

**A study on Instructional leadership style of successful teachers to practice
Multiculturalism among pre-service students-Teacher in
University of Karachi, Pakistan.**

ABSTRACT

The researcher investigates the role of successful teacher as instructional leader to accommodate multiculturalism among pre-service students in 04 years B.Ed. Program in Teacher Education Department (DTE) University of Karachi (UoK), Pakistan. This is a mixed method research in which UoK would be considered as Universe. An adequate number (n=30) of teachers and students would be selected with equal proportion of gender as sample from DTE. Interview, classroom observation, teacher planning log and students' exam scores will be analyzed through t-test quantitatively and Macro theme method will be used qualitatively. Findings will report about the strengths, opportunities and dilemmas of multiculturalism and its relationship with instructional leadership style in the context of Pakistan. Finally, this research may be significant for educators and researchers to understand about multiculturalism and its dynamics in Pakistan.

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INTRODUCTION

“Every class is cultural community” (Knefelkamp, n.d.) and successful teacher defines and correlates his/her instructional leadership role with the dynamics of multiculturalism of classroom to,

“... improve mastery of reading, writing and mathematical skills; subject matter content; and intellectual process skills such as problem solving, critical thinking and conflict resolution by providing content and techniques that are more meaningful to the lives and frames of reference of ethnically different students. Using ethnic materials, experiences and examples as the context for the teaching, practicing and demonstrating mastery of academic and subject matter skill increase the appeal of the tools of instruction, heightens the practical relevance of the skill to be learned and improve students’ time on task...”
(Gay, 1994, p.13)

If teacher understands the dilemmas involve in multicultural teaching and learning processes (Siddiqui, 2010) may bring significant change in knowledge and practices of pre-service students-teachers. In Pakistan, the aspect of multiculturalism is not harness with effective instructional strategies in teacher education program which creates chaos inside and outside the classroom. Hence, the focus of this research is to explore the instructional leadership styles of successful teacher and accommodation of multiculturalism in pre-service teacher education program in UoK, Pakistan; indicates the possible obstacles refraining to practice multiculturalism and proposes the solutions in this regard.

STATEMENT OF THE PROBLEM

Teacher Education in Pakistan is significantly ignored area. A meager amount in budget is allocated for the education and training programs for teachers (Shami, 2005). Most of the teacher education programs under the umbrella of mainstream education have been failed to produce effective instructional leaders for the multicultural Pakistani society. These teacher education programs are insignificant due to continue practice of outdated curriculum with no

space for cultural enrichment, use of traditional instructional approach and ignoring the ‘culturally response pedagogy’ (Gay, 2000), poor evaluation practices(Memon, 2007).

DTE has been established in 2012 in University of Karachi (UoK) with the underpinning notion that Pakistani Society needs effective instructional leaders to practice multiculturalism in pre-service teacher education program to harmonize the different faction of society. A large amount of resources allocated for the success of this program. However, the first semester internal evaluation report of UoK presented not very conducive situation. Out of six teachers in DTE only two teachers were considered successful in term of instructional strategies these two teachers adopted to practice multiculturalism in pre-service students- teacher class of B.Ed. program. This situation clearly demands to address this issue in a research for appropriate solution.

RESEARCH QUESTIONS

Keeping the focus on pre-described situation following question has been framed

“What is the role of successful teacher as instructional leader to accommodate multiculturalism among students in 04 B.Ed. Program in Teacher Education Department, University of Karachi, Pakistan?”

SIGNIFICANCE OF THE PROBLEM

There is no research has so far been carried out on instructional leadership of successful teachers and practicing multiculturalism in DTE, UoK. This research is crucial for UoK in the sense that UoK has laid down the foundation of DTE recently and invested its resources. It is expected to promote diversity and collegiality among the course participants in order to transform them as critical and rationale masses. Hence the importance of this research becomes gravitational in order to evaluate whether instructional leadership style in DTE bringing significant change or not? Another rationale of this research is to design effective instructional program to accommodate and practice diversity of students successfully in pre-service teacher education program in Pakistan. Additionally, this research would be significant for the existing teacher education program in UoK about how to increase the efficacy of program through

instructional leadership for better outcomes in a society. This research may also be beneficial for other universities of Pakistan by taking an advantage of same context.

The purpose of multicultural instructional program in UoK is to impart concrete techniques for interacting with different individuals and this research may provide guidelines to instructional leadership about how to harness the skills of effective communication, interpersonal relationship, contextual analysis (Khatoun, 2011), understanding alternative points of view and “frames of reference, and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors” (Teach for America, 2011, p.95).

REVIEW OF LITERATURE

“Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world.”(Amenv, n.d, p.2). A Successful Teacher as Instructional Leader in Multicultural classroom is involved in, “A collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden explorations to solve problems” (Blasé and Blasé, 1999, p.1). It can be inferred that “Multicultural education leads to greater learning because it creates more comfortable, inclusive, supportive environment where students feel validated and their race, ethnicity, gender and other identities are respected and valued” (Teach for America, 2011, p.95). Bode (2009, p.3) cites Bank (2004).

“...formulated the five specific dimensions as content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure” for multicultural education. It can be realized that all these theories are in constant flux and dominantly revolve around particular context. The ideas stated in these theories to practice multiculturalism inside the B.Ed. classroom “is problematic because they do not accommodate ‘difference’ adequately, and the discriminatory structures of the receiving society that prevent integration are generally ignored”. However, in the traditional context of Pakistan, these five specific dimensions seem more generic in nature and challenge the common notion of traditional teaching and learning practices in pre-service teacher education program. For instance,

The Pakistani perspective on teachers’ learning and development stresses upon the technical aspect of teaching profession, which involves subject knowledge and a fixed set of skills required to transfer that knowledge to students. Teachers’ leaning in other critical domains such as personal, social and ethical,

immensely emphasized in the international literature, have received little or no attention in Pakistani context. (Ali, 2011, p.208)

Ashraf, (2005, p.271) describes present situation of teacher education in Pakistan with respect to practicing multiculturalism as:

Teacher education in developing countries[like Pakistan] faces great challenges attributable to economic constraints, including shrinking resources, the low status of teachers—exacerbated by declining incentives—and an entirely theoretical approach in teacher training programs. These challenges are further intensified by variations in the trainees' cultural, regional, and religious backgrounds and by the lack of collaboration between different education sectors.

Khatoun et al. (2011, p.78) adds further that in Pakistan “the current curriculum of pre- service teachers’ training of B. Ed lacks elements of training in multicultural classroom”. Furthermore, Khatoun et al. (2011) reports these findings:

1. Prospective teachers are informed about cultural varieties and intercultural issues in Pakistan only through theoretical information/knowledge (p.78).
2. Prospective teachers are not trained about instructional methodology and multicultural prejudices, the nature of these prejudices that students may encounter in classroom environment and methods to deal with these prejudices (p.78).

A research also reports about

“a serious disconnect between our students’ intellectual capability, belief structures, and their actual willingness to teach in culturally diverse settings. Moreover, some educators have espoused the view that the most appropriate teachers for culturally diverse classrooms are those individuals who are raised in, and closely connected to those communities (Wiggins, et al. 2007 p.660).

It can be recognized from above-stated argument that the role of teacher as instructional leader is important to facilitate students-teachers from different background to learn about accommodating multiculturalism and managing conflicts. Otherwise, this situation may raise fear and anxieties about isolation or being deprived or ignorant in learners in the learning process. McIntye (1996, p.354) raises an important issue as in question format that “Does the way we teach create behavior disorders in culturally different students? McIntye (1996, p.370) argues, “Knowledge of a student's background gives important clues to cognitive and behavior styles” and “Culturally different pupils are frequently penalized by teaching practices that contrast with

their culturally based cognitive style” McIntye (1996) has conducted this research at primary level, but it can be inferred that this practice is concentric and spiral up to the higher level of education. The work of McIntye (1996) basically critiques where multicultural practices inside the classroom are known but practice less.

Literature suggests five approaches of instructional leadership to practice multiculturalism inside the classroom as:

- (1) Recognize and appreciate the particular cultures and backgrounds represented in your classroom through you and your students.
- (2) Make recognition and appreciation of diverse background, cultures, and perspectives (including those not represented by you or your students) a constant theme of your classroom.
- (3) Consider the potential insights of research on the “cultural learning style” of your students.
- (4) Teach and model norms of positive, inclusive interactions among members of the class.
- (5) Evaluate materials for their inclusiveness and cultural relevance. (Teach for America, 2011, p.97)

It is also suggested in literature that

Teachers [should] regularly implement programs to ensure students respect and understand each other’s differences. A variety of creative and fun activities can be used to promote cultural pride and acceptance. Exercises that allow students to share information about their backgrounds create better social and learning environments (e How. n.d. p.3).

Finally,

To create effective learning environments, instructors must determine how the human aggregate’s collective characteristics influence student behavior. Students bring an impressively large number of diverse background knowledge and prior learning experiences to the classroom environment. The instructor may or may not wish to recognize the influence of these experiences; however, they should recognize that these very experiences ultimately dictate the nature of the environment. Instructors can use these idiographic examples of pluralism to enhance the experiences of all classroom learners. Additionally, instead of thwarting students’ attempts at sharing their individual experiences and perspectives, instructors should use these opportunities to enhance course subject matter and classroom rapport. (Bonner II and Hariston, 2000, p.6)

RESEARCH METHODOLOGY

This research will be conducted in Mixed Method Paradigm. The quantitative method will compare and contrast the difference of opinion about the instructional techniques of successful teachers, quantitative scores of students in their subjects and evaluation about the

instructional techniques used. However, qualitative method will probe deeply about the dynamics of multicultural factors in TED of UoK which affects the learning outcomes of students, likeness and dis-likeness of students regarding instructional techniques and the opinion and experiences of students and teachers while working in multicultural context and their future role as teacher, teacher educator and researcher. UoK would be considered as Universe and DTE as Sampling Frame. An adequate number (n=30) of teacher and students would be selected with equal proportion of gender through Simple Random sampling. Interview with Research participants, Observation of classroom practices, questionnaire about instructional strategies used and students score in final exam, internal evaluation report of UoK will be used for data collection process. T-Test would be used to compare and contrast the performance of students in different instructional techniques used by teacher in multicultural classroom. By using SPSS the quantitative data will be analyzed. Macro-theme would be used in qualitative paradigm in order to seek the commonalities and differences of opinion, attitude and institutional practices of teachers and students regarding instructional techniques in diversified classroom. Researcher promises to oblige all ethical considerations in order to claim transparency in the process and product of this research such as informed consent, protecting participants from possible harm, confidentiality and data protection.

There are four potential stakeholders for the implication of this research. Through this research, I shall develop my understanding by going through intensive process of reading about the multiculturalism and how to be an effective instructional leader in diversified situation of teaching and learning. This research will possibly indicate the avenue of improvement in UoK and DTE and thus both are direct beneficiary of this research. This research experience will be shared to Dowling College in order to get benefit from this research.

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APPENDIX A

<http://www.inter-disciplinary.net/at-the-interface/diversity-recognition/multiculturalism-conflict-and-belonging/call-for-papers/>

Multiculturalism, Conflict and Belonging

Call for Papers

6th Global Conference



Sunday 16th September 2012 – Wednesday 19th September 2012
Mansfield College, Oxford, United Kingdom



This multi-disciplinary project seeks to explore the new and prominent place that the idea of culture has for the construction of identity and the implications of this for social membership in contemporary societies. In particular, the project will assess the context of major world transformations, for example, new forms of migration and the massive movements of people across the globe, as well as the impact of globalisation on tensions, conflicts and on the sense of rootedness and belonging. Looking to encourage innovative trans-disciplinary dialogues, we warmly welcome papers from all disciplines, professions and vocations which struggle to understand what it means for people, the world over, to forge identities in rapidly changing national, social and cultural contexts.

Papers, workshops and presentations are invited on any of the following themes:

1. Challenging Old Concepts of Self and Other

- ~ Who is Self and who is Other?
- ~ The new value of social diversity and cultural multiplicity; breaking with homogeneity and sameness
- ~ What is the place of difference and alterity, of normality and normalisation in defining identity and membership
- ~ How to account for social membership and cultural identity?

- ~ Making sense of transformations and their effects over culture, identity and membership
- ~ Othering, excluding, stigmatising

2. Nations, Nationhood and Nationalisms

- ~ What does it mean, today, to belong to a nation?
- ~ New migrants, new migratory flows and massive movements from peripheral to central countries
- ~ Resurgence of the local and the diminishing importance of the national
- ~ Are we living post-national realities?
- ~ What is the place of cultural claims in today's forms of social membership?
- ~ Models of multiculturalism and the contemporary experience of multiculturalism(s)
- ~ Assimilation, integration, adaptation and other forms of placing the responsibility of change on the Other

3. Institutions, Organizations and Social Movements

- ~ Evaluating the promises and institutions of post-national governing
- ~ Institutions and organisations that do more for money than for people
- ~ Political battles over globalization
- ~ Social movements, new rebellion and alternative globalizations
- ~ Trans-cultural connections that escape institutional and political intentions or control
- ~ New forms of global exclusion

4. Persons, Personhood and the Inter-Personal

- ~ De-centering individuals and the making of persons; thinking and acting with others in mind and interpersonally
- ~ Tensions, contradictions and conflicts of identity formation and social membership
- ~ New sources and forms of belonging; new tribalism, localism, parochialism and communitarianism
- ~ Bonds of care across boundaries of inequality and exclusion, ideologies and religions, politics and power, nations and geography
- ~ Who am I if not the relation with others?
- ~ Non-recognition as cultural violence

5. Media and Artistic Representations

- ~ The role of new and old media in the construction of cultures and identities, of nations and place
- ~ Production and reproduction of cultural typing and stereotyping
- ~ The contested space of representing culture, identity and belonging
- ~ Art, media and how to challenge the rigid and impenetrable constructions of culture
- ~ Living, being and belonging through art
- ~ Life imitating art and fiction

6. Transnational Cultural Interlacing of Contemporary Life

- ~ What is shared from cultures? How are cultures shared? Who has access to the sharing of cultures?
- ~ Cultural claims and human rights

- ~ Exploring multiculturalism as a plural experience: Shouldn't we be talking about multiculturalisms?
- ~ Living in a context with the cultural markers of a different context: Is that transculturalism?
- ~ Languages, idioms and new emerging forms of wanting to bridge the 'invisible' divide of cultures
- ~ Symbols and significations that connect people to places other than 'their own'
- ~ Culture, identity and belonging by choice

7. New Concepts, New Forms of Inclusion

- ~ Recognition and respect without exclusion
- ~ An ethics for social relations in a new millennium
- ~ What to do with historically old concepts like tolerance, acceptance and hospitality?
- ~ Should not we all be strangers? Should not we all be foreigners?
- ~ Is there any use for cosmopolitanism these days?
- ~ Loving the other within the self; building fluid boundaries of belonging and being

The 2012 meeting of *Multiculturalism, Conflict and Belonging* will run alongside the forth meeting of our project on *Fashion – Exploring Critical Issues* and we anticipate holding sessions in common between the two projects. We welcome any papers considering the problems or addressing issues of Fashion, Multiculturalism, Conflict and Belonging.

Papers will be considered on any related theme. 300 word abstracts should be submitted by Friday 16th March 2012. If an abstract is accepted for the conference, a full draft paper should be submitted by Friday 22nd June 2012.

300 word abstracts should be submitted to the Organising Chairs; abstracts may be in Word, WordPerfect, or RTF formats, following this order:

- a) author(s), b) affiliation, c) email address, d) title of abstract, e) body of abstract, f) up to 10 keywords.

E-mails should be entitled: Multiculturalism Abstract Submission

Please use plain text (Times Roman 12) and abstain from using any special formatting, characters or emphasis (such as bold, italics or underline). Please note that a Book of Abstracts is planned for the end of the year. All accepted abstracts will be included in this publication. We acknowledge receipt and answer to all paper proposals submitted. If you do not receive a reply from us in a week you should assume we did not receive your proposal; it might be lost in cyberspace! We suggest, then, to look for an alternative electronic route or resend.

Organising Chairs

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The conference is part of the *Diversity and Recognition* research projects, which in turn belong to the *At the Interface* programmes of *Inter-Disciplinary.Net*. It aims to bring together people from different areas and interests to share ideas and explore discussions which are innovative and challenging. All papers accepted for and presented at this conference are eligible for publication in an ISBN eBook. Selected papers may be invited to go forward for development into a themed ISBN hard copy volume.

Please note: Inter-Disciplinary.Net is a not-for-profit network and we are not in a position to be able to assist with conference travel or subsistence.

Style **Sheets**

In preparing your submissions, please make use of the following style sheets:

*****Updated Style Sheets*****

- [Download Full Style Sheet – v7.4d \(pdf\)](#)
- [Download Chicago Style Reference Sheet – v1.2d \(pdf\)](#)
- [Download Template Document \(Word\)](#)

In preparing your submissions, please make use of the following style sheets:

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Upcoming Events

EBSCO Deal for Journals

We are thrilled to announce that we have signed a contract with EBSCO to carry all our journal content with EBSCOhost. All of IDN's ISSN journals will now be carried throughout their range of bibliographic database services.

New Research Projects

As we go into 2012, IDN will be rolling out a number of research-focused events, programmes and days. These will begin in Sydney, Australia in January 2013 with two one-day events on "Transmedia: Storytelling and beyond", and a 3 day event on "Football and Communities" which is being staged in collaboration with Manchester Metropolitan University.

Stats for July 2012

A busy July saw 1.15 million hits to the web site, with over 55,000 unique visitors. The Alexa Information Company now rank us well inside the top 500,000 most visited sites in its recent update. Thank you to everyone who continues to support our work. It is very much appreciated.

Latest Publications

Fisher Imprints

Scott Hendrix and Brian Feltham (eds) - *Rational Magic*

Mira Crouch - *War Fare: Sustenance in Time of Fear and Want*

Inter-Disciplinary Press

Hans T. Sternudd and Angela Tumini (eds) - *How Does It Feel? Making Sense Of Pain*

Cristina Santos and Adriana Spahr (eds) - *Monstrous Deviations in Literature and the Arts*

Rodopi

Tom Claes and David Seth Preston - *Frontiers in Higher Education*

Elizabeth Anderson, Avril Maddrell, Kate McLoughlin and Alana Vincent (Eds.) - *Memory, Mourning, Landscape*

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