

Adapting Culturally Responsive Pedagogies: A Study of Filipino Special Education Teachers' Strategies, Challenges, and Perceived Impact in U.S. Classrooms

Peaches Marquez-Tampus

Cebu Technological University – Main Campus Cebu City, Philippines

DOI: <https://doi.org/10.51584/IJRIAS.2025.101100051>

Received: 26 November 2025; Accepted: 02 December 2025; Published: 11 December 2025

ABSTRACT

This study investigated the experiences, challenges, and perceived impact of culturally responsive teaching strategies employed by Filipino special education (SPED) teachers within the Marion School District in Crittenden County, Arkansas, and New Town Public School in North Dakota, United States, during the school year 2024–2026. The study aimed to develop an inclusive culturally responsive teaching plan based on the findings. A quantitative approach utilizing a descriptive-correlational research design was employed to examine the teaching strategies used by SPED teachers and explore the relationships between these strategies and their demographic profiles. It also identified the challenges experienced by educators and their perceived impact on student learning outcomes. The study was conducted in the Marion School District, which serves approximately 3,900–4,200 students across six campuses, and in New Town Public Schools, which operates three schools: Edwin Loe Elementary, New Town Middle, and New Town High School. The respondents consisted of 15 SPED teachers purposefully selected to represent diverse experiences and perspectives. A survey questionnaire adapted from Paculan and Maguilang (2024) was used to gather comprehensive insights into culturally responsive teaching in special education. The instrument comprised four major sections focusing on strategies, challenges, and perceived impacts. Findings revealed that culturally responsive teaching is both essential and challenging for SPED educators. Continuous professional development and systemic support are vital to overcoming barriers and enhancing equitable learning outcomes for students with special needs.

Keywords—Special Education, Culturally Responsive Pedagogies, SPED Teachers, Challenges, Perceived Impact, Quantitative Approach, US Classrooms

INTRODUCTION

The rising number of Filipino teachers working abroad, specifically Special Education (SPED) teachers, has become one of the most significant happenings in the global education landscape. Filipino teachers are highly in demand in countries like the United States because Filipinos are highly noted for being proficient in English, cultural adaptability, and strong work ethic which align well with the demands of diverse and multicultural classrooms abroad. Furthermore, due to the increasing number of Filipino SPED teachers, they are confronted with issues to do with cultural competence or responsiveness.

These issues cover the balancing act of navigating cultural differences, assimilating into new educational environments, and meeting the expectations of diverse students and community's myriad expectations. Cultural responsiveness focuses on the learner, incorporating everything about them into the education they receive.

Education requires cultural responsiveness as a key component which educational professionals increasingly recognize. According to Maguilang and Paculan (2024), teachers who implement culturally responsive education use a broad teaching framework which identifies student cultural backgrounds and their life experiences and viewpoints to establish a learning environment that promotes equity and inclusivity. Teachers

need to acknowledge and respond to cultural student differences because the student population continues to diversify (Garner, 2023).

Special education teachers in the Philippines show cultural responsiveness through their teaching methods which incorporate students' different cultural backgrounds. The educational system confronts obstacles through inadequate training for culturally responsive education alongside insufficient culturally relevant teaching materials and the requirement to adapt standard curricula to cultural needs (Paredes & Pascua, 2024).

Filipino SPED teachers working abroad specifically in the United States, their cultural responsiveness is formed by the need to experience a more diverse and complex educational environment. These teachers will experience differences in educational approaches, communication styles, and interpersonal strategies that requires them to adapt teaching strategies and methods suitable for the kind of learners they have (Lange, 2024). The educational context for Philippine-based Filipino SPED teachers requires cultural responsiveness within their culturally similar environment but overseas teaching demands expanded cultural understanding for multiple cultural distinctions and educational practices (Tabilin et.al. 2024).

The American educational system demonstrated multicultural learning environments through its student population which consisted of learners from different language backgrounds and racial and ethnic groups. These SPED teachers observed first-hand the cultural distinctions that existed between their students and their families and their workplace colleagues (Lange, 2024).

SPED teachers face challenges incorporating the rich cultural backgrounds of their students into teaching. It specifically details the need for teachers to genuinely understand and adapt to the cultural norms and expectations of their students and families, similar to the experience described by the Filipino teacher navigating cultural roots in the American education system. The study also underscores the importance of culturally responsive teaching strategies in improving engagement, academic achievement, and inclusivity for special education students from diverse backgrounds.

Furthermore, the research emphasizes the value of ongoing professional development and resource support to implement culturally responsive instruction effectively across varied school contexts in the region, which can be extended to the broader US setting (Paculan & Maguilang 2024). Such experiences and insights led the researcher to conduct a wider investigation on the cultural responsiveness of SPED teachers across the United States, not only in our school but in other schools across the US, focusing specifically on the responses of the teachers. This study intends to evaluate the cultural responsiveness to teaching strategies of SPED teachers and the influence on their effectiveness in advocating for special education students.

Previous research has examined how Filipino teachers perform overseas and their work-related motivations but there is still insufficient quantitative data about their cultural responsiveness in special education settings (Del Valle, 2024; Ramas & Velasco, 2024). Research needs to fill this gap since cultural responsiveness directly influences teaching effectiveness and student results in diverse classrooms even though there is limited information about Filipino SPED teachers working overseas. The purpose of this research is to provide a quantitative assessment of the cultural responsiveness of Filipino SPED teachers working abroad.

By focusing on this aspect, the study aims to bridge the existing research gap and provide valuable insights into how well these educators understand and integrate cultural differences in their teaching practices. Through quantitative methods this study will evaluate cultural competencies and reveal areas of potential development to direct support programs which enhance Filipino SPED teachers' ability to teach internationally. The gap needs to be addressed since it benefits both Filipino educators' professional growth as well as the educational quality delivered to multicultural special needs students.

Legal Basis

A combination of Philippine legal statutes and government rules together with international labor treaties establish the base rights and welfare protections and regulatory measures for Filipino special education teachers working internationally. The Philippine Overseas Employment Administration (POEA) serves as the main regulatory body which establishes thorough employment guidelines for foreign teachers operating in

international schools. When Filipino teachers including SPED teachers work overseas the POEA supervises to ensure their contracts contain basic provisions and fair pay rates and suitable work environments. The POEA operates with strict enforcement measures and maintains a blacklist of violators who break labor laws to protect Filipino workers from exploitation while requiring agencies and foreign principals to obtain accreditation.

Also, Department of Labor and Employment (DOLE) utilizes its Philippine Overseas Labor Offices (POLOs) to actively supervise contract compliance while intervening in disputes to protect Filipino teachers' rights and welfare. The institutional framework provides both legal assistance and grievance resolution services to overseas Filipino workers in education especially to those who have specialized in special education.

The Manual of Policies, Standards, and Regulations for Philippine Schools Overseas (MOPAR) establishes additional safeguards for Special Education (SPED) teachers who are employed in foreign countries. The policy guideline establishes standards for Philippine educational institutions overseas that obtain Department of Education accreditation.

The rules within this document establish standards for working conditions and professional qualifications and roles and protections which protect Filipino educators' welfare and professional integrity across all locations. The MOPAR explicitly guarantees that SPED teachers working abroad will receive benefits and entitlements equivalent to what they would receive in their home country.

Moreover, Filipino special educators working internationally need to have a valid Professional Regulation Commission (PRC) issued professional license and registration. The PRC requires teachers to fulfill professional and ethical requirements which supports the authenticity and excellence of Filipino overseas educators. The mandatory legal framework for SPED teachers deployed overseas verifies their qualifications and legal recognition to protect student interests and preserve educational standards. Filipino SPED teachers abroad function under a strong legal system which merges POEA rules regarding overseas work agreements with DOLE supervision and welfare programs and MOPAR educational criteria and PRC licensing rules and government initiatives for returning workers. Multiple legal and institutional frameworks work together to protect Filipino special education teachers abroad and guarantee their professional recognition and enable them to maintain Philippine education standards for quality and rights.

The Philippine legal system under Republic Act No. 8042 or the Migrant Workers and Overseas Filipino Act of 1995 together with its amendment through RA 10022 establishes comprehensive protections for Filipino workers who are employed internationally and those who teach abroad. This legislation serves as a fundamental safeguard to guarantee Filipino overseas workers obtain similar labor rights which exist within Philippine territory.

The law requires Filipino worker deployment exclusively to nations and employers that maintain international labor standards alongside Philippine bilateral agreements for fair contract and working condition compliance. The law provides explicit protection to overseas Filipino workers (OFWs) through legal and social and economic support services which aim to stop their exploitation along with illegal recruitment and unfair labor practices. The protection programs provide OFWs with legal support and financial aid for their return to the Philippines together with reintegration assistance and overseas monitoring systems that tackle the specific dangers OFWs deal with abroad. The essential nature of these protective measures becomes evident through the 2015 U.S. court ruling which awarded damages to Filipino teachers including special education staff after they received unjust employment agreements that demonstrated actual dangers for Filipino educators working internationally.

International labor standards together with bilateral and multilateral labor agreements function as essential tools to protect both the rights and working conditions of Filipino migrant workers including teachers and professionals who work abroad. The Philippines functions as a leading labor-exporting nation because it actively pursues agreements with foreign countries that establish protections for its workers operating in overseas jurisdictions. These agreements work together with the domestic law called the Magna Carta for Migrant Workers (Republic Act 8042, amended by RA 10022) which establishes deployment of Filipino

overseas workers only to countries that have labor laws protecting migrant workers or have ratified relevant multilateral conventions or bilateral agreements.

The professional duties of teachers along with educators who care for disabled students overseas receive particular focus because these roles need extensive ethical and professional conduct. International labor treaties and bilateral agreements provide special protections to workers who hold sensitive roles because their positions expose them to greater vulnerabilities. The legal frameworks establish protection mechanisms that shield migrant teachers with specialized skills from exploitation and trafficking along with abusive recruitment practices and discrimination in the workplace while guaranteeing their right to fair work conditions and proper compensation and support to complete their duties safely and effectively.

The legal basis for Filipino SPED teachers who work abroad stems from Philippine laws about overseas employment combined with international agreements and Philippine agencies which regulate contracts and provide welfare support and dispute resolution services. The established frameworks aim to establish fair contract terms for Filipino special education teachers abroad while ensuring equal treatment and access to legal and welfare support mechanisms.

The Individuals with Disabilities Education Act (IDEA) law, which emphasizes equality and appropriate education for students with disabilities, requires the provision of special education services tailored to each student's individual needs. By integrating students' varied cultural, linguistic, and experiential backgrounds into lesson planning, culturally responsive teaching (CRT) in SPED adheres to IDEA's individualized education principle. This guarantees that learning environments, assessments, and instructional goals are equitable and meaningful for a variety of learners. Teachers who implement culturally responsive practices in special education gain a thorough understanding of the cultural identities and values of their students. This helps them overcome prejudices and enhances the results of inclusive education. These tactics support the need for appropriate individualized education programs (IEPs) under IDEA, which promotes educational justice and equity, by encouraging teachers to modify their methods to meet the cultural and linguistic needs of their students (Singh, 2023).

Minimizing educational disruption for students with special needs, particularly those in foster care or unstable living situations, is supported by (Education Stability Act) ESA legal frameworks, which vary by region but generally center on educational stability and equitable access. By developing inclusive, affirming, and supportive learning environments that acknowledge and value students' cultural backgrounds, culturally responsive teaching practices help to achieve ESA goals by boosting student engagement and lowering dropout rates. According to Paculan and Maguilang (2024) on special education teachers in various geographical areas, culturally sensitive teaching methods are crucial for students from a range of socioeconomic and cultural backgrounds. These approaches foster academic success and inclusivity in line with ESA principles for stability and access to high-quality education.

Special education teachers must acknowledge, respect, and integrate a variety of cultural backgrounds and learning needs into their pedagogical practices, according to the theories of Universal Design for Learning (CAST, 1984), Multicultural Education by Kallem (2025), and Culturally Responsive Teaching (CRT) by Gay (2000). These frameworks promote inclusive, equitable, and differentiated instruction that takes into account the diverse contexts and strengths of learners. These pedagogies are in line with legal protections for Filipino SPED teachers employed overseas under the Philippine Overseas Employment Administration (POEA) regulations, the Manual of Policies, Standards, and Regulations for Philippine Schools Overseas (PSO), and Republic Act No. 8042 (Migrant Workers and Overseas Filipinos Act 1995, as amended by RA 10022).

These laws protect the welfare and rights of Filipino workers abroad, including those teaching. Furthermore, appropriate, customized, and equitable education services that adhere to culturally responsive principles are required by U.S.-based legal frameworks like IDEA and ESA. Together, these theories and legal guidelines help SPED teachers around the world create inclusive learning environments that support students with disabilities from diverse cultural backgrounds while protecting their professional rights and promoting educational equity for all students.

Significance of the Study

This study on culturally responsive teaching strategies among Filipino special education (SPED) teachers in the United States holds significant implications for multiple entities. The results of this research could be beneficial for Filipino SPED teachers, schools and school administrators in the Philippines, schools along with school administrators across the United States, SPED students and their Families, educational policy makers in the Philippines, educational policy makers in the United States, the researcher and future researchers.

Objectives of the Study

This study aimed to investigate the experiences, challenges, and perceived impact of culturally responsive teaching strategies employed by Filipino special education teachers within the Marion School District in Crittenden County, Arkansas, United States and New Town Public Schools, North Dakota, on their students' learning outcomes during the school year 2024-2026 as basis for the development of an inclusive culturally responsive teaching plan. Specifically, it sought to answer the following questions:

1. What is the extent of culturally responsive teaching strategies employed by special education teachers in the United States?
2. To what extent do special education (SPED) teachers in the United States experience challenges in implementing culturally responsive teaching practices?
3. To what extent do special education teachers in the US perceive that culturally responsive teaching practices impact their students' learning outcomes?
4. Is there a significant relationship between the:
 - 4.1 the extent of their culturally responsive teaching strategies and the extent of the challenges experienced;
 - 4.2 the extent of their culturally responsive teaching strategies and the extent of their perceived impact on learner's outcomes; and
 - 4.3 the extent of the challenges experienced and their perceived impact on learner's outcomes?
5. Based on the findings of the study, what culturally responsive teaching enhancement plan can be proposed?

RESEARCH METHODOLOGY

This part frames the orderly approach and procedures that were used to collect, analyze, and interpret data on the quantitative assessment of culturally responsive teaching strategies of Filipino SPED teachers in the United States. It details the research design, including participants, the study environment, data collection methods, and analytical techniques, ensuring the validity and applicability of the findings.

Research Design

This study employed a quantitative approach utilizing a descriptive correlational research design to examine the culturally responsive teaching strategies used by special education (SPED) teachers and explore the relationships between these strategies and their challenges and perceived impact. Moreover, the study aims to identify the extent of the challenges experienced by these educators and assess their perceived impact on student learning outcomes.

By collecting measurable, quantifiable data without manipulating variables, this design allows for a systematic description of current teaching practices and an analysis of how different variables co-vary, providing insight into patterns and associations relevant to culturally responsive pedagogy in SPED contexts (Copeland, 2022).

A survey questionnaire was administered to assess three key aspects: the cultural responsiveness teaching strategies employed by SPED teachers, the challenges they experience in implementing these strategies, and their perceived impact of such strategies on student learning outcomes. To analyze the data, the study applied weighted mean to describe the average responses for these variables. For the correlational aspect, the study investigated how the teachers' teaching strategies relate to their encountered challenges, and perceived learning outcomes.

This relationship was statistically tested using Chi-square tests for independent samples, suitable for categorical demographic variables and ordinal survey responses. Furthermore, the study explored the interrelationships among the three main variables: teaching strategies and challenges experienced, strategies and perceived learning outcomes, as well as challenges and perceived learning outcomes using Pearson's correlation coefficient (Pearson r) to measure the strength and direction of associations where variables are quantitative.

This correlational design allows the study to identify and quantify the associations between the demographic characteristics of SPED teachers and key teaching-related variables without manipulating any factors, thereby providing insight into how these variables co-vary naturally within the population.

Environment

This study took place in the Marion School District in Crittenden County, Arkansas. This district is a key provider of public education for Marion and nearby areas. As a mid-sized district in the Arkansas Delta region, it plays a vital role in shaping education for a diverse group of students. According to the latest publicly available data, the district serves around 3,900 to 4,200 students across five campuses: Marion High School (Grades 10-12); Marion Junior High School (Grades 7-9); Marion Visual and Performing Arts Magnet School (Grades K-6); Marion Math, Science, and Technology Magnet School (Grades K-6); Marion Intermediate School (Grades 4-6); and Marion Elementary School (Grades K-3).

The district also runs the Marion School District Central Office and provides support services for transportation, nutrition, and curriculum development. The student body is diverse, including African American, White, Hispanic, and other ethnic groups. The district is classified as a Title I district, meaning a large percentage of its students come from low-income families. Consequently, the district receives federal funds to support programs that aim to improve academic outcomes for all students. The district focuses on preparing students for college and careers. It offers various Advanced Placement (AP) courses, Career and Technical Education (CTE) programs, and has partnerships with local colleges and businesses. Extracurricular activities in athletics, fine arts, and STEM are also important parts of the district's efforts to engage students.

The leadership of the Marion School District, led by the Superintendent and the Board of Education, works towards strategic goals that emphasize academic success, fairness, and community involvement. Their mission aligns with Arkansas state standards and federal rules, ensuring students graduate ready for the challenges of college and the workforce. The Marion School District is an essential institution in Eastern Arkansas. It is dedicated to providing inclusive, high-quality public education in a region that faces both challenges and opportunities related to rural and socioeconomic factors.

New Town Public Schools in North Dakota, also known as New Town School District #1, was established in the 1950s when the town of New Town was created following the construction of the Garrison Dam and the flooding of nearby communities. The district, which serves around 950 students across Edwin Loe Elementary, New Town Middle, and New Town High School, has a predominantly Native American student population and a student-teacher ratio of about 11:1.

Over the years, the district has faced academic challenges, particularly in math and reading proficiency, but continues to focus on improvement through family engagement, culturally respectful education, and STEM initiatives. In terms of special education, the district reports serving approximately 139 students with Individualized Education Programs (IEPs), reflecting its commitment to identifying and supporting students with disabilities.

Respondents

The respondents of this study consist of 15 special education (SPED) teachers. These participants were purposefully selected to ensure they effectively represent the diverse experiences and perspectives of SPED teachers in the US following best practices for purposive sampling in educational research to gather information-rich cases relevant to the study's objectives.

The chosen schools and centers reflect the common employment settings where many Filipino SPED teachers are hired and actively teach, providing a meaningful context for exploring culturally responsive teaching strategies, challenges encountered, and perceived impacts on student learning. This deliberate selection supports the goal of obtaining focused insights from teachers situated in prominent and relevant educational environments.

Participation in this study was completely voluntary, with each respondent providing informed consent prior to involvement. The research adhered strictly to confidentiality protocols and ethical standards, ensuring that all data collected was handled with the utmost care to protect participants' privacy and rights throughout the entire data collection process.

Instrument

This study utilized a survey questionnaire adapted from the works of Paculan and Maguilang (2024). The instrument will be used to capture comprehensive insights relevant to culturally responsive teaching in special education. It comprises four main sections, each targeting a specific area necessary for thorough data collection and analysis.

The first section features survey statements designed to capture the extent and nature of culturally responsive teaching strategies employed by the teachers. This part assesses how frequently and in what ways respondents integrate cultural awareness and responsiveness into their instructional practices. Statements may address areas such as incorporation of students' cultural backgrounds into lesson planning, use of diverse teaching materials, adaptation of communication styles, and efforts to foster an inclusive classroom environment. Gathering this data sheds light on practical applications and the prevalence of these strategies within the respondents' teaching routines.

Following the exploration of teaching strategies, the second part delves into the challenges educators face when implementing culturally responsive methodologies. Participants are prompted to share challenges such as a lack of resources, insufficient training, time constraints, language barriers, or resistance from stakeholders. Identifying these challenges is critical for understanding the barriers that may hinder effective adoption of culturally responsive approaches and for informing recommendations on support and policy improvements.

The final section of the instrument focuses on teachers' perceptions regarding the impact of culturally responsive strategies on student learning outcomes. Here, respondents reflect on how these practices influence aspects such as student engagement, academic achievement, self-esteem, and cultural identity. This section seeks to provide quantitative evidence on the effectiveness of culturally responsive teaching, as seen through the experiences and judgment of frontline educators.

By structuring the instrument in this manner, the resulting data not only highlights the current landscape of culturally responsive teaching practices but also identifies the specific needs and successes perceived within the field of special education. This comprehensive approach supports a deeper understanding of how demographic factors, instructional strategies, encountered challenges, and observed outcomes intersect to shape the efficacy of culturally responsive teaching.

Data Gathering Procedure

This section explains how data is acquired and the ethical measures to take before beginning the study. This section also includes information about the Data Privacy Act and data treatment.

Preliminary Stage

In gathering the data, the approval from authorities sought from respective offices concerned via the transmittal letters given to individuals who are directly involved in the study such as the Dean of the Graduate School of Education and the respondents. Before the conduct of the study, the respondents were given a consent form and a brief orientation through online or face to face depending on their availability and

convenience. The researcher sought advice of the panel of examinees for the data gathering procedures related to this research and complied the checklist for the ethical considerations.

Data Gathering Stage

The researcher employed two methods for administering the study. The first method is an in-person distribution, where the researcher personally provided hard copies of the survey questionnaire to the respondents and collected their responses directly. The second method utilizes Google Forms as an online platform, enabling respondents to conveniently complete and submit the survey electronically. This online option increased accessibility and convenience for both the respondents and the researcher, especially during the actual data collection period. In addition, the researcher ensured that participation is entirely voluntary. Respondents were informed that there is no obligation to participate and that there were no negative consequences for those who choose not to take part. All efforts will be made to maintain a respectful and non-coercive environment throughout the research process.

Post Data Gathering Stage

After the data gathering, the survey questionnaires were checked to ensure that the respondents do not miss to answer any item found in the questionnaire. The data gathered were statistically analyzed and interpreted using the prescribed statistical treatments. It was kept privately by the researcher and no other intentions but for the research only. Data Privacy Act was observed to avoid usage of information in wrong circumstances.

Statistical Treatment

The study used frequency counts and simple percentages to describe the demographic profile of the respondents. This includes finding the frequency and percentage distribution of respondents based on gender, educational attainment, years of teaching experience in the US, the main special education area(s) taught, and participation in training or coursework related to culturally responsive education. These descriptive statistics summarized the sample characteristics and give a basic understanding of the respondents' backgrounds.

To explore the relationships between the respondents' demographic factors and their practices and perceptions, this study used the Chi-square test of independence. This test is suitable for examining connections between categorical variables like gender or education level and categorical measures such as the use of culturally responsive teaching strategies, challenges faced, and perceived effects on students' learning outcomes. The Chi-square test is useful because it checks whether the observed distribution across categories differs significantly from what we would expect if the variables were independent. This method helped the study find significant connections between demographic profiles and key categorical outcomes, while also ensuring that the assumptions for Chi-square tests, such as independence of observations and adequate expected cell counts, are fulfilled.

In addition to Chi-square tests, Pearson's correlation coefficient (Pearson r) will be used to check for significant linear relationships between continuous or ordinal scales. These scales represent the extent of culturally responsive teaching strategies, the challenges faced, and the perceived impacts on learning outcomes. Pearson r will measure the strength and direction of the connections between these variables. For example, if greater use of culturally responsive strategies relates to a higher perceived impact or fewer challenges. This parametric test works well for analyzing relationships among continuous measurements. It will help us understand how these factors interact in practice.

Together, the combination of descriptive statistics, Chi-square tests, and Pearson correlations provides a strong analytical framework. It enables a comprehensive examination of both the distributional characteristics of respondents and the interrelationships among their demographic profiles, practices, experienced challenges, and perceived outcomes in culturally responsive special education teaching. This multifaceted approach strengthens the validity of conclusions about how background factors influence implementation and perceptions of culturally responsive teaching strategies.

Ethical Consideration

To address ethical considerations, the researcher exercised careful attention throughout the data collection process, particularly in selecting respondents to ensure data integrity and participant wellbeing. This deliberate approach aims to prevent issues such as falsification, fabrication, misinterpretation, misunderstanding, and disputes related to the data collected while safeguarding the dignity, privacy, and safety of all participants. The ethical protocol started with strict adherence to established standards and procedures for thesis research. Informed consent was obtained in both written and verbal forms from all respondents and the relevant organizations involved in the interviews. These consent documents included clear explanations and orientations regarding the study's purpose, procedures, and the participants' rights. The study maintained an absence of any conflicts of interest, as no financial incentives or considerations are involved.

The researcher took comprehensive measures to ensure confidentiality and privacy will be fully upheld. Participants were informed in advance about the date, time, and location of the study sessions, fostering transparency and respect for their time. They were regarded as an adult vulnerable group, given their professional roles, with no participation of minors involved. No foreseeable physical, psychological, or social risks were linked to the study since participation involved only completing a survey form, and personal identifiers will be handled with care. Respondents are made explicitly aware of their right to withdraw from the study at any time without any penalties or negative consequences. Withdrawal would not affect their access to benefits nor the researcher's professional relationship with them. This ethical framework will ensure that participant autonomy, confidentiality, and welfare will be prioritized throughout the research process.

RESULTS

The data collected about the culturally responsive teaching practices used by Special Education (SPED) teachers in the US during the 2024–2026 academic year is presented, examined, and interpreted in this section. To foster inclusivity and responsiveness to the diverse cultural backgrounds of their students, these educators' approaches to addressing cultural diversity in the classroom are critically examined in this chapter. This chapter's findings serve as the basis for creating an inclusive, culturally sensitive teaching enhancement plan that aims to improve learning outcomes and practices for students with a range of needs.

Extent Of Culturally Responsive Teaching Strategies Employed By Sped Teachers

Understanding the extent of implementation helps identify current strengths and gaps, serving as a foundation for enhancing inclusive teaching approaches that better address the unique cultural and educational needs of all students. The following table shows the extent to which Special Education (SPED) teachers use culturally responsive teaching strategies in their classrooms. With an emphasis on being sensitive to the cultural backgrounds of students with special needs, this data shows how frequently and to what extent these educators incorporate culturally relevant practices to support diverse learners. Knowing the level of implementation enables one to pinpoint existing gaps and strengths, which forms the basis for improving inclusive teaching strategies that more effectively meet each student's particular cultural and academic needs.

Table 2 Culturally Responsive Teaching Practices of Filipino SpEd Teachers

S/N	Indicators	□	SD	VD
1	I incorporate my students' cultural backgrounds and experiences into the curriculum and instructional materials.	3.73	0.46	AG
2	I use teaching strategies that are aligned with the learning preferences and styles of my diverse student population.	3.73	0.46	AG
3	I actively seek to understand and validate the cultural identities and values of my students.	3.67	0.49	AG
4	I create opportunities for my students to share their cultural knowledge and traditions with the class.	3.73	0.46	AG
5	I modify my instructional approach to accommodate the unique needs and strengths of my students from diverse cultural backgrounds.	3.60	0.51	AG

6	I encourage my students to critically examine and challenge any biases or stereotypes present in the curriculum or classroom discussions	3.40	0.51	AG
7	I collaborate with my students' families and communities to better understand and integrate their cultural perspectives into my teaching.	3.47	0.52	AG
	Average	3.62	0.48	AG
Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)				

An assessment of a number of indicators pertaining to culturally responsive teaching practices is shown in the table above. These indicators are measured on a scale, and the mean scores (SD) and standard deviations (VD) offer information about how often or successfully teachers use these tactics. All indicators fall under the category "AG," which most likely stands for "Agree," indicating that respondents generally have a positive opinion of these practices. The average score for each indicator is between 3.4 and 3.73, with corresponding standard deviations ranging from 0.46 to 0.52.

When the indicators are analyzed, the highest mean scores of 3.73 are linked to the following: employing teaching strategies that are in line with a variety of learning preferences (Indicator 2), integrating students' cultural backgrounds into the curriculum and instructional materials (Indicator 1), and providing opportunities for students to share their cultural knowledge (Indicator 4). Strong educator engagement in identifying and incorporating diversity directly through curriculum content and interactive classroom practices is reflected in these scores. These practices are fairly uniformly endorsed, as indicated by the moderate agreement among respondents suggested by the slight consistency in standard deviation (0.46) for these items.

While at a slightly lower mean level, indicators of actively comprehending and validating students' cultural identities (3.67), adapting instructional approaches to accommodate unique needs (3.60), and working with families and communities (3.47) also exhibit positive agreement. In contrast to curriculum integration or classroom activities, this may suggest that although educators recognize the value of these practices, there may be greater variation or difficulties in fully implementing them. Notably, the indicator that encourages students to critically analyze and challenge biases or stereotypes in the curriculum or classroom has the lowest average score (3.40). This indicates a relative area of weakness or caution among educators, even though it is still within the "Agree" range. This might be as a result of the delicate nature of confronting prejudices, possible uneasiness, or the perceived challenges of successfully facilitating such important conversations.

The pooled standard deviation of 0.48 and the average mean score of 3.62 indicate a generally favorable and steady attitude toward culturally responsive instruction. Despite their apparent dedication to embracing diversity and integrating multicultural viewpoints into their instruction, educators seem to have room for improvement, especially in the more difficult areas of critical analysis of biases and closer community cooperation. Both the advantages of accepting cultural diversity and possible areas for professional growth to improve critical dialogue and family/community involvement in culturally sustaining pedagogy are highlighted in this analysis.

As a researcher, I can attest that these findings are consistent with the realities I have seen in classrooms. Because these practices, like using local examples, stories, or customs in their instruction, are concrete and simpler to implement, I have observed that teachers are more assured and reliable when incorporating cultural backgrounds into lessons and classroom activities. The lower scores in this area, however, might be explained by the limitations that many educators encounter when it comes to interacting with families and communities, such as a lack of time, resources, or communication gaps.

According to the study by Tabilin et al. (2024), Filipino SPED teachers in the US use examples and resources that are culturally appropriate to create an inclusive atmosphere that respects students' identities. The results highlight the intentional incorporation of multicultural perspectives and a persistent commitment to diversity, but they also highlight the necessity of ongoing professional development and increased family involvement to promote critical thinking and community collaboration in culturally responsive teaching. Special education teachers overwhelmingly concur that culturally relevant content fosters student engagement, motivation, and inclusivity, according to another pertinent study.

The findings do, however, also show that although educators' welcome cultural responsiveness, there is still room for more critical discussion about prejudices and closer cooperation with families and communities to strengthen culturally sustaining teaching methods (Paculan & Maguilang, 2024).

Additionally, Singh (2023) highlights that in order to implement culturally responsive practices in special education, teachers must have a thorough understanding of the cultural identities, values, and languages of their students. It emphasizes how critical it is for educators to recognize and overcome their own unconscious prejudices. Like your findings regarding areas for improvement in critical dialogue and community cooperation, the study supports the idea that, even though there is a commitment to culturally responsive teaching, continuous professional development is required to improve critical consciousness and enhance family and community engagement.

In addition to highlighting significant areas for professional development in critical cultural analysis and community involvement in culturally sustaining pedagogy, these sources collectively highlight a positive and consistent attitude among SPED teachers worldwide toward culturally responsive instruction.

Extent Do Sped Teachers Experience Challenges In Implementing Culturally Responsive Teaching Practices

This study looks at how difficult it is for special education (SPED) teachers to adopt culturally responsive teaching methods. It emphasizes different facets of how educators interact with families and communities, modify their teaching methods, and incorporate the cultural backgrounds of their students in diverse classrooms. The results shed light on both the areas in which SPED teachers are comfortable and those in which they struggle, especially when it comes to encouraging critical dialogue about prejudices and stereotypes. Understanding the assistance and training required to improve culturally responsive teaching in special education settings depends on the results of this assessment.

Table 3 presents the extent to which SPED teachers experience challenges in implementing culturally responsive teaching practices.

Table 3 Extent do SpEd Teachers Experience Challenges in Implementing Culturally Responsive Teaching Practices

S/N	Indicators	□	SD	VD
1	I lack sufficient training and professional development opportunities to effectively implement culturally responsive teaching practices.	3.40	0.63	AG
2	There is a shortage of culturally relevant instructional materials and resources available in my school.	3.33	0.49	NU
3	The school administration and leadership do not provide adequate support and guidance for adopting culturally responsive approaches.	3.53	0.64	AG
4	I struggle to balance the demands of the standardized curriculum with the need for culturally responsive teaching.	2.93	0.70	NU
5	My students' diverse cultural backgrounds and learning needs make it challenging to differentiate instructions effectively.	3.53	0.52	AG
6	Engaging families and communities in the culturally responsive teaching process is difficult due to communication and cultural barriers.	2.87	0.74	NU
7	I have limited knowledge and understanding of the cultures, traditions, and lived experiences of my students.	3.07	1.03	NU
	<i>Average</i>	3.24	0.68	NU
Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)				

A scale with scores ranging from 3.40 to 4.19 indicating agreement (AG), 2.60 to 3.39 indicating neutrality (NU), and lower scores indicating disagreement is used to rate how difficult it is for special education (SpEd) teachers to implement culturally responsive teaching practices. Overall, SpEd teachers neither strongly agree

nor strongly disagree that these challenges are prevalent, according to the average score of 3.24, which falls into the neutral range.

This suggests that implementing culturally responsive teaching is moderately difficult. When examining individual indicators, teachers concur (scores above 3.40) that difficulties are caused by inadequate professional development and training (3.40), a lack of administrative assistance (3.53), and the difficulty of meeting the varied cultural backgrounds and learning requirements of students (3.53). Along with the inherent challenges of differentiating instruction in a culturally diverse special education setting, these points highlight important systemic and instructional barriers, such as the need for increased professional growth opportunities and stronger leadership commitment.

On the other hand, a number of indicators indicate uncertainty or moderate difficulties and fall within the neutral range. These include the lack of culturally appropriate teaching materials (3.33), the challenge of striking a balance between the demands of a standardized curriculum and culturally responsive instruction (2.93), the difficulty of involving families and communities because of communication and cultural barriers (2.87), and the lack of understanding of students' cultures and customs (3.07).

The lower scores in these areas may indicate that teachers have varying levels of experience, or they may be a reflection of contextual factors that affect implementation ease, such as teacher preparedness, family involvement, and school resources. The higher standard deviation of 1.03 for the limited knowledge indicator is particularly noteworthy because it indicates that teachers' perceptions of their cultural understanding of students vary widely, which may be the result of uneven exposure or training. Individual teacher experiences and challenges in various school environments are implied by the comparatively high standard deviations across a number of items, which range from 0.49 to 0.74.

This table shows that implementing culturally responsive teaching practices is a moderate challenge for special education teachers, particularly when it comes to instructional differentiation in diverse classrooms, administrative support, and professional development. While some difficulties are obviously identified, others show a more inconsistent attitude, suggesting that resources, support networks, and teacher expertise might not always be available or accessible. Reducing the identified barriers and promoting more successful culturally responsive teaching in special education may be possible by filling these gaps with focused training, better leadership support, and improved culturally relevant materials.

These results are very consistent with what I have observed in special education classrooms based on my personal observations and experiences as a researcher. Although many special education teachers sincerely want to be culturally sensitive, systemic issues like inadequate administrative support and a lack of ongoing training frequently hinder their efforts. Due to a lack of relevant resources, I have seen teachers struggle to connect lessons with students' cultural backgrounds while feeling confident in other areas, such as differentiating instruction. Teachers in certain schools are forced to rely on their own methods or casual sharing with colleagues because professional development sessions on cultural responsiveness are either infrequent or overly generic.

Filipino SPED teachers encounter difficulties adjusting their lessons to a variety of cultural backgrounds, including the requirement for differentiated instruction catered to the needs of each individual student, according to the study by Tabilin and Tombali (2024). It emphasizes how crucial culturally appropriate resources and ongoing professional development are to fostering teachers' development and efficacy in culturally responsive teaching. Success also depends on family involvement and administrative support. In addition, they also emphasize that, removing the obstacles to successful culturally sensitive special education instruction overseas requires both systemic support and teacher preparation.

An additional study by Debnam et al. (2023) explains the variety and context-dependence of culturally responsive teaching methods. It highlights the difficulties in differentiating instruction for a diverse student body and emphasizes how crucial multicultural attitudes and the ability to take different perspectives are to the successful application of such practices. According to the study, teacher effectiveness in culturally responsive

instruction increases with continued assistance and professional development, which is consistent with the need for more training and leadership support to lessen challenges in SPED settings.

Additionally, Traina (2024) points out that special education teachers frequently lack the confidence to successfully address cultural differences in their instructional strategies, particularly in subjects like science and math. It emphasizes how addressing cultural biases through coursework and comprehensive, practical professional development can help teachers become more competent and confident. In support of the findings that gaps in resources, support, and teacher expertise need to be filled for more consistent and successful culturally responsive teaching, the study suggests more targeted training and leadership commitment to culturally responsive-sustaining education.

These resources show that although SPED teachers overseas face obstacles like instructional differentiation, administrative support, and professional development, these obstacles can be overcome and more successful culturally responsive teaching methods can be promoted in diverse classrooms with the help of focused training, enhanced leadership support, and culturally appropriate materials.

Extent Do Sped Teachers Perceive That Culturally Responsive Teaching Practices Impact Their Students' Learning Outcomes

The perceptions of special education (SpEd) teachers about how culturally responsive teaching methods affect their students' learning outcomes are examined in this section. It focuses on how educators think that adjusting teaching strategies and taking into account students' cultural backgrounds affects student engagement, academic performance, and overall learning experiences. Assessing the success of culturally responsive special education practices and directing future instructional enhancements requires an understanding of these perceptions.

Teachers' perceptions of how culturally responsive teaching methods affect the learning outcomes of students with special educational needs (LSEs) are examined in the table below. It centers on teachers' perceptions about how well these strategies work to improve student involvement, academic performance, and general growth. Finding best practices and areas for development in utilizing culturally responsive pedagogy to support diverse learners requires an understanding of teachers' perspectives in this area.

Table 4 Teachers' Perceived Impact of Culturally Responsive Teaching Strategies on LSEs' Learning Outcomes

S/N	Indicators	□	SD	VD
1	Culturally responsive teaching practices have improved my students' academic achievement.	3.40	0.51	AG
2	The use of culturally relevant content and materials has increased my students' engagement and motivation in learning.	3.47	0.52	AG
3	Incorporating students' cultural backgrounds and experiences into the curriculum has led to a deeper understanding of the subject matter.	3.53	0.52	AG
4	Culturally responsive teaching has helped close the achievement gap between my culturally diverse students and their peers.	3.67	0.49	AG
5	Students are more likely to apply the knowledge and skills they learn in my culturally responsive classroom to real-world situations.	3.40	0.63	AG
6	The implementation of culturally responsive teaching practices has improved my students' critical thinking and problem-solving skills.	3.47	0.64	AG
7	Culturally responsive teaching has contributed to a more positive and inclusive learning environment for all students.	3.60	0.51	AG
	<i>Average</i>	3.50	0.54	AG
Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)				

The table shows how teachers feel about how culturally responsive teaching methods affect the learning outcomes of students with special education needs (LSENs). All indicators fall into the "Agree" category, as indicated by mean scores that range from 3.40 to 3.67. This consistent agreement highlights teachers' generally positive perception that using culturally relevant practices has a significant positive impact on students' academic and socioemotional development.

The perception that culturally responsive teaching helps close the achievement gap between culturally diverse students and their peers received the highest score (3.67), indicating that educators believe these strategies have the potential to promote equity in educational outcomes. The curriculum's inclusion of students' cultural backgrounds also receives a high score (3.53), indicating that educators believe that incorporating cultural experiences deepens students' comprehension of the material, which is essential for meaningful learning.

Teachers are also aware of the cognitive and affective advantages of culturally responsive teaching, as evidenced by indicators of improved academic achievement (3.40), increased student engagement and motivation (3.47), and improved critical thinking and problem-solving abilities (3.47). The idea that students are more likely to apply what they have learned in the classroom to real-world situations (3.40) supports the usefulness of these methods in making learning applicable and transferable. Teachers also recognize how culturally responsive teaching helps to create a welcoming and inclusive learning environment (3.60), which is important for LSENs' social-emotional health and for establishing classroom environments where a variety of learners feel supported and appreciated.

Moderate agreement among teachers is indicated by the comparatively low standard deviations (ranging from 0.49 to 0.64), which imply that these views are shared rather than isolated viewpoints. Although scores that are closer to the lower threshold of "Agree" may indicate opportunities for deeper implementation or further improvement, the overall average score of 3.50 confirms a strong, positive assessment of the impact of culturally responsive teaching on LSENs' learning.

These results are consistent with what I have seen in practice as a researcher. Teachers who intentionally incorporate the cultural backgrounds of their students into their lessons frequently succeed in holding students' interest and elevating the significance of learning. Comparably, inclusive practices that celebrate cultural diversity or acknowledge various learning styles tend to make classrooms more welcoming and give students a sense of worth. However, I have also observed that although educators acknowledge the advantages of culturally responsive education, there are differences in how it is applied. While some teachers regularly integrate cultural elements into their lessons, others only do so on special occasions. Khasawneh's (2024) study investigates how CRT techniques affect special education students' critical thinking abilities. It was discovered that inclusive classroom environments, critical thinking, and student engagement all increased with culturally relevant teaching strategies.

It highlights CRT as a tool for enhancing academic success and socioemotional well-being in special education settings and stresses the necessity of culturally sensitive approaches to support diverse learners with disabilities. The significance of culturally sensitive practices in addressing the various academic and developmental requirements of LSEN students overseas is highlighted by this study. By promoting social and emotional competencies that improve academic performance and identity development, CRT in conjunction with social-emotional learning (SEL) benefits international students, including those with special needs, according to Yeh et al. (2022).

It highlights how inclusive and socially supportive learning environments are two benefits of culturally responsive teaching that increase student engagement and improve academic performance. The study emphasizes how important it is to incorporate students' cultural backgrounds into instructional strategies to successfully meet their diverse needs.

To create inclusive classrooms for diverse learners, including those with special educational needs, CRT strategies emphasize the importance of teachers' critical reflection and culturally responsive pedagogy. It makes the case that by using culturally relevant teaching methods, CRT helps to empower students, increase expectations, and promote engagement. The results highlight how CRT can enhance critical thinking,

academic performance, and inclusiveness, all of which are essential for fostering the potential and academic success of LSEN students overseas (Taylor, 2020).

These sources support the idea that teachers believe culturally responsive teaching methods are crucial for improving LSEN students' academic performance, engagement, critical thinking, and inclusivity. This emphasizes how crucial it is to preserve and expand these practices globally.

Test Of Significance on the Correlation Between the Extent of Their Culturally Responsive Teaching Strategies and The Extent of The Challenges Experienced

The results of a statistical test that was performed to ascertain the significance of the relationship between the degree of difficulties teachers encounter when implementing culturally responsive teaching strategies and the degree to which they employ them are presented in this section. The analysis seeks to determine whether a greater use of culturally responsive practices is linked to more or less difficulty faced by teachers by looking at the relationship between these two variables. Determining the elements that might help or impede the successful implementation of culturally responsive teaching in a variety of educational contexts requires an understanding of this correlation.

The findings of a statistical test that looked at the connection between teachers' use of culturally responsive teaching methods and the degree of difficulty they encounter in doing so are shown in Table 5. By examining whether there is a significant relationship between teachers' use of these strategies and the challenges they encounter, the analysis hopes to shed light on how challenges may affect or be influenced by the level of culturally responsive teaching practice in the classroom. Recognizing obstacles and promoting successful implementation require an understanding of this correlation.

Table 5 Test of Significance on the Correlation between the Extent of their Culturally Responsive Teaching Strategies and the Extent of the Challenges Experienced

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Extent of culturally responsive teaching strategies and Extent of the challenges experienced	0.545	Moderate	0.036	Reject H ₀	Significant

The findings of a correlation study examining the relationship between teachers' use of culturally responsive teaching methods and the difficulties they encounter in doing so are shown in the table. According to the calculated Spearman's rho value of 0.545, there is a moderately positive correlation between the reported use of culturally responsive teaching strategies and the level of difficulties encountered. The null hypothesis (H₀) is rejected since the p-value of 0.036 is less than the traditional significance level of 0.05. Accordingly, it is unlikely that the observed correlation happened by accident and is statistically significant.

The data suggests that educators who actively use culturally responsive teaching practices also report more difficulties. This probably reflects the difficulties and demands that come with successfully adjusting instruction to a variety of cultural needs, including juggling curriculum requirements, finding pertinent resources, and overcoming barriers to communication with families and communities. The correlation's moderate strength suggests that, although implementation intensity is somewhat correlated with challenges, other factors may also have an impact on how much culturally responsive instruction is used. This important connection emphasizes the necessity of focused assistance and professional growth to assist educators in overcoming challenges and maintaining culturally sensitive practices. These findings imply that difficulties coexist with and possibly even accompany dedicated efforts to provide culturally responsive education, rather than being seen as deterrents.

To enable teachers to improve learning outcomes for a variety of student populations, including those with special educational needs, it will be essential to comprehend and address these issues. All things considered, the analysis emphasizes the importance of comprehensive institutional support in reducing obstacles and promoting more effective and successful culturally responsive instruction.

These findings are in line with the realities that teachers encounter in the classroom, based on my own observations and research experience. I've observed that teachers who consciously try to apply culturally responsive practices frequently face greater obstacles, not because they aren't committed, but rather because of structural limitations like strict curricula, inadequate training, and a dearth of culturally appropriate materials. In my experience, educators who work hard to modify their lessons for a variety of students, particularly those from underrepresented or special needs groups, often report that the process requires more time, creativity, and teamwork than is normally allocated to them in their workload.

Insufficient training, a lack of culturally relevant resources, and challenges juggling the demands of a standardized curriculum with culturally responsive pedagogy are just a few of the issues that special education teachers encounter when implementing culturally responsive teaching, according to a study by Paculan & Maguilang (2024).

It points out that teachers see improvements in inclusivity and student engagement despite these challenges. To strengthen these practices and raise student outcomes, the study highlights the significance of continual professional development, resource allocation, and administrative support. The difficulties highlight the need for institutional support to lower barriers and advance successful culturally responsive teaching in special education settings, as well as the demands of adapting instruction to a variety of cultural needs.

Culturally responsive pedagogy (CRP) professional learning and its effects on teachers' self-efficacy and teaching methods are examined in O'Keefe's (2022) study. The study recognizes difficulties like adjusting to the varied needs of students in the midst of social and political upheaval and the added complexity teachers encounter when combining CRP with other demands on their time. The idea that assistance and training are essential for overcoming obstacles and maintaining these practices is supported by the fact that professional development in CRP enhances teachers' perceptions and capacities to employ culturally responsive tactics.

These sources highlight that although teaching SPED abroad in a culturally responsive manner presents challenges such as juggling curriculum demands, resource constraints, and communication barriers, committed practitioners are not discouraged by these obstacles. To maintain and improve culturally responsive instruction for a diverse student body, including those with special educational needs, these challenges underscore the vital need for targeted professional development and institutional support.

Test Of Significance on the Correlation Between the Extent of Their Culturally Responsive Teaching Strategies and the Extent of Their Perceived Impact on Learner's Outcomes

Examining the statistical correlation between teachers perceived influence on student outcomes and their use of culturally responsive teaching strategies is the goal of this section. It specifically aims to ascertain whether there is a meaningful relationship between teachers' perceptions of how these culturally relevant tactics affect student engagement and achievement and how much they actually use them. This analysis contributes to a deeper understanding of the role of culturally responsive pedagogy in improving educational experiences and outcomes for diverse student populations by examining its effectiveness and value as perceived by educators through a test of significance. The test's findings will support the incorporation of culturally responsive teaching methods and help guide best practices.

Table 6 Test of Significance on the Correlation between the Extent of their Culturally Responsive Teaching Strategies and the Extent of their perceived Impact on learners ' outcomes

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
	0.842	Very strong	0.000	Reject H ₀	Significant

Extent of culturally responsive teaching strategies and Extent of perceived impact on learners' outcomes					
--	--	--	--	--	--

With a Spearman's rho (Comp. rho) value of 0.842, the table analysis shows a very strong positive correlation between the extent of culturally responsive teaching strategies practitioners use and the extent of their perceived impact on student outcomes. This strong coefficient correlation implies that teachers perceive a greater positive impact on student engagement and achievement as they employ more culturally responsive strategies. Since the reported p-value for this correlation is 0.000, well below the standard significance level of 0.05, the null hypothesis (H_0), according to which there is no relationship between these variables, is rejected.

The conclusion that the observed correlation is significant and unlikely to be the result of chance is thus supported by the statistical evidence. The significance and efficacy of culturally responsive teaching practices in improving student outcomes are highlighted by this finding, which emphasizes the necessity for educators to incorporate and broaden these tactics into their pedagogical frameworks. These findings thus support ongoing efforts in institutional support and professional development to improve culturally responsive teaching, which will ultimately benefit diverse student populations by improving their social and academic experiences.

Students became more involved and participatory when I incorporated culturally responsive teaching methods, such as valuing their native tongues, recognizing students' cultural backgrounds, and using local examples. Their increased confidence and academic achievement followed suit. My experience supports the data, which indicates that teachers' use of culturally responsive practices has a positive effect on students' learning outcomes and the classroom environment as a whole.

According to Paculan and Maguilang's (2024) research, culturally responsive instruction has a significant positive influence on student motivation, engagement, and a more welcoming classroom. It supports research showing that culturally relevant content enhances the social and academic experiences of diverse student populations and promotes a deeper connection to learning. The importance of CRT in SPED settings overseas is supported by the teachers' strong agreement that these practices have a positive impact on student motivation and engagement. Culturally responsive teaching (CRT) is positively correlated with students' academic achievement and motivation, according to a different study by Lan (2024) that examines the relationship between CRT and student attitudes.

The study emphasizes how crucial it is to incorporate students' cultural identities into instructional strategies in order to raise student engagement and achievement, which is consistent with the findings' 0.842 correlation. Programs for professional development that promote culturally responsive teaching are suggested. Additionally, Traina (2024) looks at how culturally responsive teaching is used with English Language Learners (ELLs) and discovers that it has a positive effect on student engagement and creates a feeling of community. It supports the finding that increased use of CRT strategies correlates with perceived positive impacts on student outcomes and highlights the importance of culturally responsive teaching in maximizing learning outcomes in diverse classrooms.

The study affirms the overall beneficial impact of these teaching strategies while also pointing out variations in student engagement. Together, these resources demonstrate the value and efficacy of culturally responsive teaching practices in raising student motivation, engagement, and achievement especially in varied educational environments like those faced by SPED teachers employed overseas. They support more institutional support and professional development in culturally responsive pedagogy and validate the significant and strong positive correlation of CRT that is shown in your findings.

Test of Significance on the Correlation Between the Extent of the Challenges Experienced and their Perceived Impact on Learner's Outcomes

The section presents an analytical inquiry into how teachers' or students' challenges are perceived to impact

students' academic performance. A crucial statistical tool in education for determining and measuring relationships between variables, such as difficulties faced in teaching environments and the resulting outcomes for students, is correlation analysis. By assessing the statistical significance of these observed relationships, this test of significance provides insight into the extent to which adversity affects academic performance. Teachers and policymakers can better understand which barriers most seriously impede learning by looking at the scope and effects of challenges. This will allow for more focused interventions.

Table 7 presents the test of significance on the correlation between the extent of the challenges experienced and their perceived impact on learner's outcomes.

Table 7 Test of Significance on the Correlation between the Extent of the Challenges Experienced and their Perceived Impact on Learner's Outcomes

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Extent of the challenges experienced and their perceived impact on learners' outcomes	0.574	Moderate	0.025	Reject H_0	Significant

With a computed Spearman's rho (ρ) of 0.574, the table displays the findings of a test of significance on the relationship between the degree of difficulties encountered and their perceived influence on learners' outcomes. According to this value, there is a moderately positive correlation between the perceived negative impact on learner outcomes and the degree of challenges encountered. The null hypothesis (H_0) is rejected because the p-value of 0.025 is less than the standard significance level of 0.05, indicating that the correlation is statistically significant. This implies that it is unlikely that the variables' relationship is the result of chance.

The moderate correlation suggests a meaningful relationship between challenges and educators' perceptions of their impact on students' learning success and academic performance. Given that their degree is correlated with perceived educational impact, this lends credence to the idea that resolving such issues could enhance learner outcomes. Crucially, although correlation shows an association, it does not prove causation; results can also be influenced by other factors. All things considered, this analysis emphasizes how critical it is to identify and address issues in educational settings since their existence is correlated with teachers' perceptions of student achievement, which informs focused interventions aimed at increasing educational efficacy and learner success.

My own experience has shown me that teachers frequently perceive a greater detrimental impact on students' academic performance when they are faced with more difficulties, such as a lack of support, a heavy workload, or limited resources. For instance, teachers and students both suffered when learning materials were delayed, which supported the idea that these issues had a direct impact on students' performance. This supports the findings that teachers are more likely to see difficulties as obstacles to students' success as they grow, underscoring the necessity of prompt interventions and support networks.

Teachers' perceptions of challenges were linked with their assessment of impacts on student engagement, motivation, and identity. The study's results align closely with the moderate positive correlation between difficulties encountered and perceived influence on learner outcomes, emphasizing how addressing challenges can enhance educational efficacy (Paculan & Maguilang, 2024). Another study conducted by Hur et al. (2024) emphasizes how cultural competence development and immersion enhance empathy and the capacity to design culturally responsive learning environments. In line with the realization that obstacles affect teachers' perceptions of student outcomes, it shows that overcoming cultural barriers has a positive impact on student-teacher relationships and perceived learning success.

Furthermore, Singh (2023) talks about how special education teachers must fully comprehend the cultural identities of their students in order to modify culturally responsive teaching methods. It places a strong emphasis on overcoming prejudices and adapting instructional strategies to take into account linguistic,

cultural, and experiential diversity. The goal of resolving issues to positively influence learner success is reflected in the paper's emphasis on the need to identify and address cultural responsiveness challenges in order to promote educational justice and enhance student outcomes.

To accommodate each student's unique cultural and learning needs, teachers employ a variety of teaching techniques, including flexible grouping, culturally relevant content, and varied assessment techniques. The study also mentions issues like a lack of knowledge about cultural differences, which supports your conclusion that these issues have a big connection to how teachers perceive their influence on students' results. Thus, addressing these issues can increase the effectiveness of education (Ituma, 2024). According to these sources, the difficulties SPED teachers face when implementing culturally responsive teaching practices are closely linked to how they view the learning outcomes of their students, so resolving these problems is crucial to improving academic performance.

CONCLUSIONS

Based on the favorable mean score, this study concludes that Filipino special education teachers in the Marion School District, Crittenden County, Arkansas, have a generally positive opinion of culturally responsive teaching methods. They demonstrate a strong commitment to meeting the diverse needs of students with special educational needs (LSEN) through their efforts to embrace diversity and incorporate multicultural perspectives into instruction. However, there is still an opportunity for improvement, especially in terms of tackling biases more thoroughly and enhancing cooperation with families and communities.

The results also show that teachers encounter moderate difficulties when implementing culturally responsive practices, particularly when it comes to consistent administrative support, professional development access, and instructional differentiation. It's interesting to note that educators who exhibit greater degrees of culturally responsive practice also report more challenges. This implies that the teaching process becomes more difficult and complex the more deeply such practices are used, particularly when juggling a variety of needs with curriculum requirements and resource constraints.

RECOMMENDATIONS

The Plan of Action to Improve Inclusive, Culturally Responsive Teaching Strategies for SPED Teachers is the suggested output, taking into account all of the study's findings. In order to ensure that special education teachers are better prepared to provide learners with special educational needs (LSEN) with meaningful, equitable, and culturally responsive instruction, this plan is intended to directly address the opportunities and challenges found in the research. Each of the five main areas of concern highlighted in the plan focuses on crucial facets of inclusive and culturally sustaining pedagogy.

Enhancing teachers' comprehension of cultural diversity and how it affects the learning process is the goal of the first area, Strengthened Cultural Awareness and Sensitivity in SPED Teaching. Teachers can better understand the diverse backgrounds of their students and incorporate these viewpoints into their teaching methods by cultivating awareness and sensitivity. The second focus, "Strengthening Practice on Differentiation for Diverse Cultural Backgrounds," focuses on giving educators useful tools to adapt their lessons to each student's particular cultural background and learning requirements.

This guarantees inclusive and flexible instruction, enabling students to flourish academically and socially irrespective of their cultural background. Access to Culturally Relevant Teaching Materials, the third area, emphasizes how important it is for educators to have resources that represent the identities, experiences, and voices of a diverse student body. Students' sense of belonging in the classroom will be strengthened and instruction will become more meaningful and engaging if such resources are easily accessible. Family and Community Engagement, the fourth priority, acknowledges the value of collaborations in establishing a learning environment that is sensitive to cultural differences.

By fostering shared responsibility and cultural continuity, enhancing cooperation with families and communities will not only close communication gaps but also promote the holistic development of students.

The plan concludes with a discussion of Teacher Professional Development Gaps on Inclusivity, recognizing that teachers must have opportunities for ongoing training and development in order to gain competence and confidence in culturally responsive practices. Teachers will be able to overcome obstacles, improve the quality of their instruction, and promote inclusivity with the support of focused, useful, and reflective professional development that takes into account actual classroom difficulties.

When taken as a whole, this Plan of Action offers special education teachers a thorough road map for embracing culturally responsive teaching with competence and confidence. The plan guarantees that educators are fully supported in their mission to provide inclusive, high-quality education that meets the diverse needs of all students with special educational needs by addressing cultural awareness, differentiation, resource access, community partnerships, and professional growth.

REFERENCES

1. CAST (2018). UDL & the Learning Brain [Graphic]. <https://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience>
2. Copeland, B. (2022). What is the meaning of descriptive correlational method? De Kooktips. <https://bit.ly/3IRu244>
3. Debnam, K.J, Henderson, L., Aguayo, D., Reinke, W. & Herman, K. (2024). Nominated exemplar teacher perceptions of culturally responsive practices in the classroom. <https://files.eric.ed.gov/fulltext/ED627306.pdf>
4. Del Valle Jr., O. R. (2024). Challenges and opportunities in working as foreign teachers in the United States: Lived experiences of the Filipino teachers in foreign land. *Psychology and Education*, 27 (10) 1189-1193. doi:10.5281/zenodo.
5. Garner, B. (2023). Embracing diversity: The importance of cultural responsiveness in education. *Research Journal of Educational Studies*, 9 (1). DOI:10.4172/JES.9.1.006.
6. Hur, J.W., Yoo, H.J., Lee, S. & Suh, S. (2024). Promoting intercultural competence and cultural responsiveness: The impact of short-term study abroad on in-service teachers. *Australian Journal of Teacher Education*, (49) 12. <https://files.eric.ed.gov/fulltext/EJ1463648.pdf>
7. Ituma, M.G. (2024). The use of differentiated instruction to achieve culturally responsive teaching. *Open Journal of Educational Research*. <https://doi.org/10.31586/ojer.2025.1234>
8. Khasawneh, M.A.S. (2024), Fostering Critical Thinking In Special Education: Quantitative Cognitive Perspectives On Culturally Responsive Teaching, *Educational Administration: Theory and Practice*, 30(3), 396-405, Doi: 10.53555/kuey.v30i3.1280
9. Lan, Q. (2024). Culturally responsive teaching practices and student attitude towards learning the English language in China. *International Journal of Education and Humanities*, 14 (3). <https://doi.org/10.54097/v70d9656>
10. Lange, H. R. G. (2024). Experiences on Cultural Differences among Filipino Special Education Teachers (SpEd) in the United States of America. *Psychology and Education*, 23, (7), 888-991. doi:10.5281/zenodo.13310311.
11. O'Keefe, C. A. (2022). The effects of culturally responsive pedagogy on middle school teachers' SEL self-efficacy and instructional practices [Doctoral dissertation, Sacred Heart University]. <https://digitalcommons.sacredheart.edu/edd/12/>
12. Paculan, L. B. & Maguilang, M. L. (2024). Culturally responsive teaching practices among special education teachers of mountain province. *International Journal for Multidisciplinary Research*, 6 (3) 1-11.
13. Pascua, R. F. & Paredes, P. B. (2024). Culturally responsive teaching practices of special education teachers and its linkage to the individualized education plan achievements of the students. *Philippine E-Journals*, 4 (2). <https://www.ejournals.ph/article.php?id=26542>
14. Singh, I. (2023). Culturally Responsive Practices in Special Education. *Global International Research Thoughts*, 11(1). <https://doi.org/10.36676/girt.2023-v11i1-09>
15. Tabilin, Z. M. C. & Tombali, R. J. W. (2024). Adapting to the 21st century learning: Teaching strategies of Filipino SPED teachers in the United States. *International Journal for Multidisciplinary Research*, 6 (5) 1-11.

16. Taylor, A. (2020). Integrating culturally relevant teaching strategies: Professional development for elementary classroom teachers. School of Education and Leadership Student Capstone Projects. 492. https://digitalcommons.hamline.edu/hse_cp/492
17. Traina, G. (2024). Effects of implementing culturally responsive-sustaining education for English language learners: A mixed research case study. https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1377&context=education_ETD_masters
18. Yeh, E., Sharma, R. & Jaiswal-Oliver, M. (2022). Culturally responsive social emotional learning for international students: Professional development for higher education. Journal of International Students, 12 (1) 19-41. doi: 10.32674/jis.v12i1.2976 ojs.ojed.org/jis

