

CULTURAL COMPETENCE AND LEADERSHIP BEHAVIOUR
AMONG PROSPECTIVE TEACHERS

Dissertation submitted to the Tamil Nadu Teacher Education University in partial
fulfilment of the requirement for the award of the degree of

MASTER OF EDUCATION

by

SHYNI.N.S

Reg.No: 10123MED0556

Under the supervision of

Dr. BINDU GOURI .V.P

Assistant Professor in Education



CENTRE FOR RESEARCH AND DEVELOPMENT

N.V.K.S.D COLLEGE OF EDUCATION

(AUTONOMOUS)

(Re-accredited by NAAC with A⁺⁺ Grade)

Attoor, Kanniyakumari District

Tamilnadu

MAY- 2025

SHYNI.N.S

M.Ed. Student

N.V.K.S.D College of Education,

Attoor, Kanniyakumari District.

DECLARATION

I hereby declare that this dissertation, 'Cultural Competence and Leadership Behaviour among Prospective Teachers', submitted by me for the degree of Master of Education is the result of my original and independent research work carried out under the guidance of Dr .Bindu Gouri.V.P, Assistant Professor in Education, N.V.K.S.D. College of Education, Attoor and it has not been submitted elsewhere for the award of any degree, diploma, or fellowship of any other university or institution.

Place: Attoor

Signature of the Candidate

Date:

Dr.BINDU GOURI

Assistant Professor

N.V.K.S.D. College of Education,

Attoor, Kanniyakumarai District.

CERTIFICATE

I certify that the dissertation entitled, 'Cultural Competence and Leadership Behaviour among Prospective Teachers', submitted for the degree of Master of Education by SHYNI.N.S is the record of research work carried out by her during the period from 2023-2025, under my guidance and supervision and that this work has not been submitted for the award of any degree, diploma, associateship or fellowship, to this university or any other similar institution of higher learning.

Place: Attoor

Signature of the supervisor,

Date:

ACKNOWLEDGEMENT

Fist of all I give thanks to the Almighty God for helping me to complete this project successfully.

I am yet to find fitting words to express the depth of my indebtedness to Dr. Bindu providing painstaking supervision from the inception to the completion of this dissertation.

I wish to express my deep sense of gratitude to Dr.Sree Latha, principal, N.V.K.S.D College of Education Attoor, for giving all the facilities to carry out this study.

I am also thankful to Dr.P.Sheela, Librarian N.V.K.S.D College of Education, Attoor, I extend my sincere gratitude to Mr. Biju Mohan for data analysis on time.

For their kind co-operation and assistance, I express my sincere thanks to the principals, professors and students of various Teacher Education institutions from where the data were collected. I also express my gratitude to all the teaching and non-teaching staff of N.V.K.S.D College of Education, Attoor for the encouragement on their part in completing this research work.

I am also grateful to my parents, husband, relatives, friends and all who helped in the completion of this dissertation work.

Place : Attoor

Shyni N S

Date :

CONTENTS

SL.NO	CHAPTERS	PAGE.NO
I	INTRODUCTION	1-32
II	REVIEW OF RELATED LITERATURE	33-42
III	METHODOLOGY	43-66
IV	ANALYSIS AND INTERPRETATION OF DATA	67-82
V	FINDINGS, CONCLUSIONS AND SUGGESTIONS	83-95
	REFERENCES	96-102
	APPENDICES	

LIST OF TABLES

Table no	Name of the Table	Page No
3.1	List of samples collected from the selected colleges	42
3.2	Locality of institution - wise distribution of prospective teachers	43
3.3	Marital status - wise distribution of prospective teachers	44
3.4	Type of institution- wise distribution of prospective teachers	45
3.5	Religion -wise distribution of prospective teachers.	46
3.6	Optional subject- wise distribution of prospective teachers	47
3.7	Parental Qualification -wise distribution of prospective teachers.	48
3.8	Details of the items selected and rejected	54

3.9	Reliability coefficient of the Cultural Competence Scale	59
4.1	Descriptive statistics of cultural competence.	64
4.2	Percentage distribution different levels of Cultural Competence	65
4.3	Comparison of Cultural Competence of prospective teachers based on Locale	66
4.4	Comparison of Cultural Competence of prospective teachers based on Marital status	66
4.5	Comparison of Cultural Competence of prospective teachers based on Type of Institution	67
4.6	Comparison of Cultural Competence of prospective teachers based on Religion.	68
4.7	Comparison of Cultural Competence of prospective teachers based on Optional Subject	69
4.8	Comparison of Cultural Competence based on Optional Subject by Scheffe model	70

4.9	Comparison of Cultural Competence of prospective teachers based on Parental Qualification	71
4.10	Descriptive Statistics for Leadership Behaviour	72
4.11	Percentage distribution of different levels of Leadership Behaviour	72
4.12	Comparison of Leadership Behaviour based on Locale	73
4.13	Comparison of Leadership Behaviour based on Marital Status	74
4.14	Comparison of Leadership Behaviour based on Type of Institution	75
4.15	Comparison of Leadership Behaviour based on Religion.	76
4.16	Comparison of Leadership Behaviour based on Optional Subject	77
4.17	Comparison of perception based on Optional Subject by scheffe model	78

4.18	Comparison of Leadership Behaviour based on Parental Qualification.	79
4.19	Person correlation between Cultural Competence and Leadership Behaviour of Prospective Teachers	80

List of Appendices

APPENDICES	CONTENTS
APPENDIX-A	GENERAL DATA SHEET
APPENDIX-B	CULTURAL COMPETENCE SCALE AND LEADERSHIP BEHAVIOUR (DRAFT SCALE)
APPENDIX-C	CULTURAL COMPETENCE SCALE(FINAL SCALE)
APPENDIX-D	LEADERSHIP BEHAVIOUR SCALE

CHAPTER I

INTRODUCTION :

- ❖ **Need and Significance of the study**
- ❖ **Statement of the problem**
- ❖ **Operational definitions of key terms.**
- ❖ **Objectives of the study**
- ❖ **Hypotheses framed**
- ❖ **Methodology in brief**
- ❖ **Delimitations of the study**
- ❖ **Organization of the report**

CULTURAL COMPETENCE AND LEADERSHIP BEHAVIOR AMONG PROSPECTIVE TEACHERS

INTRODUCTION

Culture influences all aspects of personal and professional life. The cultural competence is the ability to understand and respect values, beliefs, and differences across cultures. Dorfman and Gupta (2004) define culture as ‘shared motives, values, identities, and interpretations or meanings of significant events that result from common experience of members of collectives that are transmitted across generations’. Cultural competence is a behavioral outcome of cultural awareness. The concept of cultural awareness consists of many facets such as sensitivity, empathy and cultural competence. Cultural competence of teachers is the ability to understand and respect values, attitudes, beliefs, and mores that differ across cultures and to consider and respond appropriately to these differences among students to plan, implement and evaluate education. In the modern age, to acquire knowledge and experience the individuals with their own specific culture have to enter contexts with cultural diversity, adapt to different cultures and have social interaction to have effective inter- cultural relationships. The concept cultural competence is the capability to function and

manage effectively in culturally diverse settings. It is the ability of an individual to detect reason in situations characterized by cultural diversity. Leadership behaviors are actions and conduct that leaders incorporate into their management styles in order to effectively lead their teams, motivate, them and achieve cohesiveness is the leader. Leadership behavior is the process by which a person can guide direct and influence the work of others to meet specific goals. Leaders can learn these actions and strategies to increase the effectiveness of those around them. Transformational teacher leaders motivate and inspire students by connecting lessons to higher purposes and meaning. They focus on the big picture, and role model admirable character traits to ignite students' intrinsic drive to learn and grow. Teacher leaders use these behaviors to motivate people into action when they have a vision for an organization, a product or group of people. Leadership, encompasses all spheres of life ie., family, political, management or economic. A status of the leader may either be ascribed or achieved. A leader functions as an executive, planner, policymaker, external group representative, controller of internal relationship purvey of the rewards and punishment. The development of teacher leadership is considered to contribute to the educational processes in schools pointing to a more friendly work environment with other teachers.

In the present context of globalization, acceleration of human mobility among countries lead to cultural diversity and hence human relationship plays a vital role, making education to focus on acquisition of various abilities and living in harmony. In today's diverse world, it is essential to value the experiences and

understanding of people from all backgrounds. As learners and teachers are affected by cultural differences, cultural competence is primary to foster mutual respect, improved communication and a supportive learning environment in education. According to Moule J. (2012), cultural competence is the ability to successfully teach students who come from cultures other than your own. It entails developing certain personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. Cultural competence matters in teacher professional development as it equips educators with the knowledge, skills, and attitudes to create equitable learning environments. As biases and stereotypes have negative effects, cultural competence focuses on the building of skills and maintaining human relationship. It is an ongoing process of learning, understanding, and respecting differences in students' backgrounds and using that understanding to create an equitable and supportive learning environment. Such inclusive practices cater to diverse student needs, improved academic outcomes and stronger student-teacher relationships. To materialize these among student teachers, it is very essential to integrate culturally responsive pedagogy into teacher preparation programs.

Cultural competence, defined as the ability to interact effectively with people from different cultures, has become an essential skill for educators (Cross et al., 2022). Culture refers to a dynamic system of social values, cognitive codes, behavioral standards, worldviews, and belief used to give order and meaning to our own lives as well as the lives of others (Delgado-Gaitan & Trueba, 1991).

Even without our being consciously aware of it, culture strongly influences how we think, believe, communicate, and behave, and these, in turn, affect how we teach and learn. Because teaching and learning are always mediated or shaped by cultural influences, they can never be culturally neutral (Ginsberg, 2015; Kuykendall, 2004, Ortiz, 2013). As Pai, Adles, and Shadiow (2006) explain, "There is no escaping the fact that education is a sociocultural process. Hence, a critical examination of the role of culture in human life is indispensable to the understanding and control of educative processes". Cultural awareness of teachers increases critical thinking and innovation and hence benefits marginalized groups of students who may not always feel welcome in institutions. Cultural competence helps a person in all contexts of life through its various competencies, namely knowledge of emotion managing, recognizing emotion in others and handling relationship. It directly and indirectly has impacts on learning showing diversity, inclusion and democracy. Though the need for interculturally competent teachers is increasingly recognized, many teachers still feel ill-prepared in working with culturally and linguistically diverse children (e.g., Slot, Romijn, & Nata, 2019; Banjeree & Luckner, 2014; Michel & Kuiken, 2014).

Marginalization can result in feelings of alienation and disengagement among students from culturally diverse backgrounds, ultimately hindering their academic success (Gay, 2018). In response, culturally responsive teaching has emerged as a promising approach to bridge this gap. It involves not only acknowledging cultural differences but also actively integrating them into

teaching practices, curriculum development, and institutional policies. Educators who demonstrate high levels of cultural competence are better equipped to address the diverse needs of their students, resulting in improved academic performance and classroom dynamics (Ladson-Billings, 1995). Teachers having high levels of cultural competence highly regard culture and seek opportunities to increase their knowledge of other cultures and intercultural communication. Culturally proficient people disseminate best practices for working with people from culturally and linguistically diverse backgrounds. Culturally responsive teaching is a means for unleashing the higher learning potentials of ethnically diverse students by simultaneously cultivating their academic and psychosocial abilities. Much research, scholarship, and practice indicate that teachers' beliefs about ethnic, racial, social, and cultural diversity and its "place" in education are often ambivalent or problematic (Gay, 2018). Therefore for implementing culturally responsive teaching, teachers should develop consciousness and clarity about their beliefs associated with ethnically, racially, culturally, socially, linguistically, and residentially diverse students, communities, heritages, and education.

The Council for the Accreditation of Educator Preparation (CAEP) recognized that culturally competent teachers play a crucial role in ensuring academic success of students from diverse backgrounds (CAEP Board of Directors, 2015). Therefore, CAEP places an emphasis on preparing preservice teachers to be culturally competent. CAEP suggests that coursework prepare preservice teachers to be able to (a) incorporate multiple perspectives, (b) deepen

awareness of diverse learners for planning instruction, (c) foster verbal and nonverbal communication skills that demonstrate respect for diverse students and their families, (d) support preservice teachers' understanding of their own culture and biases they may hold and e) preservice teachers to be familiar with the how the power imbalance impacts teachers' relationships with diverse learners and their families.

Research supports that teachers need targeted training to impact their perspectives of working with diverse students (Meaney, Bohler, Kopf, Hernandez, & Scott, 2008; Tinkler & Tinkler, 2013). The National Education Association (2015) defined diversity in educational contexts as the total of the ways in which individuals are both alike and different, and many dimensions of diversity are provided: gender, race, ethnicity, language, culture, religion, sexual orientation, class, mental and physical ability, and immigration status. Pre-service teachers must be taught to view the classroom as a microcosm of the world and that each student is a unique representation of diverse experiences, values, abilities, understanding, approaches, and beliefs. Preservice teachers should be given opportunities to think critically about diversity and culture in a reflective manner.

Broad societal changes driven by migration, globalization, and demographic trends increase cultural diversity in classrooms across the globe. Teachers face the critical challenge of meeting their diverse needs as students from various cultural, linguistic, and socioeconomic backgrounds enter the education institutions. In an increasingly fragmented society, the ability to

connect with peers, coworkers and neighbours with diverse backgrounds and abilities is invaluable. Cultural competence, defined as the ability to interact effectively with people from different cultures, has become an essential skill for educators (Cross et al., 2022). Cultural competence in education is a multifaceted concept that encompasses the ability of educators and educational institutions to effectively understand, respect, and respond to the diverse cultural backgrounds and identities of students, families, and communities. As many teachers are not adequately prepared to address the complexities of cultural diversity in their classrooms, disparities in educational outcomes are reflected. However, many educators find themselves unprepared to meet the diverse needs of their students, leading to significant disparities in educational outcomes (Hollins, 2015). Culturally competent educators strive to create inclusive classrooms where students from diverse backgrounds feel safe, supported, and engaged in their learning experiences (Reich, and Reich, 2006; Goh, 2012; Ford, et al., 2014). Marginalization can result in feelings of alienation and disengagement among students from culturally diverse backgrounds, ultimately hindering their academic success (Gay, 2018). In response, culturally responsive teaching has emerged as a promising approach to bridge this gap. It involves not only acknowledging cultural differences but also actively integrating them into teaching practices, curriculum development, and institutional policies.

NEED AND SIGNIFICANCE OF THE STUDY

Today's world is diverse and global. Diversity is essential to society and hence the experiences and understanding of people from all backgrounds should

be valued. Technology has made interactions across cultures around the world a very common experience. Teachers are operating in an increasingly culturally diverse environment where they need to interact, communicate, build relationships, and work effectively with people from diverse cultural and ethnic backgrounds. Cultural competence for teachers includes recognizing and respecting diversity among students through words and actions in all contexts. They need to prepare the youth to operate in a society that will be even more diverse.

Biases and stereotypes have negative effects for individuals and institutions. Cultural competence focuses on the building of skills and maintaining human relationship. It helps teachers to learn more about other cultures and be aware of current events among various cultural groups. When working with people from different cultural backgrounds, it can be useful to learn about their culture's practices, values, and beliefs. This aspect of life assumes a lot of importance in the present context of globalisation. Human relationship plays a vital role at workplaces, home and in the social circle. Cultural competence helps a person very much in all spheres of life through its various competencies, namely knowledge of emotion managing, recognizing emotion in others and handling relationship. It directly and indirectly has impacts on learning.

Displaying cultural competency behaviors of active listening, empathy, and effective engagement can help teachers to create a welcoming environment and establish the appreciation of similarities and differences among cultures. The

effect of culture and socio economic position as obstacles to college achievement is widely emphasized. Cultural competency is about power. It is vital to understand the influence of roles like principal and teacher. They need to use that authority to assist all students in achieving a balanced learning environment (Johnson&Bowman,2021) power is described as the ability to create change. In conventional classes, teachers had all the authority. They made the discourse, taught the material, graded the students, and imposed discipline. In recent years, education has grown more interactive, sharing authority between students and teachers.

Teachers with strong leadership skills can provide individualized attention to students and build their self esteem to address learning difficulties. Teachers who don't possess this behaviors may struggle with completing objectives, maintaining a healthy work environment or managing their team members. In order to be the leaders in providing educational services to students in all settings and circumstances, teachers play a very significant and vital role (Pambudi & Gunawan, 2020).Thus the need for professional development that better prepares prospective teachers to address the challenges of diverse classrooms and development of leadership behaviour will be investigated in this study. It also felt the need to investigate the relationship between cultural competence and leadership behaviour of teachers. Teachers are operating in a culturally diverse environment where they need to communicate, build relationships, and work with people from diverse cultural and ethnic backgrounds. Teachers need cultural competence to recognize and respect

diversity among students in various contexts and to prepare the youth to function in a diverse society. The possibilities of cultural dissonance between contemporary teachers and their students necessitates that educators should seek culturally responsive practices. Teachers with high cultural competence recognize cultures and utilize various resources for teaching to create a sense of community. Cultural competence involves educators understanding and integrating diverse cultural perspectives into their teaching practice and is integral to foster an inclusive and supportive learning environment. Teacher candidates should gain skills in critical reflection and critical consciousness to understand the socio-cultural contexts within schools, enabling them to become more effective and equitable educators. Teacher education programs do not sufficiently equip teacher candidates with effective pedagogies to meet the needs of diverse students. The integration of culturally relevant pedagogy into teacher education programs will support academic achievement, cultural competence and critical consciousness among learners. When working with people from different cultural backgrounds, teachers can learn about their cultural practices, values, and beliefs. Hence, the need to prepare culturally competent teachers with good leadership behavior through teacher preparation programs is increasing.

STATEMENT OF THE PROBLEM

Students come to the classroom from varying backgrounds with different cultural identities. Cultural gaps can cause teachers to misinterpret students' behavior, which can lead them to feel misunderstood, marginalized or

discriminated. Many teachers cannot appreciate differences in appearance, behavior and culture, resulting in ineffective communication and collaboration. Cultural competence is important for teachers to develop meaningful relationships, recognize diversity, create inclusive classrooms and to allow for equity in learning.

In a multicultural classroom, teachers need to demonstrate creativity and management skills to create a diverse learning environment. Successful teacher leaders can take responsibility for developing their students and solve issues that come their way. Diversity, equity, and cultural competence should be understood and recognized as integral to become a skilled teacher leader. In today's global and interconnected society, teachers must develop their ability to engage effectively with diverse people and groups who are culturally different. Cultural competence and leadership behaviour help them to address inequity in the educational system, collaborate with individuals from other cultures, and to create practices that give rise to equitable learning environments. By cultivating key leadership qualities like communication, collaboration, and innovative thinking, teachers can become more effective leaders equipped to motivate students.

Hence the study is entitled as **‘Cultural Competence and Leadership Behaviour among Prospective Teachers’**.

OPERATIONAL DEFINITION OF THE KEY TERMS

Cultural Competence

Cultural competence is defined as a set of values, behaviors, attitude and practices within a system organization, program or among individual and which enable them to work effectively cross culturally. Further, it refers to the ability to honor and respect the beliefs, language, interpersonal style and behaviors if individuals and families receiving services as well as staff who are providing such services, striving to achieve cultural competence is a dynamic ongoing developing process that requires a long term commitment. In this study Cultural Competence is identified by the scores obtained on Cultural Competence Scale.

Leadership Behavior

Leadership behavior encompasses the specific characteristics and actions that make someone an effective leader. These behaviors include qualities such as empathy, integrity, communication skills the ability to inspire and motivate others, decisiveness, and the willingness to take calculated risks. Effective leaders exhibit behaviors such as active listening, delegation, mentorship, and ability to build and maintain strong relationships. In this study Leadership Behavior is identified by the scores obtained on Leadership Behavior Scale

Prospective teachers

Prospective teachers refer to B.Ed students who are studying in various colleges of Teacher Education in Kanniyakumari and Tirunelveli districts.

OBJECTIVES OF THE STUDY

The investigator formulated the following objectives of the study

1. To find out the level of Cultural competence of prospective teachers.
2. To find out the level of Leadership behaviour of prospective teachers.
3. To compare the mean scores of Cultural competence of prospective teachers with regard to
 - Locale of the institution
 - Marital status
 - Type of Management
 - Religion
 - Optional Subject
 - Parents' educational qualification
4. To compare the mean scores of leadership behaviour of prospective teachers with regard to
 - Locale of the institution
 - Marital status
 - Type of Management
 - Religion
 - Optional Subject
 - Parents' educational qualification
5. To study the correlation between Cultural competence and Leadership behavior of prospective teachers.

HYPOTHESES FRAMED

- 1) There exists no significant difference in the mean scores of Cultural Competence of Urban and Rural prospective teachers.
- 2) There exists no significant difference in the mean scores of Cultural Competence of married and unmarried prospective teachers
- 3) There exists no significant difference in the mean scores of Cultural Competence of prospective teachers studying in Private and Self-financing colleges.
- 4) There exists no significant difference in the mean scores of Cultural Competence of Hindu, Christian and Muslim prospective teachers.
- 5) There exists no significant difference in the mean scores of Cultural Competence of prospective teachers studying different optional subjects.
- 6) There exists no significant difference in the mean scores of Cultural Competence of prospective teachers based on Educational Qualification of parents.
- 7) There exists no significant difference in the mean scores of Leadership Behavior of Urban and Rural prospective teachers.
- 8) There exists no significant difference in the mean scores of Leadership Behavior of married and unmarried prospective teachers
- 9) There exists no significant difference in the mean scores of Leadership Behavior of prospective teachers studying in Private and Self-financing colleges.

- 10) There exists no significant difference in the mean scores of Leadership Behavior of Hindu, Christian and Muslim prospective teachers.
- 11) There exists no significant difference in the mean scores of Leadership Behavior of prospective teachers studying different optional subjects.
- 12) There exists no significant difference in the mean scores of Leadership Behavior of prospective teachers based on the educational qualification of parents
- 13) There exists no significant correlation between Cultural competence and Leadership behavior of prospective teachers.

METHODOLOGY IN BRIEF

a) Method adopted

Normative Survey method was used for conducting the study to analyze and interpret data about the prevailing conditions.

b) Population

The population of the present study consists of prospective teachers studying in Tamilnadu

c) Sample

The present study was conducted on a sample of 400 prospective teachers from various B.Ed colleges in Kanniyakumari and Tirunelveli districts

d) Tools used

1. .In this study a Cultural Competence Scale (developed by the investigator and guide) to assess the Cultural Competence of prospective teachers was used.

2. Leadership Behavior Scale developed by Sindhu and Sreelatha (2011).

3. Personal Information Schedule

e) **Statistical techniques used**

For the analysis of the data following statistical technique were used

- t- test
- ANOVA
- Pearson's Product Moment Correlation

CONCEPTUAL FRAMEWORK

Cultural Competence: Understanding, Respecting, and Bridging Differences

In a globalized world where diverse cultures intersect daily, cultural competence has become a crucial skill, especially in professions such as healthcare, education, business, and public service. Cultural competence refers to the ability to understand, appreciate, and interact effectively with people from cultures or belief systems different from one's own. It requires awareness, knowledge, and a commitment to ongoing learning and self-reflection. Beyond simply acknowledging diversity, cultural competence involves a deeper

understanding of the social and historical contexts that shape identity and experience.

Definition of Cultural Competence

Cultural competence can be defined as a set of behaviors, attitudes, and policies that enable individuals or organizations to work effectively in cross-cultural situations. It involves four key components: awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills. These elements are interconnected and must be continuously developed through reflection and practice.

At the individual level, cultural competence means being open-minded, respectful, and empathetic when dealing with people of different backgrounds. At the organizational level, it involves creating inclusive environments that support diversity, equity, and inclusion (DEI).

The Importance of Cultural Competence

Cultural competence is essential in today's diverse society. It promotes mutual respect and reduces misunderstandings, discrimination, and biases. In education, teachers who are culturally competent are better equipped to meet the needs of a diverse student body. They can create classrooms where all students feel seen, valued, and supported, which positively impacts academic achievement and social development. Similarly, in the workplace, cultural

competence improves team dynamics, creativity, and innovation by fostering inclusive communication and collaboration.

Leaders who demonstrate cultural sensitivity are better at managing diverse teams, making inclusive decisions, and building stronger relationships with stakeholders.

Real-World Applications

Cultural competence is particularly critical in professions where people frequently interact with diverse populations. Below are a few areas where cultural competence has tangible impact:

- **Healthcare:** A doctor treating a patient from a different cultural background may need to consider beliefs about pain expression, family roles in decision-making, or preferences for traditional medicine. Failure to do so may lead to misdiagnosis, noncompliance, or mistrust.
- **Education:** Educators who understand cultural backgrounds can adapt teaching methods, incorporate culturally relevant examples, and address potential biases in curriculum. This creates more equitable learning opportunities for all students.
- **Social Work:** Social workers deal with clients facing complex social and emotional challenges. Cultural competence helps them understand the societal pressures and cultural norms affecting their clients' lives and decisions.

- **Business:** In global markets, understanding cultural norms can be the difference between success and failure. Marketing strategies, negotiation tactics, and leadership styles often need to be adapted based on cultural expectations.

Challenges to Developing Cultural Competence

One major barrier is ethnocentrism, or the belief that one's own culture is superior. This mindset can create resistance to new perspectives and hinder genuine understanding.

Another challenge is unconscious bias. Many people hold biases without realizing it, which can affect their judgments and interactions.

Stereotyping is also a common issue. While cultural knowledge is valuable, overgeneralizing can be harmful. Not every individual conforms to their cultural norms, and assumptions can lead to miscommunication or alienation.

Time and resources can be practical challenges. Organizations may lack the funding, staff, or training to implement effective cultural competence initiatives. Additionally, individuals may feel overwhelmed or uncertain about how to begin the journey toward becoming more culturally competent.

Strategies to Improve Cultural Competence

Improving cultural competence is a lifelong process that requires education, reflection, and action. Some effective strategies include:

1. **Self-Assessment and Reflection:** Individuals must start by examining their own cultural identity, biases, and assumptions. Tools like the Intercultural Development Inventory (IDI) or Harvard's Implicit Association Test (IAT) can help identify areas for growth.
2. **Education and Training:** Formal training can help individuals understand the values, communication styles, and customs of various cultures. Diversity and inclusion workshops, cultural immersion programs, and guest speakers can enrich understanding.
3. **Active Listening and Empathy:** Practicing empathy—truly trying to see the world from another's perspective—enhances communication and builds trust. Listening without judgment and asking open-ended questions are key components of this skill.
4. **Language and Communication Skills:** Learning a new language or even just a few phrases can demonstrate respect and effort. Understanding nonverbal cues, tone, and context is also crucial when interacting across cultures.
5. **Organizational Policies and Leadership Support:** For cultural competence to thrive at the institutional level, leadership must prioritize it. This includes inclusive hiring practices, culturally responsive services, and accountability structures to monitor progress.

6. **Community Engagement:** Building relationships with diverse communities fosters mutual understanding. Volunteering, attending cultural events, and participating in community dialogues provide real-world experience beyond theoretical knowledge.

Leadership behaviour of Prospective teachers

Leadership has been defined as ‘influence process affecting the interpretation of events for the school to motivate teachers and students to achieve the objectives and the maintenance of cooperative relationships and team work. The leadership process does not involve a leader alone but also others who come in contact with him. The personality of the followers and the characteristics of the situation are appropriate starting points for understanding the psychology of leadership. Followers are important in leadership behaviour. Both leadership and follower-ship are complimentary and the two cannot be separated. The leader has to provide good morale and sustain the influence on the followers. (Harris and Lambert, 2003) An intelligent leadership creates a situation, which can lead to positive goals. The essence of leadership is interpersonal influence, which involves the influence in attempt to affect the behaviour of the influence through communication. Leadership is generally associated with certain goals and the means to achieve them. Lorenz (2012) says “Leaders must carry out the mission with the resources. They have to make it happen.” Assessment of leadership effectiveness can be done on

the basis of positive goals that the leader is able to achieve in a given amount of time.

Leadership qualities of a teacher

Effective communication, empathy, compassion and motivation to learn and provide counsel can

All encompass the different skills teacher leaders possess. Identifying prospective teachers' leadership behaviour is important because they are the future teachers. As the idea of teacher as leaders is acknowledged progressively by educationists, there is a need to assess the prospective teachers whether they are keen, self-confident, and ready to take the responsibility of teacher leaders. As stated by Helterbran (2010), teachers cannot act as leaders 'unless and until they recognize their own leadership potential'.

A teacher can act as leader in specific spheres of affect and in a different way, regardless of any formal position/ designation. Katzenmeyer and Moller (2001) highlighted that colleges and university's role in making teacher leaders is widespread within the continuum of teacher development. Development of skills, information, attitudes and beliefs about teacher leadership begin with the college or university preparation programme for future teachers. The leadership skills are as vital in these programmes as instruction content material and the curriculum. In advanced nations, teacher leadership programs and initiatives have grown (Harris, 2003).

Phelps (2008), stated “Understanding the various dimensions of teacher leadership is requisite knowledge for encouraging the development of more teachers as leaders”. Krisko (2001) points out that, “teachers are potential leaders who can be instrumental in initiating and implementing a major paradigm shift from a traditional school to an effective learning community”. According to Katzenmeyer and Moller (2001), “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learner and leaders, and influence others toward improved educational practice”. Hence, teachers are responsible for the improvement of the school as well as the whole community. If teachers become leaders, they play their role to improve more efficiently. Lambert stated (2000), “teacher leadership is an enrichment of the teaching profession. Teachers may help to lead the school but, in a capacity, other than Principal or Vice Principal”.

Significance of Leadership in Education

Education leaders play critical roles in helping students learn and grow while creating safe and inclusive learning environments. , teachers and other educators inherently serve as leaders of their respective classrooms. No matter the specific setting, strong educational leadership can make a difference in achieving desired goals and outcomes while helping students feel valued and supported. Educational leadership lays the foundation for safer learning environments, confident classroom management, and effective learning

solutions that benefit everyone. Life experiences, personality, and leadership play an important role in the development of career.

Teachers are leaders all day. They lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning. Then, they take on additional teacher leadership roles inside and outside the classroom. Activities, events, and extracurricular programs are what build positive school culture and often require additional leadership support from teachers. Endless academic and social opportunities for students within schools benefit from teacher initiative and leadership capabilities.

Six Types of Leadership Styles in Education

There are six primary leadership styles that are used in education, ranging from transformational to transactional.

Transformational Leadership Style

Transformational leadership in education involves leaders working directly with teams to lead by example. Transformational leaders in education tend to be extremely hands-on, working in a team setting towards a common goal and making sure everybody's opinions are considered throughout the process.

Instructional Leadership Style

Another common leadership style in education is instructional leadership, which is primarily focused on direct teaching and development of learners. The core purpose of this leadership style is to ensure teachers are empowered to do

their jobs well, following the idea that all instructors should be able to rely on their knowledge to teach students while drawing on their unique experiences with minimal “rules” in place.

Constructivist Leadership Style:

Another education leadership style to which many adapt is that of constructivist leadership, focused on identifying a problem and allowing students to come up with their own creative solutions. This type of leadership is effective when it comes to getting students and teachers to collaborate and problem-solve while building confidence and critical thinking skills.

Democratic Leadership Style:

For schools or districts in which the goal is to foster widespread collaboration and participation, a democratic leadership style may be the most effective approach for administrators, professors, and other education leaders. Also commonly known as participative leadership, democratic leadership aims to involve teachers and other staff as much as possible in the decision-making process. The idea is that teacher experiences are valued and a solid reflection of the school’s needs. Taking employees’ opinions into consideration when making key decisions can help everyone feel involved, heard, and valued.

Emotional Leadership Style

While perhaps less effective in an administrative leadership setting, emotional leadership *can* be a suitable strategy for leaders in a classroom setting.

Essentially, this leadership style allows teachers and classroom leaders to connect with students on an emotional level, becoming mentors with a high degree of awareness. The outcome of this leadership style can lead to students' ability to form safe bonds with their teachers, which can encourage more open, honest dialogue as well as more inclusive learning.

Transactional Leadership Style:

Transactional leadership is yet another common style used in different levels of education. Through this approach, leaders exchange rewards for those who follow instructions and yield desired outcomes. This style is frequent in classroom settings, especially early childhood education, where students may receive rewards for good performance in class. This can be effective because it reinforces positive behaviour, but leaders who follow this style should remain mindful of negative consequences, too.

Leadership Behaviour: Influencing Through Action and Integrity

Leadership is a behavior-driven role that influences, guides, and motivates others toward achieving common goals. Leadership behavior refers to the specific actions and conduct exhibited by individuals in leadership roles. These behaviors shape organizational culture, affect team morale, and drive performance. Whether in business, politics, education, or community service, effective leadership behavior can make the difference between success and failure.

Leadership behavior encompasses how leaders act when guiding, directing, and motivating their teams. It reflects a leader's values, attitudes, and skills in practice. While management focuses on planning and organizing, leadership behavior centers around inspiring others, setting the tone for the group, and influencing outcomes through vision and interaction. It includes both verbal and non-verbal communication, decision-making, conflict resolution, delegation, and the ability to build trust and rapport.

Leadership behavior evolves with context, organizational needs, and individual growth. Effective leaders are those who adapt their behavior to fit the situation while staying grounded in core principles such as integrity, empathy, and accountability.

Leadership Styles and Behaviors

Leadership behavior can be classified into several well-established styles, each with distinct characteristics and effects on followers:

1. Transformational Leadership

Transformational leaders inspire and motivate followers through a compelling vision, emotional engagement, and personal charisma. Their behavior fosters innovation, change, and development. They lead by example, empower others, and invest in their team's growth. This style is especially effective in dynamic environments that require creativity and adaptability.

2. **Transactional Leadership**

Transactional leaders rely on structured processes, rewards, and punishments to manage performance. Their behavior emphasizes order, efficiency, and achieving short-term goals. While less inspiring than transformational leaders, transactional leadership can be effective in organizations where tasks are routine or performance-based.

3. **Servant Leadership**

Servant leaders prioritize the needs of others, putting their team's well-being and development first. Their behavior is characterized by humility, active listening, empathy, and stewardship. This approach fosters trust and loyalty and is especially valuable in people-centered organizations like education or healthcare.

4. **Autocratic Leadership**

Autocratic leaders make decisions unilaterally, expecting obedience without input. This behavior is efficient in emergencies or situations requiring fast decision-making but can lead to low morale and disengagement if overused.

5. **Democratic Leadership**

Also known as participative leadership, this style involves team members in decision-making. Leaders show openness, collaboration, and inclusivity. It encourages innovation and ownership but can be slower in reaching conclusions.

6. Laissez-faire Leadership

These leaders provide minimal direction and allow team members significant freedom. While this can encourage autonomy and creativity, it may lead to a lack of structure and accountability if not balanced properly.

Characteristics of Effective Leadership Behavior

- **Integrity:** Doing the right thing consistently, even when it's difficult. Leaders with integrity build trust and credibility.
- **Empathy:** Understanding and relating to others' emotions and experiences fosters loyalty and open communication.
- **Resilience:** The ability to stay composed, motivated, and focused in the face of adversity is vital.
- **Accountability:** Great leaders take responsibility for their actions and outcomes, modeling reliability for their teams.
- **Vision:** Clear and compelling direction inspires others and gives purpose to the group's efforts.
- **Adaptability:** In a fast-changing world, leaders must be flexible and willing to evolve.
- **Communication:** Being transparent, concise, and persuasive is crucial for aligning teams and resolving conflicts.

The Importance of Leadership Behavior in Different Settings

Leadership behavior affects all types of organizations and communities:

- **In Business:** Effective leadership can boost productivity, employee engagement, and innovation. Leaders who model ethical behavior can also enhance a company's reputation and reduce risk.
- **In Education:** School leaders set the tone for learning environments. Supportive and visionary behavior can inspire both teachers and students to excel.
- **In Healthcare:** In high-stress environments, leaders who show compassion, clarity, and decisiveness can improve staff morale and patient outcomes.
- **In Government and Nonprofits:** Public leaders face the challenge of addressing complex social issues. Transparent, ethical behavior can build public trust and drive meaningful change.
- **In Communities:** Grassroots and community leaders bring people together. Their behaviors often determine the success of local initiatives, from organizing events to advocating for policy changes.

Challenges in Demonstrating Effective Leadership Behavior

Exercising effective leadership behavior is not without its challenges. Some common obstacles include:

- **Balancing Authority and Approachability:** Leaders must maintain authority while staying open and accessible, which can be a delicate balance.
- **Managing Conflict:** Navigating interpersonal tensions or disagreements requires emotional intelligence and diplomacy.
- **Decision Fatigue:** Constant decision-making can lead to mental exhaustion, impacting the quality of leadership behavior.
- **Cultural Differences:** In global or diverse teams, understanding and adjusting to different communication styles and values is critical.
- **Maintaining Consistency:** Demonstrating steady behavior, especially under pressure, is challenging but crucial for trust.

Strategies to Enhance Leadership Behavior

To improve their behavior and effectiveness, leaders can adopt several strategies:

1. **Self-Awareness and Reflection:** Understanding one's strengths, weaknesses, and impact on others is the foundation of growth. Tools like 360-degree feedback and personality assessments can help.
2. **Continuous Learning:** Leadership is a journey, not a destination. Attending workshops, reading, or seeking mentorship provides ongoing development.
3. **Emotional Intelligence (EQ):** EQ includes self-regulation, motivation, empathy, and social skills—all crucial for effective leadership behavior.

4. **Seeking Feedback:** Regularly asking for input from peers and subordinates promotes humility and improvement.
5. **Modeling Desired Behaviors:** Leaders must embody the values they want to see in others. Consistency builds credibility.
6. **Mentorship and Coaching:** Learning from others with more experience can accelerate leadership development and offer new perspectives.
7. **Creating a Supportive Culture:** Leaders should cultivate environments where feedback, creativity, and collaboration are encouraged.

DELIMITATIONS OF THE STUDY

The following are the delimitations of the study

1. A limited sample of only 400 prospective teachers was taken for the study.
2. Sample was taken from Kanniyakumari and Tirunelveli Districts only.

ORGANISATION OF THE REPORT

The present investigation is reported under five chapters.

CHAPTER I deals with need and significance of study, statement of the problem, operational definitions of terms, objectives of the study, hypotheses framed, methodology in brief,

delimitations of the study and organization of the report.

CHAPTER II

Review of related Literature contains two section

- ✓ Section A Theoretical overview and
- ✓ Section B - Review of related studies.

CHAPTER III

deals with the methodology of the present investigation, details of sample, details of tools used, data collection procedure and statistical techniques used.

CHAPTER IV

deals with analysis and interpretation of collective data.

CHAPTER V

deals with findings, conclusions, educational implications of the study and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

- **Theoretical Overview**
- **Review of Related Studies**
- **Critical Overview**

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of Related Literature

The term 'review' means to organize the knowledge of the specific areas of search to evolve an edifice of knowledge to show that the studies would be an addition to this field. The process of literature review begins even before the stage of defining the research topic of the problem and continues till the publication of the research report. One of the important aspects of any studies is the review of related literature.

The task of review of literature is highly creative and tedious because a researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study. The review promotes the greater understanding of the problem and its crucial aspect and ensures the avoidance of unnecessary duplication. The knowledge of related literature brings the researchers up to date on the work which others have done, thus, to state the objectives clearly and concisely. The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. These documents include articles, abstracts, reviews, monographs, dissertations, books, research reports and electronic media. The review has several important functions that make it well worth the time and effort.

According to Best (1963), a familiarity with the literature in any problem area helps students to discover what is already known, what others have attempted to find out, and what problems remain to be solved. According to Borg (1963) “the literature in any field forms the foundations upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and narrow and will often duplicate work that has already been done better by someone else”. Thus, a study of related literature is very important in any kind of research. An attempt has been made in the present chapter to review the available literature related to the topic. The objective of the present study is to find out the relationship cultural competence and leadership behaviour among prospective teachers. So, the investigator made an attempt to collect the relevant studies and theories which point out issues involved in the present investigation. This chapter is divided into two sections

Sections A; Theoretical overview

Sections B: Review of related studies

Theoretical Overview

Cultural Competence and Leadership Behaviour among Prospective Teachers

Introduction

Contemporary theories emphasize the importance of teacher leaders who can impress and value students, become a model, guide in the process of learning and to transform and develop educational organizations. A great leader can

inspire entire community, radiate influence, and exemplifies in his life and ideas of education. For the successful implementation of the educational programme the classroom teacher, the headmasters, the supervisors and the administrators should assume leadership. The concept of teacher leadership is considered an umbrella term which includes formal and informal roles, such as professional development coordinator, trainer, head teacher, first teacher, and assessment coordinator. Previous studies conclude that teachers have ‘the capacity to lead the school via increasing teacher collaboration, spreading best practises, encouraging teacher professional learning, offering assistance with differentiation, and focusing on content-specific issues’ (Wenner & Campbell, 2017). As teachers learn teacher leadership by practicing, it is important to give foundations for student teachers about educational leadership and teacher leadership, in a society that continuously witnesses educational changes.

Cultural competence is the ability to understand and work together with others in different cultural situations. It involves being successful, skillful, and capable of working with others who are different from ourselves. It is often claimed that a cultural context is an important power that guides personality and therefore humans cannot be removed from their cultural context (Shweder, 1990). Cultural competence in education focuses on facilitating student understanding of their own cultures, other viewpoints and experiences and maintaining unique student-teacher relationships. According to Moule (2012), cultural competence is the ability to successfully teach students who come from

cultures other than one's own. Research indicates that culturally competent teachers who utilize transformative and justice-oriented curriculum and pedagogy provide classroom spaces that are more welcoming and engaging, showcasing diversity, inclusion, and democracy. Teacher leaders must constantly grow in their ability to engage effectively with diverse people and groups who differ from them culturally by recognizing culture, utilizing resources for teaching and learning and creating a sense of community.

Definition and meaning of cultural competence

Cultural competency, according to Vernita Mayfield (2020), is the ability to use critical-thinking skills to interpret how cultural values and beliefs influence conscious and unconscious behavior; the understanding of how inequality can be and has been perpetuated through socialized behaviors; and the knowledge and determined disposition to disrupt inequitable practices to achieve greater personal and professional success for yourself and others.

It means developing certain personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. For Mayfield (2020), culture is composed of the “values, beliefs, and behaviors on which one operates daily while competence suggests that endeavoring to become fluent in a set of practices of skills that advance professionalism. Competence is one's capacity to think, plan, decide, and act, and to reflect individually or collectively in order to meet particular goals or outcomes.

Cultural Competence in Education

Culture is the set of beliefs and customs shared by a group of people based on their geographical location and/or ethnic background. India is and always has been a country of many different cultures. Students and teachers carry their cultural differences into the classroom with them. These differences can affect how people learn, how information is presented, how students interact with the teacher and their peers, and more.

Examples of cultural differences in education: In some cultures, prolonged eye contact with someone in authority like a teacher is considered rude. In other cultures, not making eye contact with the teacher is considered disrespectful or a sign of being unfocused. These are two completely contradictory beliefs about how to show respect in the classroom. This can create confusion or conflict for people with different cultural beliefs about eye contact. Because cultural differences, big and small, affect learners and teachers in the classroom, cultural competence in education is key to fostering an inclusive learning environment. Cultural competence is more than sharing food and language. It's an ongoing process of learning, understanding, and respecting cultural differences.

Cultural diversity in the classroom is on the rise. In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate culturally responsive instruction in the classroom -- whether teaching elementary school, middle school or high school students. The increase of cultural diversity doesn't only relate to race and ethnicity, it can include

students of different religion, economic status, sexual orientation, gender identity, and language background.

Need to Encourage Diversity in Schools

Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, encourages acceptance and helps prepare students to thrive in an exponentially diverse world. Culturally-responsive educators know how to create positive classroom environments and can serve as a foundation for understanding how to promote diversity in classroom. Diversity in and out of the classroom will continue to grow, so it's essential to prepare students to adapt to an evolving world and embrace those different from themselves.

Types of Cultural Diversity in the Classroom

Every student is unique. In order to properly understand and promote cultural awareness, teachers need to understand all the different types of diversity they may encounter in their classrooms including:

Race

A person's skin color can have a great impact on their experience in society. It can also impact how they view themselves and others when engaging in classroom activities.

Ethnicity

Ethnicity relates to a person's culture and nationality. Ethnicity is sometimes confused with race, but it is important to recognize that while some people may have the same skin color, they may come from different places and have vastly different cultural beliefs and views of the world.

Religion

It is important to understand that people have different religious belief or no religious beliefs, and it may impact their participation in the classroom. Students may react differently to lessons based on their religion or may not be able to be present on certain religious holidays.

Language

India is a land of linguistic diversity, and all languages need to be protected which is possible through culturally intelligent teachers.

Socioeconomic Status

A student's socioeconomic status can affect their ability to participate in the classroom without some type of accommodation. For instance, access to a computer at home or reliable internet access is not a given for some children. Teachers should be aware of this and the stress it may cause students who may struggle due to a lack of resources.

Sexual Orientation

A student's sexual orientation can have a great impact on how they are experiencing the world. Teachers should understand the struggles that exist and ensure that the lessons taught in their classroom are inclusive.

Gender Identity

Similar to sexual orientation, it is important to understand each student's gender identity and how they would prefer to be recognized. Teachers should respect their student's identity and use preferred pronouns when interacting with their students.

Diversity and Multiculturalism in the Classroom

There are several ways teachers and administrators can ensure that both the classroom environment and curriculum are responsive to the increasing cultural diversity of our society. These strategies will encourage all students'

cultural awareness, enhancing each student's sense of identity, and foster inclusion in the classroom community.

(a) Knowing the Students

Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom.

(b) Maintaining Consistent Communication

Aside from getting to know your students, teachers should also continue to maintain ongoing communication throughout the semester or school year. Scheduling 1-on-1 meetings with students to “check in” every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. It's also an opportunity to discuss their progress in the class and offer guidance on how they can improve, based on their individual needs as a student.

(c) Acknowledging and Respecting Every Student

It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. As a bonus, this can be a great ice breaker assignment, allowing students to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond. Also, as you encourage students to learn about their diverse backgrounds, remember to take the time to highlight what's offensive and the distinction between cultural celebration and appropriation. Learning how to talk about other cultures in a respectful, mature way is essential for success in life outside the classroom.

(d)Practicing Cultural Sensitivity

While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design your lesson plans. For example, provide English language

learners with appropriate and relevant resources that help them improve their English comprehension skills. Rather than teach with a traditional lecture style, create learning experiences that are more interactive and require collaboration. These considerations will help ensure that every student feels included, is given the space to learn in their own way and is given a chance to succeed.

(e) Incorporating Diversity in the Lesson Plan

The classroom environment is important for fostering cultural awareness, but you also should ensure diversity is represented in your actual lesson plan. For example, broaden history lessons so that they encompass the world beyond United States history and culture. Or, use references and analogies to other cultures in your lessons and assignments to help students with diverse backgrounds personally connect. Another great strategy is bringing in diverse speakers to add varying points of view and real-life context to different subjects. There are several ways you can ingrain cultural awareness and diversity into your lesson plan, and it will vary depending on the cultures represented in your classroom and the course you're teaching. Regardless of the subject, always try to present and connect lessons to real-world issues. It's easier to promote cultural awareness within your lessons when there's a real example for students to relate to.

(f) Giving Students Freedom and Flexibility

Teachers often feel like they need to take on a strict, authoritative approach when it comes to managing their classroom. The most valuable lessons are often learned through a student's own experiences, so giving them some freedom in the course encourages more connection to the curriculum. Allow students to read and present their own materials that relate to the fundamental lesson so they can approach the topic from their own perspective. As a teacher, you can act as a facilitator and encourage conversation and healthy debate between diverse opinions. Group assignments are also a great way to expose students to diverse perspectives, allowing them to work together to explore and solve a problem. This will also help prepare them for a diverse workforce where they'll have to partner with a range of people to accomplish their professional goals.

Multicultural Education- Importance to Students

Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities. These culturally responsive teaching strategies will help you to promote diversity in the classroom. With these culturally responsive teaching strategies in mind, it's important to remind ourselves why diversity and cultural awareness is so crucial in the classroom and the benefits it can have on students now and in the long-term.

(a) Students Become More Empathetic

Promoting awareness and creating a personal connection with diverse cultures in the classroom can prevent students from developing prejudices later in life. It allows them to empathize with people different from themselves since they're more aware of the experiences someone of a different race or cultural group may face.

(b) Students Gain a Better Understanding of Lessons and People

When working and learning with people from a variety of backgrounds and cultures present in the classroom, students gain a more comprehensive understanding of the subject matter. It also teaches students how to use their own strengths and points of view to contribute in a diverse working environment.

(c) Students Become More Open-Minded

Naturally, by exposing students to a diverse range of opinions, thoughts, and cultural backgrounds, you're encouraging them to be more open-minded later in life. This will make them open to new ideas and be able to attain a greater comprehension on a topic by taking in different points of view.

(d) Students Feel More Confident and Safe

Students who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them

to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.

(e) Students Are Better Prepared for a Diverse Workplace

With the rise of globalization, it's more important to be able to work with people from different cultures and social groups. If students are exposed to diversity and learn cultural awareness in the classroom, it sets them up to flourish in the workforce.

Benefits of Cultivating Cultural Competence in the Classroom

Cultural awareness in education is helpful to both students and educators. The benefits of culturally competent prospective teachers:

Enhanced mutual respect

- Improved communication
- A more supportive learning environment
- Increased critical thinking and innovation

Teaching cultural competence can help make institutions and classrooms more welcoming and accessible to all types of students. This is especially beneficial to marginalized groups of people who may not always feel welcome in institutions that were historically discriminatory. Education is proven to have

a positive impact on social mobility, so cultural competence in educational systems can potentially improve social mobility for marginalized groups.

Significance of cultural competence in education

In an evolving world landscape, it is becoming increasingly important for educators to understand and embrace cultural competence. Cultural competence in education refers to an educator's ability to understand, value, and effectively teach students from diverse cultural backgrounds. First and foremost, cultural competence is fundamental to creating a welcoming and inclusive environment for all students.

Teachers must make sure that all students feel valued and respected, regardless of their background. By understanding and embracing cultural differences, teachers can build meaningful connections with students and help them feel involved in the classroom.

In addition, cultural competence in the classroom has been shown to improve academic performance for all students. When teachers respect cultural differences, they can adapt their teaching to the needs of their students. For example, different cultures prioritize group work and collaboration, while others emphasize individual achievement. Understanding these discrepancies enables teachers to develop comprehensive and effective lesson plans that are suitable for all students. In addition, cultural competence in the classroom helps students develop critical thinking skills. As students gain a comprehensive understanding of different perspectives, they are more likely to challenge conventional thinking

and develop a broader perspective. This comprehensive insight is essential in both academic and professional settings as it can pave the way for creative and innovative problem-solving.

Strategies for Teaching and Implementing Cultural Competence

Culturally competent teaching first requires educators to look inward at their own cultural identity, including any biases and privileges they may have. Awareness in the classroom can lead to deconstructing previously held beliefs and creating new, more inclusive ones. This can then lead to challenging any biases or exclusionary beliefs that others hold. Therefore, it's important for educators to be lifelong learners themselves and practice introspection.

Many schools have adopted inclusive pedagogies that recognize and respect the diverse cultural backgrounds of all students. First, teachers need to think about their prejudices and privileges, recognize and address preconceived notions and strive for inclusive thinking. Second, they need to gain knowledge about the culture and background of students. This includes acknowledging and understanding the diversity of each culture and recognizing that each student's experience is unique. Additionally, they should encourage open dialogue in the classroom to create a safe and inclusive environment where students can share their experiences and perspectives. Finally, multicultural education should be integrated into the curriculum, including literature, music and history from different cultures.

Thus cultural competence in the classroom is essential to creating an inclusive and welcoming environment for all students. By fostering cultural competencies, educators can improve academic performance and help students develop critical thinking skills. As the composition of students becomes more diverse, cultural competence becomes less of an option and more of an essential attribute of effective teaching.

Professional Development for Educators

All educators should have an understanding of what cultural competence is and how cultural differences affect learning. Workshops, seminars, and collaborative projects focused on cultural competence can build understanding and accountability for the effective implementation of culturally competent practices and materials. Trainings can even be specific to certain areas based on the populations they serve. For example, a school with a large percentage of students from Somalia can make sure that teachers and staff have at least a basic understanding of Somali culture, including any cultural values around education. This can help teachers get to know students better and build more authentic relationships.

Integrating Multicultural Curriculum and Resources

Educators can incorporate a diverse range of cultural perspectives into their curriculum. Selection of resources should represent a variety of cultures, histories, and contributions to foster a more comprehensive understanding of the

world. This includes institutional materials, wall decorations for the classroom, and language used when interacting with students. Curriculum should be as inclusive as possible without sacrificing the quality of education. Strategic instructional design can help schools create highly effective materials that are relevant and engaging to modern students. Incorporating experiential learning can also help students connect what they are learning in the classroom with how it relates to their own lives outside of school.

Five elements of cultural competence

The five elements of cultural competence are: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized cultural knowledge, and having developed adaptations to service delivery reflecting an understanding of cultural diversity. These elements are essential in checking biases in order to address cultural competence.

Competencies of a culturally competent educator

Being a culturally responsive teacher requires having certain personal and professional competencies, such as avoiding discrimination, respecting cultural differences, being a role model, having an empathic tendency, having good communication skills and pedagogical background. Educators can promote cultural competence by employing diverse learning materials: Books, toys, and learning materials should reflect a range of cultures, races, and traditions.

Celebration of Multicultural Events: The childcare centre should acknowledge and celebrate various cultural events and festivals, helping children to understand the significance of each.

Objectives of cultural competence

Cultural competence is the behaviors of individuals and the Department's policies that come together enabling individuals to work effectively in cross-cultural situations. It promotes respect and understanding of diverse cultures and social groups and an appreciation of each individual's unique attributes.

Impact of Leadership on School Culture

Strong educational leadership can have a major impact on school culture, from the smallest of early childhood classrooms to the college lecture hall.

In many ways, the leadership style an educator or other leader follows can influence the overall culture of the classroom or the school. This is because leadership styles affect the way people within a school communicate and collaborate. It plays a part on how people solve or respond to problems and how core values are followed.

Role of Leadership in Developing Positive Learning Environments

The ultimate goal of any educational leader is to help ensure all students and staff can enter an environment where they feel safe, included, and valued. Different leadership styles in early childhood education and other contexts can create the positive learning environments students need to thrive and grow.

The Link between Leadership Style and School Performance

In a number of ways, various leadership styles can enhance performance, improve student learning, contribute to student growth, and even advocate for changing student needs. Effective leadership styles can impact school performance in terms of standardized test scores and other metrics. Educational leaders who create inclusive learning environments can empower students to perform their best. Students tend to learn best in an environment where they feel their ideas are valued and their efforts are seen. An educational leadership style that supports these ideas can help students learn more readily and effectively.

Leadership Contributes to Student Growth

All students require support in order to grow throughout their journeys. Effective leadership inside and outside the classroom can help students overcome learning obstacles and achieve their full potential. The caliber of leadership in a school can have a dramatic effect on student achievement. Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, another member of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership involves three intentional developments for individual development, collaboration or team development, and organizational development.

Leadership's Role in Advocating Student Needs

Learners rely on their teachers to recognize and advocate for their needs to administrators and other higher-ups. In this sense, an educational leadership style cantered on listening to learners and genuinely valuing their input means educators can more effectively understand and advocate student needs to others in positions of power.

Factors to Consider When Choosing a Leadership Style

Knowledge about one's own strengths and weaknesses and how those might apply to ultimate choice in leadership style is a crucial factor. If collaborating and working with others, then a more transformational or instructional approach may be better. Consider the needs of learners in school or classroom. Leadership style should evolve and change over time to constantly reevaluate one's strengths, weaknesses, students' needs and adapting to make necessary changes.

Effective Leadership Style Enhances the Quality of Education

All leadership styles are not ideal for all learning environments, it's essential to carefully assess needs and outcomes before settling on an educational leadership style to make a true difference in the lives of students. Effective leadership adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership schools cannot address teacher practices and achievement in

a coherent and meaningful way. These responsibilities include such tasks as establishing a set of standard operating procedures and routines, involving teachers in the design and implementation of important decisions and policies and monitoring the effectiveness of school practices and their impact on student learning.

Teacher Leadership

Teacher leadership, a set of skills demonstrated by educators who influence faculty and staff toward their full potential, facilitates positive development among policies, programs, school performance, colleagues, and communities. They have the unique ability to inform, inspire, and impact students and faculty members alike as they strive toward collaboration in order to carry out their school's mission and message. Teacher leaders prioritize solving problems, listening to all perspectives, and building safe, effective learning environments for better student learning experience.

Benefits to School Systems

1. Teacher Leaders are Resource Providers

Teacher leaders are resource providers passionate about sharing their knowledge and expertise with students and fellow teachers. They share websites, instructional materials, readings, articles, lesson plans, and other assessment tools. They are generous with their time and expertise including knowledge, teaching skills and expertise in leadership by helping schools make data-driven decisions for their staff and students.

2. Teacher Leaders are Curriculum and Instructional Specialists

Through adaptability, understanding of content standards, and curriculum knowledge in planning instruction and assessment, teacher leaders help colleagues implement effective teaching strategies. All of these are essential to teacher and student success and ensure consistent curriculum implementation.

3. Teacher Leaders are Classroom and Community Supporters

Teacher leaders significantly contribute and impact in and outside the classroom. Inside the classroom, teacher leaders help their fellow teachers implement new ideas by demonstrating lessons, co-teaching, and providing feedback through observation. Their commitment and motivation for the development of their colleagues and settings for students to thrive make teacher leaders an essential part of an educational institution.

Outside the classroom, they collaborate and foster connections with administrators, legislative leaders, parents, and the community to discuss and find solutions to education issues. Through fostering these connections and shared interests, teacher leaders and the community stay energized and connected to each other and continue to achieve their goals.

4. Teacher Leaders are Trustworthy and Empathetic

Teacher leaders often play the mentor and role model for young teachers, providing much-needed support, guidance, and advice. In this role, they gain the

trust of and develop empathy for others, creating safe, welcoming learning environments for other teachers and students.

5. Teacher Leaders are Courageous and Risk-Takers

Teacher leaders have a willingness to try and sometimes fail as failure is required for learning, thereby provide new ideas for their students and fellow teachers to succeed. They pursue professional development opportunities with the goal of sharing both their successes and failures.

Significance of Culturally Intelligent Leadership

Teaching and learning in multilingual and multicultural contexts is becoming more common. Students who learn alongside students and teachers from different cultural backgrounds need to be supported from an academic, linguistic and socio emotional perspective. The fact that both teachers and students come from different cultural backgrounds creates opportunities for learning that emerge from both classroom activities and constant cultural encounters occurring between the students, the students and the teachers, and both inside and outside the classroom. Hen & Kaihlanen,(2018).

Cultural intelligence results in improved community relations. Leaders who understand and appreciate cultural differences can build stronger, more trusting relationships with diverse community groups. Strategies for successful global leadership include actively educating oneself about different cultures, customs, and business etiquette; adapting leadership styles to suit the cultural

preferences of teams; establishing strong relationships with colleagues from different cultures, committing to lifelong learning. Thus leadership skills can help to make cross cultural connections. Cultural leadership roles increase when their cultural intelligence levels rise. Organizations and leaders that expect change are those that tend to thrive—they anticipate and envision different scenarios of environmental change, both internally and externally. Leaders who are bound to a single viewpoint or perspective are no longer effective when leading because the perspectives narrow the opportunities for sustainable organizational growth. When leaders are change focused and embrace an adaptability mind set, they can be better informed, make the right decisions, and provide the right resources to motivate their employees to succeed and perform at their best levels.

One of the important factors in shaping human personality is the cultural context. This cultural context consists of items such as language, religion, beliefs, values, tradition, and customs. Culturally competent teachers are conscious about their own biases that could impact the way they understand and interact with students from different cultures. They think and reflect on how biases could affect what they expect from students. They understand how students' cultures, backgrounds, and experiences might affect their understanding and use them as assets in the learning process. They support students to succeed in a pluralistic society while maintaining pride in their own culture. They develop trusting relationships with students and families and build a strong learning community, which will positively affect students' level of

engagement. Culturally competent teacher's role model respect for diversity and use the classroom as a safe and supportive space for students to have intercultural dialogue. They encourage students to think critically about controversial and real-world issues, and unpack unequal distributions of power. They utilize the classroom as a stage to empower students to use their voices to condemn inequality and advocate for social justice. Culturally competent teachers promote democratic principles and practices by addressing issues of diversity, equity, and inclusion in schools, which will impact society at large. Teachers and students have different and intersecting identities and backgrounds that shape their beliefs, values, perspectives, actions, and interactions.

In order to nurture teacher leadership in schools teachers should be provided with professional development opportunities especially through trainings focusing on improvement of leadership skills. There should be a rapid shifting from traditional teacher-training courses and programmes towards a more leadership-oriented teacher education to develop leadership competencies among prospective teachers to enable them to improvise teaching learning practices, manage their classrooms effectively and to play an energetic lead role for school improvement and development. The college of education should try to identify the relevant aspects of the leader behaviour and improve the leadership qualities and follow the right leadership styles. A well-experienced leader is well accepted and can be instrumental to good institutional climate. Systematic training activities, developmental programmes, coaching and

mentoring will aid to develop appropriate leader behaviour which in turn will contribute to a positive work climate.

Review of related studies **Xin Liang & Gang Zhang,(2009)** conducted a study on ‘Indicators to evaluate pre-service teachers’ cultural competence’ which identified and examined multiple indicators to evaluate cultural competence of pre-service teachers in teacher education institutions. National Council for Accreditation of Teacher Education's concepts of culturally responsive teaching and theory discussions on cultural competence serve as the impetus for the study. The analysis applied structural equation modeling approach to study the measurement and structural factors of cultural competence for pre-service teachers, based on cultural competence literature. The results indicated that the multidimensionality of cultural competence consistent of four factors: (1) teachers’ professional beliefs; (2) self-reflections; (3) teacher expectations; and (4) actions to challenge and ameliorate prejudice and social injustice. The researcher further discussed possible adaptations of a multidimensional approach to explain and assess pre-service teachers’ cultural competence. Implications regarding implementing the indicators for curriculum design and programme evaluation were explored.

Mercedes Álamo & Daniel Falla(2023) conducted a study on ‘Transformational leadership and its relationship with socioemotional and moral competencies in pre-service teachers’. It showed that transformational leadership favours innovation, change and involvement towards improvement and problem

solving, generating an atmosphere of respect and tolerance, it is considered ideal leadership in the educational sphere. Furthermore, socio-emotional and moral competences are essential for school leaders and teachers. However, there is a gap about what kind of socioemotional and moral competences can be related to a transformational leadership style in future teachers and that could be relevant information for university education, which is the purpose of this research. For this ex post facto quantitative survey research, a sample of 395 prospective teachers (81.3% female and 18.7% male) between 17 and 63 years of age ($M = 21.08$; $SD = 3.49$) was used. Statistical analyses included Student's t-test and linear regressions. Results showed high scores in transformational leadership and a high degree of social-emotional and moral competencies. Significant gender differences were found, with girls having higher scores. Relationships were found between self-management and motivation, social awareness and prosocial behaviour, responsible decision-making and moral emotions with transformational leadership.

Adelakun, Oseni (2023) conducted a study on ‘Intercultural Competence and Youth Leadership Development in Lagos State’. Lagos State is home and habitat to people across cultural backgrounds and nationalities in the world. Several factors such as location, business opportunities, commerce and industries are responsible for accommodation of different cultural groups and individuals within and outside Nigeria. The impact of cultural diversity is evident in so many areas in the state. For instance, non-Lagosians are also actively involved in governance and administration in Lagos State. People from other

cultural backgrounds are recognised, they can vie for political offices and be voted for. Thus, leadership in Lagos State requires intercultural competence for efficient performance and effective service delivery. As a result, this study examined Lagos State youth's level of exposure and awareness about intercultural competence through a structured questionnaire. The researchers examined the conceptual understanding of intercultural competence developed by some scholars and equally adopted the Process Model of Intercultural Competence as a theoretical framework for the study. Among several recommendations of this study is that the Lagos State government and youth-focused organisations should review their leadership development schemes, include intercultural competence and explore intercultural leadership approach in their leadership development initiatives.

Demircioglu, (2016), conducted a study on ‘Intercultural Competence of Students in International Baccalaureate World Schools in Turkey and Abroad’. This study investigated intercultural competence of International Baccalaureate Diploma Programme (IBDP) students and non-IBDP students and whether it is affected by some variants such as grade, gender, nationality, being a native speaker of English, living in an English speaking country and travelling abroad. The data was gathered from the Intercultural Sensitivity Scale (ISS) and the demographic part. The results revealed that there isn't a significant difference in ISS scores of IBDP students, but there is a significant difference in ISS scores between IBDP and non-IBDP students. The ISS scores differed in gender, grade and living in an English speaking country.

V Zhamardiy, & Fazan(2022) conducted a study on ‘Experimental methods of leadership competence development of future physical education teachers’. At the present stage, the problem of developing leadership competence of future physical education teachers is relevant, as it is caused by fast-changing transformations which occur in socio-political, economic, cultural, social and educational spheres of Ukraine, in particular, in the field of physical culture and sports. The aim of the study is to develop an experimental methodology for the development of leadership competence of future teachers of physical education. Experimental verification of the methodology for the development of leadership competence of future physical education teachers was carried out using a pedagogical experiment during of 2021–2022 academic year. We selected to participate in the experiment 125 students in Poltava V. G. Korolenko National Pedagogical University and teachers University of Ukoopspilks «Poltava University of Economics and Trade», Poltava State Medical University. Research methods: theoretical; empirical; research work to test the effectiveness of methods for developing leadership competence of future teachers of physical education; methods of statistical data processing. The analysis of tabular data is the basis for the conclusion that there is a positive trend, namely the reduction in the number of students, who demonstrated a low level of development of leadership skills of future physical education teachers in all components and a positive increase in medium and high levels.

Khan, (2023) conducted a study on - prediction of teachers’ performance through leadership styles in higher education institutions. This

article aimed to predict the teachers' performance through leadership styles in developing countries like Pakistan. For this purpose, the survey approach was used by collecting data from the head of department and teachers hailing from southern region HEIs, KP, Pakistan. Correlation and regression analysis were used to examine association and cause-&-effect relationships that were validated through results from previous studies from literature. Teachers' performance was predicted by assessing its association and impact with the transformational and transactional leadership styles. Results offered significant information in reaching conclusion and making decisions. It was concluded that significant association and impacts were found through SPSS. It was decided that leadership styles have significant association and impact on teachers' performance in the higher educational context in Pakistani perspective. The study suggests that transformational leadership is more effective in predicting performances than transactional leadership style. The results offer significant clues for future researchers to conduct further studies.

Nasrin¹ & Komy Biswas (2022) conducted a study on 'Leadership Behaviour of Prospective Teachers'. Leadership of prospective teachers is an important topic in present times. The major aim of this study is to know the impact of gender, educational qualification and locality on the leadership behaviour of prospective teachers. A quantitative method was used in this study. Trainee Teachers Leadership Behaviour Scale developed by the researcher was adopted to collect the data. The investigators carried out the study with 319 prospective teachers from 14 colleges of Murshidabad district, India. T-test was

used to analyse the collected data. The findings of this study showed that gender and educational qualification has not shown influence on leadership behaviour but locality has shown significance influence on leadership behaviour of prospective teachers.

Jasminka Kochoska¹, Danche Sivakova(2022), conducted a study on ‘The Teacher's Cultural Competencies as a Driving Force of the Educational Process’. Today’s classrooms are becoming more diverse. Every teacher who possesses skills, knowledge and attitudes, and appreciates the diversity of students, actually participates and contributes to the design of the education system. One of the main teacher’s competencies is cultural competence, which, at the same time, is the main indicator of teacher effectiveness in working with students from different cultures. Cultural competence refers to human awareness of one's own cultural identity, as well as views and attitudes about possible differences in other cultures, as an opportunity to learn and build common norms of students and their families. The existence of group differences makes each student unique, and the classroom becomes richer. Working with students from different cultural backgrounds is in every way a positive and useful thing, as it is a way of approaching another culture, practices, values and beliefs, expanding views and knowledge.

Banks (2006) conducted a study on ‘Cultural competence in education,’ focuses on the importance of cultural competence for educators. He argues that educators must not only be aware of their students' diverse cultural backgrounds but also integrate this understanding into their teaching practices. Cultural

competence is about recognizing the differences in cultural values, communication styles, and learning preferences among students.

Ladson-Billings (1994) conducted a study on ‘Cultural competence in education’. It stresses that culturally relevant teaching practices are essential for improving educational outcomes for diverse students. She emphasizes the importance of prospective teachers developing cultural competence to create equitable and inclusive classroom environments. For her, cultural competence involves both understanding students' cultures and challenging the systemic inequalities that exist in schools.

Gay (2010) conducted a study on ‘Cultural competence in education’, presents culturally responsive teaching as a critical component of cultural competence. She argues that teachers who are culturally competent will adapt their teaching strategies to ensure that all students, regardless of their cultural background, feel valued and respected in the classroom. Leadership in this context involves fostering an environment where diversity is celebrated and integrated into learning activities.

Leithwood et al.(2006) conducted a study on ‘Leadership behaviour among prospective teachers’. It provides a framework for understanding leadership in educational contexts. They argue that leadership behavior among teachers involves not just administrative tasks but also the ability to influence, inspire, and guide students and colleagues. Leadership behaviors that promote cultural competence include creating a vision for an inclusive learning environment, promoting equity, and acting as role models for cultural respect.

Day & Sammons (2013) conducted a study on ‘Leadership behaviour among prospective teachers,’ highlighting the importance of leadership in shaping school culture and fostering positive relationships among diverse groups. They stress that prospective teachers who are developing leadership skills should understand how their actions influence the climate of the school and the success of their students, particularly those from marginalized groups.

Sergiovanni (2007) conducted a study on ‘Leadership behaviour among prospective teachers’ It revealed that leadership behaviour among teachers extends beyond just instructional practices. For him, leadership is about establishing trust, building relationships, and setting high expectations for all students. In the context of cultural competence, prospective teachers must display leadership behaviors that promote understanding, respect, and inclusivity across cultural boundaries.

Nieto (2010) argues that cultural competence is not a standalone skill but must be integrated into the leadership practices of teachers. For her, leadership is not only about classroom management but also about setting an example for cultural understanding and inclusivity. She stresses that prospective teachers must develop leadership skills that actively challenge stereotypes and biases, fostering a more inclusive school culture.

Cross et al. (1989) conducted a study on ‘Connecting cultural competence with leadership behaviour. It discussed the development of cultural competence through various stages. In their model, they outline how prospective

teachers evolve from being unaware of cultural differences to becoming proactive leaders who can address issues of cultural sensitivity and inclusivity in the classroom. Leadership behavior among these teachers is seen as a developmental process in which cultural competence plays a significant role

Villegas & Lucas (2007) conducted a study on ‘Challenges of cultural competence’ highlighted the challenges prospective teachers face in developing cultural competence and leadership behaviors, particularly when they are not from the same cultural backgrounds as their students. These challenges include biases, misunderstandings, and lack of exposure to diverse cultures. However, they also note the opportunities for growth that come with overcoming these barriers, particularly in terms of fostering leadership behaviors that are inclusive and culturally sensitive.

Erin Marston (2021), conducted a study on ‘Teacher cultural competency and the effect on Slavic student performance’. Student demographic data in today’s elementary and secondary schools have shown an increase in the numbers of diverse students in classrooms across the United States. This change in classroom demographics has established the need for changes to both the classroom educational environment and the preparation of our teachers. Research supports a few documented ways teachers can support both their student experiences and academic performance. Culturally competent teachers, cultural humility, and culturally relevant pedagogy are a few of the ways educators can adapt to the change in student demographics. Linking the literature to these findings will help provide an overview of several factors associated with

teacher cultural competency and student academic performance. Included in the research are classroom demographics, cultural bias, teacher education and experience, relational capacity, and culturally relevant pedagogy. The research suggests that the more teachers are aware of their own bias through culturally competent teacher education, the more successful teachers are at reaching diverse students in the classroom. The goal is to provide information on the importance of teacher cultural competency and how it relates to student success.

Joni M. Lakin, (2020), conducted a study on ‘The Cultural Competence of Educational Leaders.’ The purpose of this article was to describe the foundational development of a conceptual framework for cultural competence of educational leaders based on an extensive literature review and to develop the CCEL instrument. Exploratory factor analysis (EFA) procedures were used on the data ($n = 252$) to determine the psychometric properties of the CCEL and its validity and reliability. The purposefully selected participants were Master’s degree students in educational leadership programs with University Council for Educational Administration institutional membership. EFA of the data revealed three factors of cultural competence: cultural beliefs and motivation, cultural skills, and cultural knowledge.

Prasad et al. (2024), conducted a study on the ‘Cultural competence of early-career high school teachers and its potential impact on educational equity in India.’ The review analysed 21 relevant studies, emphasizing that teachers’ cultural competence significantly affects their ability to promote educational equity among diverse student populations

Johnson & Johnson (2018), conducted a study highlighting the critical role of cultural competence in shaping leadership behaviors among prospective teachers. They argue that teachers who demonstrate cultural awareness can more effectively lead diverse classrooms, fostering inclusive environments that support all students

Johnson, (2020), conducted a study on Cultural Competence and Leadership Behaviour among Prospective Teachers'. This study explored the relationship between cultural competence and leadership behaviour among prospective teachers, aiming to identify how cultural awareness influences leadership styles in educational settings. The research highlights the increasing importance of cultural competence in today's diverse classrooms and how it impacts the way future educators lead and interact with students from different backgrounds. Drawing on a sample of teacher candidates from multiple teacher preparation programs, the study utilizes mixed-methods research, including surveys, interviews, and classroom observations. Results suggest that cultural competence enhances leadership behaviors such as inclusivity, empathy, and adaptability, which are crucial for fostering positive learning environments. The study emphasizes the need for integrating cultural competence training into teacher education programs to better prepare prospective teachers for the challenges of leading diverse classrooms. Furthermore, it discusses the implications of these findings for the development of professional development programs and policies in education.

Miller (2021), conducted a study on 'Cultural Competence and Leadership Behaviour among Prospective Teachers'. This study explores the relationship between cultural competence and leadership behaviour among prospective teachers, aiming to identify how cultural awareness influences leadership styles in educational settings. The research highlights the increasing importance of cultural competence in today's diverse classrooms and how it impacts the way future educators lead and interact with students from different backgrounds. Drawing on a sample of teacher candidates from multiple teacher preparation programs, the study utilizes mixed-methods research, including surveys, interviews, and classroom observations. Results suggest that cultural competence enhances leadership behaviors such as inclusivity, empathy, and adaptability, which are crucial for fostering positive learning environments. The study emphasized the need for integrating cultural competence training into teacher education programs to better prepare prospective teachers for the challenges of leading diverse classrooms. Furthermore, it discusses the implications of these findings for the development of professional development programs and policies in education.

Yasmin Ahmad, (2023) conducted a study on Leadership of a prospective teachers is an important topic in present times. The major aim of this study is to know the impact of gender, educational qualification and locality on the leadership behaviour of prospective teachers. A quantitative method used in this study. Trainee Teachers Leadership Behaviour Scale developed by the researcher was adopted to collect the data. The investigators carried out the study

with 319 prospective teachers from 14 colleges of Murshidabad district, India. T-test was used to analyse the collected data. The findings of this study showed that gender and educational qualification has not shown influence on leadership behaviour but locality has shown significance influence on leadership behaviour of prospective teachers.

Michael Davis, (2010) conducted a study on Cultural Competence in Education: Cultural competence refers to the ability of teachers to understand, appreciate, and interact effectively with students from diverse cultural backgrounds. In the context of prospective teachers, this competence is crucial for fostering inclusive classrooms that respect and celebrate diversity.

Roberts et al, (1994) conducted a study on Leadership Behaviour in Education: Leadership behaviour involves how prospective teachers exhibit traits like decision-making, motivation, and fostering positive classroom environments. Effective leadership in the classroom requires an understanding of both the content and the cultural contexts in which students live

Denboba,(2006) conducted a study on Intersection of Cultural Competence and Leadership: This is the area where you examine how cultural competence influences a teacher's leadership style, how leadership behaviors can either enhance or inhibit cultural understanding in classrooms, and the strategies teachers use to promote equity and inclusivity.

James A.Banks (2006), 'Cultural Diversity and Education', His work focuses on how teachers can develop cultural competence, especially in diverse

classrooms. He emphasizes the need for teachers to incorporate students' diverse cultural backgrounds into the curriculum. His work also addresses the leadership behaviors teachers need in order to effectively engage with students from different cultural backgrounds, promoting inclusive teaching practices and social justice and to develop skills for addressing issues of equity and diversity in schools.

Neha James and Sapna Suman (2021), in a Study Of Leadership Of Prospective Teachers, focused to find the level of leadership of prospective teachers. The findings of the study showed that majority of them had average level of Leadership and there is no significant difference in the leadership of prospective teachers on the basis of Gender, Education qualification, marital status and medium. Significant difference was seen with respect to the Family type of the prospective teachers.

Christine Sleeter (2008), conducted a study on 'Preparing Teachers for Culturally Diverse Schools'. Sleeter's research focused on the preparation of teachers for diverse classrooms, with a particular emphasis on cultural competence, social justice, and the integration of critical race theory into education. Her work advocates for teacher education programs that promote cultural awareness. Sleeter connects cultural competence with leadership, stressing the role of teachers as leaders in advocating for educational equity and transforming school practices. And she highlights the importance of leadership in creating classrooms that are culturally responsive.

Murray – Garcia (2010), ‘Culturally Responsive Teaching’ - is centered on culturally responsive teaching, which is a key component of cultural competence. She discusses strategies for teachers to Noguera stresses the importance of leadership in fostering an inclusive environment that considers cultural diversity as a critical aspect of teaching and learning create inclusive environments that respect students’ cultural identities and foster academic success. Her research is instrumental in understanding how prospective teachers can de work encourages teachers to take leadership roles in promoting cultural inclusivity and equity in the classroom, directly linking cultural competence to effective leadership behaviors develop culturally relevant leadership behaviors.

Yasmin ahmad, (2023) conducted a study on ‘Cultural competency among prospective teachers’. The reality of ethnic and cultural diversity in the classroom today is a massive challenge for teachers, especially prospective teachers. The teacher education program is vital in educating prospective teachers with culturally responsive pedagogy and teaching students from various ethnic and cultural backgrounds. A school environment consisting of students from various ethnic and cultural backgrounds requires teachers to meet their needs. Teachers must be culturally competent to respond effectively in terms of diversity in their classrooms and prepare their students to live and work in a global society. Preparing prospective teachers for this role is not an easy task and what makes it more difficult is that the diversity of teachers does not always match the diversity of students in schools. This paper will discuss cultural competency among prospective teachers and related theories regarding this

issue. Teachers and prospective teachers should show professional competencies that will enable them to work effectively, respectfully, and ethically with students .

Najmeh Sharifi,(2010) conducted a study on ‘Cultural competence in nursing’. The organizational practice of cultural competency is not new. Public sector organizations hold a responsibility in promoting cultural competency and incorporating practices that serve diverse communities. The following research lays out various aspects of cultural competence accountability. Using the framework of Romzek and Dubnick (1987) cultural competency is explored through four systems of accountability. These systems: bureaucratic, legal, professional and political, allow for different perspectives to view organizations and areas for which they can systematically review their cultural competence practices.

Zhao, H., & Zhang, J. (2022), in the study, ‘The influence of class teachers’ leadership behavior and personal characteristics on student academic performance: A study of fuzzy set qualitative comparative analysis citing H Middle School as a case study’, found that Leadership behavior of classroom teachers has a significant impact on students’ academic success. By developing truth tables and doing necessary computations, this study examined the influence of differential combinations of parameters connected to class teachers’ qualities and leadership behavior on student academic performance. It has been discovered that the democratic leadership behavior displayed by class teachers is the most popular among students and is helpful to student

academic achievement; the numerous combinations of linked characteristics have varying effects on student academic performance.

Critical Overview

In the present study the investigator reviewed 33 studies conducted in India and abroad related to Cultural competence and Leadership behaviour among prospective teachers and in other fields. Most of the studies revealed a positive relationship between Cultural competence and Leadership behaviour. The important background variables could also be identified by the reviews. The studies reviewed have provided the necessary information in framing the hypotheses for the present investigation and to locate comparative data, useful in the interpretation of results.

CHAPTER III

METHODOLOGY

- Method adopted for the study
- Details of the sample selected
- Tools used for the study
- Test Development
- Reliability and validity of the
questionnaire
- Statistical techniques used

CHAPTER III

METHODOLOGY

Research Methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In this, the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind are studied. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi- squares, how to apply particular research techniques, but they also need to know which of these methods or techniques are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.

Research methods are of almost importance in research process. They describe the various step of the plan of attack to be adopted in solving a research problem. Such as a manner in which the problem is formulated, the operational definitions of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection, analysis and interpretation of data and the process of references and generalization. The validity and reliability of the findings also depend on the method adopted. A suitable method helps the researcher to explore the diverse stands of the

study and adequately measures them so as to satisfy the requirements and thus it is means to an end.

Some of the popular methods of educational research are historical methods, survey methods and experimental methods, in addition to the above methods are causal comparative studies, case study methods, genetic method and so on.

Research is a systematic attempt to obtain answers to meaningful questions about phenomena of events through the application of scientific procedure. It is an endless quest for knowledge or correct previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. Research has proved to be an essential and powerful tool in leading man towards progress.

Research in common parlance refers to a search for knowledge. Research is defined as "a scientific and systematic search for pertinent information on a specific topic". In fact, research is an art of scientific investigation. The Advance Learners Dictionary of current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of Knowledge".

Redman and Mory (1923) defined research as "systematized effort to gain new knowledge". Some people consider research as a movement, a movement from the known to unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness. This inquisitiveness is the mother of all

knowledge and the method which man employs for obtaining the knowledge of whatever the unknown, can be termed as research.

Educational research refers to a systematic attempt to gain a better understanding of the education process generally with a view to improve its efficiency. It is an application of scientific method to the study of educational problems

Travers (1985) States "Educational research represents an activity directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned. Since education is a behavioural science, the major concern of educational research is to understand explain and to some degree predict and control human behaviour. It is an area directed towards the development of organized and essential body of scientific knowledge about the events with which educators are concerned.

Research methodology is a way to solve the research problem systematically. Method in research refers to the various sequential steps adopted in studying a problem with certain objectives. The success of research depends upon the suitability of the method adopted

George J. Mouly (1963) has classified research methods into three basic types. They are

1. Historical Method
2. Normative Survey Method
3. Experimental Method (Shghe's)

METHOD ADOPTED

The present study attempts to find out the school environment and creativity of high school students. Since the problem is concerned with Survey type the investigator has selected the normative survey method for conducting the study.

NORMATIVE SURVEY METHOD

The word Survey has been derived from the word Normative Survey Methods 'sur' or 'sor' and 'veeir' or 'veior' which means over and see respectively. In normative survey, we are concerned with conditions or relationships that exists, Practices that prevail, beliefs, point of view or attitudes that are held and processes that are going on

3.01 Method adopted for the study:

In this study the investigator has adopted the normative survey method for data collection. Normative survey method is one of the most commonly used approaches to solve educational problems. The term 'Survey' implies gathering of evidence relating to current conditions. Survey research is a method of collecting and analyzing data obtained from a large number of respondents representing a specific population collected through highly structured detailed questionnaire and interview. The survey is often the only means through which opinion, attitudes, suggestions and other such data can be obtained. This method gathers information and facts from a large number of cases.

PURPOSE AND USES OF SURVEY METHOD

Survey serves several purposes. The purpose of many surveys such as population, socio-economic survey, expenditure surveys, marketing survey, is simply to provide information to government or planners or business enterprises. These surveys have a descriptive purpose. In short all fact finding surveys serve this purpose. Many enquires aim to explain phenomena. Their Function is to test hypotheses, to explain the causal relationships between variables and to assess the influences of various factors on some phenomenon like job- satisfaction, labour productivity and consumer behaviour. Surveys aiming at explanation involve in depth analysis and complex interpretations. Surveys may be designed to make comparisons of demographic groups or real groups. Survey concerned with cause and effect relationships can be useful for making prediction.

Characteristics of Normative Survey Method

1. The survey method gathers data from a relatively large number of cases at a particular time.
2. It is essentially cross-sectional
3. It is not concerned with the characteristics of individuals.
4. It involves clearly defined problem
5. It requires imaginative planning
6. It involves definite objectives
7. It requires careful analysis and interpretation of the data gathered
8. It requires logical and skillful reporting of the findings.
9. Survey vary greatly in complexity

10. It does not seek to develop an organized body of scientific principles

11. It suggests the course of future development

3.02 Population:

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population comprises of the prospective teachers studying in B.Ed Colleges of Tamil Nadu

3.03 Sample:

The sample for the present study comprised of prospective teachers selected from different colleges of Kanniyakumari & Tirunelveli Districts. The size of sample is 400. The investigator selected the following 8 colleges and randomly selected 400 sample as given below.

Table 3.1 List of sample collected from the selected colleges

Sl.No	Name of the college	Number of students
1	Immanuel Arasar college of Education (Nattalam)	09
2	Mother Gnanamma catholic college of Education (Madathattuvilai)	32
3	Bethlahem college of Education (Karungal)	69
4	R.P.A. college of Education (Mamoottukadai)	30
5	St.Joseph college of Education (Appicode)	35
6	Bethany Navajeevan college of Education (Vencode)	25
7	St.xaviers college of Education (Palayamkottai)	100
8	N.V.K.S.D. college of Education (Attoor)	100

Details of the sample:

(i) Locale wise distribution of prospective teachers

The sample consists of 54.00% prospective teachers of rural and 46.00% prospective teachers of urban locale which are shown in the table 3.1. The percentages are also given in the figure 3.2.

Table 3.2 Locality of institution wise distribution of prospective teachers

Category	Division	Count	Percentage
Locale	Rural	216	54.00
	Urban	184	46.00

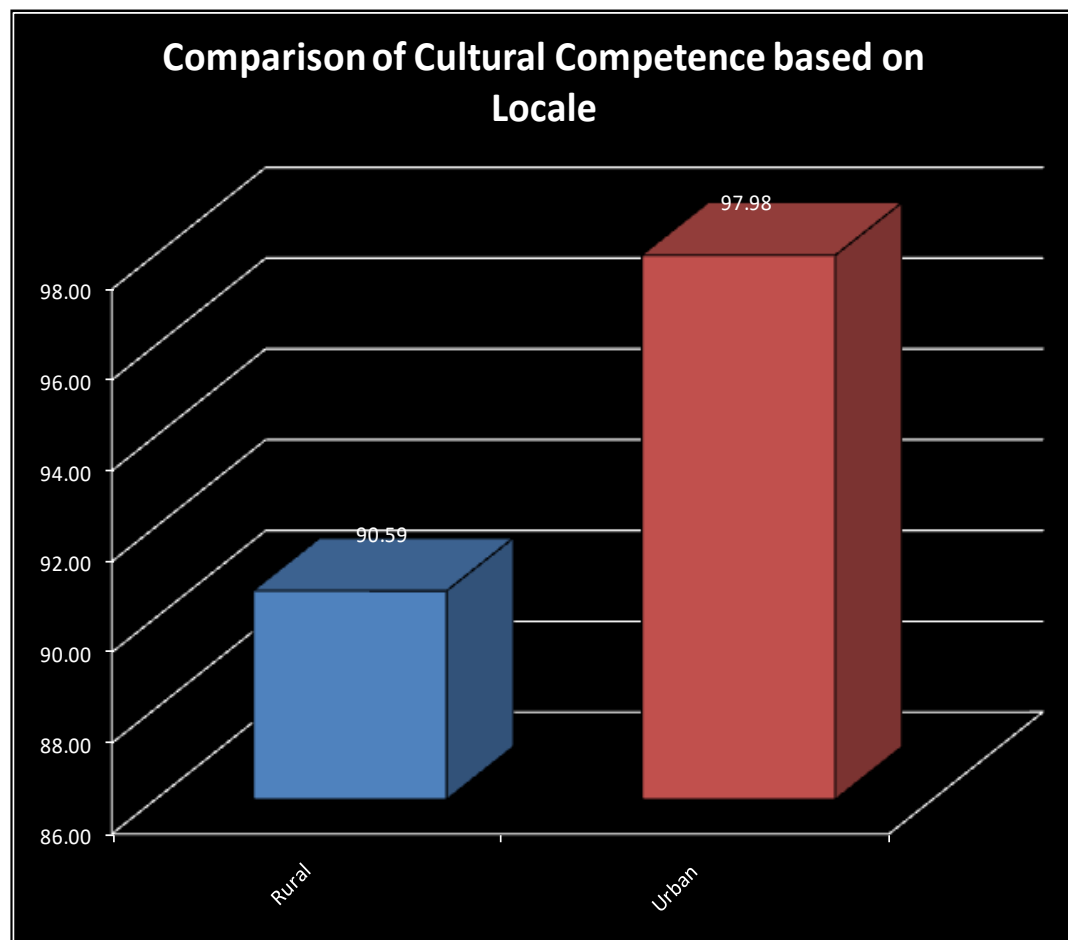


Figure 3.2 Locality of institution wise distribution of prospective teachers

(ii) Marital Statuswise distribution of prospective teachers:

The sample consists of 51.75% prospective teachers of Married and 48.25% prospective teachers of Unmarried category which are shown in the table 3.2 The percentages are also given in the figure 3.2

Table 3.3 Marital status wise distribution of prospective teachers

Category	Division	Count	Percentage
Marital status	Married	207	51.75
	Un married	193	48.25

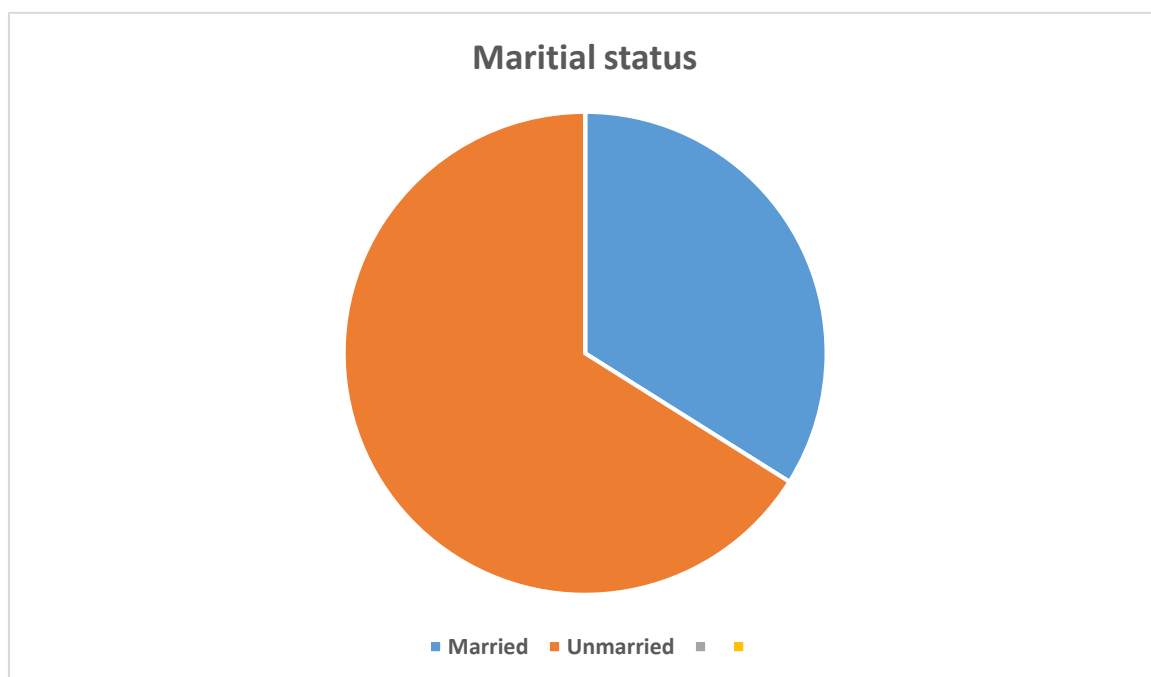


Figure3.3 Marital status wise distribution of prospective teachers

(iii) Type of Institutionwise distribution of prospective teachers:

The sample consists of 50.25% prospective teachers of Aided colleges and 49.75% prospective teachers of Self financing Colleges which are shown in the table 3.3 The percentage are also given in the figure 3.3

Table 3.4 Type of institution wise distribution of prospective teachers

Category	Division	Count	Percentage
Type of Institution	Aided	201	50.25
	Self financing	199	49.75

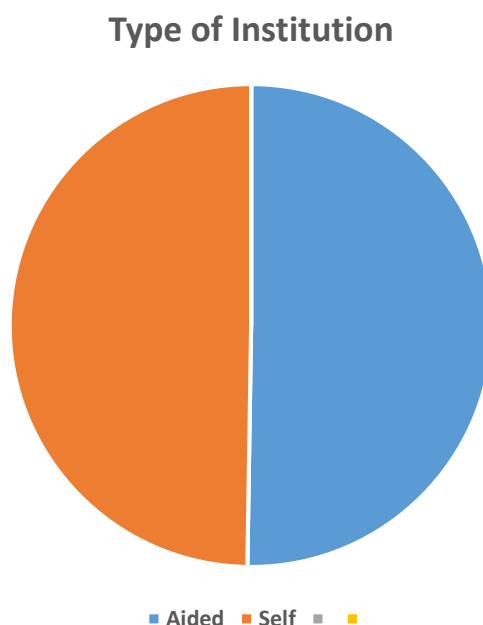


Figure 3.4 Type of institution-wise distribution of prospective teachers

(iv) Religion wise distribution of prospective teachers

The sample consists of 33.75% prospective teachers of Hindu. 32.50% prospective teachers of Christian and 33.75% prospective teachers of Muslim which are shown in the table 3.5 The percentages are also given in the figure 3.6

Table 3.5 Religion wise distribution of prospective teachers

Category	Division	Count	Percentage
Religion	Hindu	135	33.75
	Christian	130	32.50
	Muslim	135	33.75

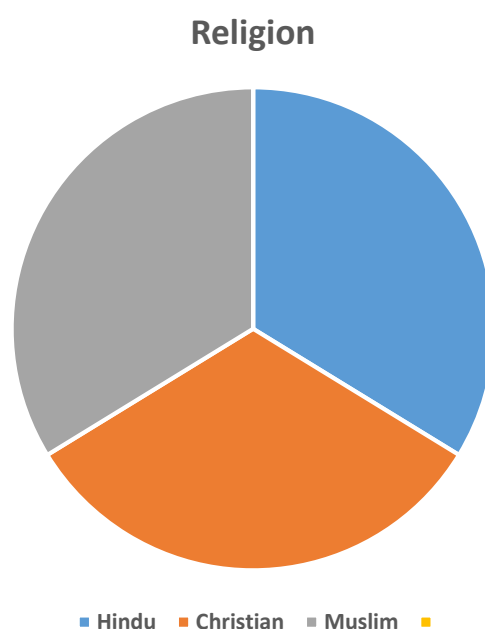


Figure 3.5 Religion wise distribution of prospective teachers

(v) Optional Subject wise distribution of prospective teachers

The sample consists of 32.50% prospective teachers of Arts 34.50% prospective teachers of Science and 33.00% prospective teachers of Commerce subjects which are shown in the table

3.6 The percentages are also given in the figure 3.6

Table 3.6 Optional subject wise distribution of prospective teachers

Category	Division	Count	Percentage
Optional Subject	Arts	130	32.50
	Science	138	34.50
	Commerce	132	33.00

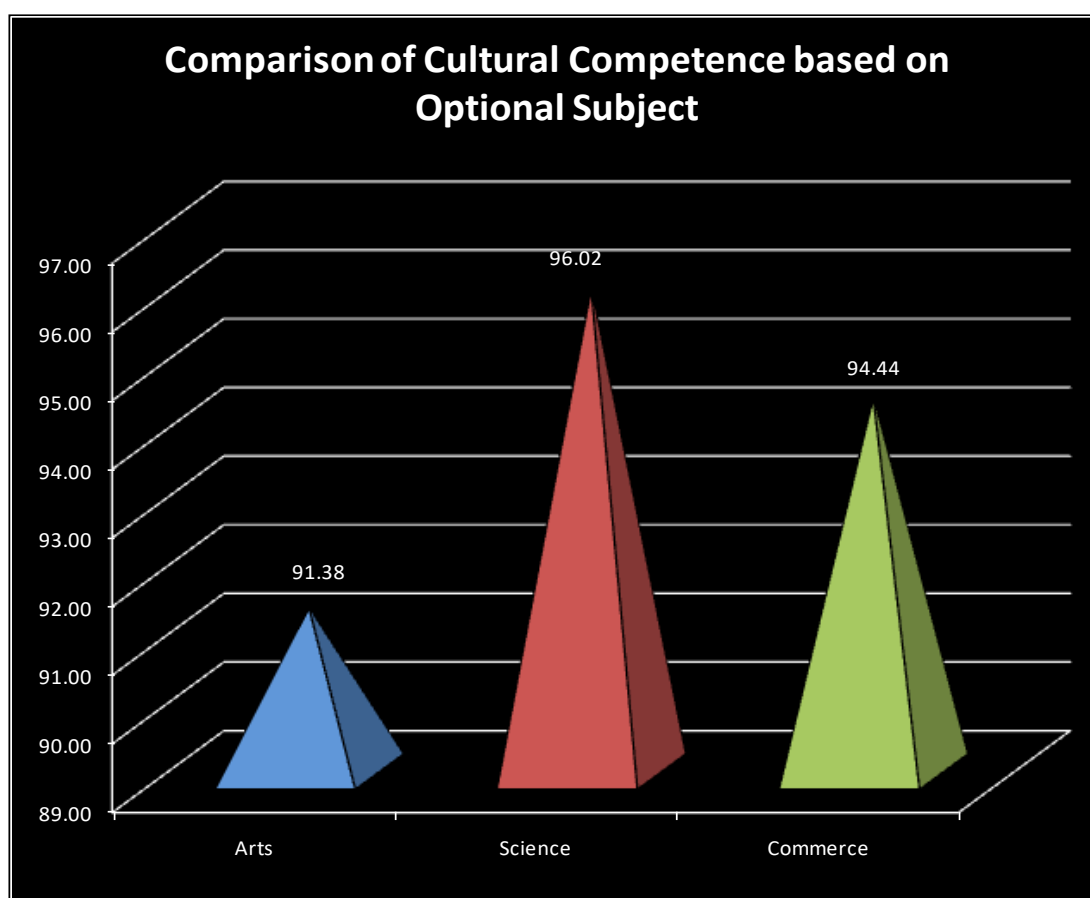


Figure 3.6 Optional subject wise distribution of prospective teachers

(vi) Parental Qualification wise distribution of prospective teachers.

The sample consists of 33.50% prospective teachers of Parental qualification Below SSLC ,30.75% prospective teachers of Parental qualification HSC ,and 35.75% prospective teachers of Parental qualification Degree and above, which are shown in the table 3.7 The percentages are also given in the figure 3.7

Table 3.7 Parental Qualification wise distribution of prospective teachers

Category	Division	Count	Percentage
Parental Qualification	Below SSLC	134	33.50
	HSC	123	30.75
	Degree and above	143	35.75

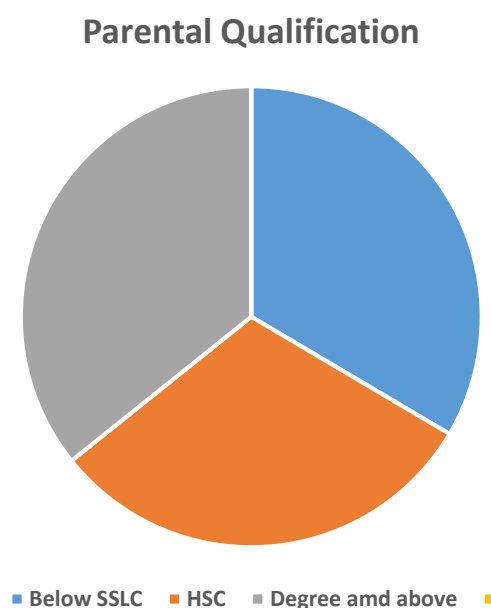


Figure 3.7 Parental Qualification wise distribution of prospective teachers

3.04 Tools used for the present study:

The data were necessary for carrying out research. It must be collected with some special instrument or devices. The successful outcome of research mainly depends upon the proper selection of the research tools. The nature of the tool depends on the variable included in this study. So the investigator used the following tools in the present study.

- 1.Cultural Competence Scale prepared by Shyni and Bindu Gouri (2024-2025)
2. Leadership Behaviour Scale prepared by Sindhu and Sreelatha (2011)
- 3.Personal Information Schedule prepared by the investigator

(2) Cultural Competence Scale:

Cultural Competence Scale was prepared and validated by the investigator with the help of the guide. This test consists of three dimensions namely cultural knowledge, cultural attitudes and cultural skills. Each dimension consists of twenty statements.

The test for the present study developed by N.S.Shyni and Dr V.P Bindu Gouri is meant for measuring the level of Cultural Competence of prospective teachers.

Cultural Competence Scale:

Construction and Validation of cultural Competence Scale:

For the construction of the Scale the investigator adopted the following steps.

- ❖ Planning of the tool
- ❖ Items writing
- ❖ Items editing
- ❖ Preliminary Tryout
- ❖ Pilot Study
- ❖ Scoring
- ❖ Item Analysis
- ❖ Item Selection
- ❖ Format of the scale
- ❖ Establishment of Reliability and Validity

(i) Planning of the Tool :

Cultural Competence Scale prepared by Shyni N S and Dr. Bindu Gouri V P aims to measure the cultural competence of prospective teachers. In order to prepare the tool, various literature related to Cultural Competence were reviewed and selected relevant dimensions were selected namely Cultural Knowledge, Cultural Skill, and Cultural Attitude.

(a) Cultural Knowledge

Cultural Knowledge is the collective understanding of values customs, beliefs and practices that are shared within a particular group or society. It encompasses a wide range of topics, including language, history and values that can be gained through a variety of means such as education, experience and interpersonal exchanges Cultural knowledge is constantly evolving and changing as it is passed from one generation to the next. Cultural awareness is a major element of cultural competence as defined by the National Center for Cultural Competence (NCCC). It is the first and foundational element because without it, it is virtually impossible to acquire the attitudes, skills and knowledge that are essential to cultural competence.

(b) Cultural Skill:

Cultural Competence is the ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds. Cultural background can include the beliefs customs and behaviours of people from various groups.

(c) Cultural Attitude:

Cultural attitude refers to the collective mindset, beliefs, values and behaviours that characterize a particular culture or society. It encompasses the way individuals within that culture perceive themselves, others and the world around them, cultural attitudes can influence various aspects of life, including social interactions, communication styles, work ethics and approaches to problem solving.

(II) Item Writing:

Prepared items were categorized and written carefully under each dimensions. After writings all the items in the dimension wise, it was subjected to editing.

(III) Item editing:

Item editing was done with the help of the research supervisor in order to check the ambiguity, irrelevant items, spelling errors, misconceptions and redundancy. As per the suggestion of the research supervisor irrelevant and ambiguous items were removed and certain items were modified. After removing the ambiguous and irrelevant items the final tool consisted of 5 items under each dimension. The investigator arranged all the edited items carefully under each dimension. The test consisted of a total 60 items.

(IV) Preliminary try-out:

To determine the test's strengths and limitations, a preliminary try-out was organized. A rough estimate of the time limit for replying to the items was made, along with the difficulty in responding each of the items. This time frame for replying to the questions was noted. In this stage the supervisor assisted the investigator in revising certain ambiguous and uncertain items.

(V) Pilot study:

The draft form of Cultural Competence Scale consists of 3 dimensions. Totally the draft Cultural Competence Scale consists of 60 items. The copy of the rough draft is attached. The investigator will visit various colleges of Teacher Education of Kanniyakumari and Thirunelveli Districts. The investigator

administered the tool individually to the prospective teachers. Proper guidance was given to the students about the tool. After making their responses, the investigator collected all responses. The investigator collected a sample of 200 prospective teachers for the purpose of item analysis after scoring the response sheets.

(VI) Scoring:

The scoring key consists of answers for all the items along with its marks. The total of 60 items were included in this test in which each item carries .After the completion of scoring the data will be subjected to analysis and interpretation.

(VII) Item Analysis:

Items were analyzed both quantitatively and qualitatively. Qualitative analysis includes the consideration of content validity and evaluation of items in terms of effective item writing procedures. Quantitative analysis was done in terms of statistical properties. Item analysis makes it possible to shorten a test and on the other hand to increase its validity and reliability.

The investigator used the method of item analysis by Mathew (1982) called Mathew Item Analysis Procedure.

The 400 response sheets of the subjects were arranged according to the rank of magnitude of the total scores, the highest score being at the top, the next lower and so on, as to select the top and bottom 100 subjects who represented the high and low categories of the groups respectively.

The final percentage needed for reading item indices from the table were the following

PL: Percentage of individuals in the lower tail marking the keyed answer.

Pu: Percentage of individuals in the upper tail marking the keyed answer

(VIII) Item selection

The phi coefficient of correlation item score was used as indicator of Discriminating power of validity of each item. The item having high phi coefficient values and medium P value were selected as appropriate items.

It is evident from the table that the highest p value is 55 and the lowest is 32. Similarly the highest phi coefficient correlation score is 0.20 and the lowest is 0.07.

The final list of questions in the scale includes a total number of 30 items, including positive and negative items. These items are arranged in an order.

Table: 3.8 Details of the items selected and rejected are given in the following

Item	Upper score	Lower score	Phi value	P value	Selected Item
1	35	26	0.10	38	S
2	49	31	0.18	40	S
3	45	39	0.16	41	S
4	42	41	0.15	42	*
5	39	32	0.14	36	S

6	50	30	0.20	40	S
7	46	32	0.14	39	S
8	42	41	0.17	42	S
9	46	33	0.15	41	S
10	39	29	0.16	39	S
11	43	34	0.14	38	*
12	38	39	0.16	43	S
13	38	35	0.15	37	*
14	41	39	0.14	40	*
15	46	38	0.11	42	*
16	46	42	0.12	44	*
17	42	45	0.13	46	*
18	45	42	0.16	44	*
19	41	26	0.12	36	*
20	49	34	0.14	42	*
21	35	29	0.14	32	*
22	42	38	0.10	40	*

23	44	37	0.08	41	*
24	35	33	0.12	34	*
25	50	37	0.13	44	S
26	57	52	0.14	55	*
27	45	29	0.17	37	S
28	37	34	0.03	36	*
29	40	44	0.12	41	*
30	48	33	0.15	41	S
31	46	35	0.11	46	S
32	51	41	0.10	42	*
33	31	42	0.18	42	S
34	44	39	0.12	44	S
35	45	42	0.09	46	*
36	47	44	0.14	38	S
37	46	36	0.11	43	S
38	34	43	0.13	45	S
39	47	42	0.09	45	*

40	36	37	0.13	38	S
41	43	35	0.08	39	*
42	40	38	0.16	38	S
43	40	39	0.13	40	S
44	42	37	0.15	41	S
45	49	37	0.12	38	S
46	46	36	0.10	41	S
47	47	34	0.13	41	S
48	47	34	0.13	40	*
49	46	43	0.12	42	S
50	42	37	0.10	39	*
51	35	29	0.15	41	S
52	42	33	0.17	38	S
53	40	33	0.11	37	*
54	41	40	0.07	37	*
55	40	33	0.08	36	*
56	53	44	0.15	53	*

57	49	48	0.12	49	*
58	46	45	0.13	46	*
59	41	39	0.16	40	S
60	46	45	0.15	42	S

Note: S Mark indicates the selected items

* Mark indicates the rejected items

(IX) Format of the final Scale

The final scale consist of 30 items with positive and negative items arranged in a meaningful way (appendix).

Establishing Reliability and Validity of the test:

Reliability and Validity are essential to the effectiveness of any data gathering procedure.

Reliability of the test:

Reliability is the accuracy or precision of the measuring instrument. In tests that have a high coefficient of reliability, errors of measurements have been reduced to a minimum. Reliable tests are stable in whatever they measure and yield comparable scores on repeated administration. There are two essential characteristics of good measuring instruments-reliability and validity. Reliability is one of the important characteristics of any test and measuring instrument. Reliability refers to the accuracy of the measurement. It also refers to the extent

to which a test is internally consistent, that is, consistency of scores obtained throughout the test when administered once.

For calculating the split half reliability of the test, the scores obtained by a sample of 100 prospective teachers were used. The scores on odd items and even items were taken separately and correlations were calculated. The coefficient of correlation is calculated for two halves of scores. The coefficient of correlation indicates the reliability of half test. The correlation coefficient of whole test is then estimated by using Spearman-Brown Prophecy formula. The reliability coefficient was found to be 0.7106. Hence the tool is highly reliable for measuring the cultural competence of prospective teachers.

Table: 3.9 Reliability Analysis of Cultural Competence scale

Sl.NO	Variable	Correlation between odd half and even half	Reliability coefficient of the whole test
1	Cultural competence	0.5511	0.7106

Validity:

The validity of a test means the degree to what the test actually measures what it intends to measure. The validity provides a direct check on how well the test fulfils its function. The empirical definition of validity refers to the extent of

correlation. The theoretical meaning of validity refers to the purposiveness or truthfulness of test scores.

The two types of validity established for this tool were face validity and content validity

(i) Face Validity:

Face validity means that the given tool appears or seems to measure what it measures. The tool was submitted to a panel of experts and in their opinion-0 appeared to measure the relevant objectives of the tool A close look on the items of the scale reveals that each and every item is capable of measuring the cultural competence of prospective teachers. This provided the face validity of the tool.

(ii) Content Validity:

Content Validity of the test was also established by verifying the comprehensiveness of coverage of the tests using authentic literature, and opinion of experts. This ascertained that the tool has moderate content validity

(2) Leadership Behaviour Scale:

Leadership Behaviour Scale was developed by Sindhu and Sreelatha. This scale consisted of dimensions namely Planning, Motivation, Organization, Communication, and Decision making. Each dimension consisted of eight statements.

Description of the tool:

This scale was developed by Sindhu and Sreelatha. There are forty statements in the scale which consists of positive statements alone. The various dimensions of Leadership behaviour scale are Planning, Motivation, Organization, Communication, Decision Making. For each statement five choices were given. They were, Always, Frequent, Occasionally, Seldom, and Never. The respondent has to tick any one of the choices which he thinks as correct. In the Leadership behaviour Scale for each statement a score of 1,2,3,4,5 was given.

(i) Scoring:

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response were scored by assigning for the categories always (5), frequently(4) occasionally(3),seldom(2) never(1) as all are positive items.

(ii) Reliability:

Reliability is an important criterion of a measuring tool. It refers to consistency of the test The reliability of the test was found to be 0.77 showing that the Scale was reasonably reliable one.

(3) Personal Information Schedule :

Personal Information Schedule was prepared for collecting personal information regarding Locale, Marital Status, Type of institution, Religion, Optional subject, Parental Qualification.

3.05 Administration of the tools:

For administration of the tools, the investigator personally visited the prospective teachers of Kanyakumari and Tirunelveli Districts. Before administering the tools, the investigator explained the purpose of the study. Then the investigator gave Cultural competence Scale, Leadership Behaviour Scale and personal Information Schedule to all the sample and gave enough time to respond. After marking the responses the tools were collected from the sample and were carefully evaluated by the investigator. The scores of all sample were used for this study.

3.06 Scoring and tabulation:

The data collected were scored systematically using scoring keys. In Cultural competence scale for positive items a score of 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree response was given. The scoring was reversed for the negative items.

3.07 Statistical Techniques Used:

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigation the following statistical techniques were used.

1. Arithmetic mean
2. Standard deviation
3. t test
4. ANOVA (F test)
5. Pearson's Product Moment Correlation

1. Arithmetic mean

The investigator has used the following for calculating arithmetic mean

$$X = A + \frac{\sum fd}{N} X_c$$

Where,

X = Arithmetic mean

A = Assumed mean

f = Frequency of each class interval

d = Deviation of scores from the assumed mean

N = Total frequency

C = Class interval of the frequency distribution

2. Standard Derivation

Standard derivation is calculated using the formula

$$\sigma = c \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

where,

σ = Standard deviation

c = Class interval

d = Deviation of scores from the assumed mean

f = Frequency of each class interval

N = Total frequency

3. t test

t test is used to find out the significance of difference between the means of two variables.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

where,

M_1 = Mean of first group

M_2 = Mean of second group

σ_1 = Standard deviation of the first group

σ_2 = Standard deviation of the second group

N_1 = Size of first group

N_2 = Size of second group

6. ANOVA

Analysis of variance has been used to find out the difference among the variables

$$F = \frac{\text{Means square variance between groups}}{\text{Mean square variance within groups}}$$

$$F = \frac{M_s V_b}{M_s V_w}$$

$$F = \frac{M_s V_b}{M_s V_w}$$

$$F = V_b / V_w$$

$$F = M_s V_b$$

where,

$M_s V_t$ = Mean square variance between group

$M_s V_w$ = Mean square variance within group

7. Scheffe's procedure

This is a test of positive analysis. A significant F obtained as the result of ANOVA does not indicate which of the three groups differ among themselves. In such cases, the comparison of the difference between means for any two groups is done using Scheffe's procedure (Scheffe's 1957). Scheffe's test is one of the well – known multiple group comparison test.

8. Pearson's Product Moment Correlation

To find out the relationship between the variables the Pearson's product moment correlation has been used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - \sum x^2)(N\sum y^2 - \sum y^2)}}$$

where,

N = Total number of paired scores

$\sum x$ = Sum of X scores

$\sum y$ = Sum of Y scores

$\sum x^2$ = Sum of squared X scores

$\sum y^2$ = Sum of squared Y scores

r = Pearson's product moment correlation

Verbal interpretation of r

The following classification of interpreting the various values of r's are given by Garrett

The value of r	Verbal Description
0	Zero relationship or absolutely no relationship
0.0 to ± 0.20	Slight or negligible relationship
± 0.20 to ± 0.40	Low correlation
± 0.40 to ± 0.70	Moderate or substantial relationship
± 0.70 to ± 0.90	High correlation
± 0.90 to ± 0.99	Very high correlation dependable relationship
± 1	Perfect correlation

It may be defined here that computer facilities were made use for the analysis of the data.

Chapter: IV

ANALYSIS AND INTERPRETATION OF DATA

- Introduction
- Percentage Wise
Analysis
- Differential Analysis
- Tenability of hypotheses

Chapter: IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter gives the analysis and interpretation of the data collected through the administration of Cultural competence and leadership behaviour Scale among prospective teachers

After the research design has been implemented and the data collected, the next focus of attention is analysis and interpretation of data. Wilkinson and Bahndarkar(1977) said analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the data obtained and organizing these in such a manner that they will yield answers to the research questions or to suggest hypotheses or question if no such questions or hypotheses had initiated the study.

Francis Rummel had said,"the analysis and interpretation of data involves the objective materials in the possession of the researcher and his subjective reactions and desires of desire the data, the inherent meaning in their relation to the problem

To avoid making conclusion or interpretation from insufficient or invalid data, the final analysis must be anticipated in detail when plans are being made for collecting information. The problem should be analyzed in detail to see what are necessary for its solution and it should be assured that the methods used will provide for definite answers. The researcher must determine whether or not the factors chosen for study will satisfy all the conditions of the problem and if the

source used will provide the required data. The statistical techniques used for analysis of data in, this study are arithmetic mean, standard deviation , t- test, ANOVA , Scheffes procedure and Pearsons product moment Correlation. The details of the analysis are given in the succeeding pages, under appropriate heads.

PRELIMINARY ANALYSIS

Cultural Competence and Leadership Behaviour among Prospective Teachers

Descriptive statistics of Cultural Competence

Table: 4.1

Mean score and standard deviation of Cultural Competence

Mean	93.99
Standard Deviation	14.84
Count	400

From Table 4.1, it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample is 93.99 and standard deviation is 14.84.

Table: 4.2

Percentage distribution of different levels of cultural competence

Cultural competence	Count	Percent
Low	65	16.25
Medium	250	62.50
High	85	21.25
Total	400	100.00

From the Table 4.2 it is clear that the number of samples according to low, medium and high levels of cultural competence is 65,250, and 85 and the corresponding percentages are 16.25, 62,50 and 21.25 respectively. This indicate that most of the prospective teachers have moderate level of cultural competence.

FINAL ANALYSIS:

Sub Sample wise Comparison

(a) Comparison of cultural competence based on locale

Null Hypothesis: 1

There exists no significant difference in the mean scores of cultural competence of prospective teachers based on locale

Table: 4.3

*Comparison of cultural Competence of prospective teachers based on
Locale*

Locale	Mean	SD	N	t	p	Remark
Rural	90.59	13.70	216			Sig.at0.01
Urban	97.98	15.16	184	5.078	0.000	level

From the above Table, the calculated value ($t=5.078$, $P<0.01$) is significant at 0.01 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Cultural competence based on locale is rejected; It shows that there exists significant difference in the mean scores of Cultural competence based on Locale.

(a) Comparison of cultural competence of prospective teachers based on Marital Status

Null Hypotheses: 2

There exists no significant difference in the mean scores of cultural competence of prospective teachers based on Marital status.

Table: 4.4

Comparison of cultural Competence of prospective teachers based on Marital status.

Marital status	Mean	SD	N	t	p	Remark
Married	93.55	14.54	207			
Unmarried	94.47	15.18	193	0.618	0.537	NS

Note: NS-Not Significant

From the above Table, the calculated value ($t=0.618$, $P>0.537$) is not significant at any level. Therefore, the null hypothesis “There exists no significant difference in the mean scores of Cultural competence of prospective teachers based on marital status is rejected, It shows that there exists significant difference in the mean scores of Cultural competence based on Marital status.

(c) Comparison of cultural competence of prospective teachers based on Type of Institution.

Null Hypotheses : 3

There exists no significant difference in the mean scores of cultural competence based on Type of Institution

Table : 4.5

Comparison of Cultural Competence of prospective teachers based on Type of institution.

Type of institution	Mean	SD	N	t	p	Remark
Aided	96.78	13.92	201	3.836	0.000	Sig.at0.01level
Self	91.18	15.24	199			

From the above Table, the calculated value ($t=3.836$, $P<0.01$) is significant at 0.01 level. Therefore, the null hypothesis “There exists no significant difference in the mean scores of Cultural competence of prospective teachers an

type of institution is rejected, It shows that there exists significant difference in the mean scores of Cultural competence based on Type of Institution

(d) Comparison of cultural competence based on Religion.

Null Hypotheses: 4

There exists no significant difference in the mean scores of cultural competence of prospective teachers based on religion.

Table 4:6

Comparison of Cultural Competence based on Religion

Religion	Mean	SD	Source	Sum of Squares	df	Mean square	F	p	Remark
Hindu	93.6	15.19	Between Gp	170.5	2	85.25			
							0.386	0.680	NS
Christian	94.93	14.66	With Gp	87700.5	397	220.91			
Muslim	93.48	14.72	Total	87871.0	399				

Note: NS-Not Significant

From the above Table, the calculated value ($F=0.386, p>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant in the mean scores cultural competence based an religion is accepted. It shows that there exists no significant difference in the mean scores of cultural competence of prospective teachers based on religion.

a) Comparison of Cultural competence based on Optional subject

Null Hypotheses : 5

There exists no significant difference in the mean scores of cultural competence of prospective teachers based on Optional Subject.

Table : 4.7

Comparison of Cultural Competence of prospective teachers based on Optional Subject

Option al Subject	Mea n	SD	Source	Sum of squares	df	Mean squar e	F	p	Remark
Arts	91.38	14.26	Betwe en Gp	1478.76	2	739.38	3.39	0.03	
Science	96.02	13.41	With GP	86392.22	397	217.61	8	4	Sig.at0.05 level
Comme rs	94.44	16.46	Total	87870.98	399				

From the above Table, the calculated value ($F=3.398$, $P<0.05$) is significant at 0.05 level. Therefore, the null hypothesis “There exists no significant difference in the mean scores of Cultural competence based on optional subject is rejected, It shows that there exists significant difference in the mean scores of Cultural competence of prospective teachers based on Optional Subject

The result does not help to identify exactly the pair group which differs significantly. Hence Scheffe's multiple comparison is used for further analysis.

Table: 4.8

Scheffe's multiple comparison

Optional Subject	N	Pair	P(Scheffe)	Remark
				Sig.at 0.05 level
Arts (A)	130	A Vs B	0.037	
Science(B)	138	B Vs C	0.679	NS
Commerce (C)	132	A Vs C	0.246	NS

Note: NS- Not Significant

The result showed that the two pair Arts and Commerce (A Vs C) and Science and Commerce (B Vs C) do not differ in their Cultural competence. The other pair Arts and Science (A Vs B) have significant difference in their Cultural competence. The mean value (96.02) shows that 'Science' group prospective teachers have more cultural competence than Arts and Commerce group prospective teachers.

(f) Comparison of cultural competence based on Parental Qualification

Null Hypothesis:6

There exists no significant difference in the mean scores of cultural competence based Parental Qualification .

Table : 4.9

Comparison of cultural Competence based on Parental Qualification

Parental Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below	94.0	14.0	Between	60.27	2	30.13			
SSLC	4	2	n GP				0.13	0.87	NS
HSC	93.4	14.7	Within	87810.7	39	221.1	6	3	
	6	9	Gp		7	9			
Degree and Above	94.4	15.6	Total	87871	39				
	1	9			9				

Note : NS-Not Significant:

From the above Table, the calculated value ($f=0.136$, $p>0.05$) is not significant at any level. Therefore, the null hypothesis “There exists no significant difference in the mean scores of Cultural competence” is accepted, it shows that there exists on significant difference in the mean scores of Cultural competence of prospective teachers based on Parental Qualification

Cultural competence and Leadership Behaviour among prospective teachers.

Table:4.10

Descriptive Statistics for Leadership behaviour.

Mean scores and Standard deviation of Leadership behaviour of prospective teachers

Mean	118.65
Standard Deviation	25.46
Count	400

From the Table 4.1, it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample is 118.65 and standard deviation is 25.46.

Table :4.11

Percentage distribution of different levels of Leadership Behaviour

Leadership behaviour	Count	Percent
Low	86	21.50
Medium	208	52.00
High	106	26.50
Total	400	100.0

From Table 4.11 it is clear that the number of sample according to low, medium and high levels of cultural competence is 86, 208, and 106 and the corresponding percentages are 21.50, 52.00, and 26.50 respectively. This indicates that most of the prospective teachers have moderate level of Leadership behaviour.

FINAL ANALYSIS:

Sub sample wise comparison

(a) Comparison of leadership Behaviour based on Locale

Null Hypothesis: 1

There exists no significant difference in the mean score of Leadership behaviour of prospective teachers based on locale

Table :4.12

Comparison of Leadership Behaviour based on Locale

Locale	Mean	SD	N	t	p	Remark
Rural	116.60	25.32	216			
Urban	121.05	25.47	184	1.746	0.082	NS

From the above table, the calculated value ($F=1.746$, $p > 0.05$) is not significant at any level. Therefore, the null hypothesis “There exists no

significant difference in the mean scores of Leadership Behaviour of prospective teachers based on locale is accepted. It shows that there exists significant difference in the mean score of Leadership Behaviour based on Locale.

(a) Comparison of leadership Behaviour based on Marital Status

Null Hypotheses: 2

There exists no significant difference in the mean score of Leadership behaviour based on Marital status.

Table : 4. 13

Comparison of Leadership Behaviour based on Marital Status

Marital Status	Mean	SD	N	t	p	Remark
Married	117.92	25.74	207	0.589	0.556	NS
Unmarried	119.42	25.19	193			

From the above table, the calculated value ($F = 0.589$, $p > 0.556$) is not significant at any level. Therefore, the null hypothesis “There exists no significant in the mean scores of Leadership Behaviour based on Marital Status is accepted. It shows that there exists no significant difference in the mean score of Leadership Behaviour based on Marital Status

(b) Comparison of leadership Behaviour based on Type of Institution.

Null hypotheses:3

There exists no significant difference in the mean scores of Leadership behaviour of prospective teachers based on Type of Institution.

Table :4.14

Comparison of Leadership behaviour based on Type of Institution.

Type of Institution	Mean	SD	N	t	p	Remark
Aided	122.19	26.32	201			Sig.at0.01
Self	115.06	24.08	199	2.827	0.005	level

From the above table, the calculated value ($t=2.827$, $P<0.05$) is significant at 0.01 level. Therefore, the null hypothesis “There exists no significant difference in the mean scores of Leadership Behaviour based on type of institution is rejected, It shows that there exists significant difference in the mean scores of Leadership Behaviour based on Type of Institution.

(c) Comparison of leadership Behaviour based on Religion

Null Hypotheses : 4

There exists no significant difference in the mean score of Leadership behaviour of prospective teachers based on Religion

Table: 4.15*Comparison of Leadership Behaviour based on Religion*

Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Hindu	116.81	23.29	Between	786.1	2	393.03			
			GP				0.605	0.546	NS
Christian	118.96	26.51	Within	257755.53	397	649.26			
			GP						
Muslim	120.18	26.55	Total	258541.59	399				

Note: NS-Not Significant

From the above table, the calculated value ($F=0.386$, $p>0.546$) is not significant at any level. Therefore, the null hypothesis “There exists no significant in the mean scores of cultural competence based on religion is accepted. It shows that there exists significant difference in the mean score of Leadership Behaviour of prospective teachers based on religion.

(d) Comparison of Leadership Behaviour based on Optional subject

Null Hypotheses: 5

There exists no significant difference in the mean score of Leadership behaviour based on Optional subject.

Table : 4.16*Comparison of Leadership Behaviour Based on Optional Subject.*

Optional Subject	Mean	SD	Source	Sum of squares	df	Mean Square	F	p	Remark
Arts	113.73	24.27	Between GP	5850.5	2	2925.24	4.596	0.011	Sig.at0.05
Science	123.07	25.97	Within GP	252691.1	397	636.50			level
Commerce	118.86	25.37	Total	258541.6	399				

From the above table, the calculated value ($F=4.596$, $P<0.011$) is significant at 0.05 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Leadership behaviour based on optional subject is rejected, It shows that there exists significant difference in the mean scores of Leadership Behaviour of prospective teachers based on Optional Subject.

The result does not help to identify exactly the pair group which differs significantly. Hence Scheffs multiple comparison is used for further analysis.

Table: 4.17*Scheffe's multiple comparison*

Optional subject	N	Pair	P (Scheffe)	Remark
Arts (A)	130	A Vs B	0.011	Sig. at 0.05 level
Science (B)	138	B Vs C	0.392	NS
Commerce (C)	132	A Vs C	0.259	NS

Note: NS-Not Significant

The result showed that the two pair Arts and Commerce (A Vs C) and Science and Commerce (B Vs C) do not differ in their Cultural competence . The other pair Arts and Science (A Vs B) has significant difference in their Cultural competence. The mean value (123.07) shows prospective teacher of Science group have more cultural competence than Arts and Commerce other group prospective teachers.

(e) Comparison of Leadership behaviour based on Parental Qualification

Null Hypotheses : 6

There exists no significant difference in the mean score of cultural competence of prospective teachers based on Parental Qualification .

Table :4.18

Comparison of leadership Behaviour based on Parental Qualification

Parental Qualification	Mean	SD	Source	Sum of Square	df	Mean Square	F	P	Remark
Below SSLC	119.32	25.89	Between Gp	868.2	2	434.10			
HSC	120.15	26.5	Within GP	257673	397	649.05	69	13	
Degree and above	116.72	24.16	Total	258541	399				

Note: NS-Not Significant

From the above table ,the calculated values ($t=0.669$, $P>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference in the mean scores of Cultural competence based on parental Qualification is rejected, It shows that there exists significant difference in the mean scores of Leadership Behaviour of prospective teachers based on Parental Qualification.

Correlation Analysis

Correlation is degree of the relationship between the paired scores. A Coefficient of correlation [r] is a single number that tell us to what extent two variables are related and to what extent variations in one variable to with variations of other variable.

According to (1986) the interpretation of 'r' is stated as follow:

Values of r	Verbal Description
0	Zero relationship
0.00 to 0.20	Negligible relationship
0.21 to 0.40	Low correlation
0.41 to 0.60	Substantial relationship
0.61 to 0.80	High correlation
0.81 to 0.99	Very high correlation
1	Perfect correlation

Table 4.19

Pearson correlation between Cultural Competence and Leadership

Behaviour of Prospective Teachers based on background characteristics

Background characteristics		Pearson	p	Remark
		Correlatio		
		n		
Total		0.198	0.00	Sig. at 0.01
			0	level
Locale	Rural	0.260	0.00	Sig. at 0.01
			0	level

	Urban	0.102	0.16	NS
			8	
Marital Status	Married	0.228	0.00	Sig. at 0.01
			1	level
	Unmarried	0.165	0.02	Sig. at 0.05
			2	level
Type of Institution	Aided	0.162	0.02	Sig. at 0.05
			2	level
	Government	0.193	0.00	Sig. at 0.01
			6	level
Religion	Hindu	0.142	0.10	NS
			0	
	Christian	0.165	0.06	NS
			1	
	Muslim	0.283	0.00	Sig. at 0.01
			1	level
Optional Subject	Arts	0.029	0.74	NS
			3	
	Science	0.132	0.12	NS
			3	
	Commerce	0.354	0.00	Sig. at 0.01
			0	level

Parental	Below SSLC	0.033	0.70	NS
Qualification			5	
	HSC	0.206	0.02	Sig. at 0.05
			2	level
	Degree and	0.347	0.00	Sig. at 0.01
	above		0	level

Correlation between correlation between cultural competence and leadership behaviour

Analysis of table reveals that the calculated value ($r=0.198$, $p<0.01$) has positive negligible relationship between Cultural Competence and Leadership Behaviour of Prospective Teachers for the total sample. From the r value it can be said there exists negligible correlation between Cultural Competence and Leadership Behaviour.

For most of the sub-sample there was a positive correlation which was negligible or low, except for the sub samples belonging to, Urban, Hindu, Christian, Arts, Science and having Parental educational qualification, below SSLC.

Chapter- V

Findings, Discussion, Conclusion and Suggestions

- * The study in Retrospect
- * Findings
- * Conclusions
- * Educational Implications
- * Suggestions for further research

5.01 The study in Retrospect

The study under investigation is entitled as ” Cultural competence and Leadership behaviour among prospective teachers”. In this chapter an attempt is made by the investigator to summarize all the findings and conclusion drawn from the study. The suggestion for further researchers is also given.

5.02 Statement of the problem

The problem selected for the present study is entitled as “Cultural Competence and Leadership Behaviour among Prospective Teachers”

5.03 Objectives of the Study

- (1) To study the Cultural competence and Leadership behaviour among prospective teachers.
- (2) To study the significant difference, if any in the mean scores of cultural competence and leadership behaviour among prospective teachers based on Locale.
- (3) To study the significant difference, if any in the mean scores of cultural competence and leadership behaviour among prospective teachers based on Marital status.
- (4) To study the significant difference, if any in the mean scores of cultural competence and leadership behaviour among prospective teachers based on Type of Institution

- (5) To study the significant difference if any ,in the mean scores of cultural competence and leadership behaviour among prospective teachers based on Religion.
- (1) To study the significant difference if any ,in the mean scores of cultural competence and leadership behaviour among prospective teachers based on Religion.
- (2) To study the significant difference if any in the mean scores of Cultural competence and leadership behaviour among prospective teachers based on optional subject.
- (3) To study the significant difference if any in the mean scores of the Cultural competence and leadership behaviour among prospective teachers based on Parental Qualification.
- (4) To study the relationship, if any, between Cultural Competence and Leadership behaviour of prospective teachers

5.04 HYPOTHESES RESTATED FOR THE STUDY

The null hypotheses formulated for this study are following.

- 1) There exists no significant difference in the mean scores of the Cultural competence and leadership behaviour among prospective teachers based on Locale.
- 2) There exists no significant difference in the mean scores of the cultural competence and leadership behaviour among prospective teachers based on Marital Status.

- 3) There exists no significant difference in the mean scores of the cultural competence and leadership behaviour among prospective teachers based on Type of Institution.
- 4) There exists no significant difference in the mean scores of the cultural competence and leadership behaviour among prospective teachers based on Religion.
- 5) There exists no significant difference in the mean scores of the Cultural competence and leadership behaviour among prospective teachers based on Optional Subject.
- 6) There exists no significant difference in the mean scores of the cultural competence and leadership behaviour among prospective teachers based on Parental Qualification.
- 7) There exists no significant correlation between Cultural Competence and Leadership Behaviour of prospective teachers.

5.05 METHODOLOGY IN BRIEF

The present study was undertaken to assess the cultural competence and leadership behaviour among prospective teachers. A sample of 400 prospective teachers from Kanyakumari and Tirunelveli Districts. Normative survey method was adopted in the present study. Tool used in the present study were Cultural Competence scale for prospective teachers Leadership Behaviour Scale and Personal Data Sheet. After the collection of the data, the sample were subjected to different types of statistical treatments like standard deviation t- test, ANOVA, Scheffe's procedure and Pearson's Product Moment Correlation.

5.06 MAJOR FINDINGS OF THE PRESENT STUDY

The following are the important findings of the present investigation.

- (1) Majority of the Prospective Teachers have moderate level of Cultural Competence and Leadership Behaviour.
- (2) There exists significant difference in the mean scores of Cultural competence of prospective teachers based on their Locale. This finding is supported by the following result(t value=5.078, p value < 0.01), which is significant at 0.01 level.

Significant locale-wise differences in cultural competence suggests that better opportunities, experiences and exposure to diversity obtained by students studying in urban institutions calls for the attention and recognition of culturally diverse population, leading to broader perspectives and better cultural competencies so that they can adapt their teaching practices to meet the needs of all learners.

- (3) There exists no significant difference in the mean scores of Cultural competence of prospective teachers based on their Marital status. This finding is supported by the following result (t value = 0.618, p value > 0.05) which is not significant at any level.

- 4) There exists significant difference in the mean scores of Cultural competence of prospective teachers based on their Type of Institution. This finding is supported by the following result (t value=3.836. p value<0.01) which is significant at 0.01 level).

Significant differences in cultural competence with regard to ‘Type of Management’ is suggestive that to keep up with the drastically changing syllabus of relevance, after the invention of Artificial Intelligence based courses, self-financing colleges have implemented a wide-variety of skill-based and job-oriented practices attracting learners from varied culture to gather and learn together. Self-financing colleges offer more outreach programmes giving opportunities to engage with students of different cultures.

5) There exists no significant difference in the mean scores of Cultural competence of prospective teachers based on their religion. This finding is supported by the following result (F value 0.386, p value=0.05) which is not significant at any level.

6) There exists significant difference in the mean scores of Cultural competence of prospective teachers based on their Optional subject. This finding is supported by the following result (F value=3.398, p value<0.05) which is significant at 0.05 level). Science group prospective teachers have high cultural competence than Arts and Commerce groups (mean 96.02). Difference in cultural competence with regard to ‘Type of Optional subject’ is suggestive that Science students have a background of global awareness about cultural differences, as they have more chances of comparing their studies with the global literature and experiments.

7) There exists no significant difference in the mean scores of Cultural competence of prospective teachers based on their Parental qualification. This finding is supported by the following result (F value=0.136, p value>0.05) which is not significant at any level.

8. There exists no significant difference in the mean scores of leadership behaviour of prospective teachers based on their locale. This finding is supported by the following result (t value=1.746, p value=0.05) which is not significant at level). This suggests that regardless of whether prospective teachers are trained in rural or urban settings, their levels of leadership behaviour are comparable. Moreover the curriculum and training methods used in teacher education institutions, irrespective of their location, are effective in preparing prospective teachers with the necessary leadership behaviour skills.

9. There exists no significant difference in the mean scores of leadership behaviour among prospective teachers based on their Marital status. This finding is supported by the following result (t value=0.589, p value>0.05) which is not significant at any level).

10. There exists significant difference in the mean scores of leadership behaviour of prospective teachers based on their Type of Institution. This finding is supported by the following result (t value=2.827, p value<0.01) which is significant at 0.01 level). Students from Aided Colleges of Education had more leadership behavior than their counterparts.

11. There exists no significant difference in the mean scores of leadership behaviour of prospective teachers based on their religion. This finding is supported by the following result (F value 0.605, p value>0.05) which is not significant at any level).

12 There exists significant difference in the mean scores of leadership behaviour of prospective teachers based on their Optional subject. This finding is supported by the following result (F value=4.596, p value<0.05), which is significant at 0.05 level).

13 There exists no significant difference in the mean scores of Leadership behaviour of prospective teachers based on their Parental qualification. This findings is supported by the following result (F value=0.669, p value=0.05), which is not significant at any level).

14. There exists a positive, negligible relationship between Cultural Competence and Leadership Behaviour of Prospective Teachers for the total sample. This findings is supported by the calculated value ($r=0.198$, $p<0.01$).

DISCUSSIONS

Moderate level of cultural competence suggests that, though prospective teachers have some awareness and understanding of cultural differences, they still need to develop their skills and knowledge in this area by receiving more training in cultural awareness and diversity during their teacher preparation programs. As individuals' backgrounds and life experiences can shape their cultural competence, prospective teachers who have more diverse personal experiences and interaction with students from various cultural backgrounds are more likely to develop a greater understanding and appreciation for diversity.

Leadership behavior was also exhibited on a moderate level due to their stage of professional development and the emphasis on teaching pedagogy in their curriculum. Though they may possess the potential for strong leadership, they are still acquiring the necessary knowledge, skills, and experience through coursework, internships, and practical experiences.

On comparing the mean scores, prospective teachers studying in Self financing colleges possessed more cultural competence than their counterparts. This may be due to the fact that other factors can influence a teacher's cultural competence, including their specific training methods, teacher characteristics, professional development opportunities, or the diversity of the student population they serve.

The educational institution where the prospective teachers study can significantly influence their development of cultural competence. Institutions focusing on diversity and inclusion are likely to foster stronger cultural competence compared to those with less emphasis on these areas. Institutions with culturally competent faculty are more likely to promote culturally responsive practices.

Prospective teachers need leadership skills to effectively manage classrooms, guide students, and collaborate with colleagues. The result suggests that aided colleges provide better opportunities for students to take initiative, make

decisions, and motivate others, ultimately contributing to their overall personal and professional growth.

Subject matter specialization provides specialized knowledge leading to significant differences in the cultural competence and leadership behavior. In both cases, Science group students possessed higher cultural competence and leadership skills than Arts and Commerce students.

The negligible positive correlation between the variables suggests that as cultural competence increased, there was a slight tendency for leadership behaviors also to increase.

5.07 Educational Implications of the study:

- Prospective teachers should be given more opportunities to continuously learn and develop understanding of different cultures, respect diversity, aware of their own biases, adapting their teaching strategies and classroom practices to better meet the needs of diverse learners and thereby increasing their level of cultural competence.
- As cultural competence is influenced by locale, type of institution and optional subject, the specific contexts and environment can enhance the process of ongoing learning and shape how individuals understand and interact with diverse cultures.

- Prospective teachers of Arts and Commerce subject discipline should be given more chances to work respectfully with people from diverse cultures, recognize one's own cultural biases and adopt culturally-responsive teaching strategies or pedagogical approaches.
- Teacher education programs of aided institutions should prioritize the development of teaching practices that value and respect cultural diversity more, incorporate culturally responsive pedagogy into their curriculum and provide opportunities to engage with the surrounding community to learn about different cultures and become effective leaders.
- Prospective teachers should role model respect for diversity and use the classroom as a supportive space for students to have intercultural dialogue. They should encourage students to think critically about real-world issues, unequal distributions of power and advocate for social justice. Teacher preparation programs should embed concepts related to diversity into the course content. The Teachers Education curriculum should promote democratic principles and practices by addressing issues of diversity, equity, and inclusion in schools.
- As Students from Aided Colleges of Education had more leadership behavior than their counterparts, self-financing colleges should offer access to more resources, exposure to larger and diverse student populations, and opportunities for involvement in extracurricular activities and leadership roles to promote the potential for leadership.

- Science curricula of Teacher Education often emphasizes problem-solving, critical thinking, and collaboration, which can foster leadership skills and cultural competence. Hence other subject curricula should also prioritise these aspects within the educational context.
- Teacher preparation programs can integrate leadership development by offering specific courses, workshops, and practical experiences to equip future teachers with the skills and knowledge needed to lead effectively within their classrooms and schools, by including topics like classroom management, instructional leadership, opportunities for experiential learning and mentoring.
- Cultural competence and leadership behaviour skills among prospective teachers.

should be developed through organising various activities like awareness programs, seminars and symposium.

* respect diverse cultural and learn from different cultural motivate all student to learn better in the confidence strategies could be provided.

- Opportunities to stimulate thinking through brainstorming techniques and confidence building strategies to enhance Leadership behavior should be provided.
- Induce thinking processes during leadership behaviour activities to trigger cultural competence.
- Healthy and conducive atmosphere in the campus for developing Cultural competence and leadership behaviour should be provided.

- Continuous feedback should be given to improve their leadership behaviour.
- Though the relationship between the variables was weak, it does suggest that cultural competence might play a role in shaping leadership behavior among prospective teachers.

5.08 Conclusion

Prospective teachers with high cultural competence and strong leadership behaviours are crucial for creating inclusive and equitable learning environments. They demonstrate a commitment to understanding and respecting diverse cultures, and they use their leadership skills to advocate for student success and foster positive school cultures. They must incorporate these skills into their teaching practices to address the diverse needs of their students, resulting in improved academic performance and classroom dynamics. Cultural competence and strong leadership behaviours provide opportunity to transform pedagogy, goals and procedures to improve student-teacher relationship.

Culturally responsive teaching practices involve incorporating culturally relevant content in curricula, perspectives, and instructional approaches that enhance life-related learning experiences of students. Educators should engage in self-reflection and examination of their own biases and assumptions about different cultures. Educational institutions should advocate for the integration of cultural competence training in teacher preparation programs and ongoing professional development. By embracing cultural diversity, educational

institutions can develop environments where all students feel valued, respected, and empowered to succeed.

Teachers must accept that students have different identities and backgrounds that shape their beliefs, values, perspectives, actions, and interactions. Preservice teachers need to be culturally aware in order to plan for classroom activities, which are grounded in real-world examples and authentic experiences. Teacher educators must provide specific resources and practices for facilitating the development of cultural competence among preservice teachers. Activities for cultivating cultural responsiveness can be provided by planning instruction that incorporates experiences and histories of diverse populations and incorporating multiple perspectives into their teaching. Preservice teachers' need support to understand their own culture and biases and increase awareness of the relationship between power and privilege in schools.

From the result, the study revealed that the prospective teachers possessed moderate level of Cultural competence and leadership behaviour. From the result it was found that locale, type of Institution and optional subject had influence on Cultural competence. Marital status, religion and parents' educational qualification had no influence on Cultural competence .Whereas type of Institution and optional subject had influence on Leadership behaviour. Locality of institution, marital status, religion and parents' educational qualification had no influence on Leadership Behaviour . The study concluded that mean scores of Cultural competence and leadership behaviour among prospective teachers

under study was positive correlated. That is when Cultural competence was high leadership behaviour is also high among prospective teachers.

Cultural competence is positively correlated with leadership behavior in this study. Culturally competent teachers, who understand and appreciate diverse student backgrounds, are better equipped to lead and inspire students. They can create more inclusive learning environments, foster positive relationships, and ultimately improve student outcomes. Culturally competent teacher leaders can better understand and manage students from various backgrounds, make them feel valued and foster stronger bonds, leading to increased cohesion, communication, and innovation. They are also more likely to foster a sense of belonging and engagement by avoiding misunderstandings among diverse students, ultimately improve the perspectives of learners to generate more innovative solutions and leadership behaviour. Guided by culturally competent teachers, students are more likely to be engaged in their work, reduce conflict, improve overall performance and imbibe empathy and respect for different cultures.

Culturally competent teachers are more effective leaders because they can build strong relationships with students and families developing trust and rapport, which is essential for effective leadership. They can create inclusive and equitable learning environments in classrooms where all students feel valued and respected, regardless of their cultural background. Culturally sensitive teachers can adapt teaching strategies to accommodate different learning styles and cultural preferences, ensuring that all students have opportunities to

succeed. They lead by example, modeling culturally responsive behaviors and demonstrating to their students the importance of valuing diversity.

The combination of cultural competence and effective leadership can lead to positive outcomes like, increased student engagement and achievement. As students feel connected to their teachers and learning environment, they are more likely to be motivated. Culturally competent teachers are better at building rapport with students and families, leading to more positive interactions and stronger student-teacher relationships and better classroom dynamics. When prospective teachers are culturally competent, they are more likely to create schools where all students feel valued and respected, regardless of their cultural background, creating a more inclusive and equitable school culture.

5.09 Suggestions for further research

In the light of the finding and conclusion drawn, the following suggestions for further study are made:

1. Influence of cultural competence on various leadership styles can be explored.
2. Role of cultural sensitivity in communication and conflict resolution can be investigated.
3. Factors influencing Cultural Competence and Leadership like training, professional development, school climate and organizational culture can be investigated.

4. Strategies for developing cultural competence and leadership behavior among prospective teachers can be experimented.

5. Influence of teachers' cultural competence and leadership on self-efficacy and student achievement.

6. The study was conducted on prospective teachers only. It can be extended to educators too.

7. Factors that might influence the strength of the correlation more deeply between Cultural Competence and Leadership can be explored.

REFERENCE

REFERENCE

Banks, J.A. (2015). Cultural diversity and education: Foundations, Curriculum, and Teaching. Routledge.

Cross, T. L (2021). Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed. Georgetown University Child Development Center, CASSP Technical Assistance Center.

Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice (3rd ed.). Teachers College Press.

Hammond, Z. (2015). Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Corwin Press.

Hollins, E. R. (2015). Culture in School Learning: Revealing the Deep Meaning. Routledge

Horvat, L., Horey, D., Romios, P., & Kis-Rigo, J., 2014. Cultural competence education for health professionals. Cochrane Database of Systematic Reviews, (5).

Landa, M.S., & Stephens, G., 2017. Promoting cultural competence in preservice teacher education through children's literature: an exemplary case study. Issues in Teacher Education, 26(1), 53-71.

Landorf, H., Doscher, S., & Hardrick, J. (2023). Making global learning universal: Promoting inclusion and success for all students. Taylor & Francis.

Mayfield, V. (2020). Cultural competence now: 56 exercises to help educators understand and challenge bias, racism, and privilege. ASCD.

Neha, J., and Sapna S, (2021) , A Study Of Leadership Of Prospective Teachers, *International Journal of Creative Research Thoughts (IJCRT)* ,Volume 9, Issue 5 May 2021 | ISSN: 2320-2882

Reich, S.M., & Reich, J.A., 2006. Cultural competence in interdisciplinary collaborations: A method for respecting diversity in research partnerships. *American Journal of Community Psychology*, 38, 51-62.

Santamaria, L. J. (2009). Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners. *Teachers College Record*, 111(1), 214-247.

Seeberg, V., & Minick, T. (2012). Enhancing cross-cultural competence in multicultural teacher education: Transformation in global learning. *International Journal of Multicultural Education*, 14(3).

Sengupta, E., Blessinger, P., Hoffman, J., & Makhanya, M. (2019). Introduction to strategies for fostering inclusive classrooms in higher education. In *Strategies for Fostering Inclusive Classrooms in Higher Education: International Perspectives on Equity and Inclusion* (pp. 3-16). Emerald Publishing Limited.

Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed*. Washington, DC: National Institute of Mental Health, Child and Adolescent Service System Program.

Council for the Accreditation of Educator Preparation (CAEP) Board of Directors. (2015). *CAEP accreditation standards*. Washington, DC: Council for the Accreditation of Educator Preparation

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College.

Ladson-Billings, G., (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

Moule J., *Cultural Competence: A Primer for Educators*, Cengage Learning, USA, 2012, 384

Meaney, K. S., Bohler, H. R., Kopf, K., Hernandez, L., & Scott, L. S. (2008). Service-learning and pre-service educators' cultural competence for teaching: An exploratory study. *Journal of Experiential Education*, 31(2), 189–208.

National Education Association. (2015). *Diversity toolkit introduction*. Retrieved from <http://www.nea.org/tools/diversity-toolkit-introduction>

Delgado-Gaitan & Trueba, K. (1991). *Literacy instruction in multicultural settings*. New York, NY: Harcourt Brace Jovanovich.

Ginsberg, J. A. (2015). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed., pp. 3-29). San Francisco, CA: Jossey-Bass.

Kuykendall, J. A. (Ed.). (2004). *The Routledge international companion to multicultural education*. New York, NY and London, UK: Routledge.

Ortiz, J. A. (2012). Multicultural education: Dimensions of. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (Vol. 3, pp. 1538-1547). Thousand Oaks, CA: Sage.

Pai, Adler, & Shadiow J. C. (2006). Early childhood intervention: The social science base of institutionalized racism. *Harvard Educational Review*, 40(1), 29-50.

Chen H.-C., Jensen F., Measom G., Bennett S., Nichols N.D., Wiggins L., Anderton A. Factors Influencing the Development of Cultural Competence in Undergraduate Nursing Students. *J. Nurs. Educ.* 2018;57:40–43. doi: 10.3928/01484834-20180102-08.

Harris, A. 2003. Teacher leadership: Heresy, fantasy or possibility? *School Leadership & Management*, 23(3): 313–324.

Harris, A., & Lambert L. (2003) What is leadership capacity? *National college for school leadership*, UK

Helterbran, V. R. 2010. Teacher leadership: Overcoming 'I am just a teacher' syndrome. *Education*, 131(2): 363-371

Hongyan Zhao and Jiacheng Zhang, (2022), *Best Evidence in Chinese Education*, 2022; 10(2):1357-1373. Doi: 10.15354/bece.22.or042.

Kaihlanen A.-M., Hietapakka L., Heponiemi T. Increasing cultural awareness: Qualitative study of nurses' perceptions about cultural competence training. *BMC Nurs.* 2019;18:38. doi: 10.1186/s12912-019-0363-x.

Krisko, M.E. 2001. Teacher leadership: A profile to identify the potential. Paper presented at the Biennial Convocation of Kappa Delta Pi, 43rd, Orlando, FL, pp. 8-10.

Katzenmeyer, M. and Moller, G. 2001. *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.

Lorenz, Stephen R. (2012) "Leadership" Lessons on Effectively Leading People, Teams and Organizations. Air University Press, Alabama

Mayfield, V. (2020). *Cultural competence now: 56 exercises to help educators understand and challenge bias, racism, and privilege*. ASCD.

Moule, J. (2012). *Cultural competence: A primer for educators* (2nd ed.). Wadsworth Cengage Learning.

Phelps, P. H. 2008. Helping Teachers Become Leaders. *The Clearing House*, 81(3): 119- 122.

Poekert, P.E. 2012. Teacher leadership and professional development: Examining links between two concepts central to school improvement. *Professional Development in Education*, 38(2): 169-188.

Delgado-Gaitan & Trueba, K. (1991). *Literacy instruction in multicultural settings*. New York, NY: Harcourt Brace Jovanovich.

Ginsberg, J. A. (2015). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed., pp. 3-29). San Francisco, CA: Jossey-Bass.

Kuykendall, J. A. (Ed.). (2004). *The Routledge international companion to multicultural education*. New York, NY and London, UK: Routledge.

Ortiz, J. A. (2012). Multicultural education: Dimensions of. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (Vol. 3, pp. 1538-1547). Thousand Oaks, CA: Sage.

Banks, J. A. (2013). *Citizenship education and global migration: Implications for theory, research, and teaching*. Washington, DC: American Educational Research Association.

Pai, Adler, & Shadiow J. C. (2006). Early childhood intervention: The social science base of institutionalized racism. *Harvard Educational Review*, 40(1), 29-50.

Benally, (1991). *Compensatory education for cultural deprivation*. New York, NY: Holt.

McCarty, A. W. (2002). The triple quandary and the schooling of Afro-American children. In U. Neisser (Ed.), *The school achievement of minority children: New perspectives* (pp. 57-92). Hillside, NJ: Erlbaum.

Kiang and Kaplan, S. A. (2011, October). A record-setting decade of immigration: 2000 to 2010. Washington, DC: Center for Immigration Studies. Retrieved from cis.org/2000-2010-record-setting-decade-of-immigration

Goto, S. A. (2016, June). New data: Immigration surged in 2014 and 2015. Washington, DC: Center for Immigration Studies. Retrieved from [cis.org/ New-Data Immigration-Surged-in-2014-and-2015](http://cis.org/New-Data-Immigration-Surged-in-2014-and-2015)

APPENDICES

APPENDIX A

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS),

ATTOOR, KANYAKUMARI DISTRICT

RE-ACCREDITED BY NAAC WITH ‘A++’ GRADE

(Affiliated to Tamil Nadu Teacher Education University)

KANNIYAKUMARI DISTRICT

Cultural Competence Scale

Prepared by Shyni N.S.&Dr.Bindu Gouri.V.P

2023-2025

Instruction

The below mentioned statements are to Cultural Competence. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using () mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes.

General Data Sheet

Name of the Student	-	
Name of the Institution	-	
Gender	-	Male/Female
Local	-	Rural/ Urban
Marital Status	-	Married/ Unmarried
Type of Institution	-	Aided/Government/Self
Religion	-	Hindu/ Christian/Muslim
Optional subject	-	Arts/ Science/Commerce
Parental Qualification	-	Below SSLC/HSC/Degree & Above

APPENDIX B

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS),

ATTOOR, KANYAKUMARI DISTRICT

CULTURAL COMPETENCE SCALE

FINAL SCALE

Prepared By

(SHYNI N S & DR. BINDHU GOURI V P)

2023-2025

INSTRUCTION

The following statements are related to the Cultural Competence and Leadership Behaviour among prospective teachers. Kindly read all the statements and respond by put a (✓). Please do not omit any statement.

Strongly Agree(SA)/Agree(A)/Undecided(UD)/Disagree (DA)/Strongly Disagree(SD).

Sl. No	Statement	SA	A	UD	D	SD
1	I try to learn more from other cultural groups as my knowledge of certain cultural groups is limited					

2	It is not necessary to develop action plans before interacting with people from a different culture					
3	I know that differences in race, culture and ethnicity are important for an individual's identity.					
4	I am aware that as classrooms become culturally diverse, the teacher's job becomes more challenging					
5	I am not conscious that cultures change over time and can vary from person to person.					
6	For a teacher, achieving cultural competence involves a commitment to learning over a lifetime.					
7	Stereotypical attitudes and discriminatory actions can encourage violence against individuals.					
8	I am not aware of my own cultural bias and behavior.					
9	I am not sure that culture determines the life style of a person.					
10	I do not acknowledge inter- cultural and intracultural differences in people.					

11	It is not the teacher's responsibility to encourage pride in one's culture.					
12	It is not the teacher's responsibility to become knowledgeable of the student's cultural backgrounds.					
13	When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioural problems.					
14	My attitude in the classroom does not reflect my cultural values.					
15	I can't accept cultural differences easily.					
16	I am committed to learn the local language wherever I go.					
17	The present day curriculum gives undue importance to multiculturalism and diversity.					
18	Being multiculturally aware is not relevant for the subject I teach.					
19	I like to collaborate with other teachers who are culturally diverse.					
20	I make a student of different home language comfortable to communicate in class.					

21	I do not intervene when I see a student behaving in a discriminatory manner.					
22	I adapt my communication style to interact with people who communicate in ways that are different from my own.					
23	I encourage people who challenge me to increase my cross cultural skills.					
24	I do not involve in initiatives that promote interaction among members of diverse groups.					
25	I do not demonstrate respect for the culture and beliefs of others.					
26	I cannot socialise with people from a culture that is unfamiliar to me.					
27	I do not try to understand the perspectives of others about culturally appropriate courses of action.					
28	I can encourage students to learn about their own culture and the cultures of their peers.					
29	I generalize a specific behaviour presented by an individual to the entire cultural community.					
30	I change my verbal behaviour when cross cultural interaction requires.					

APPENDIX C

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS),

ATTOOR, KANYAKUMARI DISTRICT

CULTURAL COMPETENCE SCALE

DRAFT SCALE

Prepared By

(SHYNI N S & DR. BINDHU GOURI V P)

2023-2025

Cultural Knowledge

INSTRUCTION

The Following statements are related to the Cultural Competence and Leadership Behaviour among Prospective teachers. Kindly read all the statements and respond by put a (✓). Please do not omit any statement.

Always (AL)/ Frequent (F)/ Occasionally (O)/ Seldom (S)/ Never(N)

Sl. No	Statement	AL	F	O	S	N
1	I make mistakes and choose to learn from them.					

2	As my knowledge of certain cultural groups is limited. I try to learn more from other cultural groups.					
3	I make the time to advance my knowledge from a variety of existing culturally diverse resources to address gaps in my cultural knowledge.					
4	I know that differences in race, culture and ethnicity are important and valued parts of an individual's identity.					
5	I am knowledgeable about historical incidents and current day practices that demonstrate racism and exclusion towards other cultures.					
6	I recognize that cultures change over time and can vary from person to person.					
7	I recognize that achieving cultural competence involves a commitment to learning over a lifetime.					
8	I recognize that stereotypical attitudes and discriminatory actions can encourage violence against individuals.					
9	It is the teacher's responsibility to become knowledgeable of the students cultural backgrounds.					
10	I continue to develop my capacity for assessing areas where there are gaps in my knowledge					
11	I recognize that people are influenced by race, gender identity, religion, ethnicity, etc.					

12	I acknowledge both inter- cultural and intracultural differences.					
13	I'm aware that everyone has a "culture" and my own "culture" is not to be regarded as the reference to assess which behaviours are appropriate or inappropriate.					
14	By becoming familiar with my students culture I am contributing to creating a more engaging learning environment.					
15	I understand that my students may come from cultures where educational traditions are different.					
16	Conflicts are likely to occur when teachers and students come from different cultures.					
17	Students from certain cultural backgrounds tend to participate more than others.					
18	There is a risk of reinforcing stereotype when talking about students cultural traditions in the classroom.					
19	The Advantages of being a teacher clearly outweigh the disadvantages.					
20	I am aware of the obstacles faced by immigrant learners in seeking access to jobs in the united states.					

Cultural Attitudes

Sl. No	Statement	AL	F	O	S	N
1	I find teaching a culturally diverse student group rewarding.					
2	Teaching methods need to be adapted to meet the needs of a culturally diverse student group.					
3	Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.					
4	Teachers have the responsibility to be aware of their students cultural backgrounds.					
5	I frequently invite extended family members (e.g)cousins, grandparents, god parents) to attend parent – teacher conferences.					
6	It is not the teacher's responsibility to encourage pride in one's culture.					
7	As classrooms become more culturally diverse the teachers job becomes increasingly challenging.					
8	I believe the teacher's role needs to be redefined to address the needs of students from culturally diverse background.					

9	When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioural problems.					
10	As classrooms become more culturally diverse the teachers job becomes increasingly rewarding.					
11	Being an Example to others motivates me to endure hardships.					
12	Living for others helps me rise above my own problems.					
13	I can accept cultural difference easily					
14	I am committed to learn the local language wherever I go.					
15	I have a thirst for learning.					
16	I like to collaborate with other teachers who are culturally diverse.					
17	I feel that the school authorities will help me to promote student equality.					
18	I make a student of different home language comfortable to communicate in class.					
19	When a sensitive use of diversity arises in class I shall try to address it.					
20	I hope I'll get proper and development opportunities at school to promote equality.					

Cultural Skills

Sl. No	Statement	AL	F	O	S	N
1	I develop ways to interact respectfully with individuals and groups that may differ from me.					
2	I effectively intervene when I observe others behaving in a racist and/or discriminatory manner.					
3	I adapt my communication style to effectively interact with people who communicate in ways that are different from my own.					
4	I consistently seek out people who challenge me to increase my cross cultural skills.					
5	I am actively involved in initiatives small or big that promote interaction and understanding among members of diverse groups.					
6	I consistently act in ways that demonstrate respect for the culture and beliefs of others.					
7	I put into practice the specific cultural protocols that make me more effective in my work with diverse individuals and groups.					

8	My friends of other cultures consider me an ally and know that I will support them in culturally appropriate ways.					
9	I work hard to understand the perspectives of others and consult with others about culturally and appropriate courses of action.					
10	I know and use a variety of relationship building skills to create connections with people from whom I differ.					
11	I recognize my own cultural biases in a given situation and I'm aware not to act out based in my biases.					
12	I'm aware of within group differences and I do not generalize a specific behaviour presented by an individual to the entire cultural community.					
13	I feel much connected to others.					
14	I am comfortable in discussing race related topics with others.					
15	I am encouraged to teach about people from different cultures.					
16	How often do school leaders encourage you to teach about people from different race, ethnicities or cultures.					

17	How often do you think about what colleagues of different races, ethnicities or cultures experience.					
18	How confident are you that adults at your school can have honest conversation with each other about race.					
19	At your school, how often are you encourage to think more deeply about race related topics.					
20	How comfortable are you discussing race related topics with your colleagues.					

LEADERSHIP BEHAVIOUR

PLANNING

Sl No	Statement	A	F	O	S	N
1	I think many times before implementing a plan into action					
2	I never discourage anyone's ideas while planning.					
3	I never allow my group members to take part in the planning and problem solving process.					
4	I believe that planning is not important for a leader to perform a task.					
5	I have good planning skill.					
6	I can formulate plans and organize an activity.					

7	I have enough confidence to implement my visions into action.					
8	I act as a role model showing loyalty and service to my group members.					

MOTIVATION

Sl No	Statement	AL	F	O	S	N
1	I shall inspire a group by showing myself as a model.					
2	I praise and speak kind words of encouragement.					
3	I encourage all members to actively participate in every event.					
4	I discourage my group members to work together.					
5	I do not like to criticize my friends for their facilities.					
6	I never approach the members in an optimistic way.					
7	I develop moral strength among my group members.					
8	I always disrespect ethics and values.					

ORGANIZATION

Sl No	Statement	AL	F	O	S	N
1	I act as a role model by showing loyalty and service to my group members.					
2	I am not capable of building a team.					
3	I am not a good team player.					
4	I do not have the ability to connect people together.					
5	I try to understand my team's strength and weakness.					
6	I never forgive and forget my group members mistakes.					
7	I am not good at controlling my emotions.					
8	I solve problems from my own experience and learning form others.					

COMMUNICATION

Sl No	Statement	AL	F	O	S	N
1	I never accept my group members flaws and imperfections.					

2	I want to communicate with all the members of my group to know about their feelings.					
3	I want to interact with others both directly and directly.					
4	I interact with my group members to know their expectations.					
5	I do not conduct debates on key issues.					
6	I never clarify the doubts of others by interacting with them.					
7	I neither listen nor understand others point of view.					
8	I avoid misunderstandings while communicating with my group members.					

ECISION MAKING

Sl No	Statement	AL	F	O	S	N
1	I do not make suitable decisions in critical situations.					
2	I am not really interested in others problems.					
3	I look every failure as a blessing in disguise.					
4	I do not like others advice.					
5	I never feel guilty about things beyond my control.					

6	I use decision making skill as a tool to solve the problems.					
7	I approach a situation with confidence and willingness.					
8	I select a choice option and implement it to attain the goal.					