

Multiculturalism in Teaching Physical Education: A Review of U.S. Based Literature

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Abstract

The purpose of this paper was to review extant literature on multicultural education in the context of teaching physical education. More specifically, the article was designed to review the literature on physical education teachers' knowledge and skills related to teaching culturally diverse students. The findings revealed teachers' knowledge and skills in multicultural education to embrace cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity, and indicated multicultural education coursework and field experiences in teacher education programs to be important avenues for the development of positive attitudes toward cultural diversity. Other findings from this review point to limited previous research studies that focused on multiculturalism in physical education, and further that physical education teachers have varying degrees of knowledge and understanding of multicultural education. The outcomes of these studies underscore the important role physical education teacher education has in preparing pre-service teachers for diversity in schools.

Key Words: Multicultural education, Diversity, Teacher education

Background

There is an increasing diversity within the society of the United States, and hence student population in PreK-12 schools, requiring a cadre of teaching professionals who understand and respect diversity. Many countries, including the United States, Canada, Korea, Sweden, Holland, Australia, and France, face many challenges associated with the growing diverse student population (Allard & Santoro, 2008; Chang, 2008; Suarez-Orozco, 2005). For example, in the United States, immigrants from many different countries impact school public policy and curriculum (Rong & Preissle, 2009). The percentage of public school students who were White decreased from 68 to 55 percent between 1988 and 2008. During this period the percentage of Hispanic students doubled from 11 to 22 percent, and in 2008, Hispanic enrollment exceeded 10 million students (Aud, et al., 2010). This decrease maybe based on the greater use of private and home schooling, but it may also due to the growth in the number of Hispanic students, particularly in the West (Aud et al.).

Multicultural education is considered to be an "education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis" (Santrock, 2001, p.171). The goal of multicultural education is to provide equal opportunities for all students through educational experiences that help them to become knowledgeable and respectful of others, making teachers' knowledge and skills extremely important. One of the major goals of multicultural education is to create, within schools and society,

the democratic ideals that value justice, equality, and freedom (Banks, 2002). Influential teachers in multicultural education have a firm understanding of all cultures and this helps to ensure that each student receives an equal learning opportunity in the classroom setting (Sparks, Butt, & Pahnos., 1996).

However, scholars point to the widening gap between cultural and ethnic diversity of school children and their teachers (Burden, Hodge, & Harrison, 2004). For instance, the shortage of teachers of color and other teachers who desire to teach in urban school environments points to a crisis in U.S. education (American Association of College Teachers, 1994). Nelson-Barber and Mitchell (1992) explained that it is not only important to increase the number of qualified teachers of color but also to improve the preparation of teachers to help them meet the needs of students from all backgrounds. Matus (1999) disclosed that the lack of teacher education programs that prepare future teachers for teaching diverse learners in urban schools may contribute to the high rate of teacher attrition in urban schools. This points out the critical need for providing teachers with accurate and sufficient knowledge about their own culture and other cultures in educational institutions, helping to eradicate myths and stereotypes about racial and ethnic groups in the country (Sachs & Poole, 1989). Teachers should not only have knowledge of other cultures but also the desire to interact and communicate with students from diverse backgrounds and should possess necessary experiences and interests to teach (Chepyator-Thomson, You, & Russell, 2000; Fleming, Mitchell, & Gorecki, 1999; Sparks, et al., 1996). Further they should be encouraged to be sensitive to issues of race and multiculturalism and to consider learning about these issues as part of their educational responsibilities (Banks, 2002).

According to Chepyator-Thomson (2001), education with a multicultural perspective requires education professionals to start developing school programs that aid students' understanding of themselves and others, and that assist students in developing to their fullest potential. One way to provide teachers with new information on cultural differences is to implement diversity-based training programs for novice physical education teachers to experience teaching a diversity of learners, thereby preparing them with culturally relevant pedagogy (Hodge, 2003; Sparks, 1994). Another way is to have teacher educators develop coursework and learning experiences that help progress novice teachers from ethnocentric perspectives to ethnocultural values of intercultural sensitivity in meaningful ways (Burden, et al., 2004; DeSensi, 1995; Hodge, 2003) and to help them have a clear understanding and appreciation of the diverse ethnic and racial groups in the United States. It will not suffice for educators to have knowledge of culturally diverse learners yet be unable to recognize learners' individual and cultural needs and the complex relationship between culture and learning. A teacher's diverse knowledge base should include issues regarding race and ethnicity and the teacher should comprehend the implications for the teaching and learning process. Similarly, teachers must know and understand the ramifications of

racism, discrimination, prejudice, and injustice and what it means to be a diverse learner. Teachers need sufficient knowledge to be able to understand culturally different learners and to plan both developmentally and culturally appropriate instruction.

The purpose of this paper was to review extant literature on multicultural education in the context of teaching physical education. More specifically, the review the literature focused on pertained to physical education teachers' knowledge and skills in teaching culturally diverse students. The analytical perspectives derived from the literature centered on the following: (1) understanding multicultural education through concepts of assimilation and pluralism, (2) theoretical frameworks on teachers' knowledge and skills in multicultural education, (3) multicultural education in the context of teaching in physical education, and (4) multiculturalism in the context of curriculum in physical education.

Understanding Multicultural Education through Concepts of Assimilation and Pluralism

Overall, two theoretical frameworks are commonly used in the study of multicultural education: assimilation and pluralism. According to Rong and Preissle (2009), research on immigration and education was once dominated by the assimilation model, which advocated the elimination of ethnic identity and the reconstruction of an “all American and English-speaking only” immigrant identity. The assimilation paradigm, sometimes called a monocultural perspective, espouses tolerance and acceptance of differences in an effort to uphold the existing social structure and power relations – it shares an image or model of “American culture” in the United States (Cushner, McClelland, & Safford, 2006; Grant, Elsbree, & Fondrie, 2004).

Instead of the traditional view of immigrants and ethnic minorities, the consideration of pluralistic perspectives in education and society is paramount, particularly in teacher education and student’s schooling. The pluralism paradigm is built upon the philosophical ideas of freedom, justice, equality, equity, and human dignity (Grant, et al., 2004). Under pluralism, ethnic groups can maintain their distinctive cultural identities, which imply recognition of ethnicity as a legitimate way of grouping in the society. The pluralism model accounts for the variety of objectives, processes, or outcomes that are found among different immigrant communities (Rong & Preissle, 2009).

Through teacher preparation, teachers develop knowledge and understand student diversity, the instructional context in education, and the influence of educational policy in order to improve students' learning experiences and the schooling process. Furthermore, education with a multicultural perspective requires education professionals and teachers to assist students in developing a clear understanding and appreciation of the diverse ethnic and racial groups from pluralistic perspectives (Chepyator-Thomson, 2001). Although there are likely many factors in the school setting that account for differential achievement levels of culturally diverse students, teachers' knowledge and skills that respect pluralistic perspectives are integral to student learning.

Theoretical Perspectives on Teachers’ Knowledge and Skills in Multicultural Education

In education, questioning what qualities, understanding,

categories and types of knowledge that competent teachers should have is paramount. According to Shulman (1987) teachers need to understand 'what is to be learned' and 'how it is to be taught,' and he categorizes knowledge into the following types: (1) content knowledge; (2) general pedagogical knowledge; (3) curriculum knowledge; (4) pedagogical content knowledge; (5) knowledge of learners and their characteristics; and (6) knowledge of educational contexts (p. 8). As the goal of multicultural education is to provide equal opportunities for all students by directing educational experiences that help them become knowledgeable and respectful of others, teachers' knowledge and skills becomes extremely important in research examination. Educators who seek a comprehensive understanding of cultural diversity and expertise in multicultural education should direct attention to both cognitive and affective factors (Manning & Baruth, 2009), pointing to teachers' knowledge and skills in multicultural education as embracing cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity. This section focuses on theoretical perspectives and emergent themes from the literature

Cultural Competency and Cultural Sensitivity

Cultural competency is defined as the ability to understand and relate to the uniqueness of each individual in light of diverse cultures (Stuart, 2004). A cultural competent person has the ability to interpret experiences and patterns such as intentional communications (language, signs, gestures), some unconscious cues (such as body language), and understands customs different from one’s own (Bennett, 2007; Reich & Reich, 2006). Thus, to become a culturally competent person, one must have sufficient knowledge, practical experience, and appreciation for cultural differences relative to his/her own personal identities, values and beliefs.

According to McAllister and Irvine (2000), less attention is given to the process through which teachers develop cultural competency, and in particular, the various factors that contribute to the development of teachers’ cultural competency in in-service programs. The findings from their research reveal three different process theories or models that promote development of cultural competency. Bennett’s Developmental Model of Intercultural Sensitivity (DMIS) offers an orderly, coherent, and empirically

Table 1. Development Model of Intercultural Sensitivity (Bennett, 2007).

Levels	Stages	Descriptions
1	Denial	Does not recognize cultural differences
2	Defense	Recognizes some differences, but sees them as negative
3	Minimization	Unaware of projection of own cultural values; sees own values as superior
4	Acceptance:	Shifts perspectives to understand that the same “ordinary” behavior can have different meanings in different cultures
5	Adaptation	Can evaluate other’s behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
6	Integration	Can shift frame of reference and also deal with resulting identity issues

validated taxonomy of intercultural competencies that provide a framework to understand individual development and awareness from highly ethnocentric to highly ethnorelative (Bennett, 2007).

In Burdett-Williamson's (1996) study, significant positive relationships between intercultural sensitivity and independent variables related to international/cross-cultural experiences were present, pointing to the need to have pre-service teachers enroll in several courses with international/cross-cultural concepts and to complete their field experiences in diverse settings. Domangue and Carson (2008) investigated how the service-learning program shapes the pre-service physical education teacher's cultural competency and the findings revealed that service-learning participants should identify consistent engagement, exposure to another culture, and an engaged instructor as key contributors to cultural competency. It may be concluded that it is important for novice teachers to engage in meaningful teaching experiences in diverse environments in order to improve their overall understanding and eliminate any stereotypic conceptions of their role as a teacher of learners from diverse backgrounds (Stroot & Whipple, 2003).

Culturally Responsive Pedagogy

Culturally responsive pedagogy-also known as culturally relevant pedagogy-is a way of teaching that empowers students intellectually, socially, emotionally, and politically through the use of cultural references that impart knowledge, skills, and attitudes (Ladson-Billings, 2001). Gay (2002) considers culturally responsive teaching as embodying cultural knowledge, prior experiences, and explains performance styles of diverse students as promoting a more appropriate and effective learning, using a pedagogy that capitalizes on students' strengths. Indeed "culturally responsive teaching is an approach to instruction that responds to the socio-cultural context and seeks to integrate the cultural content of the learner in shaping an effective learning environment" (Ooka Pang, 2005, p. 336). Hence culturally responsive educators teach about people's differences as responsive to the cultural identity of learners, and the teachers tend to have a moral responsibility to be culturally responsive or to design curricular programs that cater to the educational needs of learners from diverse backgrounds.

According to Gay (2002), culturally responsive teaching consists of several characteristics: (1) it acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes and approaches to learning, and as a worthy content to be taught in the formal curriculum; (2) it builds bridges of meaningfulness between home and school experiences, as well as between academic abstractions and lived socio-cultural realities; (3) it uses a wide variety of instructional strategies that are connected to different learning styles; (4) it teaches students to know and praise their own and each others' cultural heritages; and (5) it incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools .

Ladson Billings's (2001) research on teacher education programs and pre-service teachers provides the best ways to support teaching for diversity. According to her, instructional practices culturally responsive to the needs of student learners are paramount. Calling her theoretical framework "culturally relevant pedagogy" (p. 144), the propositions that successful

teachers possess emphasized (1) students' academic achievement, (2) students' cultural competence, and (3) students' sense of sociopolitical consciousness. Indications of success center on views that students are capable of learning, that achievement is contextualized within the classrooms, and that teachers know content and how to teach the content to students and how to support the development of students' critical consciousness in curriculum, and finally that teachers encourage an academic achievement that is multidimensional. A second set comprises indicators of cultural competence that help determine how teachers can improve their teaching practices. These include teachers' understanding of culture and the role of culture in education; teachers taking responsibility for learning about students' culture and community; the teachers' use of their students' culture as a foundation for learning; and teachers' support of the flexible use of students' local and global culture. The last indicators are those of sociopolitical consciousness, as associated with issues of social justice (Ladson-Billings, 2001). These include teachers' knowledge of the larger sociopolitical context of the school, community, nation, and world; teachers' investment in the public good; teachers' development of academic experiences that connect students' perspectives to the larger social context; and teachers' understanding that their students' success will lead to an improved quality of life.

Racial Identity

Race is sometimes socially defined on the basis of physical criteria (i.e., skin color, facial features), while an ethnicity is socially defined on the basis of cultural criteria (i.e., customs, shared history, shared language) (Cushner, et al., 2006). Helms (1992, 1993) stated that all people undergo a developmental process of racial identity. This theory involves "how you perceive yourself as a racial being as well as how you perceive others racially" (Helms, 1992, p. 23). For example, although all white persons know that they are white, their psychological orientation to being white differs. For some people "being white" is just being "normal" without any thought about the racial significance of that position. People who experience racial identity in this way miss the reality of a society dominated by whiteness in which people of color are denied access to "normalcy." By contrast, other people may recognize the privileges that whiteness affords them while also trying to work in alliance with people of color to challenge racist policies and practices (Lawrence, 1998). Helms (1993) theorized that white persons undergo six stages in their white identity development and these include: (1) contact, (2) disintegration, (3) reintegration, (4) pseudo-independent, (5) immersion/emersion, and (6) autonomy.

The next section discusses various perspectives of physical education teachers' knowledge and skills in multicultural education. These perspectives, derived from this reviewing of research literature, provide valuable insights into understanding teaching in multicultural settings in physical education.

Multicultural Education in the Context of Teaching in Physical Education

Educational agencies in physical education use policy statements to encourage increased involvement in multicultural education. The National Association for Sport and Physical Education (NASPE,

2003a) addressed concepts of multicultural education through standards-based reform strategies that emphasize the importance of respect for others. In context of teaching, Standard 5 puts emphasis on the development of a “responsible personal and social behavior that respects self and others in physical activity settings,” advocating for students to exhibit this behavior in school physical education. The NASPE (2003b) established the National Standards for Beginning Physical Education Teachers, which advocates standards-based teacher education and teaching in the context of diversity. Standard 3 centers on diverse learners, focusing on understanding how individuals differ in their approaches to learning and on the creation of appropriate instruction. The core concept of this standard is based on a beginning teacher's ability to understand, appreciate, and address individual differences in learning concepts such as physical disability, and culturally diverse backgrounds. This standard especially seeks to diversify instructional approaches through the design of learning environments that meet the learners' academic and social development needs.

Overall, successful physical education teachers in the culturally diverse school setting (e.g., urban schools) tend to maintain high expectations for student accomplishment, provide the best possible learning environments, and implement activities that aid increased student involvement (Ennis, et al., 1997; Henninger, 2007; McCaughtry, Barnard, Martin, Shen, & Kulinna, 2006). The review of literature on physical education teachers' knowledge and skills in multicultural education are organized into two categories: research relevant to pre-service teachers and in-service teachers.

Physical Education Teachers' Knowledge and Skills in Teaching Culturally Diverse Students

Pre-service teachers. Several scholars (Culp, Chepyator-Thomson & Hsu, 2009; Meaney, Bohler, Kopf, Hernandez, & Scott, 2008; Sparks & Verner, 1995; Stanley, 1996, 1997) have considered pre-service teachers' knowledge and attitudes about multicultural education to be important areas of research. Spark and Verner (1995) examined pre-service teachers' perceptions of, and attitudes toward, multicultural education prior to involvement in four instructional activities. It was discovered that perceptions of, and attitudes toward multicultural education among pre-service teachers prior to field practice could be enhanced with discipline-specific knowledge and integrated into classroom group participation. Stanley (1996, 1997) developed the Pluralism and Diversity Attitude Assessment instrument that assessed attitudes toward cultural diversity and pluralism among pre-service physical educators, revealing teachers to respect and value cultural diversity but did not seem to value actions or wish to implement culturally sensitive pedagogical practices.

Meaney, et al.'s research (2008) revealed that service-learning programs to impact pre-service educators' development of cultural competence. The service-learning component provided pre-service educators with opportunities to teach physical education to students from diverse backgrounds. Daily interaction with the children broadened pre-service teachers' understanding of underserved children, changed their preconceived stereotypes, improved their language and communication skills, and impacted their future teaching expectations Domangue and Carson (2008) investigated how a service-learning program shapes pre-service physical

education teacher's cultural competency. The pre-service teachers identified key factors that contribute to cultural competency within the service-learning program, which include consistent engagement, exposure to another culture, and an engaged instructor. Culp, et al. (2009) examined a multicultural service learning practicum in a physical education teacher education program, where the pre-service teachers used reflective journals to document their experiences. Evident in their journal comments were pre-service teachers' experiences that indicated value of unique situations that exposed them to diversity, revealing the practicum experience to promote learning in cognitive and affective domains of physical education. Research on physical education teacher education suggests service-learning programs are valuable in enhancing pre-service educators' cultural competence for teaching, and show that teacher educators should work toward not only sensitizing prospective teachers to culturally diverse students, but also to need to guide and encourage these future educators in adopting and implementing educational programs that are responsive to cultural diversity (Stanley, 1997).

In conclusion, research on pre-service teacher education reveal that students may personally respect and value cultural diversity but may not be ready to take substantive actions or pedagogical practices to change class environments to promote the inclusion of all students. Researchers generally agree, however, that practicum or field-based experiences are helpful in changing pre-service physical education teachers' perceptions of their multicultural knowledge and attitude, and their cultural competency to adapt their teaching methods to meet the needs of all students.

In-service teachers. In the early 1990s, researchers (Sparks, et al., 1996; Sparks & Wayman, 1993) investigated physical education teachers' knowledge and skills to understand diversity issues in U. S. education. In their research study, urban teachers and rural teachers seem to have different understandings of ethnic diversity. While teachers in urban areas appeared to have a better understanding of the importance of designing a curriculum that included characteristics of ethnic diversity, teachers in rural areas had a greater appreciation of the customs and traditions of differing cultures, and seemed to appreciate the importance of providing curricular opportunities that promoted interaction between students of different ethnic groups. Furthermore, in-service physical education teachers had high knowledge levels and positive attitudes toward multicultural education; however they did not have specific plans for the development and promotion of multiculturalism within the physical education program (Sparks, et al., 1996).

Another study examined physical education teachers' attitudes and knowledge levels about working with Mexican American students (Tabb & Joonkoo, 2005). The results showed that participants were found to have positive attitudes and moderately high knowledge levels about Mexican American culture. Furthermore, functional Spanish language skills appeared to be a critical first step to enable educators to work more effectively with Mexican American students. A recent study of Harrison, Carson, and Burden (2010) found teachers of color to be more culturally competent than White teachers in an assessment of their physical education teachers' cultural competency. Teachers of color scored

higher in both multicultural teaching knowledge and multicultural teaching skills than their white counterparts. The results also support the findings from previous research studies (Sparks & Wayman, 1993; Sparks, et al., 1996) that the White teachers in city school settings scored significantly higher in multicultural teaching knowledge than those from rural schools (Harrison, et al., 2010).

In Chepyator-Thomson, et al.'s (2000) study of in-service physical education teachers, the responses on the question of definition of multicultural education revealed a continuum, from teachers who were non-committal to teachers who valued inclusive instructional practices in the physical education program. As illustrated in Figure 1, the result was arranged into four categories: (a) non-committal and non-directional orientation; (b) acquisition of conceptual knowledge; (c) awareness of cultural diversity; and (d) inclusive education.

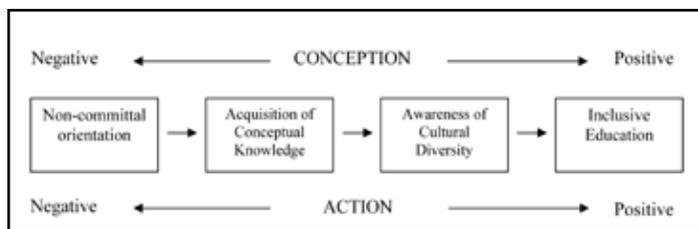


Figure 1. A continuum of teachers' understanding of multicultural education. (Chepyator-Thomson et al., 2000, p. 561)

Additionally, the study indicated that in-service teachers: (a) had a lack of knowledge and experience about multicultural education, and (b) expressed the need for multicultural education training and for teacher preparation programs that address issues of diversity, and promote dissemination of multicultural education information in public schools (Chepyator-Thomson, et al., 2000).

Hastie, Martin, and Buchanan (2006) studied White teachers' understanding of praxis connected to an authentic middle physical education program, and it was discovered that the curricular content covered was responsive to the African-American vernacular dance tree. Five specific themes emerged: teacher apprehension; concerns about teacher legitimacy; resolution of apprehension and concerns; the unique nature of the content; and continual ethical uneasiness. The teachers expanded their understanding of praxis beyond thinking, acting, and reflecting to consider the political and social aspects that impact curriculum, pedagogy and student learning.

McCahtry, Sofo, Rovegno, and Curtner-Smith (2006) reported that teachers have unique challenges that significantly shaped their thinking about students and their careers, along with strategies that they used to overcome or manage these challenges. These challenges included: (a) insufficient instructional resources, (b) implementation of culturally relevant pedagogy, (c) community violence, (d) integration of more games in curricula, and (e) teaching in a culture of basketball. Implications centered on development of an informed and realistic vision of urban physical education, particularly in teacher preparation and professional development.

In conclusion, the research found that in-service physical education teachers had high knowledge levels and positive attitudes toward multicultural education; however, they did not have specific

plans for the development and promotion of multiculturalism within the physical education program. Furthermore, the participants in these studies were found to be limited to White teachers, although Harrison, et al. (2010) recently found that teachers of color tend to be more culturally competent with their knowledge and skills than White teachers. However, the literature cited here indicates what has been discovered about in-service physical education teachers' knowledge and skills in teaching culturally diverse students and provides baseline information for future research.

Although multicultural education is important in physical education, a limited number of studies have been published. For example, Chepyator-Thomson, et al. (2008) noted the low publication rates (1.39%) on issues related to multiethnic and diversity education in physical education, pointing to the dire need to have teachers prepared with sufficient and relevant knowledge and the experiences that promote appreciation and implementation of multiculturalism in school curriculum and pedagogy.

Multiculturalism in the Context of Curriculum in Physical Education

Curriculum guides instruction, leading to the production of long-term planned outcomes for student education. Many curricular decisions in today's education follow content standards at the national, state, and local levels. In physical education, various curricular models have been developed based on the national standards but differ on points of emphasis and desires for achievement. Chepyator-Thomson (2001) suggested five different paradigms in the physical education curriculum: a fitness perspective, a developmental physical education perspective, a movement education perspective, a humanistic physical education perspective, and a culture-based perspective and based on these paradigms, several curriculum models have been developed. Each model espouses a primary goal for the national standards, allowing physical education teachers to select program objectives and determine the school curriculum accordingly. Of all the models, Hellison's (2003) Teaching Personal and Social Responsibility (TPSR) model best promotes multicultural perspectives in teaching in physical education, with one of its main objectives being helping students to understand and respect differences among people in physical activity settings. However, most curriculum models in K-12 physical education focus on teacher perspectives and the dominant cultural group, and without understanding students' perspectives it is unlikely teachers can design curricula that students will find meaningful and valuable (Strand, 1996). Furthermore, when the curriculum focuses predominantly on the experiences of one group, all students suffer negative consequences. This type of curriculum denies students the chance to experience and grow from knowledge, perspectives, and reference points of groups other than their own and to view their own group from another's point of view (Butt & Pahnos, 1995).

The most important goal of multicultural education is to develop a curriculum that permits students to appreciate and participate in a variety of movements from global-local perspectives, thus allowing for opportunities for people to co-exist in harmony even when they come from different ethnic, social and educational background (Chepyator-Thomson et al., 2008). To effectively conceptualize and implement a multicultural education curriculum,

it is necessary not only to define the concept in general terms but to describe it programmatically (Banks, 2002). In physical education, several research studies have contributed to enhancing a curriculum for teaching culturally diverse students. Published articles cover teaching those students through integrating a traditional/cultural dance curriculum. For example, an ethnic dance project helped children to celebrate diversity among people once they understood the value of differences and commonalities (McGreevy-Nichols & Scheff, 2000). Prevots's (1991) study on "Dance and Society" promoted creative expression from the world perspective, examining traditional forms and emerging artists in Western and non-Western societies, their relationships, and mutual influences, enhancing the growing interest in an inclusive global and multicultural curriculum.

Summary

The global trends on human migrations point to a growing diverse student population in schools in the United States. Scholars and in-service teachers try to respond to this student diversity through making changes in curriculum and instruction. Through teacher education programs teachers develop an understanding of students' backgrounds, create relevant instructional contexts, and promote enactment of public policy initiatives that improve students' learning experience and their process of schooling. Multicultural education coursework and field experiences in teacher education programs are thought to be important avenues for developing positive attitudes toward cultural diversity and for developing practices that promote cultural pluralism. A firm multicultural education program for pre-service and in-service teachers can be created based on research studies discussed. Previous research studies focused on a variety of issues of multicultural education in physical education. Despite the limited number of studies and the wide range of examination, the results of these studies reveal that physical education teachers have varying degrees of knowledge and understanding of multicultural education. Furthermore, these findings underscore the important role of a pre-service teacher education program that values multiculturalism in teacher education. Culturally responsive pedagogy in physical education ensures that novice teachers are trained to reflect on their personal assumptions, stereotypical beliefs, and behaviors toward learners from various diverse groups (Hodge, 2003; Sparks, 1994), making them cognizant of differences that exist between urban, rural, and suburban schools, and enlightening them about cultural and ethnic diversities of students such as learning styles, preparedness, and readiness of students to learn (Kantor & Brenzel, 1992). Based on the literature review, scarce attention has been given to the process of development of physical education teachers' diversity, including areas of cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity. Preparing in-service teachers and pre-service teachers for diversity in schools requires a firm consideration of curriculum and instruction that is inclusive of multicultural education.

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