancipatory, multidimensional, transformative, and validating dimensions. Teachers often struggle with resource limitations, systemic resistance, and pupil readiness when trying to address sensitive issues or diverse learning styles. This training provides teachers with strategies to overcome these challenges, such as leveraging community resources, promoting pupil engagement through critical conversations, and advocating for professional development. By providing teachers with the tools, strategies, and support they need, this training aims to empower them to implement CRT effectively, creating inclusive, dynamic, and socially responsible learning environments.

The training matrix provides a comprehensive framework for developing and executing a training program on CRT, taking into account the specific needs and resources of public elementary schools in upland municipalities in Ilocos Sur.

Training Topics	Objectives	Strategies Implementation	of Persons Involved	Success Indicators
1. Emancipatory Dimension of CRT	Promote peer learning and collaboration.	Facilitate group and collaborative activities.	Teachers	Increased pupil collaboration in classroom activities.
	Encourage critical thinking and empower pupils' voice.	Implement critical thinking exercises and open forums for pupils to express their opinions.	School administrators	Pupils actively participating and voicing their opinions.
	Integrate diverse perspectives and culturally relevant content.	Incorporate local history and cultural stories into lessons.	Local cultural experts	Curriculum reflects local culture and pupils demonstrate understanding of diverse perspectives.
Challenges in Emancipatory Dimension	Foster critical consciousness and social responsibility.	Use role-playing and simulations to highlight social issues and their solutions.	Parents, local community leaders	Pupils show an understanding of social justice and demonstrate responsible behaviors.
	Address resource availability and cultural representation.	Identify community resources (e.g., cultural events, local leaders) to enhance lessons.	School administrators, local organizations	Increased availability of cultural materials and resources for pupils.
	Overcome pupil readiness and systemic resistance to sensitive topics.	Use progressive, culturally responsive teaching techniques.	Teachers, school psychologists	Positive feedback from pupils regarding the approach to sensitive topics.
2. Multidimensional Dimension of CRT	Navigate diverse pupil viewpoints and lack of exposure to CRT.	Organize sensitization workshops for teachers on diverse pupil backgrounds.	Community leaders, CRT experts	Teachers successfully addressing pupil concerns and demonstrating sensitivity to diverse views.
	Recognize and adapt to diverse learning styles.	Implement differentiated instruction based on pupils' needs.	Teachers, educational specialists	Greater pupil engagement through differentiated activities.
	Incorporate cultural relevance and local context.	Use local materials and examples related to the pupils' lived experiences.	Local cultural consultants, teachers	Curriculum is relevant and resonates with pupils.
	Integrate collaborative learning and peer interaction.	Set up group activities where pupils can work together on projects.	Teachers, pupils	Improved teamwork and cooperation among pupils.
	Foster empathy and inclusivity in teaching.	Encourage peer support, use diverse learning materials, and create a welcoming classroom environment.	School counselors, parents	Pupils express empathy toward one another, fostering an inclusive school culture.

Challenges in Multidimensional Dimension	Address balancing diverse pupils' needs.	Offer personalized support for struggling pupils, and engage gifted learners through enrichment programs.	Teachers, educational specialists	More equitable participation and achievement across pupil groups.
	Manage time constraints and workload.	Implement time management training for teachers, streamline lesson plans, and avoid overburdening teachers.	School administrators, teacher associations	Teachers report better time management and reduced workload stress.
	Overcome limited resources and knowledge.	Access free resources online, collaborate with nearby schools, and use local knowledge.	Teachers, local experts	Increased teacher confidence and resource usage in lesson planning.
3. Transformative Dimension of CRT	Foster leadership, collaboration, and community engagement.	Organize leadership and community-building activities that promote collaboration across different stakeholders.	Local leaders, pupils	Increased pupil participation in leadership roles and community initiatives.
	Connect education to social issues and environmental awareness.	Engage pupils in projects related to current social issues and environmental concerns (e.g., sustainability projects).	Teachers, environmental organizations	pupil involvement in environmental or social responsibility projects.
	Empower pupils through critical thinking and self-reflection.	Use reflection journals, group discussions, and activities that encourage self-assessment and critical thinking.	Teachers, counselors	Growth in pupil critical thinking skills and self-reflection abilities.
Challenges in Transformative Dimension	Address pupils' readiness and engagement in social issues.	Provide scaffolding and support for pupils to engage with difficult social issues.	Teachers, community leaders	Increased pupil engagement in social and environmental discussions.
	Overcome institutional and systemic barriers.	Advocate for systemic change in curriculum and teaching practices, and offer professional development.	School administrators, policy-makers	Systemic changes in teaching practices supporting CRT.
	Overcome lack of professional development and training.	Provide ongoing professional development in CRT for all teachers.	Teachers, CRT trainers	Teachers demonstrate improved CRT skills after training sessions.
4. Validating Dimension of CRT	Create a safe and respectful classroom environment.	Set clear classroom norms, foster positive relationships, and address conflicts as they arise.	Teachers, school counselors	Pupils feel safe, respected, and valued in the classroom.
	Incorporate pupils' cultural backgrounds into the curriculum.	Integrate diverse cultural perspectives in lessons, using pupil backgrounds as a resource for learning.	Local cultural experts, teachers	Curriculum reflects pupil backgrounds and is culturally responsive.
	Encourage pupil voice and personal expression.	Use pupil-led conferences, class discussions, and creative projects to allow pupils to express themselves.	Teachers, pupils	Pupils express themselves freely and share their perspectives in class.

Challenges Validating Dimension	in Address lack of resources and support for validation.	Seek external support from local organizations or government grants to provide the necessary resources for cultural validation.	Teachers, local government	Increased availability of resources to support cultural validation in the classroom.
	Ensure cultural representation and respect in the classroom.	Provide training on cultural sensitivity and regularly evaluate teaching materials for inclusivity.	School administrators, CRT experts	Materials reflect diverse cultures, and pupils feel respected and represented in classroom content.

Validity of Training Design

The table shows that the highest mean rating of 5.0 was obtained by content, usability, functionality, and acceptability described as very high. The findings of the study indicate that the proposed training design achieved a high level of approval across multiple criteria. This suggests that the design was well-received and aligns with the principles of effective instructional design (25). The high ratings also indicate that the training was perceived as being culturally responsive, which is a crucial factor in enhancing the relevance and effectiveness of teaching strategies (26). The emphasis on usability and functionality highlights the importance of ensuring that training programs are both accessible and practical for diverse audiences (27). Furthermore, the positive feedback on acceptability suggests that educators are open to adopting culturally responsive teaching methods if they are designed effectively (28). These findings contribute to the growing body of literature supporting the integration of cultural responsiveness in teacher training programs to promote inclusive education.

Contrastingly, the lowest mean rating of 4.81 was obtained by the objectives of the proposed training design in implementing CRT, but it is still described as very high. This suggests that participants generally found the objectives to be well-aligned with the goals of CRT (29). The relatively slight difference in rating indicates that although there may have been some room for improvement in articulating or clarifying the training objectives, the overall response was overwhelmingly positive (30). The high rating reflects that the objectives were deemed clear, achievable, and relevant to the participants' professional needs (31). The minor gap between the highest and lowest ratings could also point to slight variations in participant expectations or familiarity with culturally responsive practices (32). The findings reinforce the importance of having well-defined, culturally responsive objectives in teacher training programs to ensure that educators can effectively integrate these practices into their teaching.

The level of validity of the developed training design in implementing CRT is very high as supported by the 4.96 mean rating. This suggests that the respondents found the training to be highly relevant and effective in meeting its objectives related to CRT (33). A high validity score is crucial in ensuring that the training aligns well with both the theoretical foundations of CRT and the practical needs of educators (34). The positive feedback reflects strong support for the design's

alignment with the principles of culturally responsive pedagogy, suggesting it can enhance teachers' ability to engage diverse pupil populations. The high validity rating highlights the importance of evidence-based approaches in developing training programs that are both effective and impactful in fostering cultural responsiveness (35). These findings emphasize the significance of valid, well-constructed professional development programs in promoting equitable educational practices.

Indicator	Mean	DR
Objectives		
The objectives are comprehensive and well-understood to the felt needs and improvement.	5	VHV
The objectives are S.M.A.R.T.	4.43	VHV
The objectives respond to the felt needs.	5	VHV
Submean	4.81	VH
Content		
The training design addresses the all identified weaknesses.	5	VHV
The training design is comprehensive enough to address the areas that need improvement.	5	VHV
The training design can improve instruction for elementary learners.	5	VHV
Submean	5	VH
Usability		
The training design can be used with ease and flexibility.	5	VHV
The training design contains enabling objectives which can be used by the school administrators as guide.	5	VHV
The training design can improve the instruction if used successfully.	5	VHV
Submean	5	VH
Functionality		
The training design addresses the improvement of functions of concerned people.	5	VHV
The school is capable of implementing the training design.	5	VHV
The training design clearly defines the key concerns and objectives.	5	VHV
Submean	5	VH
Acceptability		
The training design is applicable and acceptable to the stakeholders.	5	VHV
The training design responds to prevailing issues and concerns.	5	VHV
The training design provides the effective monitoring and evaluation.	5	VHV
Submean	5	VH
Overall mean	4.96	VH

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IV. Conclusion

The findings highlight the need for targeted professional development and institutional support to help teachers effectively implement all dimensions of CRT. Addressing systemic barriers, resource limitations, and student engagement challenges is essential to maximize CRT's impact. Strengthening teacher capacity and providing adequate resources can lead to more inclusive, equitable, and culturally affirming learning environments.

V. Recommendations

The study recommends enhancing professional development for teachers, focusing on critical thinking, inclusive strategies, and handling cultural and social issues to support effective CRT implementation. It also suggests that schools invest in culturally relevant resources, allocate time for collaboration, and promote community engagement to enrich learning experiences and address systemic barriers. Lastly, creating safe, culturally affirming classrooms and adopting the study's outputs for broader implementation are key steps toward fostering inclusive, equitable education.

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