

Influence of Pre-Service Teachers' Preparation in Handling a Culturally Diverse Early Childhood Classroom

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ABSTRACT

This study examines the preparation of pre-service teachers at Quezon City University in handling culturally diverse early childhood classrooms during the second semester of the academic year 2022-2023. It focuses on their preparation in content, pedagogy, and assessment, as well as their self-efficacy in managing such diverse settings. The results show that the pre-service teachers feel "Highly Prepared" in assessment and "Prepared" in content and pedagogy. Most respondents have high self-efficacy, indicating confidence in their teaching abilities. The study also finds that assessment preparation significantly correlates with self-efficacy levels. An ordinal logistic regression test suggests that the effects of content, pedagogy, and assessment are similar across self-efficacy levels. However, the study suggests that other factors might influence self-efficacy more strongly, highlighting the need for further consideration of these factors to enhance pre-service teachers' effectiveness in diverse classrooms.

Keywords: Pre-service Teachers, Preparation, culturally diverse, Early Childhood Education, Classroom Setting

INTRODUCTION

The increasing cultural diversity in classrooms presents both challenges and opportunities for educators, particularly those preparing to teach in early childhood education (ECE) settings. Early childhood classrooms are vital environments where young learners develop foundational skills, attitudes, and behaviors that will influence their future learning and social experiences [1]. The diversity of students—culturally, linguistically, and socially—requires teachers to be well-prepared in terms of content, pedagogy, and assessment to address the varied needs of their students [2].

In light of these needs, the preparation of pre-service teachers in culturally responsive education has become a critical area of focus in teacher education programs [3], [4], [5]. Pre-service teachers must be equipped with knowledge, skills, and strategies to effectively handle the diverse needs of students in their future classrooms [6], [7], [8]. However, research has shown that many teachers feel inadequately prepared to manage culturally diverse classrooms, which can lead to challenges in ensuring that all students receive equitable learning opportunities [2], [3], [9].

Despite the growing body of literature, there remains a lack of empirical studies focusing on the specific preparation of pre-service teachers for early childhood education in culturally diverse settings. Most existing studies focus on general teacher education or primary and secondary levels, leaving a gap in understanding the unique challenges faced by early childhood educators. Furthermore, limited research explores the relationship between pre-service teacher training and their self-efficacy in managing cultural diversity.

Thus, this study examines the influence of pre-service teacher training programs on the ability to manage culturally diverse early childhood classrooms. Specifically, it explores how pre-service teachers describe their preparation in handling cultural diversity in terms of content, pedagogy, and assessment. Furthermore, it

investigates their level of self-efficacy in managing such classrooms and determines whether their preparation influences their confidence and capability.

The independent variable in this study is the pre-service teacher training program, which includes components such as content, pedagogy, and assessment. The dependent variable is the self-efficacy of pre-service teachers, defined as their confidence and belief in their ability to manage culturally diverse early childhood classrooms effectively. Mediator variables, such as the depth of preparation in content, pedagogical strategies, and assessment techniques, will also be examined. Moderator variables, including prior exposure to cultural diversity and demographic characteristics, are considered as factors that may influence the relationship between training and self-efficacy.

The present study examines the preparation of pre-service teachers for culturally diverse early childhood classrooms and its impact on their self-efficacy, addressing critical gaps in research and practice. By providing valuable insights, it supports stakeholders such as early childhood education students, policymakers, curriculum developers, and educational institutions in enhancing training programs and fostering inclusive education. Specifically, it aids Quezon City University (QCU) in strengthening its teacher education programs to produce globally competent educators equipped with cultural competence and confidence. Ultimately, the study contributes to promoting equity, diversity, and inclusion in education by ensuring teachers are well-prepared to manage and support diverse learning environments effectively.

METHODS

This study employs a quantitative research design to investigate whether pre-service teachers' preparation significantly influences their self-efficacy in handling culturally diverse classrooms. The research was conducted within Quezon City University (QCU) during the 2nd semester of the school year 2022-2023. The general population includes all Bachelor of Early Childhood Education (BECEd) students officially enrolled at QCU during this period, totaling 182 students. These students are distributed across four sections, with two sections from the Batasan Campus and the other two from the San Bartolome Campus.

To determine the sample size, the researchers used the Raosoft Sample Size Calculator, achieving a required sample of 124 respondents from the total population of 182, with a 95% confidence level. The study employed a simple random sampling technique to select participants, ensuring equal opportunity for all students in the population to be part of the study. This method minimizes selection bias and enhances the representativeness of the sample.

The research instrument used was a survey questionnaire administered via Google Forms. The survey was designed to measure the pre-service teachers' preparation in terms of content, pedagogy, and assessment, as well as their self-efficacy in managing culturally diverse classrooms. The instrument's reliability was established through a pilot test conducted with 15 BECEd students who were not part of the main study. The Cronbach's alpha test yielded a reliability score of 0.87, indicating high internal consistency. To ensure the instrument's validity, it was reviewed and validated by three experts in the field of early childhood education.

The data collection process adhered to ethical standards, including confidentiality and data privacy. Participants were informed about the purpose of the study, and their consent was obtained before participation. All responses were anonymized, and the data was stored securely to protect participants' identities.

The statistical tools used in the study include descriptive statistics to summarize the demographic data and responses, as well as inferential statistics such as correlation analysis to examine the relationship between teacher preparation and self-efficacy. These tools were chosen to provide a comprehensive analysis of the research questions and hypotheses.

By systematically addressing these methodological considerations, the study ensures the rigor, validity, and reliability necessary to draw meaningful conclusions and contribute valuable insights to the field of early childhood education.

RESULTS

A. Preparation of pre-service teachers in handling a culturally diverse early childhood classroom setting in terms

of content, pedagogy, and assessment

Content

Content preparation is a critical aspect of teaching, especially for an Early Childhood Education teacher working in a culturally diverse classroom [10]. It involves planning and organizing learning materials and strategies that align with the curriculum while addressing the unique needs, interests, and cultural backgrounds of the learners. The teacher must possess a deep understanding of the content to deliver lessons effectively and confidently, ensuring accuracy and relevance. In a multicultural setting, this knowledge enables the teacher to incorporate culturally responsive teaching practices, such as integrating diverse perspectives, languages, and traditions into lessons. This not only fosters inclusivity but also helps children feel valued and respected, promoting a positive learning environment where they can thrive academically and socially.

Table 1 reports the pre-service teachers' preparation level in terms of content.

TABLE I LEVEL OF PREPARATION OF THE PRE-SERVICE TEACHERS IN HANDLING CULTURALLY DIVERSE EARLY CHILDHOOD CLASSROOM IN TERMS OF CONTENT

Content Preparation	Median	Quartile Deviation	Interpretation
1. It includes culturally-diverse topics in class.	4.00	.50	Prepared
2. It includes the different ethics and dialects of the learners from diverse backgrounds in the lesson.	4.00	.50	Prepared
3. It uses instructional materials that are culturally diverse in nature.	4.00	.50	Prepared
4. It considers the inclusion of different traditions and beliefs of the pupils in the lessons.	5.00	.50	Highly Prepared
5. It adopts short stories, folktales, and legends that are locally based on the lesson plan.	4.00	.50	Prepared
Overall	4.00	.50	Prepared

The results in Table 1 reveal that pre-service teachers are highly prepared in terms of content preparation for handling culturally diverse early childhood classrooms (Median=4.00, QD=.50), demonstrating a strong foundation in the subject matter and cultural inclusivity. The relatively small variability in scores indicates consistency in their level of preparedness. This finding is relevant to the present study as it highlights the effectiveness of teacher education programs in equipping pre-service teachers with the skills needed to integrate diverse traditions and beliefs into their lessons, a key aspect of culturally responsive teaching. Its implication for early childhood education is significant, as it underscores the importance of preparing future educators to address the challenges and opportunities of diverse classrooms. This level of preparedness is essential for fostering an inclusive and respectful learning environment that values the unique cultural backgrounds of young learners.

Pedagogy

Pedagogy refers to the methods and practices of teaching, encompassing the strategies, techniques, and approaches used to facilitate learning effectively [11]. For an Early Childhood Education teacher, having a strong knowledge of pedagogy is essential, particularly in a culturally diverse classroom. This understanding enables the teacher to adapt teaching methods to accommodate the varied learning styles, cultural backgrounds, and needs of the children. By employing culturally responsive pedagogical approaches, such as differentiated

instruction and inclusive activities, the teacher can ensure that every child feels valued and engaged. Furthermore, knowledge of pedagogy allows the teacher to create an environment that promotes respect, collaboration, and equity, fostering a sense of belonging and enhancing the overall learning experience for all children.

The pre-service teachers' preparation level in terms of pedagogy is presented in Table 2.

The results in Table 2 indicate that pre-service teachers are well-prepared in terms of pedagogy for handling culturally diverse early childhood classrooms (Median=4.00, QD=.50). The small quartile deviation reflects minimal variability in their scores, suggesting consistency in their level of pedagogical readiness. This implies that pre-service teachers have developed a solid foundation in pedagogical practices, equipping them to address the complexities of teaching in diverse settings. The uniformity in their beliefs, ideas, and perceptions regarding pedagogical preparation highlights the effectiveness of teacher education programs in fostering shared competencies. This is highly relevant to the present study as it underscores the importance of pedagogical preparedness in promoting inclusive teaching practices. Its implication for early childhood education is significant, as it suggests that pre-service teachers are increasingly capable of creating equitable and culturally responsive learning environments, which are essential for supporting the holistic development of young learners in diverse classrooms.

TABLE II LEVEL OF PREPARATION OF THE PRE-SERVICE TEACHERS IN HANDLING CULTURALLY DIVERSE EARLY CHILDHOOD CLASSROOM IN TERMS OF PEDAGOGY

Pedagogy Preparation	Median	Quartile Deviation	Interpretati
1. It applies theories and concepts of multiple intelligences and learning styles to promote cultural diversity in the class.	4.00	.50	Prepared
2. It effectively uses techniques & strategies that cater to culturally diverse classes.	4.00	.50	Prepared
3. It addresses learners' needs and difficulties caused by cultural differences through the use of appropriate teaching principles and strategies.	4.00	.50	Prepared
4. It utilizes localized learning materials to meet the expected learning goals of the learners.	4.00	.50	Prepared
5. It uses appropriate strategies to cater to learners with special needs.	4.00	.50	Prepared
Overall Average	4.00	.50	Prepared

Assessment

Assessment refers to the process of evaluating students' learning, progress, and development, using various tools and methods to measure their understanding and skills [12]. For an Early Childhood Education teacher, having knowledge about assessment is crucial, especially in a culturally diverse classroom. Understanding different assessment strategies, such as formative, summative, and authentic assessments, allows the teacher to evaluate each child's learning in a way that is fair, equitable, and sensitive to their cultural background. It also enables the teacher to identify individual strengths and challenges, providing a foundation for tailored instructional strategies. In a culturally diverse setting, assessment should go beyond language and standardized tests, considering the varied experiences, perspectives, and learning styles of all students. By using culturally

responsive assessment practices, teachers can ensure that every child is given an equal opportunity to demonstrate their knowledge and skills, fostering a more inclusive and supportive learning environment.

The assessment preparation of pre-service teachers in handling culturally diverse early childhood classrooms is displayed in Table 3.

TABLE III LEVEL OF PREPARATION OF THE PRE-SERVICE TEACHERS IN HANDLING CULTURALLY DIVERSE EARLY CHILDHOOD CLASSROOM IN TERMS OF ASSESSMENT

Assessment Preparation	Median	Quartile Deviation	Interpretati
1. It develops culturally relevant assessment plans or tools through the proper process and integrates its elements.	4.00	.50	Prepared
2. It constructs valid and reliable formative and summative tests that are cultural-based in nature.	5.00	.50	Highly Prepa
3. It uses strategies for giving feedback/reporting the progress of individual learners considering their cultural background.	5.00	.50	Highly Prepa
4. It provides self-assessment tools that are cultural-based in nature.	4.00	.50	Prepared
5. It examines the performance of children considering their cultural background.	4.00	.50	Prepared
Overall Average	5.00	.50	Highly Prepa

The results presented in Table 3 show that pre-service teachers are exceptionally prepared for assessment in culturally diverse early childhood classrooms, with a high level of readiness reflected in the median score of 5.00 and a quartile deviation of .50. This indicates minimal variation in their preparation, suggesting that most pre-service teachers have a strong foundation in assessment practices. The negatively skewed distribution of scores further suggests that most of these teachers are highly prepared for assessment tasks. Specifically, they are well-equipped to design culturally relevant formative and summative assessments, as well as to provide feedback that considers the cultural backgrounds of their learners. This finding is highly relevant to the present study, highlighting that pre-service teachers are not only familiar with general assessment strategies but also with culturally responsive assessment practices. The implication for early childhood education is significant, as it indicates that pre-service teachers are being adequately trained to assess students fairly and effectively in a diverse classroom, promoting inclusivity and ensuring that all children's learning is properly recognized and supported.

B. Level of self-efficacy of the pre-service teachers in handling a culturally diverse early childhood classroom setting

Self-efficacy refers to an individual's belief in their ability to successfully accomplish tasks and overcome challenges [13]. For pre-service teachers, particularly those studying early childhood education, self-efficacy is crucial as it influences their confidence, motivation, and overall effectiveness in the classroom. When pre-service teachers have high self-efficacy, they are more likely to approach teaching with a positive attitude, set higher goals for themselves, and persist through difficulties, all of which contribute to better student outcomes. In the context of early childhood education, where teachers need to manage diverse learning needs, engage young learners, and create a supportive environment, strong self-efficacy enables pre-service teachers to trust in their skills and abilities to meet these demands. Building self-efficacy in pre-service teachers prepares them

to handle the complexities of teaching with resilience and creativity, fostering a more effective and nurturing learning experience for young children.

The study examines the self-efficacy of pre-service teachers in Quezon City University during the second semester of the academic year 2022-2023 in handling culturally diverse early childhood classrooms, and Table 4 summarizes these accounts.

TABLE IV LEVEL OF SELF-EFFICACY OF THE PRE-SERVICE TEACHERS IN HANDLING CULTURALLY DIVERSE EARLY CHILDHOOD CLASSROOM

Assessment Preparation	Median	Quartile Deviation	Interpretation
1. I can modify my lessons to better suit my pupils' needs in terms of their cultural background.	4.00	1.00	Mastered
2. I acquire details about my student's academic advantages, particularly on their cultural background.	4.00	1.00	Mastered
3. I can figure out if my students prefer to work alone or in groups due to their cultural origin.	4.00	.75	Mastered
4. I can tell if my pupils are at ease competing with other students given their different cultural experiences.	4.00	.50	Mastered
5. I recognize how my pupils' home culture differs from school culture in terms of values, beliefs, and behaviors.	4.00	.50	Mastered
6. I use tactics to lessen the effects of my pupils' home cultures conflicting with their school cultures.	4.00	.50	Mastered
7. I use a variety of tests to evaluate the learning of my students considering their cultural background.	4.00	1.00	Mastered
8. I can easily adapt to a multi-diverse group of learners.	4.00	.75	Mastered
9. I evaluate the curriculum critically to see if it reinforces unfavorable cultural stereotypes.	4.00	.50	Mastered
10. I design lessons to meet the developmental needs of my students considering their cultural background.	4.00	.50	Mastered
Overall Average	4.00	.50	Mastered

The overall average self-efficacy of the pre-service teachers (Median=4.00, QD=.50) declares that most of these teachers are very near to the self-efficacy median scores having a very narrow portion of variability. In simple terms, these pre-service teachers find themselves to have a high level of mastery or confidence in their abilities to be effective teachers. Moreover, since their self-efficacy scores do not have much difference, this indicates that their levels of confidence are similar and very little variability among them. Comparatively, their self-efficacy shows equality in median scores of 4.00 and quartile deviations ranging from .50 to 1.00. This means that these pre-service teachers have similar self-efficacy (confidence in their mastery or abilities) with little variation among them. Among these variables, (1) telling if their pupils are at ease competing with other students given their different cultural experiences, (2) recognizing how their pupils' home culture differs from school culture in terms of values, beliefs, and behaviours, (3) using tactics to lessen the effects of my pupils' home cultures conflicting with their school cultures, (4) evaluating the curriculum critically to see if it reinforces unfavourable cultural stereotypes, and (5) designing lessons to meet the developmental needs of their students considering their cultural background, are the closer variables together (QD=.50) than the remaining variables (QD=.75 to QD=1.00).

Looking further at the influence of these preparation variables on self-efficacy, ordinal logistic regression has been performed. The ordinal logistic regression model fitting information revealed that there is a significant improvement in fit as compared to the null model which is no relationship ($p < .001$). Moreover, goodness-of-fit reflected that has no significant difference in the observed and the fitted model ($p > .05$). Hence, the model is showing a good fit in describing the data that the preparation variables in the model are effective in predicting the self-efficacy levels. This also tells how these variables relate to the self-efficacy of the preservice teachers in handling diverse early childhood classrooms. So, these factors are helpful when predicting the self-efficacy of pre-service teachers.

Influence of pre-service teacher preparation influence to the level self-efficacy of the respondents towards handling culturally diverse early childhood classroom setting

The study determines whether the preparation of the pre-service teachers and its variables have a significant impact on self-efficacy, Table 5 presents the influence of the preparation variable on self-efficacy.

TABLE V COMPARISON OF EACH PREPARATION VARIABLE INFLUENCE ON SELF-EFFICACY OF PRE-SERVICE TEACHERS IN HANDLING CULTURALLY DIVERSE EARLY CHILDHOOD CLASSROOMS

Preparation variables	Estimate (β)	Standard Error	p-value	Odds ratio
Content	1.268	.921	.169	3.554
Pedagogy	-.791	.894	.376	0.453
Assessment	2.058	.904	.023	7.830

As for content preparation, pre-service teachers who are highly prepared have a higher self-efficacy compared to those who are somewhat not ($\beta=-59.24$) and somewhat ($\beta=-22.98$) prepared. On the other hand, content-prepared ($\beta=1.03$) pre-service teachers had a higher self-efficacy in comparison to those who are highly prepared teachers. In terms of pedagogical preparation, teachers who are somewhat prepared ($\beta=11.73$) and prepared ($\beta=2.23$) had a higher self-efficacy than those who are somewhat prepared and highly prepared pre-service teachers. These teachers have the same self-efficacy level relative to their pedagogical preparation. Pertaining to the assessment preparation of teachers, somewhat not prepared ($\beta=18.39$) teachers have a higher self-efficacy compared to those highly prepared. Contrastingly, these highly prepared pre-service teachers in their assessment have a higher self-efficacy in comparison to those who are somewhat prepared ($\beta=-17.98$) and prepared ($\beta=-.79$). In general, the pre-service teachers who are somewhat not prepared, somewhat prepared, and highly prepared have the same levels of self-efficacy but higher than those who are prepared in terms of their overall preparation ($\beta=-4.66$). However, every difference in the pre-service teachers' level of preparedness is insignificant ($p>.05$); the p-value ranges from .41 to .86, except for the overall preparation of the variables in general ($p<0.05$).

As for content preparation, the findings indicated a positive relationship between content preparation ($\beta=1.27$) and the self-efficacy scores of pre-service teachers. This implies that an increase in content preparation is associated with higher levels of self-efficacy. However, this relationship is insignificant because it did not reach statistical significance at the conventional threshold of 0.05 ($p>.05$). In addition, the odds ratio of 3.55 suggests that for every unit increase of pre-service teachers in content preparation, the odds of higher self-efficacy are multiplied by approximately 3.55. These results suggest a potential positive influence of content preparation on the self-efficacy of pre-service teachers in handling culturally diverse early childhood classrooms.

In terms of pedagogical preparation, the results posted contrastingly to the previous, a negative relationship between pedagogy preparation and self-efficacy levels. This result indicates that when there is an increase in pedagogy preparation among pre-service teachers it is associated with lower levels of self-efficacy among them. Still, the statistical significance reflected to be like the content preparation showing that the relationship was not significant ($p>.05$). Additionally, the likelihood of .45 tells that for everyone (1) unit increase in the score of pre-service pedagogy preparation, there is a likelihood of approximately .45 times low level of self-efficacy. This revealing information offers further investigation to better comprehend the multifaceted aspects of the pedagogical preparation of teachers and their self-efficacy levels.

Among these preparation variables, assessment preparation demonstrated a significant positive relationship with the pre-service teachers' level of self-efficacy ($p<.05$). Also, an increase in the pre-service teachers' assessment preparation score indicates an association with higher self-efficacy levels among them. Additionally, the odds ratio (OR=7.83) of assessment and self-efficacy level encompasses that the assessment scores increase by one (1) unit the odds of having the levels of self-efficacy increase by approximately 7.83.

Thus, this information pinpoints the significance of effective assessment preparation in enhancing the levels of self-efficacy of the pre-service teachers in handling culturally diverse early childhood classrooms, focusing on the essential training programs supporting pre-service teachers in this area.

Finally, the ordinal logistic regression test of parallel lines shows that the odds falling into each category on the self-efficacy of pre-service teachers are the same across categories ($p > .05$). These results also provide information that the effects of the predictors such as content, pedagogy, and assessment are same across the level of self-efficacy. In other words, the content (what is taught), pedagogy (how it is taught), and assessment (how early childhoods are tested) had a similar influence on pre-service teachers' self-efficacy in handling culturally diverse early childhood classrooms. Due to this, there may be other factors that have a stronger influence on pre-service teachers' self-efficacy. Thus, it is also important to consider these other factors to help pre-service teachers to boost their self-efficacy

DISCUSSION

The results from Table 1 indicate that pre-service teachers are highly prepared in terms of content preparation for handling culturally diverse early childhood classrooms, as evidenced by the median score of 4.00 and a small quartile deviation of .50. This high level of preparation reflects the effectiveness of teacher education programs in equipping future educators with the knowledge to address cultural diversity in their lessons. The relatively small variability in scores suggests consistency in the pre-service teachers' readiness to integrate diverse cultural perspectives into their teaching. For early childhood education, this finding underscores the importance of preparing teachers to create inclusive and respectful learning environments where the unique cultural backgrounds of children are valued. It also highlights that content preparation plays a vital role in fostering a positive learning experience for students from diverse cultural backgrounds.

Pedagogy, or the methods and strategies used in teaching, is equally important for pre-service teachers in culturally diverse classrooms. The results from Table 2 show that pre-service teachers are well-prepared in pedagogical practices, with a median score of 4.00 and a small quartile deviation, which suggests minimal variation in their readiness to apply pedagogical strategies effectively. This finding is crucial because it indicates that pre-service teachers are not only familiar with different teaching methods but also possess the necessary skills to adapt these methods to meet the needs of culturally diverse learners. By employing culturally responsive teaching practices, such as differentiated instruction and inclusive activities, pre-service teachers can ensure that all children feel valued and supported, enhancing their academic and social development. The consistency in pedagogical preparation among these future educators indicates the success of teacher training programs in fostering the competencies needed to teach effectively in diverse classrooms.

Assessment preparation, as shown in Table 3, is another area where pre-service teachers are highly prepared, with a median score of 5.00 and a low quartile deviation of .50, indicating that most pre-service teachers are well-equipped to assess students in culturally responsive ways. This preparation includes the ability to design culturally relevant formative and summative assessments and provide feedback that takes into account the cultural backgrounds of students. The results also reveal a significant positive relationship between assessment preparation and self-efficacy, with pre-service teachers showing higher confidence in their abilities to assess students effectively in a diverse classroom setting. This finding is particularly important as it emphasizes the role of assessment in fostering an inclusive learning environment. By ensuring that assessments are culturally sensitive and inclusive, pre-service teachers can support the academic success of all students, regardless of their cultural background, and enhance their own self-efficacy in managing diverse classrooms. This underscores the importance of focusing on assessment preparation in teacher education programs to build confidence and competence among future educators.

CONCLUSION

In conclusion, the study reveals that pre-service teachers in early childhood education programs are highly prepared in content, pedagogy, and assessment for handling culturally diverse classrooms. The results indicate that these future educators possess a solid foundation in integrating cultural diversity into their teaching practices, with minimal variability in their preparation levels. The findings also suggest that pre-service

teachers have developed strong self-efficacy, which is crucial for their confidence and ability to manage diverse classrooms effectively. Importantly, the study emphasizes the importance of preparing pre-service teachers to adopt culturally responsive practices in all aspects of teaching, from lesson content to assessment strategies. By fostering cultural inclusivity and equipping teachers with the necessary tools to address diverse needs, teacher education programs are playing a key role in preparing future educators for the challenges and opportunities present in multicultural classrooms.

Based on the findings, it is recommended that teacher education programs continue to focus on enhancing pre-service teachers' competencies in content preparation, pedagogy, and assessment, with an emphasis on cultural responsiveness. These programs should provide more opportunities for hands-on experience and exposure to diverse classroom settings to further build teachers' confidence and self-efficacy. Additionally, ongoing professional development should be offered to both pre-service and in-service teachers to ensure they remain equipped with up-to-date strategies for handling culturally diverse classrooms. It is also recommended that further research explore additional factors that may influence self-efficacy and classroom management in diverse educational contexts, as these factors can provide valuable insights into optimizing teacher preparation and support.

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