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Furthermore, teachers who are enthusiast in teaching and involved in a culturally diverse environment significantly engage in the work field. In addition, teachers who promote fairness and equity in culturally diverse atmospheres highlight the link between social justice and their day-to-day engagement (Prodanova et al., 2024).

Table 4. Significant differences between engagement and interaction across programs

Variables	Program	M	SD	f-value	p-value	Interpretation
<i>Teachers' Identity</i>	1	4.22	0.39	2.05	1.08	Not Significant
	2	4.20	0.57			
	3	4.20	0.38			
	4	4.70	0.36			
	5	4.41	0.33			
<i>Intercultural Competence</i>	1	4.40	0.45	.231	.91	Not Significant
	2	4.22	0.59			
	3	4.29	0.38			
	4	4.41	0.68			
	5	4.37	0.46			
<i>Teachers' Engagement</i>	1	4.59	0.35	.759	.55	Not Significant
	2	4.25	0.76			
	3	4.25	0.35			
	4	4.50	0.50			
	5	4.28	0.52			

Table 4 shows the engagement and interaction of the respondents toward culturally diverse classrooms across their respective programs. This finding shows that their engagement and interaction toward a culturally diverse classroom do not differ across programs; in other words, there are no significant differences in the respondents' identities, intercultural competence or engagement across programs. The intercultural competence of the teacher or their engagement is not the basis of what track of the program they have. In multicultural education, professional development aims to improve teachers' effective response to diversity. A perspective program that explicitly includes cultural and linguistic diversity issues in its curriculum beneficially constructs its own identities. (Gonzalez, 2023). This shows that teachers who received professional development in multicultural education (ME) during pre-service and in-service years were more likely to believe that multicultural strategies are effective in fostering cultural inclusiveness and that providing equitable chances for students is an important goal of multicultural education. There is no evidence for the effectiveness of professional development in multicultural education, which could influence teachers' attitudes, beliefs, and practices; however, among the approaches to teaching social justice, multicultural education practices have been increasingly advocated by researchers and practitioners to respond effectively to diversity in classrooms (Parkhouse et al., 2019). According to Tualaulelei and Halse (2021), multicultural education is strongly connected to teachers' racial, ethnic, and cultural attitudes and beliefs, which are often biased, continuously present, and highly influential in shaping teachers' cognitions and actions.

Sala. 2026. An Empirical analysis among Pre-service Teachers' Identity, Intercultural Competence and Engagement in a culturally diverse classroom

