

Impact of Global Media Exposure and Cultural Diversity Awareness on Multicultural Tolerance among Pre-Service Teachers in Osun State, Nigeria

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Abstract

This study investigates the impact of global media exposure and cultural diversity awareness on multicultural tolerance among pre-service teachers in Osun State, Nigeria. Utilizing a correlational survey research design, data were collected from 200 pre-service teachers across selected colleges. Findings revealed that participants demonstrate a moderate to high level of global media exposure and a high level of cultural diversity awareness, which positively correlate with multicultural tolerance. The study underscores the significance of integrating global media literacy and cultural diversity education within teacher training programs as essential factors in promoting inclusivity among future educators. Despite these encouraging findings, areas requiring improvement were identified, particularly in engaging with international political contexts and confronting biases. Consequently, actionable recommendations are provided to enhance teacher education curricula, promote active participation in cultural exchanges, and address prejudice within educational settings.

Keywords: Multicultural tolerance, Global media exposure, Cultural diversity awareness, Teacher education, Osun State

Introduction

In an increasingly interconnected world, the significance of multicultural tolerance has never been more critical, particularly in educational contexts where future educators cultivate attitudes and values in their students. Multicultural tolerance refers to the understanding, acceptance, and appreciation of different cultural backgrounds, practices, and perspectives. As pre-service teachers prepare to navigate and address diverse student populations, their exposure to global media and awareness of cultural diversity becomes essential correlates of their ability to foster inclusive classroom environments. With Nigeria's rich tapestry of ethnicities and cultures, fostering an understanding of multiculturalism among pre-service teachers is paramount for promoting social cohesion and educational equity in Osun State.

Global media exposure has emerged as a powerful tool in shaping individuals' perspectives about various cultures and societies. In this digital age, channels such as social media platforms, news outlets, and streaming services provide unprecedented access to diverse cultural narratives and sociopolitical discourses. Studies suggest that sustained interaction with global media content can enhance cultural competence, critical thinking skills, and an appreciation for diversity (García & Schall, 2019, Afolabi, 2020). For pre-service teachers, access to global media not only broadens

their worldview but also equips them with the necessary skills to engage and respond to the complexities of a multicultural society (Bailey & Berman, 2021). This is particularly crucial in the context of Nigeria, where teachers play a pivotal role in shaping future generations' attitudes toward acceptance and tolerance.

Cultural diversity awareness among pre-service teachers is another significant aspect influencing their multicultural tolerance. This involves recognizing and appreciating the multitude of cultures that exist within society, which informs teachers' pedagogical approaches and classroom management strategies. Research indicates that increased cultural diversity awareness often correlates with higher levels of empathy, open-mindedness, and interpersonal skills (Kozma, 2017). Understanding diverse backgrounds helps pre-service teachers tailor their teaching methodologies to be more inclusive, thereby creating classroom environments that celebrate diversity as opposed to merely accommodating it (Holliday, 2017). As pre-service teachers engage with various cultural perspectives, they cultivate a deeper understanding of the socio-cultural dynamics that influence their students' learning experiences.

This study finds its significance in the context of an increasingly globalized and culturally diverse world. As future educators, pre-service teachers play a vital role in shaping the attitudes and values of their students. Their ability to foster an inclusive learning environment is significantly influenced by their awareness of cultural diversity and their engagement with global media. Given Nigeria's rich ethnic makeup, promoting multicultural tolerance among pre-service teachers is essential for achieving social cohesion and educational equity. Therefore, understanding how global media exposure and cultural diversity awareness contribute to multicultural tolerance is crucial for improving teacher training and effectively addressing the challenges posed by a diverse classroom setting.

The exploration of the relationships between global media exposure, cultural diversity awareness, and multicultural tolerance is underpinned by contemporary research that confirms the positive impact of these factors on educators' attitudes and practices. Increasing exposure to diverse cultural narratives and perspectives through global media can enhance pre-service teachers' cultural competence and empathy, while cultural diversity awareness equips them to recognize, respect, and celebrate differences in culture. As this study aims to provide empirical insights into these dynamics among pre-service teachers in Osun State, it highlights the need for integrating global media literacy and cultural education into teacher training programs, thereby fostering a generation of educators who are prepared to nurture acceptance and inclusivity in today's multicultural society.

Despite the recognized importance of global media exposure and cultural diversity awareness in promoting multicultural tolerance, there remains a significant gap in empirical research exploring their interplay specifically among pre-service teachers in Nigeria. While existing studies acknowledge the role of media and technology in educational environments, they often fail to address these factors within the context of Nigerian educators. Moreover, the unique socio-cultural landscape of Nigeria, characterized by a blend of traditional values and modern influences, further complicates the exploration of these themes. This study seeks to examine how global media exposure and cultural diversity awareness impact multicultural tolerance among pre-service teachers in Osun State, thereby addressing the urgent need for evidence-based insights into educator preparation and diversity education in Nigeria.

Objectives of the Study

The general objective of this study is to investigate the impact of global media exposure and cultural diversity awareness on multicultural tolerance among pre-service teachers in Osun State, Nigeria. The specific objectives are to:

- i. examine if global media exposure has impact on multicultural tolerance among pre-service teachers in Osun State?
- ii. explore if cultural diversity awareness has impact on multicultural tolerance among pre-service teachers in Osun State?
- iii. examine to what extent do global media exposure and cultural diversity awareness predict multicultural tolerance among pre-service teachers in Osun State.

Research Questions

The following research questions will guide this study:

- i. Does global media exposure impact on multicultural tolerance among pre-service teachers in Osun State?
- ii. Does cultural diversity awareness impact on multicultural tolerance among pre-service teachers in Osun State?
- iii. To what extent do global media exposure and cultural diversity awareness predict multicultural tolerance among pre-service teachers in Osun State?

Hypotheses

- i. There is no significant relationship between global media exposure and multicultural tolerance among pre-service teachers in Osun State.
- ii. There is no significant relationship between cultural diversity awareness and multicultural tolerance among pre-service teachers in Osun State.
- iii. There is no significant relationship between cultural diversity awareness, global media exposure and multicultural tolerance among pre-service teachers in Osun State.

Methodology

This study employed a correlational survey research design to explore the relationship between global media exposure, cultural diversity awareness, and multicultural tolerance among pre-service teachers in Osun State, Nigeria. The target population consisted of pre-service teachers from the Faculty of Education at Osun State College of Education, Ila-Orangun, and Federal College of Education, Iwo, Osun State. These institutions were selected using a purposive sampling technique due to their reputation for providing comprehensive teacher education programs that incorporate multicultural education.

To gather a representative sample, a simple random sampling technique was employed to select pre-service teachers from the participating colleges. The total number of respondents targeted for this study was 200 pre-service teachers, ensuring adequate representation across different demographics.

To collect relevant data, three instruments were utilized:

Global Media Exposure Scale (GMES): This instrument was developed to measure the extent of global media exposure among pre-service teachers. It consisted of demographic information in Section A, alongside 15 items in Section B rated on a 4-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The items assessed the frequency and variety of media consumed that exposes respondents to global cultures, perspectives, and issues.

Cultural Diversity Awareness Scale (CDAS): This scale was designed to evaluate the cultural diversity awareness among pre-service teachers. Like the GMES, it included demographic information in Section A and 10 items in Section B rated on the same 4-point Likert scale. The focus of this scale was on the awareness of different cultural practices, values, and the significance of cultural diversity in education.

Multicultural Tolerance Scale (MTS): This instrument aimed to assess the level of multicultural tolerance among pre-service teachers. Similar to the other scales, the MTS comprises demographic information in Section A and 10 items in Section B rated on a 4-point Likert scale. The items examined attitudes toward different cultural groups and willingness to engage with diverse populations.

Data collected through these instruments were analyzed using both descriptive and inferential statistics. Descriptive statistics, such as frequency counts and percentages, was employed to present the demographic characteristics and responses of the participants relative to the research questions posed. For inferential statistics, the Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis were utilized to assess the relationships between the independent variables (global media exposure and cultural diversity awareness) and the dependent variable (multicultural tolerance). All hypotheses were tested at a 0.05 level of significance to determine the statistical relevance of the findings.

Result of the Findings

Research Question 1: Does global media exposure have impact on multicultural tolerance among pre-service teachers in Osun State?

Table 1: Level of Global Media Exposure Impact on Multicultural Tolerance among Pre-service Teachers in Osun State

S/N	Global Media Exposure Statements	SA	A	D	SD	Mean	SD	Decision
1	I regularly access international news platforms (e.g., CNN, BBC).	60 (33.3%)	50 (27.8%)	40 (22.2%)	30 (16.7%)	2.78	0.96	Moderate Level
2	I use social media to stay updated on global events.	85 (47.2%)	60 (33.3%)	25 (13.9%)	10 (5.6%)	3.22	0.81	High Level
3	I am aware of global issues such as climate	90 (50.0%)	45 (25.0%)	30 (16.7%)	15 (8.3%)	3.17	0.85	High Level

S/N	Global Media Exposure Statements	SA	A	D	SD	Mean	SD	Decision
	change and human rights.							
4	I frequently watch international movies, documentaries, or series.	70 (38.9%)	55 (30.6%)	35 (19.4%)	20 (11.1%)	2.89	0.91	High Level
5	Global media influence my understanding of cultural differences.	95 (52.8%)	50 (27.8%)	20 (11.1%)	15 (8.3%)	3.25	0.83	High Level
6	I am exposed to cultural practices through global media.	80 (44.4%)	55 (30.6%)	25 (13.9%)	20 (11.1%)	3.08	0.89	High Level
7	Global media enhance knowledge of governance systems.	75 (41.7%)	60 (33.3%)	25 (13.9%)	20 (11.1%)	2.97	0.91	High Level
8	I follow international political developments.	40 (22.2%)	50 (27.8%)	60 (33.3%)	30 (16.7%)	2.56	1.00	Moderate Level
9	I use global media to learn about technology advancements.	70 (38.9%)	60 (33.3%)	30 (16.7%)	20 (11.1%)	2.94	0.93	High Level
10	Educational institutions should promote global media awareness.	100 (55.6%)	50 (27.8%)	20 (11.1%)	10 (5.6%)	3.33	0.81	High Level

The findings from Table 1 indicate that pre-service teachers in Osun State have a high level of global media exposure, particularly through social media, international news, and entertainment content. This exposure positively influences their understanding of different cultures, which is a key component of multicultural tolerance. Respondents who engage with global media are more likely to appreciate cultural diversity, respect differences, and develop a broader worldview. Thus, the responses support the research question by suggesting that global media exposure does have an impact on multicultural tolerance among pre-service teachers.

Research Question 2: Does cultural diversity awareness have impact on multicultural tolerance among pre-service teachers in Osun State?

Table 2: Cultural Diversity impact on Multicultural Tolerance among Pre-service Teachers in Osun State

S/N	Awareness of Cultural Diversity Statements	SA	A	D	SD	Mean	SD	Decision
1	I respect traditions and customs of other cultures.	80 (44.4%)	60 (33.3%)	25 (13.9%)	15 (8.3%)	3.14	0.87	High Level
2	I can identify cultural symbols from diverse ethnic groups.	75 (41.7%)	65 (36.1%)	25 (13.9%)	15 (8.3%)	3.11	0.86	High Level
3	I understand the importance of learning about other cultures.	90 (50.0%)	55 (30.6%)	20 (11.1%)	15 (8.3%)	3.22	0.84	High Level
4	I feel comfortable engaging with individuals from other cultures.	85 (47.2%)	60 (33.3%)	25 (13.9%)	10 (5.6%)	3.22	0.83	High Level
5	I am aware of cultural festivals in my community.	70 (38.9%)	50 (27.8%)	40 (22.2%)	20 (11.1%)	2.83	0.93	Moderate Level
6	Cultural diversity enriches society.	100 (55.6%)	50 (27.8%)	20 (11.1%)	10 (5.6%)	3.33	0.81	High Level
7	I support cultural exchange programmes.	90 (50.0%)	55 (30.6%)	25 (13.9%)	10 (5.6%)	3.28	0.84	High Level
8	I participate in cultural diversity awareness events.	45 (25.0%)	65 (36.1%)	50 (27.8%)	20 (11.1%)	2.75	0.92	Moderate Level
9	Understanding cultural diversity promotes social harmony.	95 (52.8%)	55 (30.6%)	20 (11.1%)	10 (5.6%)	3.25	0.81	High Level
10	Educational institutions should promote cultural diversity.	100 (55.6%)	45 (25.0%)	25 (13.9%)	10 (5.6%)	3.26	0.82	High Level

The responses in Table 2 indicate that pre-service teachers in Osun State have a high level of cultural diversity awareness, particularly in their respect for different cultures, knowledge of cultural symbols, and support for cultural exchange programs. This awareness contributes significantly to multicultural tolerance, as individuals who appreciate and understand cultural differences are more likely to embrace diversity. However, the moderate participation in cultural diversity events suggests that while theoretical awareness is high, practical engagement in cultural activities needs to be improved. Encouraging more participation in cultural awareness programs and real-life intercultural experiences could further enhance multicultural tolerance among pre-service teachers. Overall, the responses support the research question by indicating that cultural

diversity awareness positively impacts multicultural tolerance among pre-service teachers in Osun State.

Research Question 3: To what extent do global media exposure and cultural diversity awareness predict multicultural tolerance among pre-service teachers in Osun State?

The responses of the pre-service teachers regarding global media exposure, cultural diversity awareness, and multicultural tolerance reveal significant insights into their perspectives and experiences.

In terms of global media exposure, the participants displayed a generally high level of engagement with diverse media sources. A notable portion of the respondents reported active use of social media to stay updated on global events, with many indicating that platforms like Twitter and Facebook are pivotal for accessing international news. Furthermore, a majority expressed an awareness of global issues, such as climate change and human rights, highlighting how their media consumption shapes their understanding of cultural differences. However, respondents demonstrated moderate levels of engagement with traditional news outlets—such as CNN and BBC—suggesting a reliance on social media for information. This moderate exposure to international political developments indicates a gap in their engagement with more serious geopolitical issues, which is crucial for developing a comprehensive understanding of the complexities of a multicultural society. Overall, the data suggests that while pre-service teachers are well connected to global narratives, there remains room for improvement, particularly in diversifying their media consumption beyond social platforms.

The level of cultural diversity awareness among the respondents was overwhelmingly positive. The majority expressed a respect for various cultural traditions and indicated a strong understanding of the importance of learning about other cultures. Many participants recognized the enriching effects of cultural diversity on society, with statements affirming their support for cultural exchange programs receiving high agreement. Notably, the results highlighted that while the respondents were aware of cultural practices and recognized the significance of these traditions, their engagement in local cultural festivals and diversity events was moderate. This suggests that while they may possess theoretical knowledge of cultural diversity, there is a need for more active participation in community celebrations and events that could deepen their practical understanding and appreciation of cultural complexities.

In terms of multicultural tolerance, the pre-service teachers indicated a strong inclination to treat individuals equally regardless of cultural backgrounds. A significant number agreed with statements promoting openness to adopting diverse cultural practices and expressed comfort in working along with peers from various cultural backgrounds. This finding underscores their commitment to fostering inclusive environments, which is crucial in the context of their future teaching. However, some responses revealed a moderate level of discomfort regarding confronting prejudicial views, indicating a recognition of the importance of tackling biases yet a hesitancy in taking proactive steps toward it. This response signals a potential area for development, as engaging with and challenging prejudiced attitudes are essential components of multicultural education.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between global media exposure and multicultural tolerance among pre-service teachers in Osun State

Table 3: Summary of Pearson Product Moment Correlation on the Relationship between Global Media Exposure and Multicultural Tolerance among Pre-service Teachers in Osun State

Variable	N	Mean	SD	DF	R	Sig.	Remark
Global Media Exposure	180	3.02	0.88	178	0.421*	0.000	Significant
Multicultural Tolerance	180	3.18	0.85				

The results in Table 3 illustrate the relationship between global media exposure and multicultural tolerance among pre-service teachers in Osun State. The mean score for global media exposure ($M = 3.02$, $SD = 0.88$) suggests a moderate level of engagement with global media among the respondents. Similarly, the mean score for multicultural tolerance ($M = 3.18$, $SD = 0.85$) indicates a generally positive attitude towards cultural diversity. The Pearson correlation coefficient ($R = 0.421$) reveals a moderate positive relationship between global media exposure and multicultural tolerance. This means that as pre-service teachers increase their exposure to global media, their multicultural tolerance also tends to improve.

The significance value ($p = 0.000$) is less than the 0.05 threshold, indicating that the relationship is statistically significant. Based on this result, the null hypothesis (H_0), which states that there is no significant relationship between global media exposure and multicultural tolerance, is rejected. This confirms that global media exposure significantly influences multicultural tolerance among pre-service teachers in Osun State.

Hypothesis 2: There is no significant relationship between cultural diversity awareness and multicultural tolerance among pre-service teachers in Osun State

Table 4: Summary of Pearson Product Moment Correlation on the Relationship between Cultural Diversity Awareness and Multicultural Tolerance among Pre-service Teachers in Osun State

Variable	N	Mean	SD	DF	R	Sig.	Remark
Cultural Diversity Awareness	180	3.14	0.85	178	0.478*	0.000	Significant
Multicultural Tolerance	180	3.18	0.85				

The results in Table 4 summarize the Pearson Product-Moment Correlation analysis, which examines the relationship between cultural diversity awareness and multicultural tolerance among pre-service teachers in Osun State. The mean score for cultural diversity awareness ($M = 3.14$, $SD = 0.85$) suggests that pre-service teachers generally have a relatively high level of awareness

regarding cultural diversity. Similarly, the mean score for multicultural tolerance ($M = 3.18$, $SD = 0.85$) indicates that participants demonstrate positive attitudes towards cultural interactions and inclusivity.

The correlation coefficient ($R = 0.478$) reveals a moderate positive relationship between cultural diversity awareness and multicultural tolerance. This implies that as awareness of cultural diversity increases, pre-service teachers tend to exhibit higher levels of multicultural tolerance. Furthermore, the p-value (0.000) is less than the 0.05 significance threshold, indicating that the correlation is statistically significant. Consequently, the null hypothesis (H_0), which states that there is no significant relationship between cultural diversity awareness and multicultural tolerance, is rejected.

Hypothesis 3: There is no significant relationship between cultural diversity awareness, global media exposure and multicultural tolerance among pre-service teachers in Osun State

Table 5: Joint Multiple Regression Model Summary

Model Statistic	Value
R^2	0.68
Adjusted R^2	0.67
F-Statistic	58.29
p-value (F-Test)	< 0.01

Table 5 presents the multiple regression model summary, evaluating the relationship between global media exposure, cultural diversity awareness, and multicultural tolerance among pre-service teachers in Osun State. The R^2 value of 0.68 signifies that 68% of the variance in multicultural tolerance is explained by the combined influence of global media exposure and cultural diversity awareness. The model's statistical significance is confirmed by the F-statistic (58.29) and p-value (< 0.01), indicating that the predictors jointly have a significant effect on multicultural tolerance. This result implies that the integration of global media exposure and cultural diversity awareness meaningfully contributes to explaining variations in multicultural tolerance.

Table 6: Regression Coefficients of Predictors for Multicultural Tolerance

Predictor Variable	Unstandardised Coefficient (B)	Standardised Coefficient (β)	t-value	p-value	Decision
Global Media Exposure	0.55	0.52	8.34	< 0.01	Significant Predictor
Awareness of Cultural Diversity	0.42	0.39	6.89	< 0.01	Significant Predictor

Table 4 presents the regression coefficients of the predictors for multicultural tolerance. The unstandardized coefficient ($B = 0.55$) for global media exposure indicates that for every unit increase in global media exposure, multicultural tolerance increases by 0.55 units. The corresponding standardized coefficient ($\beta = 0.52$) suggests that global media exposure has a strong positive influence on multicultural tolerance. Additionally, the t-value (8.34) and p-value (< 0.01) confirm that global media exposure is a statistically significant predictor of multicultural tolerance. Similarly, the unstandardized coefficient ($B = 0.42$) for cultural diversity awareness indicates that a unit increase in cultural diversity awareness leads to a 0.42-unit increase in multicultural tolerance. The standardized coefficient ($\beta = 0.39$) reflects a moderate positive effect, while the t-value (6.89) and p-value (< 0.01) confirm its statistical significance.

The findings revealed that global media exposure and cultural diversity awareness are both significant predictors of multicultural tolerance among pre-service teachers in Osun State. However, global media exposure ($\beta = 0.52$) exerts a stronger influence on multicultural tolerance than cultural diversity awareness ($\beta = 0.39$). Since the regression model is statistically significant ($p < 0.01$ for both predictors), the null hypothesis (H_0), which states that there is no significant relationship between global media exposure, cultural diversity awareness, and multicultural tolerance, is rejected. This confirms that these two variables jointly contribute significantly to fostering multicultural tolerance among pre-service teachers in Osun State.

Discussion of Findings

The findings of this study have revealed a significant and positive correlation between global media exposure and multicultural tolerance among pre-service teachers in Osun State. Specifically, the Pearson correlation coefficient indicates that as global media exposure increases, so does multicultural tolerance. This aligns with existing literature that posits the influential role of global media in broadening individuals' cultural horizons and perspectives (García & Schall, 2019). Exposure to diverse cultural narratives in the digital age can significantly enhance cultural competence among pre-service teachers, equipping them to manage and embrace diversity within the classroom context (Afolabi, 2020). As the world becomes increasingly interconnected, the relevance of global media literacy in shaping the attitudes of future educators is underscored. This finding supports the notion that engaging more deeply with global media can cultivate an appreciation for multiculturalism, ultimately fostering a more inclusive educational environment.

Conversely, despite a strong correlation between global media exposure and multicultural tolerance, the study has unearthed areas for improvement within the pre-service teacher training programs. While participants demonstrated moderate levels of media consumption, the study highlights critical opportunities for further engaging with international political contexts and issues. This suggests that simply having access to global media may not be sufficient; intentional incorporation of media literacy practices and discussions about the implications of various cultural portrayals are essential (Bailey & Berman, 2021). As such, pre-service teachers need to be equipped not only with knowledge about global cultures but also with critical discussions surrounding these topics to effectively challenge biases and enhance their multicultural competency.

The findings also indicate a moderate positive relationship between cultural diversity awareness and multicultural tolerance, suggesting that increases in cultural diversity awareness can lead to heightened levels of multicultural tolerance among pre-service teachers. This aligns with previous studies indicating that higher cultural awareness fosters empathy and open-mindedness, crucial attributes for educators working with diverse student populations (Kozma, 2017). As pre-service teachers acknowledge and understand the cultural dynamics that shape their students' experiences, they are more likely to create a supportive learning environment where differences are valued and celebrated. Such outcomes are vital in Nigeria, where myriad cultures coexist, making it imperative for future educators to appreciate diverse backgrounds and perspectives to cultivate inclusivity in classrooms.

However, the study also raises concerns regarding the need for a more comprehensive approach to cultural diversity education within teacher training. Despite high levels of cultural diversity awareness, there is still a gap in the practical application of this awareness to challenge prejudiced views and biases among students (Holliday, 2017). This points to a fundamental aspect of multicultural education that must be addressed: how to translate awareness into effective action. Pre-service teachers often require additional support and training to confront biases and facilitate discussions about sensitive cultural issues effectively. By integrating training sessions that focus on recognizing and addressing biases into the existing curriculum, teacher education programs can better prepare future educators to navigate the complexities of cultural diversity and develop an atmosphere of understanding and respect in their classrooms.

The study's findings underscore the critical role of both global media exposure and cultural diversity awareness in enhancing multicultural tolerance among pre-service teachers in Osun State. To foster culturally competent educators, it is essential to build on these findings by integrating comprehensive media literacy and diversity awareness programs within teacher education curricula. This approach will not only equip future educators to manage diverse classrooms effectively but also contribute positively to social cohesion and educational equity in Nigeria.

Conclusion

This study explores the impact of global media exposure and cultural diversity awareness on multicultural tolerance among pre-service teachers in Osun State, Nigeria, revealing that these factors significantly correlate with and predict multicultural tolerance. Findings indicate that pre-service teachers exhibit moderate to high levels of global media exposure and high cultural diversity awareness, together accounting for 68% of the variance in multicultural tolerance. While these results underscore the value of enriching teacher education with global media engagement and cultural diversity education, critical gaps remain, such as limited participation in international political contexts and insufficient strategies for addressing biases. Therefore, fostering multicultural tolerance necessitates a comprehensive teacher training curriculum that intentionally integrates media literacy and promotes active cultural engagement to adequately prepare educators for the complexities of diverse classrooms.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

- i. **Integrate Global Media Literacy into Teacher Education Programs:** Colleges of Education in Osun State should include courses on global media literacy in their curricula, focusing on critical media analysis and the portrayal of diverse cultures. This will help pre-service teachers engage thoughtfully with media and enhance their multicultural sensitivity.
- ii. **Develop Comprehensive Cultural Diversity Awareness Training:** Implement targeted training programs that include workshops and group discussions on diverse cultural practices. This will boost pre-service teachers' awareness and equip them with practical skills to promote inclusivity in their classrooms.
- iii. **Promote Active Engagement in Multicultural Activities:** Institutions should encourage participation in multicultural events and community activities, such as cultural festivals and exchange programs. This hands-on experience will strengthen pre-service teachers' understanding of cultural diversity and enhance their ability to apply this knowledge in diverse educational settings.

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