Cultural Responsive Teaching Readiness Scale Validity and Reliability Study[1]

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ABSTRACT

The aim of this research is to develop a measurement instrument that will determine the cultural responsive teaching readiness level of teacher candidates. The study group consisted of a total of 231 candidate teachers, of which 83 were males and 148 were females, who were attending their final year of class teacher education programs at various Turkish universities during the 2016-2017 education year. In the first phase, a 33-item draft form was presented to experts to be reviewed. Based on the feedback received, revisions were made and the final scale was applied to a group of 231 candidate teachers. In the analysis of the data obtained as the result of the application, Exploratory Factor Analysis (EFA) was performed. The EFA produced 21 items within a two-factor structure as, "Personal Readiness" and "Professional Readiness." It was observed that the sub-factors were components of the "cultural responsive teaching readiness" dimension, and that the goodness of fit measures obtained as a result of the First and Second Level Confirmatory Factor Analyzes (CFA) were high. In addition, reliability coefficients were found to be high as a result of reliability measurements. With the help of these findings, this study concludes that the Cultural Responsive Teaching Readiness scale is both valid and reliable.

Key Words: Culture, Cultural responsiveness, Scale development

INTRODUCTION

Culture is an important source of an individual's sense of the world and his personality. Culture is the basis of the dynamic system of cognitive codes, social values, behavioral standards, worldview and beliefs that guide the life of a person (Delgado-Gaitan, & Trueba, 1991). When the educational process is assessed from a sociocultural point of view, it develops in the shadow of the society and its cultural responses that the individual has experienced in understanding and learning the facts. Therefore, the individual constructs the world of meaning in the context of cultural responses. In this context, Banks (2013) emphasizes the necessity of reflecting cultural and sociological points of view into the educational process and structures. On the other hand, the stimuli required in the process of acquiring individual information are considered important in order to better understand what is learned in the context of social environment and cultural responses to which the individual belongs. From this point of view, the teacher should be well acquainted with the social environment, social network and cultural background of his students. In addition, it is also beneficial to have knowledge in social forces affecting education and their forms of influence, social development, social role, and so on (Ergün, 2015).

The learning process of the individual is under a social influence. In this sense, it is important that social environment and cultural items take place in education and that teachers take this situation into consideration. At this point, the teachers who are in the position of guidance of the learning-teaching process have a great deal of work. Teachers are expected to direct the teaching process in a way that is aware of the cultural characteristics that students have and is internalized by a cultural responsive pedagogical perspective. It is said that teachers who are not aware of how cultures affect teaching and learning cannot design an effective learning-teaching process (Karataş, & Oral, 2015). According to Villegas and Lucas (2002), it is necessary for teachers to have competencies such as being socioculturally conscious of being able to provide education to be cultural responsive, being able to see the learning resources of all students, having knowledge about their cultural lives and designing the teaching process in the direction of their cultural experiences.

In addition, according to Hutchison (2006), it is expected that teachers should carry out the teaching process in accordance with the personal needs of the individuals from different cultures within the class, and between the different thoughts. It is believed that the realization of these expectations depends on the teachers' adequate level of pedagogy knowledge and practice to cultural response. According to Gay (2014), cultural responsive pedagogy is an effort to make learning activities more relevant and effective for them, taking into account the cultural knowledge of ethnically diverse students, past experiences, reference frames and performance styles. According to Ladson-Billings (2011), cultural responsive pedagogy is the integration of the individual's cultural characteristics through the teaching process. The cultural responsive pedagogy approach imposes various roles and responsibilities on teachers, such as cultural regulators, cultural mediators, and being orchestral conductors of social settings (Diamond & Moore, 1995). Therefore it's important that teachers can fulfill these responsibilities for the adaptation and success of the learning-teaching process.

It's anticipated that the candidate teacher who is aware of the cultural structures of their students will graduate with the necessary knowledge and skills for culturally responsive teaching in the process of teacher candidacy considering that the teacher will simplify the specified teaching objectives. Bloom (1995) defines the readiness as general and special

abilities of the individual as a concept expressing the nature, interest, attitude and motivation of the knowledge and skills related to the target behaviors. In this respect, cultural responsive readiness means that the teacher or candidate is ready to be cognitively, emotionally, and behaviorally competent at the level of performance and behavior as a prerequisite for teaching in a classroom where students from different cultures are present. From this point of view, the professional formation substructure that will integrate the personal worldview of the candidates teacher and the cultural characteristics of the student and the teaching process; it is considered to be two important factors that will contribute to the provision of educational opportunities to cultural responsive readiness. In terms of personal world view, the candidate teacher must be a person who believes in the principle of social justice and equality, who is far from the ideas of discrimination, and who is aware of and acknowledges the importance of cultural diversity. It is necessary for candidate teachers to be strengthened in terms of occupational readiness by providing formation at the point of knowledge, practice and approaches about how to carry out cultural responsive pedagogy during the learning/teaching process for students from different cultures who are motivated in this cognitive and emotional space.

Purpose and Importance of Research

One of the most important parameters that help teachers to gain a cultural responsive pedagogical approach are teacher training programs (Karataş, 2016; Karataş, & Oral, 2016). In this sense, in order to develop an understanding that cultural diversity is not regarded as a problem, it is suggested that cultural responsive teaching should not be an extension of teacher training programs, but rather a direct center (Hollins, King, & Hayman, 1994). Therefore, it is important to provide educational opportunities for candidate teachers who are culturally responsive, both individually and professionally, through undergraduate education programs of education faculties.

In accordance with the explanations given, it is considered necessary to determine the cultural responsive readiness level of candidate teachers, both personal and professional. Developing and applying a measurement tool for candidate teachers in accordance with this requirement will serve both to reveal the candidate teachers' educational profile as culturally responsive and to learn how their undergraduate education programs contribute to the candidate teachers in terms of cultural responsive teaching readiness. In this context, no measurement instrument was found to determine the level of candidate teachers for cultural responsive teaching readiness in the relevant national field. In this context, it is aimed to develop a measuring instrument that will measure the educational levels of candidate teachers who are culturally responsive.

METHOD

The development stages for the "Cultural Responsive Teaching Readiness Scale" study carried out and the characteristics of the study group are presented in the following sections.

Working Group

The study group of this research are students studying in their final year of an undergraduate program for classroom teaching at either Dicle University, Harran University, Inönü University, or Gaziosmanpasa University during the 2016-2017 academic year. The

reasons for selecting final year students in the working group if that they are the group closest to being a classroom teacher, for this reason their knowledge about the program of the field they are studying is relatively more and the assumptions about obtaining more valid and reliable information about the educational availability to cultural responsive. In addition, studies have been carried out at universities looking to take advantage of time and economic advantage, obtain easy accessibility and have higher levels of feedback than sampling. Frequency information for the study group is presented in Table 1.

Table 1. *Information on working group*

	University	Female	Male	Total
1	Dicle University	38	20	58
2	Harran University	47	26	73
3	İnönü University	48	33	81
4	Gaziosmanpaşa University	15	4	19
Total		148	83	231

As seen in Table 1, there were a total of students persons, 83 of whom are male and 148 are female, attending either Dicle University, Harran University, İnönü University, or Gaziosmanpaşa University, studying in their final year of an undergraduate program for classroom teaching.

Development of the Scale

In the first stage of developing the scale, the related literature was examined and was checked to see whether or not candidate teachers already had a measurement instrument which determined their degree of cultural responsive teaching readiness – the researchers found no such instrument had been published. Therefore it has been seen that the development of a new measurement instrument is necessary. It has been deemed necessary that the scale dimensions in the information obtained from the related literature scan are structured in the form of "Personal Readiness" and "Professional Readiness", which are the two subscales. In this context, a pool of 33 items was created, with 17 items in the dimension of "Personal Readiness" and 16 items for "Professional Readiness." In the writing of the materials related to subscales being numerically proportional to each other, there was no concern about equality. However, when items were designed, attention was paid to ensure that the items were simple and understandable, and that an item does not have more than one judgment or expression of opinion. In addition, a five-point, Likert-type grading was used on the scale as "1-Totally Disagree, 2-Disagree, 3-Indecisive, 4-Agree and 5-Totally Agree." In a Likert-type scale, the positive and negative reaction is measured linearly for measuring the attitude toward the respondent's attitude object, and all points on the line are associated with a number (score) in order to facilitate measurement. This method is useful for measuring attitudes (Oppenheim, 2001). The most positive response was assessed as 5.0 points and the most negative response as 1.0 point.

The draft 33-item scale form was presented to experts for the purpose of evaluating the face and content validity and the specificity of the materials. In order to receive their opinions, 12 teachers from the Department of Educational Sciences and four experts from the field of classroom teachers were informed about the subject and the study. A three-point rating was used for each item in the scale draft form so that the opinions of the experts could be taken. In the prepared form, it was expected that the experts would select one option for each item from;

"appropriate," "should be revised" or "should be removed." In view of the opinions given by the experts, the coverage validity of the items was determined according to Veneziano and Hooper (1997, as cited in: Yurdagül, 2005). These ratios were determined by subtracting the total number of experts who answered positively for each item to the total number of experts. For the content validity indices of the items, the numbers of experts and the scope validity values obtained were determined. No items were removed from scope because all items were valued at 0.85-0.95, with none below 0.80. However, in order to make certain scale items easier to understand, the scale items were revised considering the suggestions received.

After this stage, the researchers a pilot application was applied to eight senior students of the Classroom Teaching Department at Dicle University. Each item was discussed with the students and some items that students had difficulty in understanding were revised accordingly. Following these procedures, the data collection process was performed using the 33-item scale trial form. The draft scale was applied to senior students of the classroom teacher undergraduate program at Dicle University, Harran University, Inonu University and Gaziosmanpaşa University.

Analysis of Data

Validity and reliability studies of the scale were undertaken in accordance with the responses from the study group of 231 candidate teachers. The sample sizes required for factor analysis were examined and the number of participants in the study was found to be sufficient within the framework of the criteria specified by the relevant literature experts (Hoogland, & Boomsma, 1998; as cited in: Çelik, & Yılmaz, 2013). Explanatory Factor Analysis (EFA) was conducted using varimax rotation and principal component analysis to determine the validity of the "Cultural Responsive Teaching Readiness Scale." In the analysis, factor loads were determined to be at least .30 (Büyüköztürk, 2006). The Cronbach's Alpha coefficient was calculated for the reliability of the scores obtained from the subscales of the scale and the total scores obtained from the scale. In addition, Confirmatory Factor Analysis (CFA) was conducted to test the accuracy of the EFA.

FINDINGS

In this section, the findings of the validity and reliability studies for the "Cultural Responsive Teaching Readiness Scale" are presented.

Validity

Exploratory factor analysis (EFA) was conducted in order to reveal the construct validity of the scale and to quantify the items by determining factor loads. The Kaiser-Meyer-Olkin (KMO) coefficient and the Bartlett Sphericity test were calculated to determine the suitability of the data before starting factor analysis. The KMO value was .92 and the Bartlett test result was significant (2 ÷ 2447.24, p = 0.000) (George & Mallery, 2001). In the EFA result, the eigenvalue of the scale is seen as under five factors larger than 1.0. The variance explained by these five factors on the scale is 63.02%. Henson and Roberts (2006) state that the ratio of variance explained by a measurement must be 52%. A total of 11 items were removed from the analysis that had a factor item load of less than .30 or were not loaded to any factor. The number of factors was limited to two within the scope of the purpose of study and the EFA was repeated with 21 items.

Table 2. *Item load values*

Items	Factor 1	Item-Total Correlation	Items	Factor 2	Item-Total Correlation
I4	.854	.679	I14	.522	.488
I2	.785	.732	I20	.720	.623
I3	.776	.714	I21	.619	.521
I6	.776	.820	I19	.590	.640
I5	.738	.681	I17	.645	.576
I1	.736	.723	I15	.378	.641
I9	.705	.552	I16	.629	.430
I12	.697	.582	I13	.654	.464
I10	.692	.626	I18	.660	.496
I8	.647	.621			
I7	.614	.518			
I11	.573	.624			

$**p < .001$

As seen in Table 2, the first dimension factor load consists of 12 items ranging from .85 to .57. The second dimension factor load is composed of nine items ranging from .80 to .40. Together, both factors explained 52.83% of the total variance. The first factor accounts for 35.70% of the total variance and consists of items measuring candidate teachers' cognitive and emotional readiness as an individual with regard to enabling the learning-teaching process for individuals with different cultural responses. Therefore, this factor is called "Personal Readiness." The second factor accounts for 17.13% of the total variance. This factor consists of items aiming to measure the degree of vocational pedagogical knowledge and the level of contribution to the professional readiness of the classroom teacher degree program so that the candidate teachers can create a learning-teaching process in the classroom environment for students with different cultural responses. In this context, this factor is called "Occupational Readiness." Item analysis was performed in order to determine the separating power of the scale. According to the result of the analysis, corrected item-total correlations are ranked between .43 and .82. It can be said that the total correlations of the items are sufficient considering that the items are valued at .30 or above, meaning that item-total correlation is deemed sufficient in terms of distinguishing the feature to be measured (Büyüköztürk, 2006). In addition, Table 3 shows the correlation values between subscales.

Table 3. *Correlation between scale sub-dimensions*

	Personal Readiness	Professional Readiness
Personal Readiness	1	.347**
Professional Readiness	.347**	1

$**.p < 0.05$

As a result of the correlation between the personal readiness and professional readiness sub-dimensions (Table 3), the correlation coefficient was calculated as .35 and that this value is significant. At the next stage, CFA was performed in order to test whether or not the scale was consistent with the items of the factors found in the EFA. The "t" values in the CFA result should be meaningful and the factor load value of the items should be higher than 0.30 (Seçer, 2013). Before examining the model fit measure coefficients, it was seen that there was no problem in either the "t" values or the factor load values. The standardized load values and are presented in Table 4. Accordingly, all t-values obtained in the first level CFA are significant

at .001 level, confirming the number of participants as sufficient for factor analysis and that there nothing needs to be removed from the model.

Table 4. *Values of t-test obtained from First-Level CFA*

Items	Standardized Variate	t-value	Items	Standardized Variate	t-value
Per.Rea.1	0.73	11.56	Pro.Rea.13	0.57	8.75
Per.Rea.2	0.78	11.04	Pro.Rea.14	0.79	13.39
Per.Rea.3	0.76	10.81	Pro.Rea.15	0.67	10.79
Per.Rea.4	0.87	12.15	Pro.Rea.16	0.63	10.44
Per.Rea.5	0.73	10.35	Pro.Rea.17	0.68	11.14
Per.Rea.6	0.76	11.16	Pro.Rea.18	0.43	7.59
Per.Rea.7	0.59	8.47	Pro.Rea.19	0.66	6.33
Per.Rea.8	0.61	8.62	Pro.Rea.20	0.67	8.91
Per.Rea.9	0.61	8.74	Pro.Rea.21	0.68	9.58
Per.Rea.10	0.62	8.94			
Per.Rea.11	0.55	7.85			
Per.Rea.12	0.63	8.98			

**p<.001

According to the findings presented in Table 4, *t*-values for the items in the scale vary between 6.33 and 13.39. If the calculated *t*-values are greater than 1.96, a significance level of .05 is applied; whereas, if greater than 2.58 the significance level is .01 (Jöreskog & Sörbom, 1996, as cited in Çelik & Yılmaz, 2013). In addition, the load values of the items in the "Personal Readiness" sub-dimension are between .55 and .87; and the "Professional Readiness" sub-dimension load values are between .43 and .79. The path diagram for the two-dimensional model obtained from the first level CFA is shown in Figure 1.
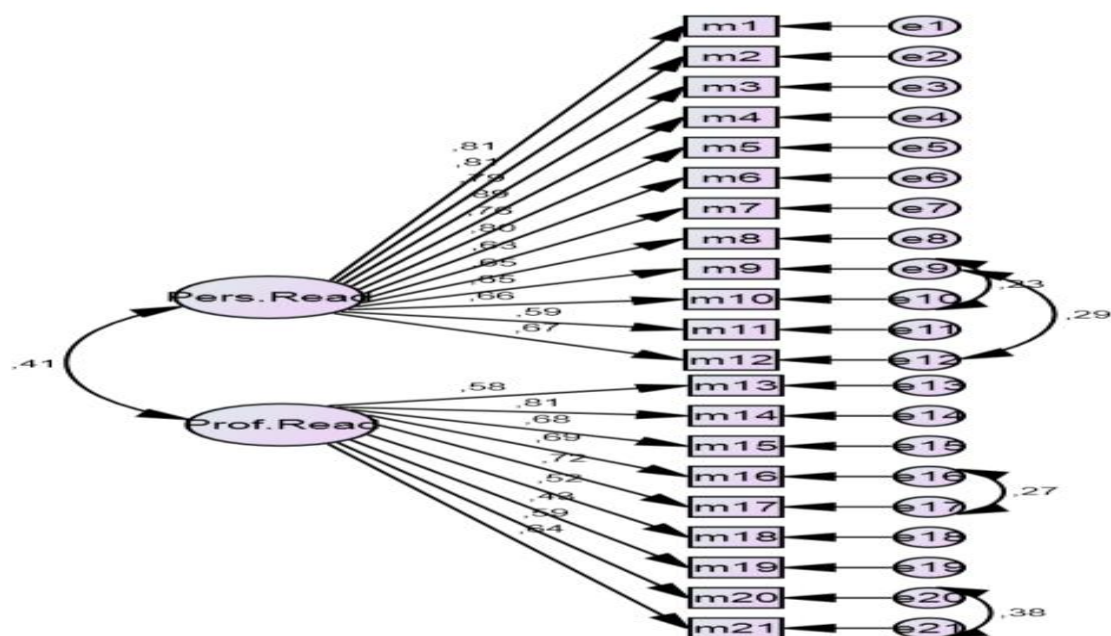

Figure 1. *Relationships between 1st-level CFA factor structure and sub-dimensions*

The fact that the ratio (χ^2/sd) calculated by CFA on the literature is smaller than 3.0 can be seen as a sign of good agreement of the model. For a good fit of the model data it is expected

that the Goodness Fit Measure (GFM) and Adjustable Goodness Fit Measure (AGFM) values should be over .90; Medial Square root of Approximate Errors (MSAE) values should be less than .05; Comparatively Fit Measure (CFM) values of over .95 and Non-Normality Fit Measure (NNFM) values should be over .90 (Jöreskog, & Sörbom, 1996, as cited in: Çelik, & Yılmaz, 2013). The first level CFA model fit measure coefficients are as follows: $\chi^2 = 401.44$; sd = 184; $\chi^2/sd = 2.18$; p = 0.00; AGFM = .85, GFM = .90, NNFM = .96 CFM = .97, and MSAE = .072. In the first level CFA, modifications were made between the 9th and 10th and the 9th and 12th items in the "Personal Readiness" sub-dimension, and between the 16th and 17th and 20th and 21st items in the "Professional Readiness" sub-dimension. When the modifications were applied, it was observed that the same sub-dimension and similar structures were taken into account and it is observed that the fit measure coefficients increased significantly. Since the fit measure coefficients obtained have good fit and acceptable fit values, the researchers judged that the models established by the related structure of the scale items are appropriate.

After the first-level CFA, the second-level CFA was conducted in order to test whether or not the two-dimensional structure was a component of the overall structure, which was defined as Cultural Responsive Teaching Readiness. This is because it is expected to make a single general structure with sub-dimensions of the scale and to give a total score. The path diagram for the two-dimensional model obtained from the second-level CFA is shown in Figure 2.
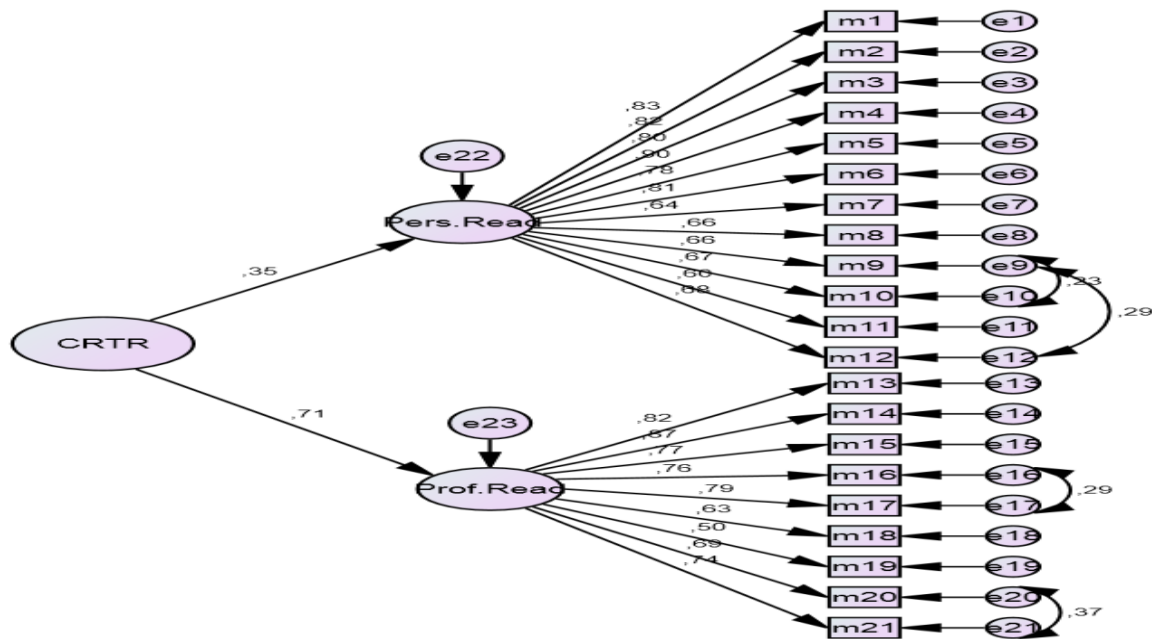

Figure 2. *Relationships between 2nd-level CFA phased factor structure and sub-dimensions*

The fit measure values for the two-dimensional model obtained from the second-level CFA $\chi^2 = 466.20$; SD = 185; $\chi^2/sd = 2.52$; p = 0.00; AGFM = .85, GFM = .90, NNFM = .96, CFM = .97 and MSAE = .073 respectively. As a result of the obtained compliance index coefficients, it was determined that the measurement model is very compatible. In this context, the sub-dimensions "Personal Readiness" and "Professional Readiness" were confirmed as a result of the analysis constituted the structure called "Cultural Responsive Teaching Readiness" and which constituted a single generalization.

Reliability

For the reliability of the 21 items of the scale, the Cronbach's Alpha internal consistency coefficient was calculated. The internal consistency coefficient for "Personal Readiness" subscale was .92, for the "Professional Readiness" subscale it was .87, and .90 for the whole scale. The values obtained indicate that the measurement results are reliable (Nunnally, 1978; Murphy, & Davidshofer, 1998). It was considered that the reliability coefficients obtained regarding the reliability of the measurement results were sufficient and that there was no need to apply other reliability tests. The 21-items scale is presented in the Appendix.

DISCUSSION, CONCLUSION and RECOMMENDATIONS

In this study, it was aimed to develop a valid and reliable measurement instrument to understand candidate teachers' cultural responsive teaching readiness. As a result of these studies, a 21-item scale with sufficient psychometric properties was developed. Validity studies of the scale were performed through factor analysis (EFA, plus first and second order CFA). The reliability of the scale and the item-factor relationships were investigated in terms of the first-order EFA model. When the factorial validity of the scale is proved by the second order EFA model and all the values related to the model-data compatibility are taken into consideration, it can be said that the models established are in good agreement with the given values and therefore that the scale has structural validity. In this respect, it is concluded that the "Cultural Responsive Teaching Readiness" scale can be measured as a general structure.

The scale has two sub-dimensions; 12 items in the dimension of "Personal Readiness" and nine items in the dimension of "Professional Readiness." The "Personal Readiness" dimension consists of items measuring the cognitive and emotional readiness of candidate teachers for providing learning-teaching process for individuals with different cultural values. The lowest score that can be taken from this sub-dimension is 12 and the highest is 60. The "Professional Readiness" subscale consists of items aimed to measure the degree of occupational pedagogical knowledge and the level of contribution to professional preparation of classroom teacher degree program in order that candidate teachers can create a learning-teaching process in the classroom environment for students with different cultural values. The lowest score possible for this sub-dimension is 9.0 and the highest is 45. When evaluating the scores taken from the scale, it is possible to process the total score obtained from the overall scale, as well as scoring separately for each sub-dimension. Increasing scores on the scale means that readiness is high. The high Alpha coefficients for the subscales indicate that the items in the subscales are compatible with each other. In conclusion, based on the validity and reliability studies, it can be said that this scale is relevant for application with candidate teachers.

As a result of the current study, a valid and reliable measurement tool was developed called the "Cultural Responsive Teaching Readiness Scale." This study is thought to be important in terms of filling a gap in the Turkish literature; however, a number of limitations are also mentionable. The scale data was collected from senior students of the classroom teacher department. At this point, groups of different samples could be identified and tested for validity and reliability by applying the scale to students at various levels of education in other faculties. In addition, as it was not performed within this study, test-retest reliability of the scale could be added. By conducting longitudinal research, descriptive studies can be

undertaken for candidate teachers in terms of ensuring cultural responsive teaching readiness of education faculty graduate degree programs. Likewise, correlational studies can be carried out between the different variables to be measured in candidate teachers and the cultural responsive teaching readiness level.

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APPENDIX - Cultural Responsive Teaching Readiness Scale

Subscale of scale	No	Scale items
Pers. Read.	m1	Kültürel çeşitliliğin yaşandığı bir sınıfta öğretmenlik yapmaya hazırım.
Pers. Read.	m2	Sınıfımdaki öğrencilerin sahip oldukları kültürel değerleri merak ederim.
Pers. Read.	m3	Öğrencilerimin öğrenmelerine rehberlik ederken onların kültürel değerlerini göz önünde bulundurmam gerektiğini düşünüyorum.
Pers. Read.	m4	Farklı kültürlere sahip insanlarla etkileşime geçmek hoşuma gider.
Pers. Read.	m5	Sınıfımda kültürel çeşitliliklerinden dolayı öğrencilerin birbirilerine ayrımcılık yapmasına tolerans göstermem.
Pers. Read.	m6	Kültürel çeşitliliğin yaşandığı bir sınıfta eğitim yapmanın zevkli olacağını düşünüyorum.
Prof. Read.	m13	Lisans eğitimi süresince öğretim elemanlarımız Türkiye'deki kültürel çeşitliliğe ilişkin farkındalık oluşturdu.
Pers. Read.	m7	Kültürel çeşitliliği göz önünde bulundurduğumda, Türkiye'nin her yerinde öğretmenlik yapabilirim.
Pers. Read.	m8	Sınıfımda anadili Türkçe olmayan öğrencilerimin anadillerinden kelime ve cümleler öğrenerek onlarla sınıf içi ve dışında etkileşimi artırmak isterim.
Prof. Read.	m14	Lisans eğitimim sürecinde aldığım zorunlu dersler kültürel değerlere duyarlık açısından bana katkı sağladığını düşünüyorum.
Prof. Read.	m15	Lisans eğitim programımız ı Türkiye'deki kültürel çeşitlilik ile ilgili farkındalık oluşturmada yeterli görüyorum.
Pers. Read.	m9	Ders sürecinde öğrencilerin kendi kültürlerine özgü örnekler vermeleri için cesaretlendirilmesi gerektiğini düşünüyorum.
Pers. Read.	m10	Öğrencilerin yetiştikleri kültürel çevreyi dikkate alarak ders işlemenin onların akademik başarılarını artıracağını düşünüyorum.
Prof. Read.	m16	Lisans eğitim sürecinde Türkiye coğrafyası üzerinde yaşayan kültürel çeşitlilik ile ilgili bir farkındalık kazandım.
Prof. Read.	m17	Lisans eğitim sürecinde Türkiye'deki farklı kültürlerin tanıtılmasına yönelik bilgiler edindim.
Pers. Read.	m11	Tercihime bırakılsa kendi kültürümden farklı kültürel özelliklere sahip insanların olduğu bir yerde öğretmenlik yaparım.
Pers. Read.	m12	Okul öncesinden üniversiteye kadar eğitim sistemimizin kültürel çeşitliliği yansıtacak şekilde yapılandırılması gerektiğini düşünüyorum.
Prof. Read.	m18	Öğrencilerin kültürel yaşantılarını öğrenme hedeflerini gerçekleştirmede araç olarak kullanılması gerektiğinin farkındayım.
Prof. Read.	m19	Lisans eğitim derslerinde okutulan ders kitaplarını Türkiye'deki kültürel çeşitlilik ile ilgili bilgiler sunması açısından yeterli görüyorum.
Prof. Read.	m20	Lisans eğitimim sürecinde aldığım seçmeli dersler kültürel değerlere duyarlık açısından bana katkı sağladığını düşünüyorum.
Prof. Read.	m21	Derslerde öğretim elemanlarımızın kişisel yaşantı ve deneyimlerine yer vermeleri sayesinde kültürel çeşitlilik ile ilgili farkındalık kazandım.