Original Paper

Greek Primary School Teachers' Reported Practices Concerning the Implementation of Culturally Responsive Teaching: The Culturally Responsive Practices Questionnaire (CRPQ)

Effie Penderi[1*] & Evdokia Kokouvinou[1]

[1] Effie Penderi, Pedagogical Faculty, Aristotelio University, Thessaloniki, Greece

[*] Evdokia Kokouvinou, Effie Penderi, Pedagogical Faculty, Aristotelio University, Thessaloniki, Greece

Abstract

The purpose of this study was to examine Greek primary school teachers' reported practices regarding culturally responsive teaching. A questionnaire with 29 items was constructed, based on a number of relevant international research tools. Participants were 187 primary school teachers, in Northern Greece. Exploratory factor analysis revealed three psychometrically robust factors, Utilization of students' cultural capital, Development of culturally responsive learning environments and Collaboration with parents and differentiated teaching. Items with the highest mean score seemed to focus on the promotion of trust and respect among students, while those with the lowest score regarded mainly the use of students' diverse cultural heritage in the classroom. Relevant training, experience with students from diverse cultural backgrounds and urbanity were the background variables that seemed to have some relation to certain aspects of culturally responsive teaching reported practices.

Keywords

culturally responsive teaching, teachers' reported practices, Greek primary school, cultural and linguistic diversity

2. Contextualization

Since 1980 the Greek educational context has been facing important changes in the composition of the student population with large numbers, at least in some districts, of repatriated Greek and foreign immigrant children (Parthenis, 2010). To the multicultural character of the Greek society the vast refugee flow of the last few years should be added, along with the recognized Muslim minority in

Thrace and the families from mixed marriages, especially in tourist areas (Govaris, Skourtou, & Vartsalis, 2004). These changes have imposed new and demanding challenges to the Greek educational system and especially to teachers, who should meet the educational needs of the culturally and linguistically diverse students and collaborate with their families.

Although there was a number of intervention programs financed by the Greek state and European resources, which were designed and run by different universities to support culturally and linguistically diverse students, these programs addressed the needs only of specific socio-cultural groups and were implemented in certain areas and schools with large concentration of those students. Moreover, while teachers' training was regarded as pivotal for the success of these attempts, it was mainly organized at a pilot level and basically regarded either teaching Greek as second language or how to adjust Greek educational curricula to the needs of the targeted groups (Sakka, 2010). Another restriction refers to the fact that these and other projects that had been organized within the scope of intercultural education, had to face the monocultural ideology and ethnocentric perspective, to some extent, of the Greek educational system. These interventions, were quite limited in number, addressed only certain areas and schools with certain student populations and not the mainstream classroom.

Moreover, due to lack of appropriate training, teachers are not well prepared to face the challenges of the multicultural classrooms and the education for a multicultural society, while they seem to work with students and families whose cultural and linguistic backgrounds are unfamiliar with (Sakka & Psalti, 2004). Relevant professional development and training programs are limited and seem to neglect teachers' belief systems, an area that is particularly important to address when issues of cultural values are in stake and changes in attitudes and educational practices are targeted (Penderi, Petrogiannis, & Slot, 2018). With reference to the Greek educational reality there is very little evidence concerning primary school teachers' beliefs and practices regarding the issue of culturally responsive teaching.

However, teachers' knowledge of their students' cultural backgrounds and family customs and routines is prerequisite for the infusion of culturally sensitive pedagogy which has been found to have a positive impact to all children's academic performance (Pope & Wilder, 2005). Within this line of thought, *culturally sensitive* or *relevant teaching* has been suggested as a set of principles and practices that delineate teachers' culturally competent pedagogical and educational work with children from diverse socio-cultural backgrounds. Gay (2005) noted that culturally responsive teaching is a comprehensive endeavor that is engendered in all dimensions of the educational system, including diagnosing students' needs, curriculum content, counseling and guidance, instructional strategies and performance assessment. Hollins (1993) reviewed four seminal studies in order to create a knowledge base to identify teacher behaviors or actions that can improve learning of diverse students. According to the analysis of the reviewed literature, she suggested that there are seven specific competencies for teaching diverse populations: (a) communicating with diverse learners, (b) knowing subject and students, (c) reflective teaching, (d) identifying resources, (e) creating a supportive context, (f) developing interpersonal relationships, and (g) promoting learner performance. Gay (2005) expanded

271

these competencies and proposed skills that underlie culturally sensitive teaching, such as the ability to i. develop a cultural diversity knowledge base, ii. design culturally relevant curricula, iii. demonstrate cultural caring, iv. build a learning community, v. establish cross-cultural communications and vi. establish cultural congruity in classroom instruction (Yun-Ju Hsiao, 2015).These competences are expressed through teachers' beliefs and practices that determine their stance towards multicultural education.

With reference to the Greek educational reality there is limited evidence about how teachers perceive and manage the challenges of the multicultural classroom and respond to the need to prepare students for a multicultural society. Although, they seem to identify the restrictions concerning their competencies to address these issues and acknowledge the need for continuous training regarding culturally responsive teaching, relevant programs are limited and are not designed on the basis of their particular needs and strengths (Penderi, Petrogiannis, & Slot, 2018).

3. Aim of the Study

The aim of the present study was the examination of Greek primary school teachers' reported practices concerning the implementation of culturally responsive teaching and their connection with certain background variables such as gender, education level, years of professional experience, urbanity and experience with culturally diverse students and relevant training. For the purposes of the study an instrument was constructed, the Culturally Responsive Practices Questionnaire (CRPQ).

The research questions were the following:

1) Is the Culturally Responsive Practices Questionnaire (CRPQ) reliable and valid to measure relevant practices in the Greek educational context?

2) To what extend do Greek primary school teachers agree with practices that reflect culturally responsive pedagogy in the classroom?

3) What are the teachers' characteristics that relate to their preference for practices that reflect culturally responsive teaching?

4) Does the school location influence teachers' preferences about culturally responsive teaching practices?

4. Material and Methods

4.1 Participants

Participants were 187 Greek primary school teachers in Northern Greece. 129 (69%) were women and 58 (31%) were men. Concerning their professional status the majority 169 (90.4%) had a permanent position while only 18 (19.6%) had a substitutes. With reference to their professional experience mean score was 17.68 years (*SD*=8.15) ranging from 1-35 years. The majority of the teachers had graduated from a University Department while only a 25% had a diploma from a Pedagogical Academy. 72 teachers (38%) reported having a postgraduate degree (38%). The majority of teachers (40.6%) had

272

worked in urban, 28.3% at semi-urban, 24.6% at rural and only 6.4% at metropolitan areas. The majority of teachers (58.8%) reported that during the current school year they had students from diverse socio-cultural backgrounds in their classrooms, but only 74 (39.6%) had some kind of training with reference to the education of culturally and linguistically diverse students. Finally, teachers mean score of the years of their experience with students from diverse socio-cultural backgrounds was 9.61 (*SD*=7.11) ranging from 0 to 31 years.

Participants were recruited following a combination of sampling methods. At first, from Northern Greece a number of areas were selected mainly according to availability of permission by the educational authorities.

4.2 Instruments

The survey instrument was divided into two sections. The first section contained questions about background information, used to collect demographic data. The second section consisted of the ***Culturally Responsive Practices Questionnaire (CRPQ)***.

Demographic, Background Information: This section included questions that regarded teachers' characteristics that were taken into account in the study: i. gender, ii. years of professional experience, iii. professional status (permanent or substitute position), iv. teacher's educational level, v. urbanity of school, vi. years of experience with students from diverse cultural and linguistic backgrounds, vii. training regarding culturally and linguistically diverse students and viii. existence of students from culturally and linguistically diverse backgrounds the current school year.

Culturally Responsive Practices Questionnaire (CRPQ): The questionnaire was constructed using relevant literature, to depict practices in the classroom that reflect the principles and strategies of culturally responsive pedagogy in primary education. After review of the international and Greek literature concerning the field of culturally responsive teaching a pool of items was developed mainly using ideas and items from: a. the Cultural Responsive Teaching Self Efficacy (CRTSE) and Cultural Responsive Teaching Outcome Expectancy (CRTOE) scales (Siwatu, 2007), b. Culturally Responsive Teaching Preparedness Scale (CRTPS) by Hsiao (2015) and c. Student Measure of Culturally Responsive Teaching (SMCRT) (Dickson et al., 2015). The items were phrased in a way that described teachers' practices in the primary classroom and reflected the conditions in the Greek educational context with reference to culturally responsive teaching (Penderi, personal communication).

From the initial pool of items only 29 were chosen to use in the study using the suggestions of an expert panel consisting of two academics and 3 primary school teachers with academic qualifications and after the pilot testing of the scale with the participation of 30 primary school teachers. Three of the items (12, 28 and 29) referred to practices that are not congruent with culturally responsive teaching so their score was reversed during coding. We decided to include items with negative to the construct/concept under study orientation in the questionnaire to lower the bias of response style, taking into account criteria suggested in relevant studies (Salazar, 2015; Weijters, Geuens, & Schilleweart, 2010). Respondents used a five-point Likert type scale to indicate the level of their

273

agreement or disagreement with the practices described (1= strongly disagree, 2= disagree, 3= neither disagree, nor agree, 4=agree, 5=strongly agree). Higher score suggested positive engagement with culturally responsive teaching.

4.3 Procedure

Schools were randomly selected based on urbanity criteria. Questionnaires and relevant letters with information on the purpose and ethics of the research were given personally by the authors. Respondents were given two-to-three week time to return the questionnaire. The procedure lasted approximately two months, October to November 2016, and return rate was 65%.

4.4 Analysis

Exploratory factor analysis was used to "identify the factor structure or model for a set of variables" (Henson & Roberts, 2006, p. 395) and to group variables reducing their numbers by the method of principal components (Howitt & Cramer, 2010). This was followed by applying internal consistency for the total score and the subscales was examined using Cronbach's alpha. Relation between the factors of the Culturally Responsive Practices Questionnaire (CRPQ) was determined with Pearson r. The extent of teachers' agreement with culturally responsive practices as described with CRPQ was evidenced with reference to the mean scores of each item of the scale and by comparing subscales' mean scores with one-way Anova processes. Relation of culturally responsive teaching with teacher and school district characteristics was examined using Independent samples t-test, Pearson r, or Anova depending on the type of independent variable under consideration.

5. Validity, Interpretation and Findings

5.1 Psychometric Properties of the Culturally Responsive Practices Questionnaire (CRPQ)

Internal validity of the Culturally Responsive Practices Questionnaire (CRPQ) was examined using Cronbach α, which was very high for the total score of the 29 items (α=0.90). Suitability of data to conduct factor analysis was determined with (a) Kaiser-Meyer-Olkin Measure of Sampling Adequacy (Kaiser, 1974) which had a value of 0.910, far exceeding the minimum standard of 0.60 (Tabachnick & Fidell, 2007), and (b) Bartlett's Test of Sphericity, which was statistically significant suggesting a reasonable level of correlation existed between the items of the scale (Penderi, Petrogiannis, & McDermott, 2014). The dimensionality of the 29 items of the CRTQ was examined using exploratory factor analysis, with a principal component analysis and varimax rotation. For the number of factors extracted a set of criteria was followed: i. eigenvalues greater than one, ii. inspection of the scree plot, iii. factor coefficient salience at.40 and above, iv. a minimum of four items with salient loadings for a factor to be retained and v. congruent theoretical interpretation (Fabrigar et al., 1999).

Three items were excluded from the analysis as they did not compromise with the aforementioned criteria. The 26 remaining items were grouped in three factors that accounted for the 58, 2% of variance (see Table 1). It should be noted that the exclusion of the 3 items after the factor analysis, improved the internal consistency of the scale (α=.93).

274

The first factor with 12 items regarded the *Utilization of students' cultural capital*. It included practices that refer to the establishment of a positive climate towards diversity in the classroom that promotes acceptance, respect, trust and conductive communication with students and parents and renders diversity an asset in learning and well-being for children, families and communities. The second factor, namely *Development of culturally responsive learning environments*, consisted 7 items that regarded teacher efforts to encourage and support all students' adjustment and learning by promoting positive relationships and collaboration in the classroom and adjusting curricula to students' cultural backgrounds. Finally, the third factor, *Collaboration with parents and differentiated teaching*, with the remaining 7 items described promotion of parental involvement and family-school connection as well as instructional practices that meet all children's needs, strengths and cultural backgrounds. As shown in Table 1, all factors had acceptable internal consistency.

Table 1. Factor Structure of the Culturally Responsive Practices Questionnaire (CRPQ) (N=187)

Items	Component		
	Factor 1	Factor 2	Factor 3
26. ensure tall my students feel safe and accepted in the classroom	**,849**	,206	,187
17. try to build a sense of trust in my students	**,807**	,203	,188
27. provide students with opportunities to develop and use their knowledge, abilities and skills for classroom benefit	**,791**	,134	,313
21. show all students' parents they are welcomed to the school	**,748**	,308	,165
24. show students, especially those with a different cultural background, that I have positive expectations for their progress at school	**,725**	,186	,160
23. ensure that all my students acquire the knowledge and skills they need to function adequately in the Greek society	**,668**	,300	,246
8. respect all my students regardless their cultural background and value their contribution in the classroom	**,634**	-,009	,421
10. use examples from my students' everyday life experiences to help them understand the lesson	**,597**	,088	,413
9. try to identify my students' interests with an aim to make lesson more interesting and effective	**,553**	,210	,463
18. show to all parents that their help/contribution is important	**,552**	,244	,462
19. use heterogeneous group work (mixing students from diverse socio-cultural groups) to help them learn from each other and develop responsibility	**,520**	,468	,179
3. promote respect among students with diverse cultural backgrounds.	**,506**	,162	,500
16 urge students to learn from each other, organizing appropriate	,268	**,794**	,214

educational activities

20. organize classroom environment to reflect diverse cultures, especially those of my students	,202	**,756**	,148
15. integrate aspects of diverse cultures in the lesson and refer to examples of their contribution to science/knowledge and humanity	,169	**,741**	,307
22. use words or phrases, such as salutations, in my students' mother tongues	,045	**,725**	,053
14. show interest and ask about my students' culture and family experiences	,358	**,723**	,138
13. encourage students to use their mother tongue to help them maintain and build on their cultural identity	,120	**,647**	,072
25. use examples from various cultures which my students are familiar with.	,237	**,622**	,276
11. explain parents how they can be involved and contribute to students' education and learning	,163	,191	**,709**
2. use materials (videos, pictures, audiovisuals) to help all the students learn	,304	,257	**,633**
4. get information about students' competences and strengths	,266	,142	**,594**
7. try to communicate with parents to inform them about their children's efforts and progress	,399	,117	**,565**
5. invite parents to explain their own way a new concept that has been learnt	-,215	,488	**,549**
6. use students ' prior knowledge to help them make sense new information.	,375	,219	**,549**
1. explain the lesson in different ways to help students understand and learn	,315	,096	**,483**
Variance explained	42,72%	10,04%	5,43%
Cronbach 's a	0.93	0.86	0.77

The strength of the correlations between the three factors of the Culturally Responsive Practices Questionnaire (CRPQ) was high (Table 2).

Table 2. Inter-Correlations between the Factors of the CRTQ

CRTQ factors	Factor 1	Factor 2	Factor3
Factor 1	-	0.55** 180	0.68** 180
Factor 2		-	0.57** 181
Factor 3			-

** *p<0,001*

5.2 Extent of Teachers' Agreement with Culturally Responsive Practices

As seen in Table 3, the 5 items with the highest mean score are included in the first factor of the Culturally Responsive Practices Questionnaire (CRPQ), namely *Utilization of students' cultural capital*. The majority of the items with the lowest score belong to the second factor *Development of culturally responsive learning environments*, except for one item that is part of the third factor, *Collaboration with parents and differentiated instruction*.

Table 3. Items with the Highest and Lowest Mean Scores (N=187)

Items	Mean score	Standard Deviation
8. respect all my students regardless their cultural background and value their contribution in the classroom	4,81	0,41
3. promote respect among students with diverse cultural backgrounds	4,73	0,47
17. try to build a sense of trust in my students	4,73	0,44
27. provide students with opportunities to develop and use their knowledge, abilities and skills for classroom benefit	4,67	0,47
26. ensure all students feel safe and accepted in the classroom	4,66	0,49
5. invite parents to explain their own way a new concept that has been learnt	3,55	1,04
13. encourage students to use their mother tongue to help them maintain and build on their cultural identity	3,81	0,96
22. use words or phrases, such as salutations, in my students' mother tongues.	3,89	1,05
20. organize classroom environment to reflect diverse cultures, especially those of my students	4,10	0,78
15. integrate aspects of diverse cultures in the lesson and refer to examples of their contribution to science/knowledge and humanity.	4,24	0,70

When using an ANOVA with repeated measures with a Greenhouse-Geisser correction, the mean scores for the CRTQ factors were statistically significantly different ($F(1.859, 2473) = 5813.18$, $p < 0.001$). Post hoc tests using the Bonferroni correction revealed that teachers reported agreeing with practices that are included in the first factor *Utilization of students' cultural capital* ($M = 55.62$, $SD = 4.63$) more than with practices from the second factor ($M=28.92$, $SD=4.21$) ($p<0.001$), *Development of culturally responsive learning environments*, or the third factor ($M=30.35$, $SD=3.14$) ($p<0.001$), *Collaboration with parents and differentiated teaching*. Moreover, practices that regard the second factor were less reported than those included in the third factor ($p<0.001$).

5.3 Relation of Culturally Responsive Teaching with Teacher and School District Characteristics

With regard to teachers' characteristics, analysis included gender, years of professional experience, professional status (permanent or substitute position), years of experience with students from diverse cultural and linguistic backgrounds, training regarding culturally and linguistically diverse students and existence of students from culturally and linguistically diverse backgrounds the current school year. Urbanity was taken to account to describe the school district characteristics. Apart from the total score of the CRPQ, we also used scores of the three factors.

Independent samples t-test showed that male teachers' mean scores regarding the CRPQ and its three factors did not have statistically important difference with the female teachers' reports. Lack of statistically important differences regarding teachers' mean scores in CRPQ and its three factors was also found with reference to their professional status and the presence of students from culturally and linguistically diverse backgrounds in the classroom, the current school year. Still, those teachers who reported having been trained regarding culturally and linguistically diverse students ($M = 29.84$, $SD = 4.08$), showed higher scores with reference to the second CRTQ factor, *Development of culturally responsive learning environments,* ($t=2.37$, $df=182$, $p<0.05$), than those with no such training ($M = 28.36$, $SD = 4.17$).

Finally, correlations among teachers' years of professional experience, experience with students from diverse cultural and linguistic backgrounds and culturally responsive teaching using Pearson r, showed a weak but statistically significant relation between experience with students from diverse cultural and linguistic backgrounds and teachers' reports on the third factor of CRPQ, *Collaboration with parents and differentiated teaching,* $r(179) =0.16$, $p <0.05$.

ANOVA showed that urbanity (rural, semi-urban, urban and metropolitan district) had a statistically important influence on teachers' reports regarding culturally responsive teaching. Post hoc analyses using the Bonferroni correction showed that when the total score in CRPQ is taken into account teachers in urban schools have higher scores than teachers in semi-urban ($p<0.005$) districts, who reported lower agreement with culturally responsive teaching than teachers in metropolitan areas ($p<0.05$). With reference to the three factors of CRPQ, it was identified that regarding the *Utilization of students' cultural capital* teachers had higher scores in semi-urban districts had lower scores than teachers in rural ($p<0.05$), urban ($p<0.005$) and metropolitan schools ($p=0.005$). There was no

278

statistically important difference in teachers' reports regarding the *Development of culturally responsive learning environments* due to urbanity, but teachers in semi-urban areas reported lower levels of agreement with *Collaboration with parents and differentiated teaching* practices compared to those working in urban schools ($p<0.005$).

6. Discussion and Limitations

The study focused on Greek primary in-service teachers' engagement with culturally responsive teaching. An instrument was constructed the Culturally Responsive Practices Questionnaire (CRPQ). The relation of teachers' reports with a number of background variables was also examined.

The Culturally Responsive Practices Questionnaire (CRPQ) was found to be a reliable and psychometrically robust instrument to capture primary school teachers' involvement with practices in line with culturally responsive teaching. Teachers' reports showed that they are, in general, highly engaged with culturally relevant teaching practices. The *utilization of cultural capital* was the factor with the highest mean score, whilst the *Development of culturally responsive learning environments*, was the one with the least score. It seems that teachers are positive to create a warm, supporting, safe and secure classroom environment for cultural diverse students by promoting trusting and responsive relationships and by advancing students' knowledge and skills. However, they are less keen on students' linguistic background and cultural identity.

These findings are in line with Siwatu (2007) whose study showed that teachers' priorities were to enhance self-esteem and to develop good relationships with students. Greek in-service teachers' reluctance towards diverse students' cultural and linguistic background may be due to their restricted knowledge on their heritage on one hand and limited pedagogical tools to gain such knowledge and use it in the classroom. With reference to the Greek education systems, Sakka (2010) found that although teachers agree with the importance of cultural awareness, they regard cultural sensitivity and knowledge irrelevant to the teaching practice and moreover believe that only the Greek language should be spoken in the school.

Data showed that engagement with culturally responsive practices is not related to teachers' gender. Still, having students from diverse backgrounds was a factor that seemed to relate to using students' cultural capital. In addition, urbanity of the school seemed to influence teachers' reported practices. Working in metropolitan and urban or semi urban areas related with more positive involvement in culturally sensitive teaching. This can be explained by the fact that there is a higher number of students from diverse backgrounds in capital cities and urban areas than in rural, so teachers are more culturally aware and prepared to manage multicultural classes than teachers in rural areas. Moreover, teachers in capital and rural areas may have attended relevant training programs or have been trained in issues concerning teaching in culturally and linguistically diverse students.

There are several limitations in this study. Participants were recruited from schools in Northern Greece. This may restrict the generalizability of the results. Scores in *Cultural Responsive Practices*

279

Questionnaire (CRPQ) may not reflect teachers' actual implementation and engagement to culturally responsive teaching. Because a self-report method was used, it is possible that participants could answer according to social desirability rather than their real engagement. Additional evidence using observations, structured interviews, and diary methods could be useful. Moreover, practices used to capture teachers' involvement in culturally responsive teaching were quite general and did not describe their performance in subject specific teaching.

Still, the psychometric properties of the *Culturally Responsive Practices Questionnaire* (CRPQ) showed that it could be used with reference to the Greek primary educational system to describe teachers' engagement in culturally responsive teaching. Moreover, evidence provided in this study about primary school teachers' practices, may be useful to the design of national studies and professional development programs concerning intercultural education and pedagogy.

7. Conclusion

The Culturally Responsive Practices Questionnaire (CRPQ) was found to be a reliable and valid instrument to measure relevant practices in the Greek educational context. Moreover, it was proved that teachers are highly engaged with culturally responsive practices which include the development of warm and supportive environment promoting trusting and responsive relationships. But, they are weak and unsecure to use the linguistic and cultural background of diverse students. Results showed that teachers are up to a point insufficient to collaborate with parents and apply differentiated instruction. As far as teachers' characteristics are concerned, those who have relevant linguistic and cultural training are more competent developing culturally responsive teaching and suitable learning environments than teachers who haven't been trained. Further, teachers' years of professional experience, experience with students from diverse cultural and linguistic backgrounds and culturally responsive teaching seemed to affect mostly the collaboration with parents and the implementation of differentiated teaching. School location, also, influences teachers' beliefs concerning cultural responsive teaching. Especially teachers from urban schools reported being more competent to utilization of students' cultural capital than those from metropolitan, semi-urban and rural distinct.

References

Collins, S. E. (2009). *Culturally Diversity Awareness of Elementary School Teachers in Georgia Classrooms*. Electronic Theses and Dissertations, paper 220. Jack N. Averitt Colleges of Graduate Studies. Georgia Southern University.

Dickson, G. L., Chun, H., & Fernandez, I. T. (2016). The development and initial validation of the student measure of culturally responsive teaching. *Assessment for Effective Intervention*, *41*(3), 141-154. https://doi.org/10.1177/1534508415604879

Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, *4*, 272-299.

280

https://doi.org/10.1037/1082-989X.4.3.272

Gay, G. (2005). Politics of multicultural teacher education. *Journal Of Teacher Education*, *56*, 221-228. https://doi.org/10.1177/0022487105275913

Hollins, E. R. (1993). Assessing teacher competence for diverse population. *Theory into Practice*, *32*, 93-33. https://doi.org/10.1080/00405849309543581

Howitt, D., & Cramer, D. (2010). Στατιστική με το SPSS 16. Με εφαρμογές στη Ψυχολογία και στις Κοινωνικές Επιστήμες. (Επιστημ. Επιμ. Κοντάκος Σ. Π.). Αθήνα: Κελιδάριθμος.

Hsiao, Yun-Ju. (2015). The culturally responsive teacher preparedness scale: An exploratory study. *Contemporary Issues in Education Research*, *8*(4), 243-250. https://doi.org/10.19030/cier.v8i4.9432

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, *39*, 31-36. https://doi.org/10.1007/BF02291575

Parthenis, C. H. (2010). Inclusion of repatriated Greek and foreign immigrant students in school education: A possible good practice for intercultural inclusion. *Intercultural Education*, *21*(4), 395-403. https://doi.org/10.1080/14675986.2010.506724

Penderi, E., Petrogiannis, K., & McDermott, P. (2014). Psychometric properties and factor structure of the Greek version of the Preschool Learning Behavior Scale. *International Journal of School & Educational Psychology*, *2*(4), 271-282. https://doi.org/10.1080/21683603.2014.895462

Penderi, E., Petrogiannis, K., & Slot, P. (2018). Identifying promising and effective professional development strategies in Europe: ISOTIS inventory and the Greek case. Paper presented in the 2nd PanHellenic Conference of the Practicum Network of the Greek Pedagogical Schools. "*Teachers' Training and Pedagogical Schools Thirty Years Later: Facing New Challenges*. Pope, J. and Wilder, J. (2005). Now that I'm out in the field: Student teaching and valuing diversity. *Journal of Instructional Psychology, 32*(4)*, 322-328.*

Sakka, D. (2010). Greek teachers's cross-cultural awareness and their views on classroom cultural diversity. *Hellenic Journal of Publication*, *7*, 98-123, 98-123.

Sakka, D., & Psalti, A. (2004, June). Educating Greek teachers on cultural diversity: An action research approach. *5th International Conference of the Society for the Psychological Study of Social Issues*. Washington, DC.

Salazar, M. S. (2015). The dilemma of combining positive and negative items in scales. *Psicothema, 27*(2), 192-199.

Siwatu, K. O. (2006*).* Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, *23*, 1086-1101. https://doi.org/10.1016/j.tate.2006.07.011

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.

Weijters, B., Geuens, M., & Schilleweart, N. (2010). The individual consistency of acquiescence and

extreme response style in self – report questionnaires. *Applied Psychological Measurement*, *34*(2), 105-121. https://doi.org/10.1177/0146621609338593