

Culturally Relevant Pedagogy as a Tool in Enhancing Quality Education Among Basic Education Learners

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Abstract: Culturally Relevant Pedagogy (CRP) is posited as a crucial framework for enhancing the quality of education by rendering learning more inclusive and effective for ethnically diverse students. This study investigated the perceived effectiveness of CRP as a tool for enhancing the quality of education among basic education students in the Ibadan metropolis, Nigeria. Employing a descriptive survey design, data were collected from 1,080 basic school teachers using a researcher-developed questionnaire. The results revealed that teachers perceive CRP as highly effective (Grand mean = 2.82) in enhancing students' comprehension, engagement, motivation, and critical thinking. Furthermore, hypothesis testing using t-tests and ANOVA at a 0.05 significance level indicated no statistically significant differences in teachers' perceptions of CRP's effectiveness based on school type ($t(268) = 0.176, p > .05$), educational qualification ($F(2, 1077) = 1.428, p > .05$), or years of teaching experience ($F(2, 1077) = 1.185, p > .05$). The study concludes that CRP is widely regarded as a

potent and universally applicable pedagogical strategy across various school contexts and teacher demographics. It is recommended that teacher professional development programmes and curriculum planning actively integrate the principles of Culturally Relevant Pedagogy to foster more equitable and meaningful learning experiences.

Keywords: Culturally relevant pedagogy, quality education, basic education, teacher perceptions, learners.

1. Introduction

Education is essential for personal growth, social advancement, and national transformation. Its success depends not merely on access but also on the quality and relevance of learning experiences (García & Weiss, 2024). Effective education should be comprehensive, equitable, and culturally responsive, assisting students in developing critical thinking, problem-solving skills, and a proactive sense of community involvement (Abdullah, 2025; OECD, 2022). In diverse societies such as Nigeria, traditional educational methods and curricula often fail to reflect students' cultural realities, languages, and experiences. This disconnect results in teaching approaches that favour dominant knowledge systems while marginalising indigenous perspectives (Acemoglu & Robinson, 2023). Consequently, many learners struggle to connect with classroom content, adversely affecting their engagement, motivation, and comprehension (Robinson, 2021; UNESCO, 2021).

Culturally Relevant Pedagogy (CRP) offers a transformative solution (Ladson-Billings, 1995). Its core principles encompass academic achievement, cultural competence, and critical consciousness (Prayitno et al., 2024). This approach affirms the cultural identities of ethnically diverse students and integrates their varied backgrounds into the teaching and learning process (Harris et al., 2020). By leveraging students' sociocultural experiences, language, storytelling, and community knowledge, CRP renders learning more meaningful, relatable, and empowering (Dickson et al., 2016; Ladson-Billings, 2014). Adebayo (2019) and Yusuf et al. (2017) emphasise that teaching "to and through"

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students' cultural strengths fosters deeper understanding and long-term retention by bridging academic knowledge and practical experience.

For instance, in a Nigerian primary mathematics lesson focused on measurement, a teacher may replace abstract centimetre-and-metre textbook activities with locally familiar Yoruba market transactions, utilising a tuber of yam, a stack of dried fish, or a length of àdìé (indigo fabric) as measuring units. When learners convert between these culturally relevant measuring references and standard units, the numerical operations are anchored in a framework they already utilise at home: seeing, weighing, and trading. Likewise, science classes on plant germination can commence with the practice of soaking fermented starch or planting cowpea in kitchen gardens before connecting these activities to seed structure and the scientific method. By structuring instruction in this manner ("to" cultural strengths as entry points, "through" them to formal concepts), teachers create a bridge that transforms memorised formulas or definitions into knowledge rooted in learners' lived experiences.

CRP holds significant promise across all educational levels, including early childhood, which is crucial for cognitive, social, and emotional development. When children see themselves and their communities reflected in educational materials, they are more likely to engage actively, display curiosity, and perceive learning as relevant (Villegas & Lucas, 2022). Research in Nigeria and South Africa supports the notion that culturally grounded education enhances engagement, academic success, and learner identity (Majebi & Oduolowu, 2021; Nja et al., 2022). Furthermore, CRP fosters inclusive learning environments that strengthen teacher-student relationships (Dauda, 2021).

Despite its benefits, the implementation of CRP in Nigeria remains limited and superficial. Nigeria's diverse and multilingual landscape, with over 250 ethnic groups and numerous indigenous languages, presents both opportunities and challenges for culturally responsive education. Unfortunately, the realities of Nigeria's centralised, standardised, examination-focused curriculum make meaningful integration difficult (Odutayo et al., 2024). Teachers have limited scope to incorporate students' cultural backgrounds into their lessons, as strict curricula often clash with the flexibility required for culturally sensitive teaching (Gollnick & Chinn, 2019). The pressure to complete the curriculum and prepare students for standardised tests often hinders the adoption of innovative, context-based teaching methods (Adewuyi et al., 2025).

Teacher training and professional development for CRP are also inadequate. Although teacher education programmes in Nigeria have been criticised for emphasising theoretical knowledge over practical classroom application and for paying limited attention to multicultural education, learner-centred pedagogy, and culturally responsive teaching strategies (Iwuanyamwu, 2023), evidence suggests that these challenges also persist in Oyo State. Studies on teacher professional development in the state indicate that opportunities for continuous training in inclusive and culturally responsive instructional practices remain limited, particularly in public secondary schools (Obiagu et al., 2025; Onaolapo, 2026). Consequently, many teachers continue to rely on conventional teaching approaches that pay insufficient attention to learners' diverse cultural backgrounds. This situation is similarly evident in Ibadan, where the researchers' classroom observations and interactions with teachers during school visits revealed that many CRP teachers had not received formal training in culturally responsive pedagogy and rarely incorporated students' cultural experiences into classroom instruction. These observations suggest that inadequate teacher preparation for culturally responsive teaching is not merely a national concern but also a practical challenge in Ibadan, thereby providing a strong rationale for investigating the phenomenon among teachers.

Paris and Alim (2017) argue that without specific training in engaging students' cultural knowledge, teachers are unable to deliver culturally sustaining instruction. Similarly, Akinsola (2025) highlights that teachers often lack the skills necessary to adapt materials or design inclusive courses. Resource limitations further impede teachers, particularly in public and rural schools, due to shortages of

appropriate textbooks, digital infrastructure, and teaching tools (Oladejo et al., 2022; Ifenatuora et al., 2023). When resources are scarce, teachers frequently revert to traditional textbook-centric approaches that may not align with students' realities. There exists a common misconception that culturally appropriate education is only necessary for minorities or specific subjects, which undermines its significance in areas such as physics, mathematics, ICT, and social studies. Recent studies have demonstrated that CRP can also enhance understanding and involvement in STEM fields (Olawale, 2025; Oladejo et al., 2022).

Given these challenges, Nigeria must explore CRP as a valuable tool for improving basic education levels and as a strategic framework for achieving this objective. Persistent issues, such as low motivation, poor comprehension, limited critical thinking, and declining civic engagement, arise from the disconnect between curricula, teaching methods, and students' lived experiences (Yusuf et al., 2020). In the absence of culturally relevant approaches, education risks becoming detached from real-world relevance and fails to prepare students for active citizenship or practical problem-solving. Teachers' perceptions of underprivileged students are sometimes shaped by deficit-based narratives, which CRP seeks to counter by emphasising students' cultural assets. As Ladson-Billings (2014) suggests, leveraging students' cultural resources can foster resilience, critical agency, and self-esteem.

This study addresses a significant gap in the literature on Culturally Relevant Pedagogy (CRP). Although previous studies have established the benefits of CRP for enhancing learner engagement, motivation, and achievement, most have concentrated on learner outcomes, specific subject areas, or implementation challenges, with limited attention to teachers' perceptions of CRP as a comprehensive strategy for improving the quality of basic education in the Nigerian context, particularly in Ibadan, Oyo State. Furthermore, there is scant evidence regarding whether teachers' perceptions differ across key demographic characteristics such as school type, educational qualifications, and teaching experience. This gap limits understanding of the extent to which support for CRP is consistent across different categories of teachers, an issue critical to the design of teacher training, curriculum reforms, and policy interventions. By examining teachers' perceived effectiveness of CRP and assessing whether these perceptions vary by school type, educational qualifications, and years of teaching experience, the study provides context-specific evidence that justifies the research question and hypotheses while informing the broader adoption of culturally responsive teaching practices in basic education.

1.1 Research questions

- What is the perceived effectiveness of culturally relevant pedagogy in enhancing quality education among basic education students in Ibadan metropolis, Oyo State?

1.2 Research hypotheses

The researcher formulated and tested the following hypotheses:

- **H₀₁:** There is no significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on school type.
- **H₀₂:** There is no significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on educational qualification.
- **H₀₃:** There is no significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on years of teaching experience.

1.3 Theoretical framework

The foundation of this research is Ladson-Billings' Culturally Relevant Pedagogy (CRP) Theory, initially proposed by Gloria Ladson-Billings in 1995 in response to the ongoing educational injustices faced by students from diverse cultural and linguistic backgrounds in the United States. The hypothesis emerged from Ladson-Billings' study of exceptional African American teachers. She

found that the meaningful integration of students' cultural backgrounds into classroom learning was equally as important to effective teaching as subject-matter expertise. This notion positions students' cultural identities as beneficial tools for fostering academic success rather than as impediments to learning. Over time, scholars such as Gay (2018), Paris (2012), and Paris and Alim (2017) have refined and extended the theory, contending that culturally responsive and culturally sustaining pedagogies are critical for ensuring equity, inclusion, and meaningful learning in increasingly diverse classrooms. In multilingual and multicultural countries such as Nigeria, where learners hail from varied ethnic, linguistic, and socio-economic backgrounds, the theory provides a significant lens for addressing the disparity between standardised curricula and learners' actual experiences.

Culturally Relevant Pedagogy's fundamental tenet is that meaningful learning occurs when education is linked to students' everyday experiences, language, cultural identities, and prior knowledge. Three interconnected pillars of the theory were identified by Ladson-Billings (1995, 2014): critical consciousness, cultural competency, and academic success. For all students to achieve academic success, teachers must maintain high standards while providing culturally relevant learning opportunities. In addition to fostering tolerance for other cultures, cultural competency encourages students to appreciate and safeguard their own cultural identities. Students who possess critical consciousness are able to examine and confront social injustices and utilise their knowledge to address practical problems within their communities. Researchers such as Gay (2018), Villegas and Lucas (2022), and Hammond (2015) have argued that culturally responsive instruction enhances student motivation, engagement, critical thinking, and retention by linking new information to familiar cultural contexts, thereby rendering learning more inclusive, authentic, and intellectually significant.

The theory elucidates how the incorporation of students' cultural backgrounds into classroom instruction can enhance the quality of basic education, rendering it an appropriate foundation for the current study. This research aims to investigate how instructors in basic schools in the city of Ibadan perceive the efficacy of culturally relevant pedagogy in enhancing students' comprehension, engagement, motivation, critical thinking, and overall learning experiences. Furthermore, the theory offers a conceptual framework for examining whether these perceptions vary by school type, years of teaching experience, and teachers' educational backgrounds. Given Nigeria's culturally diverse educational environment and the persistence of standardised instructional approaches, Culturally Relevant Pedagogy provides a robust framework for understanding how culturally responsive instructional practices can facilitate more inclusive, equitable, and effective teaching and learning. Consequently, the theory aligns with the study's objectives and serves as a theoretical foundation for evaluating its findings.

2. Literature Review

The concept of Culturally Relevant Pedagogy (CRP) originated with Ladson-Billings' (1995) argument that children's cultural and academic identities should not be separated in the classroom. Instead, CRP encourages educators to intentionally draw on students' cultural backgrounds to enhance learning. This approach was later reformulated by Ladson-Billings (2014) as a combination of three interrelated goals: fostering cultural identity, facilitating academic advancement, and enhancing students' ability to question social inequalities. These objectives demonstrate that CRP is a philosophy that considers students' cultural realities as assets in academic environments rather than merely a teaching method. Conventional educational methods often emphasise homogeneous courses that overlook students' diverse experiences. By situating education within students' linguistic, cultural, and communal frameworks, CRP addresses this issue and enhances the significance of learning (Adebayo, 2019).

Given that younger students heavily rely on cultural cues to interpret new information, this paradigm is crucial at the foundational education level (Villegas & Lucas, 2022). Consequently, CRP

fosters deeper understanding by serving as a bridge between students' home lives and their academic learning. The concept of Culturally Sustaining Pedagogy was initially introduced by Paris and Alim (2017), extending beyond mere recognition of culture to actively promoting and safeguarding it. Nevertheless, some scholars, including Schweisfurth (2014), perceive CRP as a mechanism for justice-oriented education, contending that culturally appropriate teaching empowers students to identify and challenge structural injustices. Collectively, these conceptualisations portray CRP as a multifaceted framework that enhances critical thinking, identity development, and student engagement.

The positive impacts of CRP on students' academic and socio-emotional development are consistently corroborated by empirical research across diverse global contexts. Studies in North America demonstrate that culturally responsive instruction boosts motivation, improves academic performance, and increases classroom participation (Hugh-Pennie et al., 2021). In Europe and Australia, inclusive pedagogies rooted in students' cultural identities have been linked to a more democratic learning environment, reduced achievement gaps, and heightened learner confidence (Guberina, 2023). The influence of CRP is also evident in Asia; for example, Sukesh (2022) found that Indian students who received culturally contextualised mathematics instruction exhibited greater conceptual mastery and sustained interest in learning activities. Educators in East Asian multicultural classrooms noted increased student engagement when curricula incorporated familiar cultural narratives. Despite these successes, significant challenges are highlighted in the global literature. Many educators express a desire to implement CRP; however, they encounter obstacles due to rigid curricula, limited instructional autonomy, and inadequate planning (Guberina, 2023). These structural constraints often result in a disconnect between the theoretical appeal of CRP and its practical application.

CRP is a perfect fit for the changing educational landscape throughout Africa due to the continent's cultural and linguistic diversity (Annamma et al., 2019). Academics contend that the legacy of colonial educational systems, which frequently marginalise indigenous methods of knowledge, can be countered by culturally integrated pedagogy (Jojo, 2024). Empirical data support this assertion. Valenzuela (2023) discovered that culturally grounded techniques strengthened identity appreciation and enhanced children's socio-emotional development in Ghana. Using examples from local culture in maths classes improved student resilience and comprehension in South Africa. Additionally, research from Eastern Africa demonstrates that incorporating cultural narratives into science education improves students' capacity for inquiry and lessens their fear of STEM disciplines (Majebi & Oduolowu, 2021). Research conducted in Africa has repeatedly shown that CRP enhances conceptual knowledge, emotional stability, and involvement. However, the continent faces structural challenges. Centralised curriculum systems limit teachers' ability to adapt content to community situations (Cheng, 2019). The adoption of culturally responsive teaching practices is further hampered in many nations by a lack of professional development opportunities and inadequate teaching materials (Brown & Barry, 2019; Schweisfurth, 2014). Therefore, despite CRP aligning with African conditions, its actual implementation remains uneven due to ingrained structural obstacles.

The cultural diversity of Nigeria highlights the need for CRP in elementary education. Culturally linked teaching methods have been shown to improve learning outcomes, according to several local studies. For example, Yusuf et al. (2020) discovered that CRP raised civic consciousness and learner motivation in Kwara State. According to Dauda (2021), there was a discernible increase in student involvement and teacher-student interaction when classroom examples reflected students' diverse cultural backgrounds. These results are consistent with studies conducted throughout Nigeria. Nja et al. (2022) demonstrated that culturally appropriate science training increased student confidence and achievement. Majebi and Oduolowu (2021) showed how children's social competence was enhanced by storytelling and culturally recognisable classroom activities. Taken as a whole, these studies suggest that CRP can aid Nigerian basic school students in understanding, retention,

motivation, and active engagement. Even with these encouraging results, implementation issues persist. While Akinsola (2025) highlights limitations such as overcrowded classrooms and inadequate pedagogical training, Abdulraheem et al. (2018) note that teachers often lack access to culturally relevant instructional resources. Furthermore, teachers in Nigeria's exam-driven educational system are discouraged from using culturally grounded information, even if they believe it enhances learning (Adewuyi & Odutayo, 2024). A gap in implementation remains due to the differences between the system architecture and instructor beliefs.

While some academics contend that the principles of Culturally Relevant Pedagogy (CRP) are generally applicable (Ladson-Billings, 2014), others argue that a strong contextual foundation is necessary for successful implementation (Jojo, 2024). For instance, indigenous knowledge systems should be integrated into African contexts rather than adapting Western frameworks. While numerous studies demonstrate that CRP enhances academic performance, others identify greater benefits in areas such as identity development, classroom engagement, and self-confidence (Obohwemu, 2024; Homer & Fisher, 2020). Research from Nigeria indicates that students exhibit high levels of comprehension and engagement; however, academic achievement metrics show only marginal improvement (Dauda, 2021). The majority of teachers endorse CRP as a teaching strategy; nonetheless, systemic issues, including inadequate training, rigid curricula, and class-size limitations, impede its consistent application (Akinsola, 2025). This discussion underscores the tension between systemic realities and teacher preparedness. While some academics argue that classroom-based approaches alone can achieve cultural responsiveness, others maintain that CRP necessitates extensive community engagement (Iwuanyamwu, 2023). This raises the question of how much involvement from external cultural agents is appropriate.

Concerning Culturally Relevant Pedagogy (CRP), several significant gaps persist in the global literature. One considerable limitation is the lack of long-term research monitoring CRP's impact on students' civic engagement and identity formation, resulting in a poor understanding of its long-term developmental effects. Furthermore, despite the increasing cultural and linguistic diversity in Asia and Latin America, there is a notable absence of studies examining CRP in multilingual contexts. The capacity to establish causal relationships between CRP practices and learner outcomes is limited, as only a small number of studies employ rigorous experimental or quasi-experimental methodologies. There remains a scarcity of research comparing the application of CRP across rural and urban schools, leaving unresolved questions regarding context-based differences. Additionally, data are unevenly distributed across topic areas due to the underrepresentation of CRP-focused studies in STEM fields.

Nigerian academic research reflects these trends. Despite the increasing integration of digital technologies into teaching and learning, there has been a significant lack of research on technology-supported CRP strategies. The development of CRP competencies within teacher preparation programmes remains inadequately studied, and the extent to which national curriculum policies support or impede culturally responsive teaching has not been sufficiently explored. Finally, there has been insufficient focus on non-academic learner outcomes, such as cultural identity, civic competency, and critical consciousness, highlighting the necessity for more comprehensive CRP-based research in Nigeria. This disparity underscores the need for studies that not only document teachers' perspectives but also evaluate how CRP can be utilised as a strategic tool to achieve high-quality education in Nigeria's complex sociocultural environment.

3. Materials and Methods

This study adopted a quantitative research approach. A quantitative approach is appropriate when a study seeks to measure variables objectively, generate numerical data, and statistically analyse relationships or differences among variables (Creswell & Creswell, 2023). It enables researchers to collect data from a large population, make generalisations, and draw objective conclusions using

statistical procedures. This approach was deemed suitable for the present study as it aimed to determine teachers' perceptions of the effectiveness of Culturally Relevant Pedagogy (CRP) in enhancing the quality of basic education, as well as to examine whether these perceptions differ by school type, educational qualifications, and years of teaching experience. The implementation of a structured questionnaire and the application of inferential statistical techniques necessitated a quantitative approach to ensure reliable and valid findings.

Descriptive survey design is a widely used research method that integrates quantitative and qualitative approaches to systematically collect and analyse data. It is employed to gather information through observations, questionnaires, and other techniques to assess behaviours, attitudes, opinions, and demographics (Takyi-Mensah, 2025). In this study, the descriptive survey method was considered appropriate and suitable, as the researcher aimed to evaluate the effectiveness of culturally relevant pedagogy as a mechanism for enhancing the quality of education among basic education students in the Ibadan metropolis, Nigeria.

3.1 Participants and the selection of participants

The population of this study comprised all Basic school teachers in the Ibadan metropolis, Nigeria. There are 11 Local Government Areas (LGAs) in the Ibadan metropolis and 762 basic schools (both private and public). For this study, a multi-stage sampling procedure was employed. In the first stage, the researcher utilised a stratified sampling approach, classifying schools by LGA. The researcher then used random sampling techniques to select six LGAs. There are 403 basic schools in the six chosen LGAs, from which the researcher randomly selected 270 for the sample. In each of the 270 sampled basic schools, four teachers were randomly selected who teach learners in classes from Basic 4 to Basic 6. A total of 1,080 participants were selected for this study.

3.2 Instrumentation and ethical considerations

The instrument used for data collection was a researcher-developed questionnaire titled "Questionnaire on Culturally Relevant Pedagogy as a Tool in Enhancing Quality Education among Basic Education Students" (TEQEABSS). The questionnaire was divided into two sections: A and B. Section A was used to gather demographic data from the respondents, while Section B focused on culturally relevant pedagogy as a tool for enhancing quality basic education. This section utilised a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To validate the researcher-developed questionnaire for the study, a draft copy of the instrument was provided to two measurement experts and an expert in basic education. Their corrections and suggestions were incorporated into the final draft. Twenty instructors from schools excluded from the main study participated in a pilot study to identify ambiguous items and enhance the consistency and clarity of the instruments.

Internal consistency and pilot testing were used to assess the instrument's reliability. Cronbach's alpha analysis of the questionnaire yielded a coefficient of 0.78. Since the items consistently measured the intended constructs, this was deemed appropriate. These steps ensured that the instruments produced reliable, consistent data for the research. The appropriate educational authorities provided ethical clearance. Confidentiality and anonymity were maintained, and participants provided informed consent. Respondents were informed of their right to withdraw at any time without facing repercussions, and participation was entirely voluntary.

Ethical approval for this study was obtained from the Faculty of Education, University of Johannesburg, South Africa, with approval number SEM1 - 2026 - 160, prior to the commencement of data collection. Permission to conduct the study was also obtained from the relevant educational authorities and participating schools. Participation was entirely voluntary, and informed consent was obtained from all respondents after they were adequately informed of the purpose of the study, the procedures involved, and their right to withdraw at any stage without adverse consequences. To

protect participants' privacy, no personally identifiable information was collected, and all responses were kept strictly confidential and anonymous. The data collected were used solely for research purposes and stored securely in accordance with established ethical guidelines.

3.3 Data analysis

Data collected from the respondents were coded and analysed using both descriptive and inferential statistics. The research question was addressed through the calculation of the mean and grand mean, while the hypotheses were tested at the 0.05 level of significance. The mean was employed to ascertain the average response for each questionnaire item, whereas the grand mean provided an overarching measure of teachers' perceptions regarding the effectiveness of CRP. A criterion mean of 2.50 was established as the benchmark for assessing whether respondents considered CRP to be effective.

Hypothesis 1 was evaluated using an independent samples t-test. This statistical method was deemed appropriate as it compared the mean scores of two independent groups of respondents. The test assesses whether any observed difference between the two group means is statistically significant or could have arisen by chance, thereby making it suitable for studies involving a dichotomous independent variable. The second and third hypotheses were tested through one-way Analysis of Variance (ANOVA). This method was appropriate given that each independent variable encompassed more than two categories.

4. Presentation of Results

To answer the research question, participants' responses were analysed item by item using descriptive statistics, including the grand mean and standard deviation. For research question number one, "*What is the perceived effectiveness of culturally relevant pedagogy in enhancing quality education among basic education students?*", students' responses regarding the effectiveness of culturally relevant pedagogy in enhancing quality education were analysed item by item using means. Since the questionnaire items were structured with four response options, a cut-off score of 2.50 was used to classify participants' responses. Consequently, the grand means of the items, which were approximately 10, 2.0, 3.0, and 4.0, were categorised as Very Low, Low, High, and Very High effectiveness, respectively.

Table 1: *Culturally relevant pedagogy as a tool in enhancing quality basic education among learners*

SN	Effectiveness of culturally relevant pedagogy for quality basic education	Mean	S.D.
1	Culturally relevant teaching helps learners to comprehend lessons more easily	3.03	1.12
2	The examples and stories used in class reflect learners' culture and make learning more transparent.	2.97	1.13
3	Lessons that reflect the learner's culture help them retain what they learn for longer.	2.84	1.11
4	Learners are more likely to complete assignments when they are linked to their cultural experiences.	2.86	1.14
5	Culturally relevant teaching helps learners gain a deeper understanding of other people's cultures.	2.57	0.88
6	Culturally relevant teaching enhances learners' confidence in asking questions and sharing ideas.	2.78	1.16
7	Culturally relevant materials make learning more meaningful to learners.	2.81	1.03
8	Culturally relevant teaching enhances learners' critical thinking.	2.83	1.04
9	Culturally relevant teaching increases learners' interest in the subject.	2.76	1.16

10	Learners perform better academically when teachers connect lessons to their real-life experiences.	2.55	0.96
11	Learners feel more motivated to participate in class when lessons relate to their cultural background.	2.77	1.14
12	Culturally relevant teaching improves the quality of learners' learning experiences.	3.16	1.16
13	Classroom discussions become more engaging for learners when cultural examples are used.	2.89	1.07
14	Learners feel more respected and valued when the teacher includes their cultural experiences in the classroom.	2.63	1.18
15	A learner's relationship with the teacher improves when the teacher shows interest in the learner's cultural background.	2.91	1.10
Grand Mean Remark		2.82	High

Table 1 revealed that teachers in the Ibadan metropolis perceive culturally relevant pedagogy (CRP) as an effective means of enhancing the quality of education among basic education students. This conclusion is supported by a grand mean of 2.82, which exceeds the established benchmark of 2.50 for a high level of effectiveness.

4.1 Hypotheses testing

Hypotheses were tested using an independent t-test and Analysis of Variance (ANOVA) at an alpha level of 0.05.

For Ho₁, "there is no significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on school type."

Table 2: T-test statistics showing differences in culturally relevant pedagogy by school type

School Type	No	Mean	S. D.	df	t-value	Sig	Remark
Public	92	32.318	3.038	268	0.176	0.142	Not Rejected
Private	178	32.183	3.172				

*Insignificant at $p > 0.05$

As shown in Table 2, a t-value of 0.176 yielded a p-value of 0.142 at an alpha level of 0.05. Since the p-value of 0.142 is greater than the alpha level of 0.05, the null hypothesis is retained. Therefore, there was no statistically significant difference in culturally relevant pedagogy as a tool for enhancing the quality of basic education among learners in Ibadan based on school type ($t(268) = 0.176, p > 0.05$). Although the average perception scores of public school teachers (Mean = 32.318) and private school teachers (Mean = 32.183) were slightly different, this difference was so small that it could have occurred by chance rather than reflecting a real difference in opinion. In practical terms, this means that teachers in both public and private schools share similar views about the value of CRP.

For Ho₂, "there is a significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on educational qualification."

Table 3: ANOVA-difference in culturally relevant pedagogy based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	242.391	2	121.196	1.428	.081
Within Groups	16719.172	1077	84.869		
Total	16961.563	1079			

Table 3 revealed an F-value of 1.428 with a p-value of 0.081, computed at an alpha level of 0.05. Since the p-value of 0.081 was greater than the alpha level of 0.05, the null hypothesis was not rejected. Thus, there was no statistically significant difference in culturally relevant pedagogy as a tool for enhancing quality basic education among learners in Ibadan based on educational qualification ($F \{2, 1070\} = 1.428, p > 0.05$). This indicates that teachers, regardless of whether they possessed NCE, bachelor's, or postgraduate qualifications, expressed similar perceptions regarding the effectiveness of culturally relevant pedagogy in improving learners' educational experiences.

For H_{03} , "there is no significant difference in culturally relevant pedagogy as a tool in enhancing quality basic education among learners based on years of teaching experience."

Table 4: ANOVA of culturally relevant pedagogy in enhancing basic education quality by teaching experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	269.872	2	89.957	1.185	.142
Within Groups	14878.984	1077	75.913		
Total	15148.856	1079			

As shown in Table 4, an F-value of 1.185 was obtained with a p-value of 0.142 when computed at an alpha level of 0.05. Since the p-value of 0.142 was greater than the alpha level of 0.05, the null hypothesis was not rejected. Thus, there was no statistically significant difference in the use of culturally relevant pedagogy as a tool for enhancing the quality of basic education among learners based on years of teaching experience ($F \{2, 1077\} = 1.185, p > 0.05$). This demonstrates that teachers with varying levels of experience had similar opinions regarding the effectiveness of culturally relevant pedagogy in improving students' engagement, comprehension, and overall educational quality.

5. Discussion of Findings

The first finding of this study revealed that teachers in the Ibadan metropolis perceive culturally relevant pedagogy (CRP) as highly effective in enhancing the quality of education among basic education students. Teachers strongly agreed that CRP improves learners' comprehension, motivation, participation, and overall learning experience. Items with the highest mean scores indicated that culturally grounded instruction clarifies lessons, strengthens teacher-learner relationships, and increases classroom engagement. These findings support existing literature, such as Majebi and Oduolowu (2021), who argued that CRP makes learning more meaningful by aligning instruction with learners' cultural experiences. Similarly, the strong agreement that CRP enhances critical thinking, confidence, and retention reinforces the works of Takyi-Mensah (2025), Salami (2021), and Yussuf et al. (2020), who reported improved academic outcomes and learner engagement when cultural contexts are integrated into teaching.

Although all items met the threshold for high perceived effectiveness, some indicators, such as CRP's role in fostering cross-cultural understanding and improving academic performance through real-life experiences, exhibited relatively lower mean scores. This suggests that while teachers recognise CRP's value in building motivation and engagement, its broader influence on academic performance and intercultural awareness may not be as strongly perceived. Nonetheless, the overall positive perception aligns with Ladson-Billings' (2014) assertion that CRP promotes academic success, cultural competence, and critical consciousness. Collectively, the findings affirm that teachers view CRP as a powerful tool for improving educational quality by creating inclusive, relevant, and engaging learning environments that resonate with the lived realities of basic education students.

The second finding from this study indicates that there is no statistically significant difference in teachers' perceptions of the effectiveness of culturally relevant pedagogy (CRP) between public and private school teachers in the Ibadan metropolis. This suggests that both categories of teachers,

regardless of institutional structure or ownership, similarly acknowledge the usefulness of CRP in enhancing learners' comprehension, engagement, motivation, and academic performance. This finding indicates that the perceived benefits of CRP are consistent across school types, suggesting that cultural relevance is valued equally in both public and private school settings. It also implies that teachers in both systems experience similar classroom realities related to learner diversity, cultural backgrounds, and the need for pedagogical approaches that render learning more relatable and meaningful. The result aligns with existing research suggesting that CRP is universally beneficial and not restricted by school infrastructure or ownership (Ladson-Billings, 2014). Both public and private school teachers recognise CRP as a practical and effective tool for enhancing the quality of learning.

Thirdly, this study reported that there is no statistically significant difference in teachers' perceptions of CRP effectiveness based on their educational qualifications. Whether teachers hold NCE, Bachelor's, or postgraduate degrees, their views on the value of CRP appear to be largely uniform. This finding suggests that the perceived effectiveness of CRP is not contingent upon teachers' level of academic attainment. Regardless of qualification level, teachers recognise that integrating learners' cultural experiences into instruction enhances comprehension, motivation, participation, and critical thinking. This uniformity may reflect a shared professional understanding among teachers that culturally responsive practices address common classroom challenges such as learner disengagement, low motivation, and poor academic performance. The result further implies that teachers' practical classroom experiences may shape their views on CRP more strongly than their academic credentials. This supports earlier arguments in the literature that effective culturally responsive teaching requires practical sensitivity to learners' backgrounds, rather than merely advanced qualifications (Adebayo & Oyekan, 2021).

Lastly, this study found no significant difference in teachers' perceptions of CRP effectiveness based on their years of teaching experience. Both novice and veteran teachers share similar views regarding the value of CRP in promoting quality education. This finding suggests that teachers, irrespective of their level of experience, recognise that culturally relevant pedagogy benefits learners by enhancing understanding, promoting engagement, and making learning more meaningful. The similarity in perceptions may stem from the fact that teachers across all experience levels encounter culturally diverse classrooms and, therefore, appreciate the importance of instructional approaches that reflect learners' cultural identities. This aligns with existing research indicating that the effectiveness of CRP is observable and practical, making it easily recognised by teachers regardless of their years of service (Dauda, 2021). The result also suggests that the need for culturally responsive practices is universal across teaching career stages, reinforcing CRP as a core pedagogical strategy rather than one suited only to specific categories of teachers.

6. Conclusions and Recommendations

Based on the findings of the study, it can be concluded that culturally relevant pedagogy is perceived by teachers as a highly effective approach for enhancing the quality of basic education in the Ibadan metropolis. The results consistently indicated that integrating learners' cultural backgrounds into instruction significantly improves comprehension, motivation, engagement, critical thinking, and the overall learning experience. Furthermore, the study established that teachers' perceptions of culturally relevant pedagogy do not vary based on school type, educational qualifications, or years of teaching experience, indicating a broad consensus on its value across diverse professional contexts. Overall, the study confirms that culturally relevant pedagogy is a robust and inclusive instructional strategy that can enrich teaching practices and promote meaningful learning among students in basic education. Based on the findings of the study, the following recommendations are proposed:

- Teacher training institutions and continuous professional development programmes should systematically incorporate Culturally Relevant Pedagogy (CRP) into their curricula to equip

both pre-service and in-service teachers with the necessary skills and mindset to effectively implement these strategies.

- Educational authorities and schools should support the creation and dissemination of culturally relevant teaching materials, such as textbooks, digital content, and lesson plans, that reflect the local cultures, languages, and real-life experiences of students in Ibadan and similar contexts.
- Policymakers and curriculum planners should strive to make national and state curricula more flexible, enabling teachers to incorporate local cultural examples and community knowledge into standard subjects without compromising learning objectives.
- Schools should actively engage parents, community elders, and local cultural experts in the educational process through workshops, guest lectures, and collaborative projects to bridge the gap between school learning and students' home cultures.
- Since the effectiveness of CRP is consistent across school types, qualification levels, and experience, advocacy efforts should target all educational sectors, both public and private, to encourage the widespread adoption of culturally responsive teaching practices as a core pedagogical standard.

6.1 Implications of this study

The study suggests that Culturally Relevant Pedagogy (CRP) is widely regarded by teachers in Ibadan as a highly effective strategy for enhancing the quality of basic education and improving student comprehension, engagement, and critical thinking, regardless of school type, teacher qualifications, or years of experience. This broad consensus underscores the universal applicability and relevance of CRP across diverse educational settings. It suggests that policymakers, curriculum developers, and teacher training institutions should prioritise integrating culturally responsive practices into professional development programmes and instructional frameworks to foster more inclusive, equitable, and effective learning environments for all students.

7. Declarations

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