



THE READINESS OF PROSPECTIVE TEACHERS FOR CULTURALLY RESPONSIVE TEACHING ¹

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Abstract: The aim of this study is to determine the readiness level of prospective teachers for culturally responsive teaching and explore students' opinions about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness. This research employed a mixed method research design. The study group consisted of a total of 403 prospective teachers who were studying in their final year of different teaching departments at a Turkish state university in the spring semester of 2017-2018 education year. The data were collected via Cultural Responsive Teaching Readiness Scale developed by Karatas & Oral (2017) and semi-structured interviews. The scale, which consists of 21 items, has two-factors which are 'Personal Readiness' and 'Professional Readiness'. In this study, the quantitative data were analyzed through both descriptive and inferential statistics and the qualitative data were analyzed through descriptive analysis. The research findings revealed that prospective teachers felt highly ready for culturally responsive teaching. While 'gender' did not have an impact on their readiness, 'department' variable had an impact on their readiness. Besides, it was unearthed that their personal readiness was significantly higher than their professional readiness. This study also concluded that undergraduate education lacked practice in terms of preparing prospective teachers for culturally responsive teaching.

Key words: Culture, Culturally Responsive Teaching, Prospective Teachers

1. Introduction

In today's world, with globalization many teacher education programs face the challenge of preparing prospective teachers for culturally responsive teaching with the increasing cultural diversity in schools which are today's reality (Hodgkinson, 2002). Therefore, culturally responsive teaching practices have gained more attention than it has ever because a positive or negative response of a teacher to such practices could influence the self-esteem and academic success of students having different cultural backgrounds (Brown, 2007; Childs, 2017).

Culturally responsive teaching supports that all students should have equal access to school learning irrespective of their gender, social class, and ethnic, racial, or cultural characteristics (Banks, 2010). Teachers who utilize culturally responsive teaching practices value students' cultural and linguistic knowledge, previous knowledge and learning styles, and view these as a way to ease student learning rather than as a barrier to learning (Aceves & Orosco, 2014; Gay, 2002; Siwatu, 2007). In addition, culturally responsive teaching includes students' cultural backgrounds in order to manage the classroom effectively; utilizes various assessment and evaluation techniques to let students show what

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they know; and equips students with the necessary skills to improve their competencies in mainstream culture and also helps students to keep their own cultural backgrounds (Siwatu, 2007).

Culturally responsive teaching assumes that academic knowledge and skills are more meaningful and appealing, and are grasped more easily and comprehensively when they take part in the experiences and frameworks of students (Gay, 2000 cited in Gay, 2002). As a result, the academic achievement of culturally diverse students may be enhanced as they can connect and create a relationship with the learning material (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-Billings, 1994, 1995 cited in Gay, 2002).

Salili & Hoosain (2001 cited in Race, 2011) suggest several assumptions for culturally responsive teaching. The most important one is that cultural diversity is an enriching experience, hence culturally responsive teaching curricula have the responsibility of reflecting the diversity of students' background in it. The second assumption is that it is for all students, not just for minority groups. All students can also utilize cultural differences. Hence, culturally responsive teaching needs to be realized in all schools, not just in schools with higher minority student populations. The third assumption is both teachers and students may hold different values, customs, perceptions and prejudices as well as cultural background. These cultural characteristics play an important role in teaching and learning situations and can have substantial effects on learning. Regarding preparation for culturally responsive teaching, Gay (2002, pp.106-112) pointed out five important components of it:

- 1) developing a cultural diversity knowledge base,
- 2) designing culturally relevant curricula,
- 3) demonstrating cultural caring and building a learning community,
- 4) establishing cross-cultural communications,
- 5) establishing cultural congruity in classroom instruction.

Furthermore, Aceves & Orosco (2014, pp. 9-12) identified the relevant themes of culturally responsive teaching as:

1) *Instructional Engagement*: Instructional engagement referring to integrating students' cultural knowledge with the lesson can have a great impact on students' development and learning by helping them make connections with the new knowledge (pp.9).

2) *Culture, Language, and Racial Identity*: Culture, language and racial identity need to be enhanced because if students from different cultures cannot connect and create a relationship between school learning and their own cultural background, then learning may be difficult for them. Culturally responsive teaching methods enable teachers to understand the aspects of students' cultural and linguistic background and how learning is affected from these structures (pp.9-10).

3) *Multicultural Awareness*: Teachers should be critically aware of their own cultural values, beliefs and perceptions. Using multicultural skills enables teachers to better understand, sense, and appreciate the various aspects of their students' cultures such as history or lifestyle (pp.10).

4) *High Expectations*: In culturally responsive teaching contexts, teachers should have high expectations and belief in students' learning capabilities. The curricula should consist of challenging and engaging exercises that are developed with careful consideration of students' cultural and linguistic backgrounds (pp.11).

5) *Critical Thinking*: Teachers should foster students' critical thinking skills by integrating linguistically and culturally challenging activities that involve critical and higher order thinking skills (pp.11).

6) *Social Justice*: Social justice needs to be focused on in culturally responsive teaching contexts. In such contexts, teachers need to guide students to become aware of what kind of challenges or inequalities the other communities face and find possible solutions for them (pp.12).

With the increasing importance of culturally responsive teaching practices in schools, it is needed to train prospective teachers accordingly. Thus, it is essential to assess culturally responsive teaching readiness of prospective teachers. In the literature, some scales have been developed for this purpose

so far. Başbay & Kağnıcı (2011) developed a scale, having three factors namely “Awareness”, “Knowledge” and “Skill”, to determine the perceptions of academics’ multicultural competence. Zlatković et al. (2017) developed three scales, the Teacher Cultural Diversity Flexibility Scale, the Teacher Cultural Diversity Emotional Regulation Scale, and the Teacher Cultural Diversity Tolerance for Ambiguity Scale, to assess self-regulatory aspects of teachers’ intercultural competence. In this study, the scale of Karataş & Oral (2017) was preferred because it was developed in order to determine prospective teachers’ cultural responsive teaching readiness level and the items were more appropriate for Turkish context than the cultural responsive teaching self-efficacy or preparedness scales developed by Hsiao (2015) and Siwatu (2007) for American contexts.

The aim of this study is to determine the readiness level of prospective teachers for culturally responsive teaching and find out if their readiness level differed in terms of gender and the department they were studying in. Furthermore, this study aimed to explore students’ opinions about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness. Research questions are listed below:

- a) How is prospective teachers’ personal culturally responsive teaching readiness?
- b) How is prospective teachers’ professional culturally responsive teaching readiness?
- c) Is there a significant difference between prospective teachers’ personal readiness and professional readiness?
- d) Does prospective teachers’ culturally responsive teaching readiness differ in terms of gender?
- e) Does prospective teachers’ culturally responsive teaching readiness differ in terms of the department they study in?
- f) What do prospective teachers think about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness?

2. Methodology

2.1. Research Design

This research was designed as a mixed method research that combined both quantitative and qualitative method. In the quantitative part of the research, a scale was implemented in order to examine prospective teachers’ readiness for culturally responsive teaching. Besides, in the qualitative part of the research semi-structured interviews were implemented with students in order to explore students’ opinions about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness.

2.2. Participants

The study group consisted of a total of 403 prospective teachers who were studying in their final year of different teaching departments at a Turkish state university in the spring semester of 2017-2018 education year. This study did not employ a sampling method since it was aimed to reach all prospective teachers. The distribution of participants according to department can be seen in Table 1.

Table 1. *The distribution of participants according to department*

Department	n	%
Social Studies Teaching	63	15.6
Elementary Mathematics Teaching	70	17.4
Primary School Teaching	71	17.6
Pre-School Teaching	68	16.9
Turkish Language Teaching	66	16.4
Guidance and Psychological Counselling	65	16.1
Total	403	%100

As seen in Table 1, out of 403 students 15.6% of them were from social sciences teaching, 17.4% from elementary mathematics teaching, 17.6% from primary school teaching, 16.9% from pre-school

teaching, 16.4% from Turkish language teaching and 16.1% were from guidance and psychological counselling departments.

2.3. Data Collection

The data were collected via Cultural Responsive Teaching Readiness Scale developed by Karatas & Oral (2017). The scale, which consists of 21 items, has two-factors which are ‘Personal Readiness’ and ‘Professional Readiness’. The scale was proved to be a reliable instrument with .92 Cronbach’s Alpha internal consistency coefficient for “Personal Readiness” subscale and .87 for the “Professional Readiness” subscale and .90 for the whole scale. In the current study, Cronbach’s Alpha internal consistency coefficient was found .80 for “Personal Readiness” subscale and .80 for the “Professional Readiness” subscale and .88 for the whole scale. All questionnaires were administered to the students in their regular classroom hours and it took the students about ten minutes to complete the questionnaires. No sampling method was used since the researcher tried to reach all the departments and conducted the scale to the available departments.

Besides, semi-structured interviews were implemented to explore students’ opinions about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness. For this aim, six open-ended questions were prepared and then presented to two experts’ opinions. Based upon the feedback, necessary changes were made in the wording and content of the questions. Interviews were conducted with six students, one from each department, who were willing to help. The interviews were conducted in students’ mother tongue to enable them express themselves better, and then translated to English by the researcher. Each interview lasted almost 20 minutes.

2.4. Data Analysis

In this study, the quantitative data were analyzed through both descriptive and inferential statistics. Thus, percentages, mean and standard deviation were calculated. The statements in the questionnaire are in the form of five points Likert scale. The items were coded like: “I strongly disagree=1”, “I disagree=2”, “Undecided=3”, “I agree=4” and “I strongly agree=5”. The mean between 1.00-1.79 means that participants strongly disagree with the statements, mean between 1.80-2.59 means that participants disagree with the statements, mean between 2.60-3.39 means that participants are undecided about the statements, mean between 3.40-4.19 means that participants agree with the statements and mean between 4.20-5.00 means that participants strongly agree with the given statements.

Tabachnick & Fidell (2014) pointed out that it was comforting to have at least sample size of 300 to ensure normal distribution. Also, Field (2013) suggested that in large samples (200 or more) because of the problem of small standard error, no criterion should be applied to decide on the sample size. Therefore, in the current study, normal distribution was accepted and parametric tests were used to analyze the data because 403 students responded to the scale. Independent samples t-test was used to find the effect of gender on prospective teachers’ culturally responsive teaching readiness. One-way ANOVA was used to assess the effect of department on readiness for culturally responsive teaching. Dependent samples t-test was used to find out if there was a significant difference between prospective teachers’ personal readiness and professional readiness.

The qualitative data yielded from the semi-structured interviews were subjected to descriptive analysis. In this context, first a framework was formed for descriptive analysis and data were processed. Then, findings were defined and commented on (Yıldırım & Şimşek, 2011).

3. Results

3.1. Results Obtained from Culturally Responsive Teaching Readiness Scale

First of all, descriptive values of the prospective teachers’ scores obtained from personal readiness sub-scale were presented in Table 2.

Table 2. Descriptive values of the prospective teachers' scores obtained from personal readiness sub-scale

<i>Personal Readiness</i>	SA	A	UD	D	SD	\bar{X}	Std
1. I am ready to teach in a class where there is cultural diversity.	32.5%	44.2%	18.4%	3.5%	1.5%	4.02	.88
2. I am curious about the cultural values of the students in my class.	37.7%	53.1%	6.5%	2.2%	0.5%	4.25	.71
3. I think that while I guide my students' learning, I need to consider their cultural values.	40.9%	49.1%	6.5%	2.5%	1%	4.26	.77
4. I enjoy interacting with people from different cultures.	39.5%	46.4%	11.9%	1.5%	0.7%	4.22	.76
5. I do not tolerate students in my class to discriminate against each other because of their cultural diversity.	54.3%	35.5%	5.7%	3%	1.5%	4.38	.84
6. I think it would be fun to train in a class where cultural diversity is experienced.	33.5%	34%	26.3%	5.5%	0.7%	3.94	.93
8. When cultural diversity is taken into consideration, I can teach anywhere in Turkey.	26.8%	32.5%	26.8%	9.7%	4.2%	3.67	1.09
9. I would like to increase the interactions in and out of the classroom by learning vocabulary and sentences from the mother tongues of my non-Turkish native speakers.	24.8%	45.7%	18.1%	7.4%	4%	3.79	1.02
12. I think that students should be encouraged to give examples specific to their own culture in the course of the lessons.	34.5%	47.6%	13.2%	2.5%	2.2%	4.09	.87
13. I think that having training by taking the cultural environment in which the students are brought up into account will increase students' academic achievement.	34.5%	45.7%	12.9%	4.5%	2.5%	4.05	.93
16. If I have an option, I teach in a place where people have different cultural characteristics different from my own culture.	23.3%	34.7%	29.3%	8.7%	4%	3.64	1.05
17. I believe that our educational system should be structured to reflect the cultural diversity from pre-school to the university.	29.3%	48.6%	16.6%	4%	1.5%	4.00	.86
Total Personal Readiness						4.02	0.89

As it was unearthed in Table 2, prospective teachers agreed or strongly agreed with all the items in the personal readiness part. Prospective teachers agreed with the items “*I am ready to teach in a class where there is cultural diversity*”, “*I think it would be fun to train in a class where cultural diversity is experienced*” and “*When cultural diversity is taken into consideration, I can teach anywhere in Turkey*”. These items indicate that prospective teachers feel themselves highly ready to teach students from different cultural backgrounds. In addition, prospective teachers believed that taking the cultural environment in which the students were brought up into account would increase students' academic achievement. They also reported that educational system should be structured to reflect the cultural diversity from pre-school to the university. Besides, prospective teachers strongly agreed that they were curious about the cultural values of the students in their class, they needed to consider students' cultural values while guiding their learning, enjoyed interacting with people from different cultures and would not tolerate students in their class to discriminate against each other because of their

cultural diversity. Descriptive values of the prospective teachers' scores obtained from professional readiness sub-scale were indicated in Table 3.

Table 3. Descriptive values of the prospective teachers' scores obtained from professional readiness sub-scale

<i>Professional Readiness</i>	SA	A	UD	D	SD	\bar{X}	Std
7. Our instructors created awareness of the cultural diversity in Turkey during undergraduate education.	12.7%	26.6%	36.5%	16.4%	7.9%	3.19	1.10
10. I think that the compulsory courses I have taken during undergraduate education have contributed to me in terms of sensitivity to cultural values.	15.1%	29.3%	28.5%	17.4%	9.7%	3.22	1.18
11. I find my undergraduate education program sufficient in creating awareness about cultural diversity in Turkey.	11.7%	19.4%	33.7%	23.1%	12.2%	2.95	1.17
14. I gained an awareness of the cultural diversity that lives on the geography of Turkey during my undergraduate education.	18.4%	32.8%	30.8%	14.1%	4%	3.47	1.06
15. I obtained information to know different cultures in Turkey during my undergraduate education.	13.9%	28.5%	34%	18.1%	5.5%	3.27	1.08
18. I am aware that students' cultural lives must be used as a means of achieving their learning objectives.	24.1%	47.4%	21.3%	6.2%	1%	3.87	.88
19. I find textbooks taught in undergraduate education courses sufficient in terms of presenting information related to cultural diversity.	11.4%	19.6%	32.5%	26.3%	10.2%	2.95	1.15
20. I think that elective courses I have taken in undergraduate education period have contributed to me in terms of sensitivity to cultural values.	11.4%	28.3%	26.1%	22.6%	11.7%	3.05	1.19
21. I have gained awareness of cultural diversity thanks to the involvement of our instructors' personal lives and experiences.	11.7%	38%	25.8%	17.1%	7.4%	3.29	1.11
Total Professional Readiness						3.25	1.10
Total Culturally Responsive Teaching						3.63	0.9

As it was revealed in Table 3, prospective teachers were undecided about most of the items. Students were undecided about the items "I think that the compulsory courses I have taken during undergraduate education have contributed to me in terms of sensitivity to cultural values" and "I find my undergraduate education program sufficient in creating awareness about cultural diversity in Turkey". Students were also undecided about the fact that they obtained information to know different cultures in Turkey during their undergraduate education. These results revealed that students did not find their undergraduate education sufficient in terms of raising their awareness about cultural diversity and different cultural values. Students also did not find textbooks and elective courses they had taken sufficient in terms of presenting information related to cultural diversity. In the professional readiness part, prospective teachers agreed with the items "I gained an awareness of the cultural diversity that lives on the geography of Turkey during my undergraduate education" and "I am aware that students' cultural lives must be used as a means of achieving their learning objectives". These items showed that students were aware of cultural diversity and the importance of cultural lives to succeed their learning aims. Results for revealing if there was a significant difference between prospective teachers' personal readiness and professional readiness were shown in Table 4.

Table 4. Paired samples t-test results for revealing if there is a significant difference between prospective teachers' personal readiness and professional readiness

Dimensions	\bar{X}	Std	df	t	P
Personal	48.36	6.85	402	51.68	.000*
Professional	29.30	6.97			

Paired samples t-test results indicated that there was a statistically significant difference between prospective teachers' personal readiness and professional readiness ($p < 0.05$). It was revealed that prospective teachers' personal readiness was significantly higher than their professional readiness. This situation may stem from the fact that prospective teachers felt willing to teach students from different cultures if they had such students but they did not find their undergraduate education highly enough to prepare them for culturally responsive teaching. Results for revealing differences between prospective teachers' readiness for culturally responsive teaching and gender were presented in Table 5.

Table 5. Independent samples t-test results for revealing differences between prospective teachers' readiness for culturally responsive teaching and gender

Dimension	Gender	N	\bar{X}	Std	df	t	P
Personal	Female	266	48.72	6.64	401	1.416	.158
	Male	137	47.67	7.21			
Professional	Female	266	29.01	7.10	401	-1.159	.247
	Male	137	29.86	6.71			
Total	Female	266	77.73	11.50	401	.160	.873
	Male	137	77.54	12.07			

Table 5 revealed that gender did not have an influence on prospective teachers' personal, professional and total readiness for culturally responsive teaching. No statistically significant differences were found between female and male prospective teachers. Results for revealing differences between prospective teachers' readiness for culturally responsive teaching and the department they study were indicated in Table 6.

Table 6. One-way ANOVA results for revealing differences between prospective teachers' readiness for culturally responsive teaching and the department they study

	Sum of Squares	df	Mean Square	F	P
Between Groups	2405.554	5	481.111	3.639	.003*
Within Groups	52481.553	397	132.195		
Total	54887.107	402			

As seen in Table 6, it was unearthed that there were statistically significant differences in prospective teachers' culturally responsive teaching readiness according to the department they study in ($p < 0.05$). Games-Howell post-hoc test was also utilized to find out which specific groups differed. Games-Howell post-hoc test is used when the Levene test is significant (Morgan, Leech, Gloeckner & Barrett, 2007). The results indicated that prospective teachers who were studying in Elementary Mathematics Teaching department had less culturally responsive teaching readiness than the prospective teachers who were studying in Social Sciences Teaching, Primary School Teaching, Pre-school Teaching and Guidance and Psychological Counselling departments.

3.2. Results Obtained from Semi-Structured Interviews

Prospective teachers were first asked “What do you think about the importance of education that is responsive to cultural values? Why?”. All the prospective teachers addressed the increasing number of people coming to Turkey from different countries and cultures; hence, they stressed the importance and necessity of culturally responsive teaching to help such people both to integrate into the society and succeed at school. For example, a student from Turkish Language Teaching department stated:

“Nowadays multicultural education is more and more important because people from different countries are coming to our country more than the past. I think I will have students from various cultures when I start teaching and I cannot avoid them. We should not avoid them, we should do our best to help them. Otherwise, they cannot integrate into our society...”

Another student from Pre-School Teaching department expressed:

“Now that we have many foreigners in our country, we need to find ways to teach them effectively. I think culturally responsive teaching is important in this respect. As teachers, learning their culture, points of view and interacting with them effectively may work well. Otherwise, they may feel alienated in class and fail.”

The second question investigated was “What characteristics do teachers with culturally responsive teaching capabilities possess?” Prospective teachers’ responses indicated that they had enough theoretical knowledge about culturally responsive teaching and what type of characteristics such teachers needed to possess. For example, S1 from Guidance and Psychological Counselling department stated:

“I think culturally responsive teachers use cultural characteristics, experiences and points of views of students who have different cultures in order to be effective in teaching. Otherwise, they cannot teach effectively to students coming from different countries, cultures...”

Another student from Primary School Teaching department stressed the importance of redesigning the teaching programs for culturally responsive teaching by saying “...culturally responsive teachers should know how to structure their lessons according to students’ different cultures. They should make necessary changes in their lesson plans...”

Also, a student from Elementary Mathematics Teaching department indicated the importance of communication skills of culturally responsive teachers by saying “Teachers with cultural competence should have the ability to understand people from different cultures, communicate effectively and have the ability to interact with sensitivity.”

Besides, a student from Social Sciences Teaching focused on valuing various cultures by saying:

“I believe that each culture is a value in class and each of them should be utilized, which makes the class richer. Culturally responsive teachers attach importance to variety, I mean variety of cultures because no culture is better than the other one. Thus, such teachers should take social, personal, intellectual developments, democratic values, beliefs and culture into account in class.”

The third question asked to the prospective teachers was “How do you think you have culturally responsive teaching qualities as a prospective teacher? Why?”. Prospective teachers interviewed mostly stated that they had competence for culturally responsive teaching but accepted that it would not be very easy for them. Some of the responses are as in the following:

“...I believe that I can teach different cultures successfully because I can establish empathy with them.” (Student from Social Sciences Teaching department)

“...I haven’t met a lot of people from other cultures so far but I think I can do it because I know that I need to consider their cultures, points of views and values, as well in my teaching.” (Student from Turkish Language Teaching department)

“When I start teaching, I am going to teach students from first to fourth grade so if I have a student who knows no or a little Turkish, I think it is not going to be very easy for me because I have no such

an experience. However, if I have a student having a different culture but knowing Turkish, I can manage it." (Student from Primary School Teaching department)

The fourth question investigated was "How do you find your undergraduate education in terms of helping you gain culturally responsive teaching qualities? Why?". All prospective teachers asserted that culturally responsive teaching took place in their courses theoretically but they did not have any practical applications. For example, student from Social Sciences Teaching department stated:

"Our education basically focused on what culture was and the increasing importance of multicultural education in today's educational system. However, we did not have the opportunity to practice...Yes, we were told that we would have students from different cultures but were not told or shown how to manage such a class."

Similarly, another student from Guidance and Psychological Counselling department stated:

"We learnt about culturally responsive teaching in the courses through discussions but unfortunately this did not enable us to be a culturally responsive teacher due to lack of practice."

The fifth question was "What helped you gain culturally responsive teaching qualities in the courses that you took?" Prospective teachers pointed out that they were mostly provided with lectures or discussions about culturally responsive teaching; however, they lacked practical applications which would actually help them in the actual classroom. Some of the responses are as in the following:

"What we learnt about culturally responsive teaching was limited to the discussions we had in the courses." (Student from Elementary Mathematics Teaching department)

"We were given some lectures about culturally responsive teaching and these were all we had. We did not have any practical step-by-step applications that would work well when we started teaching." (Student from Turkish Language Teaching department)

The last question was "What other practices could have been done to help you gain culturally responsive teaching qualities?" Prospective teachers indicated that teaching practice or mini-applications could have taken place to help them gain culturally responsive teaching qualities. Some of the responses are as in the following:

"Discussions were good but not sufficient. Afterwards, we could have done mini-applications in class and got some feedback from the class." (Student from Primary School Teaching department)

"We could have watched sample teaching practices designed for this purpose so that we could have visualized it more." (Student from Pre-School Teaching department)

"This year we are in our last year so we are going to schools for teaching practice. In my teaching practice classes, there are not any students from different cultures so I could not observe such a class. Purposefully classes that have students from Syrians, Romanians could have been chosen for our teaching practice. Thus, I could have observed if the teacher was a culturally responsive teacher or not and practiced what I learnt." (Student from Social Sciences Teaching department)

4. Discussion and Conclusion

This research aimed to determine the readiness level of prospective teachers for culturally responsive teaching and find out if their readiness level differed in terms of gender and the department they were studying in. Furthermore, this research aimed to explore students' opinions about culturally responsive teaching and the impact of undergraduate education on their culturally responsive teaching readiness. As a result of the findings, it was concluded that prospective teachers' general readiness for culturally responsive teaching was high ($M = 3.63$). It could be said that prospective teachers perceived themselves ready for culturally responsive teaching. Similarly, Siwatu, Polydore & Starker (2009) investigated the self-efficacy beliefs of prospective elementary teachers about culturally responsive teaching and it was revealed that prospective teachers were more confident about using various teaching methods, communicating with parents, and developing positive relationships with students; however, they felt less confident about communicating with English Language learners, alleviating cultural mismatch, and training students about how their cultures contributed to science and math.

Also, Frye, Button, Kelly & Button (2010) found that prospective teachers had the ability to understand and apply culturally responsive teaching after a sixteen-week literacy methods course inoculated with cultural responsive pedagogy. Besides, Siwatu (2011) revealed that pre-service teachers perceived themselves as more confident about general teaching aspects which did not include the integration of students' cultural and linguistic background such as enhancing trust in students, whereas their perceived self-efficacy was lower in terms of teaching practices that involved culturally responsive teaching such as indicating students the school culture and students' home culture are not similar.

Regarding readiness for culturally responsive teaching, no significant difference was found in terms of gender. Similarly, Alanay (2015) found no differences in students' perceptions about the results of multicultural education. Contrary to this finding, in Demir & Başarır's (2013) study, self-efficacy perceptions of female prospective teachers with regard to multicultural awareness and skill dimensions were higher than those of male prospective teachers. Besides, in Acar-Çiftçi's (2017) study, it was concluded that female teachers had higher cultural respect than male teachers, while male teachers had higher cultural awareness than female teachers. In the study conducted by Ford & Quinn (2010), female prospective teachers were observed to have larger agreement in multicultural dispositions.

In terms of readiness for culturally responsive teaching, department variable was found to be statistically significant. Prospective teachers who were studying in Social Sciences Teaching, Primary School Teaching, Pre-school Teaching and Guidance and Psychological Counselling departments were found to be more ready for culturally responsive teaching than the prospective teachers who were studying in Elementary Mathematics Teaching Department. Similarly, Acar-Çiftçi (2017) found that teachers teaching numerical lessons had lower cultural respect perceptions than teachers of pre-school, primary school and social sciences. Also, in Alanay's (2015) study, which investigated the views of students of education faculties about multicultural education, it was revealed that students of Pre-School Teaching, Social Sciences Teaching and English Language Teaching had more positive perceptions about multicultural education than students of Science Teaching department. Demir & Başarır (2013) also revealed in their study that self-efficacy perceptions of students who were studying in Social Sciences Teaching department with regard to multicultural education were higher than the students studying in other departments, and students who were studying in Science Teaching department had the lowest scores.

Moreover, the results obtained from the semi-structured interviews helped to understand the quantitative results. For instance, the reason why prospective teachers' personal readiness ($M=4.02$) was significantly higher than their professional readiness ($M=3.25$) was uncovered through interviews. It was revealed that prospective teachers wanted to teach in classes where cultural diversity existed, which showed they felt personally ready for culturally responsive teaching. However, they acknowledged that their undergraduate education mostly included lectures and discussions about culturally responsive teaching, which revealed their significantly lower professional readiness. It was found that undergraduate education lacked practice in terms of preparing prospective teachers for culturally responsive teaching. Similarly, Siwatu (2011) investigated what kind of practices prospective teachers encountered during their undergraduate education to help them form culturally responsive teaching competency and unearthed that prospective teachers were subjected to theory and practice of culturally responsive teaching in only a few courses so they needed to be trained about how to utilize theoretical knowledge and implement culturally responsive teaching practices.

Council for the Accreditation of Educator Preparation (CAEP) determined standards to analyze how multicultural education is handled in teacher education programs, and later required teacher education institutions to apply for accreditation to prove that they planned multicultural education in their curricula. It is asserted that a multicultural education class was added to the teacher education curricula in many teacher education institutions, but it lacked practice in terms of preparing prospective teachers for culturally responsive teaching (Ladson-Billings, 1995; Zeichner & Hoeft, 1996 cited in Hallman, 2017). Therefore, it can be recommended that 'Culturally Responsive Teaching' course, which focuses on both theory and field practice, may be added to the curriculum of the available teaching departments. Besides, teaching practicum courses can be used in order to prepare prospective teachers for culturally responsive teaching and learning environments and gain

experience. Seminars, workshops and panels can be organized for prospective teachers in order to raise their awareness about culturally responsive teaching. As further studies, it can be recommended that prospective teachers' readiness can be analyzed in detail through long-term in-class observations.

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