

Impact of Cultural Competence and Education of a Preservice Teacher and Pedagogical Style

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Abstract

Purpose:

This research study examined the impact of cultural competence and education of a preservice teacher and pedagogical style on the quality of teaching. The study's rationale was underlined by the prevalence of cultural diversity within the student population.

Design/methodology/approach/Findings:

The research study was based on a systematic review as the analysis method. The findings of the study were derived from a literature survey. The study's main findings indicate that the lack of cultural competence has affected the effectiveness of preservice teachers in promoting learning for culturally diverse students.

The study underlined the significance of cultural competence in helping preservice teachers an excellent learning environment and fostering productive student-teacher relationships

Originality/value

To the best of the authors' knowledge, this is the first study that measures the "Impact of Cultural Competence and Education of a Preservice Teacher and Pedagogical Style".

Keywords: Cultural competence, Pedagogical styles, Teacher's education, Culturally responsive teaching

INTRODUCTION

Teachers form an integral component within a country's education system. Through their teaching role, teachers have contributed to acquiring and modifying the knowledge among the learners (Mooi & Mohsin, 2014). The quality of teaching has a direct impact on the success of imparting knowledge to the learners. Wang et al. (2011) emphasized that the quality of teaching has continued to be a significant education challenge across many countries despite the various legislation, teaching standards, and curriculum reforms that have been undertaken.

According to Dejene et al. (2018), reforms in the education sector have played a significant improvement sector. The changes in the education system have focused on different aspects of teaching. Quality teaching has been built on different perspectives. The core views have been related to the teacher's cognitive resource, effect, and performance. From a cognitive resource perspective, quality teaching has been considered the beliefs, knowledge, and attitudes that the teacher brought into the teaching field.

Teachers have been obliged to improve their skills, knowledge, and expertise to deliver the knowledge effectively in their duty. Practical delivery areas of teacher competence have been broadening over the past few years. The need for teacher competence has emanated from the rapid changes in the education system, demanding teachers to have the necessary capability (Martin & Smolicic, 2019). Selvi (2010) defined competence as skills, beliefs, attitudes, and knowledge required for future performance. The level of an individual's expertise must manifest itself in the activities they are involved in (Mooi & Mohsin, 2014). Teaching includes instructional delivery, classroom management, and personal skills (Bakhru 2017). Conversely, Selvi (2010) asserted that teachers' competencies had been defined into different types of competencies that include pedagogical and cultural competencies.

Over the years, education institutions globally have experienced rapid growth in the number of minority students. For instance, the US has seen a significant increase in the number of Latino students. It was estimated that Latino students constituted 16% of the US national population. In 2000 and 2010, the Latino student population increased by 43%. It was projected that by the end of 2020, 1 out of 4 school-age students in the U.S. would be Latino (Kathy et al., 2016). Despite the Latino population, there has been a growing concern about the poor academic performance amongst those students (Becerra 2012). The poor education achievement amongst the Latinos may have Latinos in violation of the American government to ensure equality amongst students in all the American public schools (Bakhru, 2017). Lack of cultural intelligence amongst the teachers has been one of the issues contributing to low education achievement amongst Latino students in American public schools (Nielsen, 2013).

One of the fundamental issues in promoting learning amongst students included ensuring sufficient preparation of preservice teachers. Sheridan (2016) emphasized that the teacher students' effectiveness influenced the quality of the teachers' workforce. Thus, preservice teachers should be provided with support to enhance their professional practice. Keengwe et al. (2016) accentuated that developing professionalism about classroom practice alone was insufficient to transform the teacher's effectiveness in teaching. The article aims to analyze the impact of cultural competence and education on teacher students; the study has sought to respond to the following research question.

Q What is the impact of cultural competence and education of preservice teachers and pedagogical style on the quality of teaching?

The research question is broken down into the following specific questions to ensure that the research question is satisfactorily answered.

- a. How is cultural competence relevant to the education sector?
- b. In what ways can cultural competence be integrated into the education of preservice teachers?
- c. What impact does pedagogical style have on the quality of teaching?

Methodology and Methods

To gain sufficient insight, the research study was based on a systematic review as the analysis method. Its effectiveness underlined the rationale of conducting a systematic review in promoting evidence-informed decision-making. The scope of the review included four main activities. These included developing a coherent statement on the subject, clarifying the research question, critically evaluating the available studies, and establishing evidence claims (Gough et al., 2017). The fundamental research question evaluated in the research study included: What is the impact of cultural competence and education of preservice teachers and pedagogical style on the quality of teaching? This step was used to break down the question into multiple sub-questions to ensure that the research question was optimally addressed. It was done to ensure that the query was adequately addressed. A comprehensive analytic framework was then used to analyze the topic. Figure 1 illustrates the logical structure that was employed in conducting the research study.

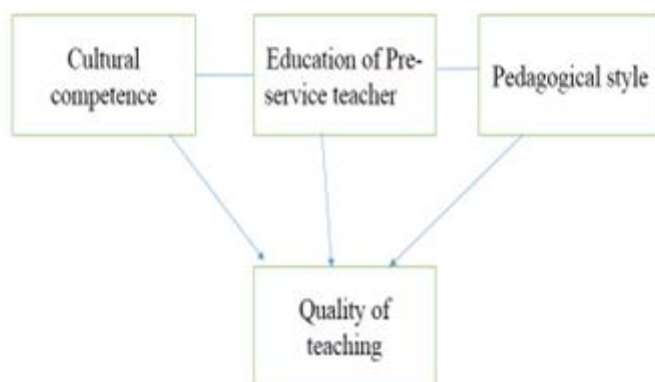


Figure1.systematic review

The systematic review further involved evidence mapping, exploring hypotheses, and evidence mapping is a process utilized for gathering and analyzing large amounts of data related to a specific research topic. This procedure aims to gain insight into the types and amounts of research data available was considered integral in identifying research gaps, informing ongoing research, and generating hypotheses on a research issue (Gough et al., 2017). A critical analysis of the past studies was performed. Other aspects of the process were also considered while selecting the studies for the study (Meline, 2006).

Data Collection and Analysis

The data collected for the study were derived from a literature survey. Its secondary research function served as a basis for conducting a second study that provides a deeper understanding of the research findings. The research data were obtained from different literature materials that included reports, books, and journals. The literature materials were sourced from reputable EBSCO and ProQuest, renowned and respected online libraries and databases, to ensure the credibility of the secondary data collected. The Boolean Logic Technique was applied in selecting, locating, and identifying the relevant literature materials. This entailed the identification of keywords, which were used in searching the literature materials.

The literature materials were selected by integrating the Boolean Logic Technique--this involved identifying keywords used in conducting an online library and database search. Three Boolean operators that include "And," "Or," and "Not" were operated in collaboration with the keywords in completing the online examination (Sorensen & Lapenta, 2017). The secondary data analysis technique was utilized to analyze the results and findings of the study. The thematic analysis was then formulated using the selected research studies.

Results

The systematic review revealed several issues regarding the impact of cultural competence and education of a preservice teacher and pedagogical style. The research results showed rapid

growth in the level of cultural diversity within the school environment. A research study conducted in 2008 in the United States showed that students of color comprised 44% of the total number of students enrolled in public schools. The study further revealed that approximately 10 million out of the 74 million were from non-English speaking families (National Center for Education Statistics, 2009).

Despite the increase in diversity amongst the student population, diversity in the teacher population has not been reciprocated. According to a study conducted by the US Department of Education, the racial diversity of teachers in the country has grown relatively slowly, as illustrated by Figure 2 (PEW Research Center, 2020).

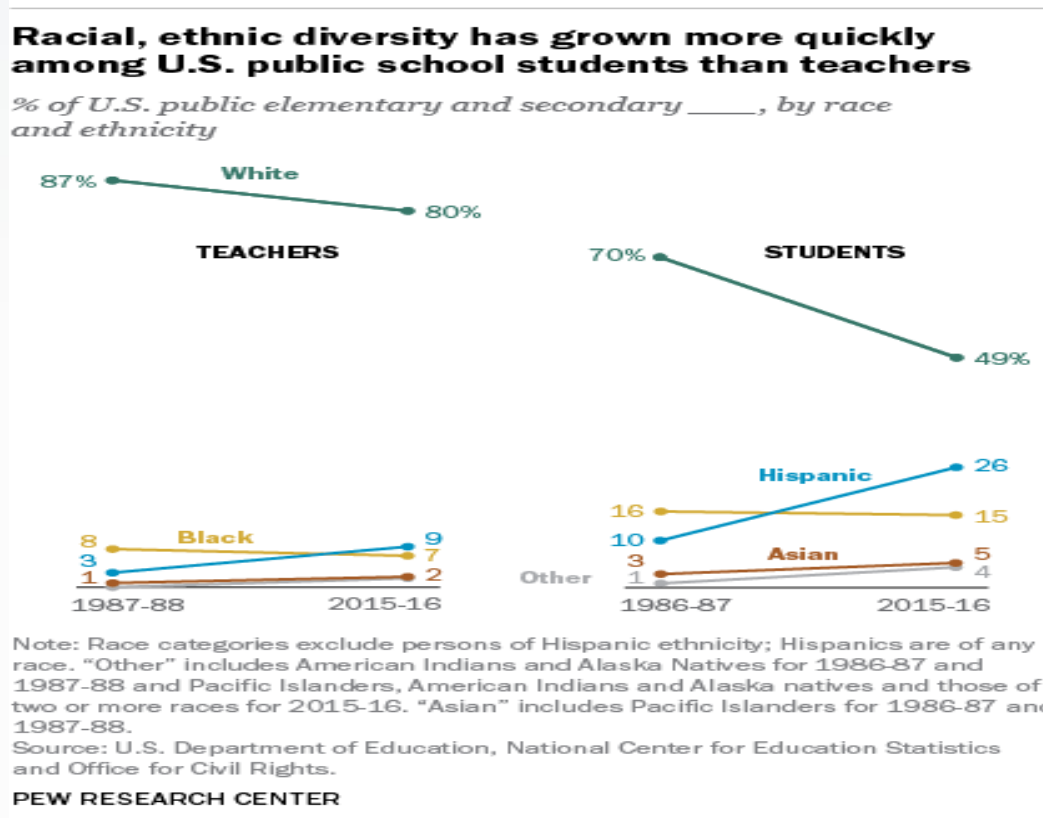


Figure 2. The trend in ethnic diversity between students and teachers in U.S. public schools.

Source: (PEW Research Center, 2020)

Given the unproportionally increase in cultural diversity between students and teacher populations, teachers in the U.S. were likely to experience a considerable increase in the level of cultural diversity in the classroom, which would be evident by the rise in the number of students who are ethnically and racial diversity has raised concerns about the quality of education available to them in the US, a report by the National Centre for Culturally Responsive Education Systems (2002) affirmed that White teachers only represented 90% of the total number of teachers in the public schools. Thus, the need for the U.S. government to focus on developing culturally competent teachers could not be understated.

According to Hart et al. (2012), an individual's cultural competence relates to their knowledge on different aspects that include local, national, and international values. Even though teachers bring other aspects of their culture into the classroom, for example, their assumptions and beliefs on what constitutes a good teacher, most of the preservice teachers' education programs were inadequate in ensuring that preservice teachers were satisfactorily prepared to improve their capacity to teach a culturally diverse student population (Barnes, 2006). Keengwe et al. (2010) associated this situation with several factors: lack of or limited cultural knowledge amongst teacher educators and the disconnect between theory and practice.

Research findings further associated the lack of cultural competence among preservice educators to gaps in the past education system. Most preservice teachers do not understand the

impact of institutionalized racism on their performance. Most teachers have been unaware of the social inequities that exist in the communities they teach in. This is, in most cases, their failure to address the oppression faced by persons belonging to the marginalized communities. As a result, most students enter preservice teacher education courses with limited knowledge on cultural and social issues. The lack of knowledge about cultural and social issues that teachers have about students has a negative impact on their effectiveness in developing culturally diverse professional skills (Landa & Stephens, 2017).

A study by Edwards and Edwards (2017) showed that the beliefs that emerged from the preservice teachers affected how they interpreted teaching ideas. This explains the teacher identity that emerged from their experiences. Alternatively, a study by Irvine (2003) revealed that teacher students tend to have negative cultural beliefs. They also have low expectations for themselves and their students. Taggart (2016) defined this phenomenon as cultural discontinuity, which negatively impacts teacher-student interaction. Cultural discontinuity has increased the level of cultural prejudice between the student and the teacher.

Howard and Rosario (2012) noted that cultural discontinuity increased the probability of teachers ignoring diversity regarding the student's ethnic identities, cultural beliefs, values, perceptions, and world views. Moreover, cultural discontinuity has affected the teachers' expectations and attitudes and, hence, the student's academic performance. Teachers have also brought aspects relating to their personalities and teaching style (White et al., 2016). Teachers teaching culturally diverse students concerning social, linguistic, racial, economic, and ethnic aspects may experience a cultural disconnect.

According to He and Cooper (2009), different approaches should develop a teacher's cultural competence. The rationale of this approach was underlined by the fact that the teachers' own cultural identity shaped their heights, opinion, and responses towards other people, events, and situations (Grant, 2014). In his study, Cooper (2011) found that examining one's cultural identity influenced the teachers' standards regarding how they felt it and the approach to be employed in responding. For example, the teachers became conscious of their perception towards the students and how the students, in turn, perceived them. Cooper (2011) showed that developing cultural competency in understanding self-played plays helps teachers establish a strong relationship with their students regardless of cultural diversity. Eriksson and Wallace (2006) found that, despite a significant proportion of preservice teachers being caring and intelligent, they did not adequately understand how race, culture, and ethnicity affected the students. Eriksson and Wallace (2006) noted most teacher educators had identified the existence of some degree of cultural insensitivity amongst the preservice teachers by examining their beliefs and attitudes. Salinas (2002) opined that most future/preservice teachers felt uncomfortable about teaching in classrooms characterized by ethnic/cultural diversity. Liang and Zhang (2009) argued that preservice teachers tended to teach similarly as they were taught or according to their personal experiences. Moreover, the preservice teachers based their teaching approach on the existing personal beliefs and assumptions.

A research study conducted by Sheridan (2016) revealed that the preparation of preservice teachers was influenced by their pedagogical beliefs, which impacted their professional practices. Alternatively, Paarkarri et al. (2014) opined that teacher experiences were critical in improving the preservice teachers' pedagogical repertoire. The teachers' pedagogical beliefs were determined by different aspects that included how students learned, their personal experiences, and their blindest knowledge. Liang and Zhang (2009) affirmed that the teachers' pedagogical beliefs changed as the preservice teachers progressed through their teacher education course. According to Grant (2014), pedagogical ideas influenced the preservice teachers' pedagogical style. Research findings further showed that the pedagogical style applied in the teaching process changed with the student's age.

The research results argued that contemporary teachers were characterized by a significant challenge arising from the student population's rapid growth in cultural diversity. The challenge has further increased by gaps in teacher education programs, which have not adequately entrenched multicultural education programs. Given these challenges and the importance of the education sector in society, the need to understand the impact of cultural competence and the education of a preservice teacher and pedagogical style should not be underestimated.

Discussion

Teacher quality has been comprised of the essentialist aspect of influencing students' academic performance. Various efforts are being made to improve the quality of teachers in different countries. Despite these efforts, designing teacher education programs should focus on entrenching a culturally responsive pedagogy within the curriculum. Howard and Del Rosario (2000) believed that teacher educators should create a teacher education program characterized by a high degree of inclusivity. Therefore, teacher education programs should appreciate the importance of promoting equity in the delivery of education. This move would be essential in improving their capability in teaching in an increasingly diverse society. Developing cultural competence has been an integral element in the teacher students' pursuit to achieve professional development. Irvine (2003) believed that teacher education programs should be designed to produce competent and caring teachers. Ellerbrock et al. (2016) affirmed that developing cultural competence improved the preservice teachers' effectiveness in establishing an applicable learning-teaching process. Considering this, teacher candidates must demonstrate adequate knowledge and understanding of their student's backgrounds (Lim et al., 2011). This study aims to provide an insight into the instructional strategies that were conceptualized to develop a variety of teaching programs designed to be of value to the student.

Understanding the Self

Families from culturally diverse countries usually look for a quality of life in different countries. This increases their cultural diversity. The study revealed that the key to successful multicultural education is developing an understanding of self. This process could be achieved by asking students to reflect on their cultural perspectives. This would help them develop a deeper understanding of themselves and their cultural beliefs to gain insight into why they were who they were (Dejene et al., 2018). Therefore, understanding the self could help the teachers eliminate biases that might negatively impact their value systems. Brady (2011) asserted that teachers' values affected the relationship that they developed with the students. Teachers' positive values have been known to affect the learning process and the students they teach positively. This is evidenced by the number of times they treat their students well. Teachers have been expected to express the importance of their discounts on the teaching process (Willemse et al., 2005). Suyatno et al. (2019) further argued that the values possessed by the teacher influenced their teaching style. Given this, teachers characterized by positive experience-based values tended to effective pedagogical principles in the learning process. Teacher values have also been positively correlated with the degree of professionalism depicted in the teaching process. To be effective in their teaching role, teachers must ensure that they reconcile their possible negative feelings towards individuals belonging to different cultures, languages, and ethnic groups (Samovar et al., 2010). This outcome could be achieved by fostering positive teacher values.

The rationale of engaging in self-reflection has been underlined with teachers not always being knowledgeable of their prejudices. The lack of such knowledge could result in the teachers engaging in unintentional racism. Therefore, conducting a self-reflection would be critical in helping teachers discover the biases and stereotypes they may hold towards students (Pang & Park, 2013). This subsequently could translate into the teachers developing cultural responsiveness, fostering a robust learning environment (Ellerbrock et al., 2016). By developing cultural competence, the teachers could encourage students to openly share their lives and cultural identities with other students, developing stronger relationships and trust.

There have been diverse activities that teachers' educators could take into account to help impart knowledge on the teacher students/preservice teachers become responsive to cultural diversity. First, the teacher education programs should emphasize training teachers on how to undertake reflective thinking and writing. The need to help teachers develop reflective thinking has been highlighted by improving their teaching methods and behavior (Gay, 2002). Secondly, teachers should be trained to explore the impact of their personal and family histories on their understanding of themselves as either racial or non-racial beings. To develop a deeper understanding of the cultural background, the teachers could use various techniques to interview their family members (Villegas & Lucas, 2002). By understanding the personal histories of their students, the preservice teachers would be able to improve their cultural responsiveness.

Another dimension that can help develop an understanding of self is helping them acknowledge their cultural group membership. To be culturally competent, the preservice teachers must acknowledge they are affiliated with a particular cultural group, characterized by specific advantages and disadvantages. Developing cultural competence in this aspect would relate more effectively with students belonging to a different culture. Moreover, acknowledging their membership to a different group would positively impact their view of other cultural groups.

One of the approaches that teacher education programs should also emphasize in training the preservice teachers to be culturally competent includes undertaking historical training on the lives and experiences of individuals belonging to a different cultural group. The rationale of this approach would be to provide the preservice teachers' insight into the differences between their values and the other parties' cultural values.

Understanding Diversity

The cultural competence of teachers should also be deepened through the development of diverse cultural attitudes and behaviors. Samovar et al. (2010) affirmed that parties in the education sector should adopt an unbiased approach in the quest to develop a sufficient understanding of their student's cultural backgrounds. Irvine (2003) affirmed that some teachers developed varied expectations towards students belonging to different gender or race other than their own. The variation in student expectations arose from the implicit stereotypes and attitudes towards the students. Ellerbrock et al. (2016), teachers may develop an evaluative disposition that is influenced by their social relationships without cultural competency.

Additionally, teachers may also act unfavorably towards some students. This stereotype could also make them a social stereotype. Social stereotypes can create a biased view of students. For teachers, this can contribute to the development of biases (Gunel, 2018). Understanding diversity in education can help teachers develop a more balanced approach to teaching (Phillips, 2014).

Integration Culturally Responsive Teaching Approaches and Multicultural Teacher Education

Developing cultural competence among student teachers has been regarded as an important step in improving the quality of teaching. Barnes (2006) affirmed that culturally responsive teaching had been identified as one of the most effective ways to effectively impact cultural competence amongst student teachers effectively. Shan and Katherine (2018) affirmed that culturally responsive teaching increased the degree of student-teacher engagement, student motivation, and, subsequently, their academic success. According to Chiu et al. (2017), practical teaching and learning occurred in a learning environment that was culturally supported. The CRT explains how teachers can help students develop a strong connection to the school curriculum by helping them overcome cultural and linguistically diverse backgrounds. The adoption of CRT involves helping the students connect to the school environment and home. Such connections could increase the students' capability to learn and develop new knowledge. In light of this, the CRT theory must be integrated into developing the education of preservice teachers' programs. Culturally responsive teachers have depicted a high degree of empathy and care (Cara et al., 2018). Through the CRT theory, teacher educators develop lesson plans that help students appreciate cultural diversity. Therefore, the application of CRT theory would be critical in transforming teachers into agents of change. For example, teacher educators could help teachers apply the CRT theory in their classrooms. Teachers could use the images and materials in their classrooms to depict diverse cultures and gender roles. The teacher educator also could learn how to improve their communication skills and effectiveness in addressing the diverse needs of their students. Early childhood teachers could also develop their own sets of activities and routines designed to promote cultural diversity (Cara et al., 2018). Using these aspects could help improve the effectiveness of their teaching.

Multicultural Teacher Education

The research results showed a lack of multiculturalism in teacher education programs. The development of culturally responsive teaching could also be achieved through the integration of multiculturalism in teacher education. Grant (2014) asserted that many teacher educators had

been encouraged to integrate multiculturalism into their programs. Vranjesevic (2104) argued that multicultural education should be entrenched as part of preservice teacher education. Nevertheless, this call has not been sufficiently observed despite the growing level of diversity in schools. Dejene et al. (2018) asserted that most teacher educators ignored the prevailing multiculturalism in their teaching process. Grant (2014) affirmed that teacher educators have traditionally under-emphasized the importance of integrating multiculturalism in teacher education. This perception has arisen because the preservice educators have been limited to teaching in a monocultural and mono-social geographical region.

Because of the growing multiculturalism in the education system, teachers should develop competence to deal with possible cultural values and practices. The rationale for developing cultural competence was underlined because schools have become an integral component in cultural transmission. Thus, preservice teachers should appreciate that cultural values and practices would be central in their quest to become professional teachers. Samovar et al. (2010) noted that culturally competent teachers appreciated the prevailing cultural differences in planning their lessons. Having cultural competency would allow teachers to identify how their students might be affected by cultural differences. It would also help them plan activities that they can use to promote cultural understanding.

Integrating multicultural education in teacher education programs could result in strengthening cultural competence within the teacher workforce. The integration of multicultural teacher education could be entrenched into teacher education programs through different approaches. These approaches included designing multicultural teacher education as field experiences, a standalone teacher education course, integrating multicultural themes in other education programs, and considering teacher education (Car et al., 2018). The rapid growth of multicultural awareness among preservice teachers can be attributed to integrating specialized multicultural courses into teacher education programs (Walker-Dalhouse & Dalhouse, 2006). On the other hand, service-learning events could enhance the preservice teachers' capability in teaching culturally diverse students. Despite integrating multicultural teacher education in teacher's education programs, Garmon (2004) opined that multicultural coursework might not be sufficient in changing the teacher students' beliefs and attitudes. The preservice teachers' commitment to social justice and personal experiences influenced the successful integration of multicultural teacher education programs.

The concept of integrating field experience into the teaching process is very important in developing effective teachers (Wanting & Pambudi, 2019). The research findings revealed that the effectiveness of in-the-field models used by education programs in teacher education was limited by the pre-service teachers' assumptions and biases. Quintana and McKown (2010) argue that to improve the effectiveness of preservice teachers in teaching in culturally diverse schools, they must move beyond their preconceived notions and beliefs.

Pedagogical Styles

Pedagogy is a critical component of the preservice teacher's professional development. Alternatively, McGinnis (2017) argued that the concept of pedagogy is related to the relationship between the learning technique and the culture. He noted that effective use of pedagogy could help improve the student's ability to develop practical communication skills. Conversely, it would enable educators to decrease presenting their curriculum relevant to the learners and aligned with the students' cultures and needs (Keengwe et al., 2016).

Concerning the culturally diverse society, there is a need for teacher educators to develop effective teaching styles that are culturally responsive. This outcome could be achieved by entrenching culturally responsive pedagogy in their teaching role. In doing so, the teacher educators should consider three main dimensions: the instructional, institutional, and personal dimensions (Richards & Brown 2007). The rationale of culturally diverse students has been presented as a feasible strategy to improve the teaching capacity of preservice teachers. Therefore, Teacher educators must also understand the diverse needs of their students. They should also improve the skills of their preservice teachers so they can provide a comfortable and enriched learning environment for all the students (Collins et al., 2016).

The personal dimension emphasized the emotional and cognitive processes necessary for teachers to become culturally responsive. In contrast, the instructional dimension extent on the

materials, activities, and strategies employed in the teaching process. The institutional dimension resized the policies and values that were integrated into the teaching process. In a culturally diverse society, the role of teacher educators in addressing the needs of culturally diverse students has been highlighted. The knowledge they impart to the preservice teachers would help them in addressing these students' needs (Dejene et al., 2018).

Developing cultural competency would increase the preservice teachers' effectiveness in determining the most appropriate pedagogical style to apply. The teacher educators should focus on improving the preservice teachers' effectiveness in imparting knowledge and skills to students belonging to culturally diverse backgrounds by integrating diverse teaching various. The most effective pedagogical styles that the technique of service teachers should be educated on include the teacher-centered and child-centered approaches. Under the teacher-centered class, the teacher should be considered the expert within the classroom environment while the students would be the apprentices. Conversely, the teaching style under the child-centered approach centers around the student. Thus, the student could determine different issues relating to what, how, and where of learning. The child-centered approach has been considered a constructivist approach to teaching.

Developing cultural competence could inform the preservice teacher on how to combine the pedagogical style, hence, improving the quality of teaching. For example, the preservice teacher would be culturally competent to determine the most appropriate teaching style to employ. Examples of teacher-centered teaching styles that the preservice teachers should be taught include lecturing, modeling direct instruction, questioning, and scaffolding. Conversely, the preservice teachers' child-focused teaching styles should be taught through inquiry-based learning, exploration, and role play. By combining different pedagogics technique styles, the preservice teachers would successfully establish a conducive environment for learning.

Conclusion

The increasing diversity amongst students in schools has underlined the need for cultural development culturally teachers. Given this, reforms in teacher education need to be undertaken to reflect the growing cultural diversity. The research study revealed the existence of cultural gaps in most teacher education programs. This assertion was evidenced by the increasing cultural insensitivity amongst the preservice teachers. Therefore, teacher education programs need to consider cultural competence an integral element in preparing highly qualified teachers. Developing cultural competence amongst the preservice teachers should involve the integration of a comprehensive approach. First, the teacher education programs should be teacher-centered in that they should focus on helping the teachers understand their appreciation of cultural diversity.

Given this, teacher education programs should emphasize the importance of teachers' reflection. The self-reflection would be critical in helping the teachers gain insight into the possible cultural prejudices and stereotypes they might harbor. The prevalence of cultural biases and stereotypes might harm the capability of preservice teachers to become culturally competent. The study further underlined the importance of preservice teachers understanding cultural diversity.

In addition to understanding self and diversity, the study highlighted the importance of integrating multiple elements to improve teaching. The first element entailed promoting culturally responsive education amongst the preservice teachers. In light of this, teacher educators should know how to help the teacher students employ culturally responsive teaching approaches in their careers. It is the goal of teachers to provide culturally responsive teaching practices that will enhance student engagement. Therefore, culturally responsive teaching approaches have improved teacher and student motivation, culminating in improved academic performance. The study further underlined the importance of designing an effective multicultural teacher education. The approaches that could entrench cultural competency amongst preservice teachers through the multicultural teacher education program could include embedding field experiences, designing a standalone teacher education course, and integrating multicultural themes in education programs.

Developing cultural competence could constitute a fundamental aspect in the professional development of preservice teachers and, hence, their future performance. First, developing cultural competence would prepare the preservice teachers to teach in a culturally diverse

school environment. For example, by appreciating cultural diversity, the preservice teachers would gain insight into how to design their lesson plans to achieve the learning needs of students from diverse cultural backgrounds. Cultural competence further would provide the preservice teachers' insight into how they could combine different pedagogical styles, improving the quality of learning. Cultural competence could influence the preservice teachers' capability to design a culturally responsive pedagogical manner, subsequently affecting success in acquiring knowledge.

In summary, cultural competence could help improve the teaching quality and ensure that educational opportunities are provided to students from diverse cultural backgrounds. In the absence of cultural competence, it would be difficult for students from diverse backgrounds, such as race or linguistics, to access equitable education opportunities because of a high rate of marginalization.

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