Needs analysis for developing culturally responsive teaching for remedial education: What do teachers need?

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Introduction. Culturally responsive teaching modifies the learning experience by building an atmosphere that celebrates, acknowledges, and establishes the cultural capital that teachers and students create in the classroom. However, lessons that consider culture need to be fully proposed in remedial education. *Objectives*. Thus, this study views culture as one of the most significant variables to be implemented in remedial education, especially in assisting students' mastery of literacy skills by utilizing needs analysis research for remedial teachers. *Methods*. The needs analysis procedure was adapted and modified by focusing on three elements: lack situation analysis, present situation analysis, and target situation analysis. Subsequently, data were collected via an online questionnaire involving 252 voluntary remedial teachers from the middle-zone state in Malaysia. *Results*. The present situation analysis summarizes students' learning in remedial classrooms, indicating a considerable influence when teachers employ cultural-based learning. Nonetheless, the lack situation analysis demonstrates that teachers lack access to teaching resources, and the remedial education curriculum does not emphasize cultural-based learning. *Conclusion*. Target situation analysis suggests introducing culturally responsive teaching with the components of teaching, connecting, acceptance, classroom community, interaction, and evaluation as practical and wide-ranging approaches for remedial education. It is proposed that curriculum developers establish a guideline for remedial teachers in utilizing culturally responsive teaching for remedial education.

Keywords: culturally responsive teaching, needs analysis, remedial education

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Introduction

Learning to read and write well significantly impacts many people, including individuals, schools, and nations. Strong literacy skills benefit everyone–individuals, families, communities, and cultures. At the international level, the World Bank (2021) and Lewis & Straza (2021) listed that industrialized nations such as Finland, Norway, Japan, and France have a 99% to 100% literacy rate. Developing countries, in comparison, have a moderate literacy rate of 80%-95%, like Mexico, Philippines, Pakistan, Costa Rica, Colombia, and Malaysia. Comparing Malaysia to nations that have evolved quickly and neighbors like Indonesia and Thailand, this country's literacy rate is still shallow. As reported by Global Data, the literacy rate in 2021. reached 95.7%, while there was a decrease of 2.7% in the last 10 years (UNESCO Institute of Statistics, 2021). Thus, a more systematic and thorough teaching and learning (TnL) method is required to enhance the mastery of writing and reading skills, particularly among underachieving students in Malaysia's primary schools, given the significance and impact of mastering literacy skills at this time.

Remedial education was implemented in Malaysia to address basic literacy mastery at the primary school level. Similarly, educational initiatives like Literacy and Numeracy Screening (LINUS) and the most recent Primary Literacy and Numeracy (PLaN) support efforts to guarantee that pupils master literacy skills at a young age. However, the implemented programs are considered ineffective since they do not focus enough on the student's background and culture for academic transition to be connected to the student's actual experiences outside of school (Omar & Noh, 2017; Rahman et al., 2021; Tamuri & Hussin, 2017). As a result, students' participation in school activities is restricted because they are frequently labeled as *limited*, *deficient*, and *inadequate* when it comes to their mastery of literacy (Yolak et al., 2019). This is contrary to the findings of Bui and Fagan (2013), Kelly et al. (2021), and Morrison and Glazier (2022), who illustrated that associating the school's TnL environment with personal as well as cultural experiences of students may improve student motivation and engagement to learn language more effectively. This incident highlights the necessity for a teaching technique for literacy that connects the student's background to literacy instruction at school, especially in remedial education contexts. Therefore, this study suggests analyzing the requirement for remedial teachers to foster culturally responsive teaching that focuses on acquiring literacy in Malaysian schools for underachieving students.

Culturally responsive teaching (CRT) integrates and acknowledges the students' culture into the school curriculum, including developing an essential relationship with the culture of the community. For example, Powell (1997), Gay (2000), and Ladson-Billings (2006) regarded the implementation of CRT as a direct response to concerns regarding differences in academic achievement, including high school dropout rates relying on socioeconomic class, race, as

well as language ability level. The CRT's viewpoint (Irvine et al., 2001) is best inferred, reacting to teaching techniques and traditional curricula that are often inadequate for students from diverse backgrounds and low socioeconomic status. Moreover, Civitillo et al. (2019) discussed how CRT draws attention to schooling norms when the values and expectations of middle - and upper - class students are privileged while history, culture, racism, and economics are frequently ignored. Regardless, the goal of CRT is to disseminate common information via a variety of methods, comprising a fundamental transformation of perspective on the diversity of human culture. It is a knowledge base of one's culture and others, a culturally friendly curriculum, and classroom teaching approaches.

Cultural elements in remedial education

The reality of Malaysian society is one where cultural and linguistic diversity is anticipated. Therefore, the national language was introduced to facilitate daily communication between communities. At school, the national language is utilized as the primary language of speech without neglecting the cultural diversity that exists in Malaysia. Therefore, cultural elements in education are introduced to symbolize the variety of society in Malaysia, including in the curriculum structure of remedial education. However, the efforts made by the government still need to be improved, especially in the context of teachers' teaching in schools. A study by Ugek & Badusah (2018) discovered that teachers face problems selecting appropriate language teaching strategies when teaching students from various backgrounds. This issue illustrates the need for a change in remedial education teaching, especially in selecting, planning, and implementing teacher instruction that involves cultural elements. It is even sadder when Nahar (2020) established that students who could not master basic literacy skills were from various cultural backgrounds.

According to Muniz (2019), teachers who teach language subjects need to analyze the characteristics of the language being introduced and improve their language pedagogy because language plays a crucial role in the culture of students. The teachers can apply the most comparative example in the students' daily life in language learning to improve the student's language proficiency. However, things have happened the other way around when a study conducted by Rampen (2017) on the teaching of teachers who inject cultural elements into language learning determined four problems that can be explored in remedial education, namely the time allocation for teaching preparation, teachers' knowledge about culture, cultural teaching resources, and the existing subject curriculum that supports cultural learning. In this regard, introducing culture in teaching is good, but some challenges must be overcome and require a more flexible solution with teacher instruction.

Oliveira & Spear-Swerling's study (2019) discovered that teachers still need to focus on teaching preparation of cultural elements in the classroom. This is because the teacher likes the idea but has limited time to prepare suitable material and has limited knowledge about the culture. Malek et al. (2019) also stated that teachers have limited time to discuss cultural elements in class because the curriculum's content needs to be denser and spent according to the students' short schooling period. Hence, the teacher experiences a problem with a very dense lesson topic and needs more time to handle the class by focusing on teaching with cultural elements alone. The same is the case with teachers' knowledge that is limited regarding the topic of culture in the eyes of students being taught when there is a proposal to empower the curriculum related to 'intercultural' to prospective teachers (Chong et al., 2017). The problem related to teaching with cultural elements is more significant when teachers identify that teaching reference sources such as textbooks do not detail examples of culture in the students' environment (Zakaria et al., 2018). In other words, the cultural standards are focused on a specific community and do not include the lives of students of different races or ethnicities.

The findings discussed indicated apparent problems that have prevented teachers from implementing culturally-based teaching in the classroom. The issues experienced should be addressed because the effect will cause student learning to be disrupted, and the original purpose of introducing cultural elements to students will be hindered. Past studies that explored the occurring problems will undoubtedly be an outstanding contribution to remedial education to explore the challenges that may be experienced among remedial teachers.
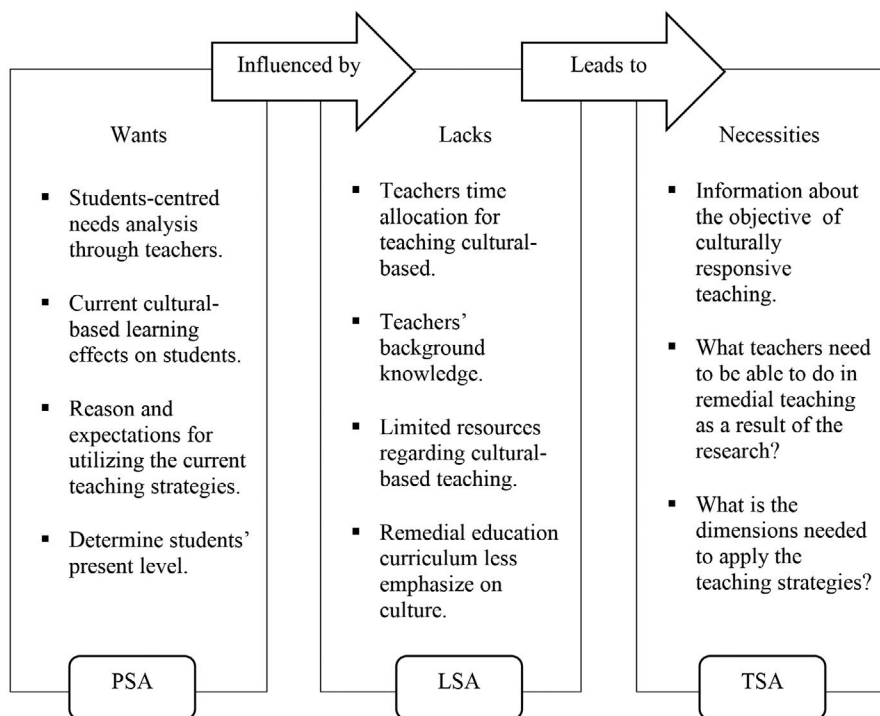
Needs analysis

Designing and developing a teaching model for remedial education that is culturally responsive requires a needs analysis, commonly referred to as a needs assessment. Needs analysis is a crucial technique for determining the difference between the existing condition and the desired state (Witkin, 1994). Remedial education must be effective for schools. Therefore, past studies suggest that teachers utilize the background and culture of students as one of the teaching mediums to teach students (Bedard et al., 2011). Hence, the purpose of this needs analysis is to comprehend remedial teachers' perceptions of the necessity for developing a CRT model and aspects that may be employed to assist underachieving students in mastering basic literacy skills.

Although the previous study reveals solutions to issues in remedial education, less focus has been given to the teaching needs by integrating the components of the target and present situations (Wahyono & Puspitasari, 2015). Thus, this research intends to address the knowledge gap by evaluating the degree to which the present situation analysis (PSA), as well as target situation analysis (TSA) features, can assist in identifying the necessity of developing

a comprehensive teaching strategy for remedial education. In addition, the lack situation analysis (LSA) identifies the deficiencies in present instructional practices. As a result, Figure 1 demonstrates how PSA, LSA, and TSA are integrated into this research to examine the present occurrences with respect to the anticipated demands, teachers and students, and characteristics of CRT for remedial education.

Figure 1

A summary of needs analysis conceptual framework

Influenced by		**Leads to**
Wants	**Lacks**	**Necessities**
▪ Students-centred needs analysis through teachers.	▪ Teachers time allocation for teaching cultural-based.	▪ Information about the objective of culturally responsive teaching.
▪ Current cultural-based learning effects on students.	▪ Teachers' background knowledge.	▪ What teachers need to be able to do in remedial teaching as a result of the research?
▪ Reason and expectations for utilizing the current teaching strategies.	▪ Limited resources regarding cultural-based teaching.	▪ What is the dimensions needed to apply the teaching strategies?
▪ Determine students' present level.	▪ Remedial education curriculum less emphasize on culture.	
PSA	**LSA**	**TSA**

Present situation analysis, lack situation analysis, and target situation analysis

The learner's current position is analyzed by PSA, which then displays the difference in comparison to the goal. Generally, PSA aims to meet students' "wants," or the areas they are eager to learn more about in class (Hutchinson & Waters, 1987). According to Robinson (1991), PSA is implemented to explore students' strengths and weaknesses in language learning. In this study, a PSA evaluation was performed on teachers' teaching reflections on the effects of cultural-based language learning on underachieving students in remedial

programs. Note that the purpose is to identify the reasons and expectations when teachers apply current teaching strategies to weak students. For instance, Ghani (2014) determined that teachers play a role when assessing the impact of learning on underachieving students.

On the other hand, LSA highlights gaps concerning what students need to improve their current language skills. The knowledge gap between students and what they ought to understand to function in the target setting is known as the deficiency. LSA focuses on analyzing learning situations that emphasize 'lacks', especially those that contradict the target's current 'wants' and 'necessities'. Apart from that, LSA in this study focused on exploring problems in cultural-based teaching in the context of current learning implemented in remedial education in schools. However, according to Hutchinson and Waters (1987), the lack of existing teaching does not necessarily match their real needs in TSA. Scholars consider the current target focus and student learning needs essential for developing the CRT model.

TSA is a needs analysis that emphasizes addressing the requirements of the target group during language learning (Hutchinson & Waters, 2004). TSA is a need determined by the target situation regarding skills and language use that need to be known. Here, TSA emphasizes the 'necessities' aspect in which the products produced can help students learn. In this study, the TSA assessment is to produce a CRT strategy framework for remedial education after assessing the existing teaching strategies teachers use during language learning. According to Rampen (2017), including the value of the cultural background of underachieving students in language learning will make it easier to adjust the vocabulary learned with their experiences.

Method

Research Design

Researchers in the past have offered a variety of methods for conducting a needs analysis. Depending on the aim of the needs analysis, a certain process must be chosen. Urun & Yarar (2015) stated that needs analysis may be performed in various ways for exploration, including deductively (surveys, questionnaires, etc.) or inductively (via interviews, case studies, etc.). It focuses on designing and evaluating existing syllabuses, curricula, materials, or lessons to identify whether it is crucial to implement CRT in remedial education and support remedial students. Note that a needs analysis was performed at the beginning of the study. The needs analysis was conducted as a descriptive survey to determine teachers' viewpoints regarding the needs, wants, and lacks, as well as the necessity of the teaching strategies. Technically, the needs analysis was implemented through a questionnaire to explore the necessity of developing teaching strategies that involve the students' cultural backgrounds.

Participants

The respondents were teachers teaching remedial programs in primary schools in urban and rural areas. This study involved 252 teachers with 1-21 or more years of experience in teaching remedial programs. Detailed information regarding gender, school types, and teaching experiences is presented in Table 1.

Table 1

Study group

Category	Detail	Number of teachers	%
Gender	Male	44	17.5
	Female	208	82.5
School types	Urban	139	55.6
	Rural	113	44.4
Teaching experiences	1-5 years	61	24.2
	6-10 years	59	23.4
	11-15 years	115	45.6
	16-20 years	7	2.8
	21 years above	10	4

Instruments

The designed questionnaire was based on the pertinent literature and prior research chosen to conduct a needs analysis for the teachers to implement CRT in remedial education. Accordingly, studies on CRT and remedial education (Byrd, 2016; Miller, 2020; Nilsson, 2016; Rampen, 2017; Scriven, 2019) were completed by researchers to form this questionnaire. Subsequently, potential questionnaire items were selected and written. Similarly, the dimensions and components introduced were considered. The scale's reliability was calculated using the internal consistency measure Cronbach's alpha, with a value of 0.954. This indicates that the instruments were appropriate for the study. The designed questionnaire contained five sections with 52 items, classified according to the needs analysis components as in Table 2.

Table 2

Questionnaire structures

Needs Analysis Component	Questionnaire Section	Items
	The Demographic	3
Present Situation Analysis (PSA)	The effect of applying cultural-based teaching in literacy to remedial students.	10
Lacks Situation Analysis (LSA)	The challenge of implementing cultural-based teaching in literacy for remedial education.	9
Target Situation Analysis (TSA)	The necessity of a culturally responsive teaching model for remedial education.	3
	Culturally responsive teaching dimensions for remedial education.	27

Data collection

Data were collected among teachers who teach remedial education in selected districts in the middle state zone in Malaysia. The respondents were chosen utilizing a random sampling method, and their involvement was voluntary. Note that the questionnaire was distributed online through Google Forms during data collection. The online method was chosen because it was easier for teachers to answer the questionnaire using a device such as a mobile phone. Before distributing the questionnaire, rapport contact was made with higher education officials for each district involved. It was to facilitate the dissemination of data that can be conducted widely and focused on the desired group of teachers. All forms of purpose, objectives, and instructions regarding the questionnaire were given to teachers through the questionnaire. The period allotted to answer the questionnaire was three weeks. On average, it takes 10 minutes to answer the questionnaire. During this period, we successfully collected 252 questionnaires completed by teachers. The collection process was stopped as the number of respondents was sufficient to measure the questionnaire, according to the opinion of Krejcie and Morgan (1977). All collected data were confidential and analyzed for the purpose of the study.

Data analysis

The Statistical Package for Social Sciences (SPSS) version 26.0 software was used to evaluate the gathered data. Descriptive analysis was done for each domain and item to calculate the statistical mean and standard deviation. A 5-point Likert scale was used to establish teachers' judgments. The range was divided into two subranges: agreement attitude for estimate < 3.0 and disagreement attitude for estimate < 3.0 (Odeh, 2010).

Results

This study mainly focused on determining the perception of teachers' expectations from and towards remedial education by introducing CRT strategies. This study successfully analyzed teachers' needs, focusing on three elements: the necessities, lacks, and needs of remedial education.

Research question (RQ) 1: What impacts might cultural-based literacy instruction have on remedial students?

RQ 1 discusses the findings of the PSA, which explored the necessity of applying remedial teaching based on the existing culture.

Table 3

The impact of cultural-based teaching for basic literacy on remedial learners

Component	Mean	SD
Cultural socialization	4.18	.557
Support for positive interaction	4.08	.477
Promotion of cultural competence	4.08	.564
Diverse teaching practices	4.03	.529

The remedial students were assessed through teacher observation throughout TnL sessions in the classroom. Teachers discovered that when learning with cultural elements was implemented, students improved their cultural socialization, received support for positive interaction, and improved their cultural competence, as reported in Table 3. Teachers also found that the students were assessed to accept the diversity of the their teaching practices when teachers implemented cultural learning. As a reference, it can be seen that the higher the mean received, the stronger the teacher's agreement was regarding the impact received by students during cultural-based teaching in the classroom.

Research Question (RQ) 2: What is the challenge in adopting cultural-based literacy instruction in remedial education?

RQ 2 examines the findings of the LSA, which explored the challenges teachers faced when implementing cultural-based instruction in remedial education.

Table 4 presents the findings of the challenges experienced by teachers in implementing cultural-based teaching in remedial classes. The teachers discovered it was difficult to obtain teaching resources to implement the teaching. In addition, the teachers also stated that there was a flaw in the structure of the remedial education curriculum, which caused difficulty in implementing the teaching ideology. Likewise, the teachers agreed that there

was a lack of teachers' knowledge among teachers when implementing cultural-based teaching. The teachers also analyzed a problem with time allocation in implementing the teaching practice regarding the cultural-based teaching strategies.

Table 4

The challenge of implementing cultural-based teaching for basic literacy in remedial education

Component	Mean	SD
Teaching resources	4.17	.745
Curriculum	4.16	.589
Teachers' knowledge	3.92	.667
Time allocation	3.84	.690

Research question (RQ) 3: What is the necessity for a culturally responsive teaching approach in remedial education?

RQ 3 explores the findings of the TSA, which explored the need to develop CRT for remedial study.

Table 5

The necessity of culturally responsive teaching for remedial education

Items/variables	Mean	SD
1. Remedial Education instructions must incorporate the student's culture to improve the student's basic literacy skills.	3.81	.665
2. Teachers need comprehensive information related to culturally responsive teaching to help improve students' basic literacy skills.	4.01	.592
3. Teachers need to be exposed to culturally responsive teaching models for remedial education.	4.04	.640
Overall mean score	**3.95**	**0.554**

Table 5 analyzes the need to implement CRT for remedial education. The teachers were asked three main questions about the need to implement the teaching practice. Findings indicate that the teachers agreed that students' background and culture were necessary for remedial school programs, especially to improve their basic literacy skills. The teachers also agreed that it was necessary for comprehensive information regarding CRT to help remedial students master the basics of literacy. Furthermore, the teachers acknowledged that teachers needed exposure to the responsive teaching model for remedial education. Overall, the three questions demonstrated a significant impression

that it was required to apply CRT practice. This means that it is necessary to implement CRT practices for remedial education to improve existing practices of cultural-based teaching.

Research question (RQ) 4: What are the dimensions for culturally responsive teaching in Remedial Education?

RQ 4 highlights the outcomes of the targeted dimensions to design CRT comprehensively through TSA.

Table 6

Culturally responsive teaching dimensions for remedial education

Items/variables	Mean	SD
Teaching	4.26	.459
Student and teacher interaction	4.25	.509
Classroom community	4.16	.452
Connecting	4.07	.464
Evaluation	4.07	.424
Acceptance	3.88	.604

Table 6 shows the dimensions suggested for developing a CRT strategy for remedial education. The teaching dimension received the highest requirement to be implemented in CRT practices for remedial school programs. In addition, the teachers considered the dimension of teacher interaction with students as one of the elements that needed to be included in the teaching practice as well as the classroom community dimension. This was seen as an appropriate practice to implement in the context of remedial education when teachers agreed to include the connecting and evaluation dimension as part of forming the CRT strategy. In addition, the acceptance dimension can be classified as a need to form CRT for remedial education, even though it recorded the lowest agreements among the teachers. Overall, all dimensions shown are at a significant level of agreement to be implemented as dimensions for CRT. This means that these six dimensions need to be implemented when developing CRT for remedial education.

Discussion

The research study reached the objectives in the aspect of PSA, LSA, and TSA. The PSA findings show that the existing cultural-based teaching clearly indicates students' acceptance when it is implemented. Hence, the component of cultural socialization was established to possess a substantial influence on remedial students' learning. This finding is consistent with Byrd's (2016) study, which explained positive changes in students' learning behavior when teachers address aspects of the student's background and culture. Specifically, this component focuses on culturally-related teaching competence dimensions. This

aligns with Civitillo et al. (2019), who categorized this as a learning activity in the classroom, allowing students to learn about traditions and history that are foreign to them while simultaneously acquiring mastery of learning skills.

In addition, the components of positive interaction, cultural competence, and diverse teaching practices were all agreed upon as elements that influence the learning of remedial students. According to Byrd (2016), incorporating student interests into the classroom will improve academic outcomes. This finding is also consistent with Lehner et al. (2017), who state that utilizing cultural elements in the classroom is currently one of the crucial teaching strategies. Even though the cultural elements introduced in the curriculum for remedial education need new touches in teaching, teachers believe they can impact student learning.

Therefore, the components explored are essential for developing the students' identity and skill mastery. This research concurs with previous findings (Yolak et al., 2019) that positive racial identity relates to student support systems in school and learning persistence. Therefore, cultural socialization in the curriculum structure and cultural polarization in the school environment are indirectly related to students' academic performance. The findings also suggest that the components are vital in developing students' identity and increasing skill mastery. These components are positively related to the impact on student learning, as supported by prior research (Byrd, 2016). Similarly, current research findings by Gay (2021) indicated that positive racial identity is associated with academic achievement. Thus, it can be stated that school cultural socialization is indirectly related to supporting academic achievement.

LSA results show that the appropriation of cultural-based teaching still faces several challenges within the remedial education context. Challenges identified in this study, such as teaching resources, existing curriculum, teacher knowledge, and time allocation, are not unique to Malaysia and exist in numerous other developing nations (Amalia & Wuryandani, 2020). Other than that, the problems established are significant to consider when making a plan for teaching with cultural elements, especially in the context of remedial education in Malaysia.

This finding discusses the problem of teaching resources, and the study indicates that teachers have problems obtaining cultural reference material for teaching. Furthermore, Zakaria et al. (2018) state that using reference materials, whether printed or online, is an important part of effective teaching, especially when teaching students from diverse backgrounds. These materials help teachers generate ideas, be creative in planning fun activities, and spark students' interest in getting to know other students from diverse backgrounds. Additionally, Ahmad (2019) express that teachers are committed to exemplary teaching when they provide space and time to check reference materials, especially to guarantee that students can practice their culture in the classroom.

This means that teachers need to use more reference materials to improve their work as teachers. If teachers know their subjects, students will most likely learn effectively and have fun learning.

The findings also discovered the curriculum factor as a challenge experienced by teachers when implementing cultural teaching in the classroom. The existing curriculum indeed emphasizes the cultural aspects introduced through textbooks. However, challenges are identified when the curriculum cannot serve students' diverse needs and backgrounds (Puteh & Ali, 2016). School students from various backgrounds also have different experiences from other students. This point is emphasized by Malek et al. (2019), stating that the assumptions in curriculum content do not consider what students bring into the classroom regarding their prior knowledge and culture. For example, some consider the curriculum biased towards the experiences of students living in cities. This can cause students discomfort in learning, causing them to lose interest and stop early in school. Therefore, there is a need for support in adapting the curriculum to the students' lifestyles regarding their experience and cultural background.

Consequently, the study results present the problems of teaching knowledge concerning the implementation of cultural-based teaching. According to Collett et al. (2021), teachers must strive to achieve instructional goals, have clear instructional ideas, and be prepared with various instructional activities to familiarize students with a mixed-cultural environment during language instruction in the classroom. Chong et al. (2017) agree with this belief and state that a classroom language teacher needs to teach language skills compatible with teaching approaches, methods, and techniques to address students from different cultures. Therefore, teachers should equip themselves with knowledge and be prepared to use effective teaching techniques appropriate to the situation. Previous researcher Shulman (1986) further elaborated on this theme by emphasizing that the teacher's knowledge was significant to the TnL process performance.

Time allocation is identified as one of the challenges. The findings indicate that teachers have difficulties when it comes to allocating time management for culturally related activities in the classroom and for the preparation of classroom materials. Although the issue of time allocation is not universally acknowledged in this finding, it is important to discuss it because it can impact teachers' instruction. In addition, Arrow et al. (2019) state that good time management is essential for teachers in culturally responsive classrooms to improve students' understanding, knowledge, and skills about culture. Moreover, Oliveira & Spear-Swerling (2019) agree that teachers' time management skills are essential to help students develop an awareness of existing cultural similarities and differences. This is because the teacher's knowledge is to be evaluated, and it takes a lot of time to get to know the student's culture. The opinion of Hizan

& Rodzalan (2020) on the phenomenon of ineffective time management also explained that the preparation of teaching materials for language literacy takes a lot of time because it is necessary to evaluate the level of difficulty, the appropriate language, the length of the selected text, and the message to be conveyed. As a result, creating material that considers the criteria requires more time than the teaching period in the classroom.

TSA yields the necessity of designing and delivering CRT within the remedial education context. This finding supports Gay (2002), Banks (2015), and Siwatu (2011), who established that each student learns differently and that a mix of different ways to teach is needed. Different, student-centered teaching methods will boost students' learning into more interesting and useful lessons (Norvedt et al., 2020). When students from different cultural and social backgrounds are in the same classroom, they will have different needs and expectations for learning (Brown et al., 2021). Students are likelier to have a good learning attitude when learning is fun and entertaining. Other than that, exciting learning experiences can help students learn better, expand their knowledge, and develop critical thinking skills important for self-development (Kotluk & Aydin, 2021). In remedial education, teachers use real-life examples to solve problems and explain a learning concept differently, aiding students to learn in the remedial classroom. This point aligns with what Zancanella and Rice (2021) presented; different teaching methods rely on the CRT idea to facilitate students' learning, including doing better in school.

The teachers agreed that all components of CRT should be used in the remedial education setting. In this research, CRT for remedial education classrooms was considered in terms of six aspects: 1) teaching, 2) connections, 3) acceptance, 4) classroom community, 5) student and teacher interaction, and 6) evaluation. Different teaching methods can help students learn as part of teaching practices. In addition, adding cultural elements to lesson plans and teaching in the classroom are both ways to make connections. Acceptance that includes building relationships means that teachers work to build good relationships with their students, creating a classroom learning environment that reflects the students' backgrounds. This ensures teachers and students can talk to each other well to close the gap, grading based on how well the student did and how it related to the student's experience.

It is important for teachers to learn about their students' cultural backgrounds and traditions to design CRT. For example, Chen & Yang (2017) assert that teachers must motivate students from various cultures to express their community experiences in the classroom and establish connections between these experiences and the content. Moreover, Brown et al. (2021) stress the need for teachers to exhibit a caring attitude that portrays a culture of awareness to prevent misunderstandings that might lead to academic apathy, student disobedience, and teacher irritation. Dreyfus (2019) determines that students

with different cultures will support good academic achievement and improve their social skills if the teacher involves the students' culture in the classroom. In short, to succeed in CRT, teachers must have a good foundation of knowledge about students with different cultures and backgrounds.

Strengths and limitation

There are still some limitations to this research. First, the methodological research approach usually relies on questionnaires to recognize teachers' perspectives on teaching literacy in remedial classes. Therefore, future research should employ alternative methodologies, such as in-situ interviews, to collect more information regarding the desires of students and teachers. Second, this study's sample included Malaysian teachers employed in middle-zone states. Thus, the number of samples is limited, and a small sample size was collected for this survey. As a result, the following study sample should suggest greater significance and cover additional state zones to collect more data for analysis. Lastly, time was one of the aggravating aspects of conducting this survey. In addition, the teachers had additional responsibilities at schools. Therefore, to ensure that the teachers had sufficient time to participate in this study, questionnaires via online platforms were used as the fundamental data-gathering technique. Consequently, the main strength of this study is that the sample was balanced by the selection of the study location, which reflects Malaysia's multi-racial, cultural, and background population. Hence, the results are very generalizable to the actual sample group of remedial teachers.

Conclusion

This research answered four questions by analyzing PSA, LSA, and TSA. Based on PSA, the research identified that former cultural-based teaching was acceptable in student learning. Nevertheless, this cultural-based teaching was identified as having various challenges to implement in TnL remedial education through LSA. Therefore, the TSA finding proposed a justification for implementing CRT for remedial education. This research discusses culture as the fundamental medium to be assimilated in teacher instruction. These concerns should be viewed as something other than a potentially challenging approach for teachers but rather as an opportunity to increase teachers' knowledge and pedagogical skills. Finally, this research described an overview of teachers' needs, which is expected to contribute as a source of theoretical reference to develop the content of specific teaching strategies for remedial education in the following study. In addition, the needs analysis method improved the findings to create comprehensive guidelines for teachers, considering that new solutions can change existing problems. It is also suggested that fellow researchers adapt the needs analysis method used for developmental studies in respective fields.

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Analiza potreba za razvoj kulturno osetljivog obrazovanja: Šta treba nastavnicima?

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Uvod: Kulturno odgovorna nastava modifikuje iskustvo učenja izgradnjom atmosfere koja poštuje, priznaje i uspostavlja kulturni kapital koji nastavnici i učenici stvaraju u učionici. Međutim, lekcije koje razmatraju kulturu moraju biti u potpunosti predložene u dopunskom obrazovanju. *Cilj:* Ova studija posmatra kulturu kao jednu od najznačajnijih varijabli koje treba primeniti u dopunskom obrazovanju, posebno u pomaganju učenicima da ovladaju veštinama pismenosti korišćenjem analize potreba za dopunske nastavnike. *Metod:* Procedura analize potreba fokusirana je na tri elementa: analizu situacije nedostatka, analizu sadašnje situacije, kao i analizu ciljne situacije. Nakon toga podaci su prikupljeni putem internetskog upitnika koji je uključivao 252 dobrovoljna dopunska nastavnika iz srednje državne zone u Maleziji. *Rezultati:* Nalaz analize sadašnje situacije rezimira učenje učenika u dopunskom obrazovanju, što ukazuje na značajan uticaj kada nastavnici koriste učenje zasnovano na kulturi. Ipak, analiza situacije nedostatka pokazuje da nastavnici nemaju pristup nastavnim resursima, a nastavni plan i program dopunskog obrazovanja ne naglašava učenje zasnovano na kulturi. *Zaključak:* Analiza ciljne situacije predlaže uvođenje kulturno odgovorne nastave sa komponentama podučavanja, povezivanja, prihvatanja, zajednice u učionici, interakcije i evaluacije, kao praktičnih i širokih pristupa dopunskom obrazovanju. Predlaže se da kreatori nastavnog plana i programa utvrde smernice za dopunske nastavnike u korišćenju kulturno odgovorne nastave za dopunsko obrazovanje.

Ključne reči: analiza potreba, dopunsko obrazovanje, kulturno odgovorna nastava