

MULTICULTURAL TEACHING COMPETENCE AS PERCEIVED  
BY BUSINESS EDUCATION STUDENT TEACHERS

by

Jacobeth Ntsebe Thabede

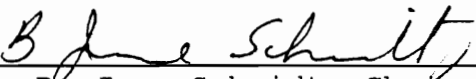
Dissertation submitted to the Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

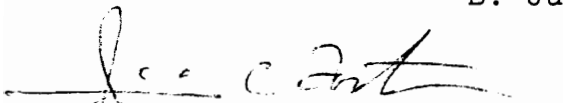
DOCTOR OF PHILOSOPHY


IN

VOCATIONAL AND TECHNICAL EDUCATION

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July, 1996  
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**Keywords:** Multicultural Teaching Competence, Business  
Education, Student Teachers, Dimensions Typology  
of Multicultural Education, Teacher Education.

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Jacobeth Ntsebe Thabede

Committee Chair: B. June Schmidt

Business Education Program

(ABSTRACT)

The purpose of this study was (a) to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students' needs, and (b) to examine the business education students' multicultural backgrounds and demographic factors as they relate to their perceptions of their multicultural competence.

The participants were business education student teachers at National Association for Business Teacher Education (NABTE) institutions. The 152 business education student teachers who were student teaching in the spring semester of 1996 were from 12 Southern Region states as defined by the National Business Education Association (NBEA) to be: Alabama, Arkansas, Florida, Georgia, Kentucky,

Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Wayson's (1993) *The Multicultural Teaching Scale* was classified into Banks' (1993) Dimensions of Multicultural Education to determine the perceived multicultural teaching competence of business education student teachers. The five dimensions are Content Integration (8 skills), Knowledge Construction Process (6 skills), Prejudice Reduction (11 skills), Equity Pedagogy (5 skills), and Empowering School Culture (7 skills).

The results of the study indicated that business education student teachers perceived themselves as having moderate or extreme multicultural competence in two dimensions, Equity Pedagogy and Empowering School Culture. Further, they perceived themselves as needing to develop competence in the other three dimensions, Content Integration, Knowledge Construction Process, and Prejudice Reduction.

The outcomes of regression analyses revealed that ethnicity was significant in predicting the Content Integration dimension. Ethnicity, multicultural background and area of student teaching were significant in predicting the Knowledge Construction Process dimension. Ethnicity, gender, and multicultural background were significant in

predicting the Prejudice Reduction dimension. Ethnicity, gender, area of instruction, and multicultural background were significant in predicting Equity Pedagogy dimension. Ethnicity, gender, hours of instruction, and multicultural background were significant in predicting the Empowering School Culture Dimension. The findings of the study indicated that age was not a significant predictor of multicultural teaching competence for all five dimensions.

## DEDICATION

This dissertation is dedicated to:

my father, the late

Ramakoa and my mother, Mmating

and to my children

Jabu, Lindiwe, Mandla and Andile

## ACKNOWLEDGEMENTS

I am grateful to and appreciative of my dissertation committee members--Dr. B. June Schmidt, my advisor and committee chair, Dr. Jimmie C. Fortune, Dr. Joyce Williams-Green, Dr. Nevin R. Frantz, and Dr. Mary Ann Lewis for their patience, understanding, and guidance they have provided me in the completion of this dissertation.

I would like to recognize Dr. Shirley L. Hall who introduced me to graduate school, and for the support she gave me. To my siblings and my nephews, thanks for your endless love and support.

Last, but not least--to my husband, Dr. Reginald Thamsanqa Thabede, your love, support, and encouragement made it possible for me to complete this mammoth task. Thank you!

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## CHAPTER 1

### THE PROBLEM

The world is changing rapidly with borders shrinking, if not disappearing. Barriers disappeared in Europe with the organization of the European Economic Community (EEC), and in North America, with the formation of North American Free Trade Agreement (NAFTA). New democracies were born in Africa, Eastern Europe, and the former Soviet Union. The world is changing demographically too. Baker predicted that by the turn of the century, five of the six billion inhabitants of this earth will be non-white (Baker, 1977, p. 71). What do these changes mean to us? How will our lives be affected? These shifts in the global sphere suggest that there is a need for change in all aspects of our lives. The United States is not immune to the changes taking place across the world.

Several reports have indicated a variety of shifts in the demographic composition in the United States that could have major implications for education and for labor markets. The population of the U.S. is becoming more racially and ethnically diverse (Sleeter & Grant, 1994). Projections by Schwartz and Exter (1989) indicate that by the year 2010, 38% of Americans under the age of 18 will be from minority

groups. Further, the projected public elementary school enrollment is expected to reach 32.3 million in 1995 and 34.3 million in 2000. Between fall 1994 and fall 2000, public elementary enrollment is projected to grow by 8% while public secondary school enrollment is expected to rise by 12% (National Education Statistics 1993, p. 1).

The American workforce will be more diverse by the year 2000. Elliott and Orgera (1993) projected that minorities will comprise 29% of all new job market entrants between 1993 and 2000. Two-thirds of those joining the work force will be immigrants who will have better educational qualifications than the U.S. workforce entrants. Women will make up 47% of the total work force, and the average age of all employees will be 40 (p. 4). In light of demographic reports, teacher education programs have a critical role to play in preparing preservice teachers who will have competencies to work effectively with students from diverse cultural backgrounds.

#### STATEMENT OF THE PROBLEM AREA

Teacher education programs must prepare student teachers to understand their students' insecurities, attitudes, and prejudices (Hernandez, 1993). Prospective

teachers need to acquire the attitudes, knowledge, and skills necessary to work effectively with students from diverse populations (Zeichner, 1993).

In search of literature dealing with multicultural education Grant and Secada (1990), conducted an in-depth literature review on multicultural teacher education. Their review included approximately 500 journals, and over 700 articles from the ERIC database between 1964 and 1988. They found a total of 23 studies that could be classified as "empirical," which were reported in papers presented at professional meetings, books, and journal articles related to multicultural teacher education. Sixteen of the 23 studies related to preservice teacher education, and 7 covered inservice teacher education. Grant and Secada concluded that "research on preparation of preservice teacher education received marginal status" (p. 404). Five years later, Grant and Tate (1995) found 47 studies on preservice programs that focused on multicultural education and commented that "research in teacher education, in general is sparse" (p. 149).

Ladson-Billings (1995), in reviewing literature on multicultural teacher education between 1988-1992, found 169 entries. Ladson-Billings used Bank's (1993) Dimensions



Typology of Multicultural Education as "a tool for examining how multicultural teacher education has been constructed in recent years" (p. 752). Out of a total of 43 studies, 12 were on content integration; 9 on knowledge construction; 4 on prejudice reduction; 2 on equity pedagogy; 2 on empowering school culture, and 14 were not-applicable to any of the dimensions. It should be noted that Ladson-Billings' review of literature overlapped the Grant and Secada (1990) review.

Also, literature dealing with business teacher education focusing on multicultural education or preparation of teachers to work with diverse student populations is nonexistent. Lambrecht (1990) in her search of literature, found 209 manuscripts that were categorized as relating specifically to business teacher education between 1973 and 1988, but not necessarily relating to teacher preparation. In a separate extensive review of literature in business education for a ten year period, 1980-1990, Schmidt, Kandies, and Magee (1994), found only 6 studies dealing with multiculturalism in the area of business communication, but none of the studies addressed teacher education.

These reviews and outcomes of a number of studies focusing on multicultural education, have led researchers to

recommend that all teacher education programs include multicultural education (for example: Baptiste, 1977, 1980; Banks, 1977; Hunter, 1974; Gay, 1977; Garcia, 1992; Grant, 1977, 1981,; Rivlin, 1977; Zeichner, 1993). This recommendation is supported by the American Association of Colleges for Teacher Education (AACTE), a national professional association for colleges and universities; the National Council for Accreditation of Teacher Education (NCATE), an accreditation organization responsible for preparing teachers, principals, counselors and librarians who work in K-12 school settings; the Federation of Teachers (FTA), a union organization for teachers, and the National Education Association (NEA), a professional organization for educators.

Most of the studies related to multicultural teacher education tend to focus on curriculum, courses, field experiences, learning styles, with few studies focusing on multicultural competencies or skills needed by teachers to work effectively with students from diverse backgrounds. In support of multicultural teaching competence, a Multicultural Education Competency-Based Teacher Education project was undertaken jointly by the AACTE Commission on Multicultural Education and the AACTE Performance-Based

Teacher Education Committee in the early 1970s. According to Hunter (1974), this project was based on two premises

- (a) Teachers need certain competencies accommodating cultural diversity to function in any situation; once these competencies have been identified, they must be incorporated into preservice and inservice programs; and
- (b) teachers need certain unique competencies in order to teach in culturally diverse situations (p. 28).

The competencies were classified into two categories:

"competencies generalizable to the teaching of all groups and competencies that can differ among groups" (p. 28).

A Writing Conference on Competencies for Teachers of Different Cultural and Cross-Cultural Groups was held in Oklahoma in 1974 where writers presented position papers on multicultural competency-based education. At the end of the writing project, a book *Multicultural Education Through Competency-Based Teacher Education* edited by Hunter, (1974) was published.

Pettigrew (1974) developed 13 competencies relevant to all teachers, and 10 teacher competencies needed in a multicultural setting. Wynn (1974) developed competencies to be demonstrated by all teachers in a culturally diverse society within 7 clusters with 31 competencies to be demonstrated by teachers who teach in a multicultural

education program. Wynn also endorsed a concept that teachers need to identify competencies for effectively teaching specified culturally different youth. Foster and Dixon (1974) identified 8 teacher competencies necessary for Optimal Teacher Participation in Assessment Programs for multicultural education.

Garcia (1974), instead, identified what the multicultural teacher education program can do to prepare candidates to be effective teachers in a culturally diverse society, and listed 7 requirements. Cordova, Jaramillo and Trujillo (1974) identified A General Model for Training teachers for Service to Chicano Communities with 5 phases. Kalectaca (1974) identified 7 competencies for interns and competencies or behaviors expected of teachers along with 13 teacher competencies for a multicultural society. Miller (1974) defined specific competencies for teachers of Native Americans.

Baptiste (1980) identified 19 Generic Competencies. Eleven competencies in the cognitive domain and 8 in the affective domain. Baptiste explained "generic is being used in the sense that any teacher must acquire these competencies if the teacher desires to effectively multiculturalize his/her classroom instruction" (p. 53).

Each of the 11 cognitive competencies has a competence statement, a rationale, instructional objectives, activities and suggested courses. These competencies are divided into three sequential phases. Eight affective competencies emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.

Despite all recommendations given by multicultural education scholars and researchers regarding an urgent need in restructuring teacher education programs, few empirical research studies focus on multicultural skills needed by student teachers to work with students from culturally diverse backgrounds. Laughlin (1980) acknowledges that "those planning to teach needed first hand skills and competencies in being able to work with all students assigned to their classes" (p. 2).

In Canada, Narang (1984) conducted a study to find out what teacher competencies were considered important by professionals. The instrument had 18 areas of teacher preparation, and each respondent was asked to rate each question on a four-point scale (1 not important: 4 very important). The findings revealed that the 5 most important areas were: developing cultural sensitivity, ability to integrate multiculturalism in various subject areas,

knowledge of the Canadian multicultural society, skills in dealing with racial differences in the classroom, and recognizing bias in assessment instruments.

At Ohio State University, Wayson (1993) developed an instrument, *The Multicultural Teaching Scale*, which has 37 items. Using a five-point scale, students are asked to circle the number that corresponded to their level of competence (little to extreme) in the skills described by the 37 items. The majority of the student teachers completing the scale believed they were very competent in the provision of multicultural instruction; and that all students can learn. Thirty-eight percent of the student teachers perceived themselves to be incompetent in their knowledge of different patterns of child rearing practiced among various cultures.

Presently there are no set of skills or competencies developed for multicultural teacher education measuring teacher competencies in working with students from culturally diverse backgrounds. Wayson (1988a) confirms that even "though many lists are available ... no precise list of competencies has been developed (nor is any final definite one likely to be completed)" (p. 40).

## THEORETICAL BASE

The theoretical framework that guided this study was the Dimensions Typology of Multicultural Education developed by Banks (1993). Multicultural education is concerned with schools implementing changes to provide educational equality to all students regardless of their racial, ethnic, or social class status. It is also concerned with gender equality (Banks, 1993). Since goals and purposes of multicultural education are easily misunderstood, especially by "non specialists," Banks (1993) illuminates, "If multicultural education is to become better understood and complemented in ways consistent with theory, its various dimensions must be more clearly described, conceptualized, and researched" (p. 4).

### DIMENSIONS TYPOLOGY OF MULTICULTURAL EDUCATION

Banks' (1993) conceptualizes multicultural education as a field that consists of five dimensions. The dimensions are based on Banks' work, research, and observation for the period 1960 through 1991. The dimensions are (a) content integration, (b) knowledge construction, (c) prejudice reduction, (d) equity pedagogy, and (e) empowering school culture and social structure (p. 4). The five dimensions as described by Banks (1993) follow.

**Content Integration** deals with the extent to which teachers use examples, data, information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.

**Knowledge Construction** describes the procedures by which social, behavioral, and natural scientists create knowledge and how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed. ... When knowledge construction is implemented in the classroom, teachers help students to understand how knowledge is created and how it is influenced by the racial, ethnic, and social-class positions of individuals and groups.

**Prejudice Reduction** dimension of multicultural education describes the characteristics of children's attitudes and strategies that can be used to help students develop a more democratic attitudes and values.

**Equity Pedagogy** exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups.

**Empowering School Culture** this concept of an empowering school culture describes the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and cultural empowerment (pp. 4-5).

Banks' Dimensions Typology of Multicultural Education was used in this study for validating the instrument that was used to collect data. It was *The Multicultural Teaching Scale* developed by Wayson (1993). It consists of 37



multicultural education skills that Wayson (1988a) notes "reflect content and activities that some authorities feel important for teaching children from diverse cultural backgrounds" (p. 40). The validation of the instrument was completed by a panel of three judges who classified the items on *The Multicultural Teaching Scale* survey instrument into Banks' dimensions.

#### PURPOSE AND RESEARCH QUESTIONS

The purpose of this study was to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students' needs. The business education students' multicultural backgrounds and demographic factors were also examined as they related to their perceptions of their multicultural competence.

Teacher education programs play an important role in helping student teachers clarify their attitudes and perceptions of ethnic, and social class groups, as well as reduce their own levels of ethnic, racial, and social class prejudices (Banks, 1977). Therefore, teacher education programs should include a component of multicultural

education in their programs. Following are research questions of the study.

1. For which of Banks' dimensions of multicultural education do business education student teachers perceive themselves as particularly competent?

2. For which of Bank's dimensions of multicultural education do business education student teachers perceive themselves as needing to develop competence?

3. Are business education student teachers' perceptions of their multicultural competence related to their (a) multicultural background? and their demographic characteristics including (b) racial/ethnic background? (c) hours of instruction for courses that address multicultural issues? (d) age? (e) gender? and (f) area of student teaching?

#### SIGNIFICANCE OF THE STUDY

This study provided current perceptions of business education student teachers on multicultural education competence. These perceptions can help educators in designing appropriate field-based experiences for prospective business teachers. Further, this knowledge can help educators in designing appropriate courses and course content for inclusion in business education undergraduate

and graduate teacher education programs. The study outcomes can also assist schools in employing new business teachers suited to their needs and to provide professional staff development related to multicultural education.

Yopp (1993) in a presentation on multicultural education to business educators asserted that

Business education has a unique opportunity to introduce multicultural education from the perspective of world trade, business, economics, and comparative advantage. ... Since future is now and the demographics of American citizens is rapidly becoming more colorful, white Americans--particularly educators--and especially business and vocational educators, must recognize reality and prepare all our youth for workplace and life realities in understanding, compassionate, and empathetic ways ... (pp. 1-2)

Further, Andersen and Barta (1984) point out that business educators can help counter bias and discrimination in the work place and in the schools.

#### LIMITATIONS

1. This study was restricted to a purposive sample of business education student teachers, who were student teaching in the spring of 1996.

2. This study was limited to colleges and universities that were member institutions of the National Association for Business Teacher Education (NABTE), in the

Southern Region of the United States. The schools were listed as NABTE members in the *Business Education Forum* of December, 1995.

3. According to Wayson (1988a), "self-report instruments carry some inherent limitations that must be borne in mind as these data are presented and reviewed

(a) Self-reports on matters as sensitive as multicultural relations tend toward socially-acceptable answers; consequently, the findings likely appear more positive than findings resulting from the use of other methodologies (p. 42).

(b) The respondents would have few models for assessing their skills or knowledge; consequently, their responses are more likely to reflect their experience and tend to produce assessments of ability beyond their capacity (p. 42).

(c) Some statements may have been open to interpretation; thus, the implications for practice will be unclear until the data for this study are supplemented with interviews" (p. 42).

#### ASSUMPTIONS

This study is based on two assumptions

1. *The Multicultural Teaching Scale* is a valid and reliable instrument for measuring multicultural competence.

2. The panel of judges in the field of multicultural education were able to classify the 37 skills of *The Multicultural Teaching Scale* into Banks' Dimensions.

## DEFINITION OF TERMS

**Competency-based education** focuses on the mastery concept, which assumes that each student is capable of achieving a stated goal if relevant learning experiences and a flexible time frame are provided (Schmidt, 1981, p. 21).

**Inservice Education** is an aggregate of learning opportunities afforded the staff members of schools for purposes of improving performance in already held and assigned jobs through planned programs (Harris, 1978, p. 6).

**Multicultural Education** is a

philosophical concept and an educational process. It is a concept built upon the philosophical ideals of freedom, justice, equality, equity, and human dignity that are contained in American documents such as the Constitution and the Declaration of Independence. It recognizes, however, that equality and equity are not the same thing: equal access does not necessarily guarantee fairness. Multicultural education is a process that takes place in schools and other educational institutions and informs all subject areas and other aspects of the curriculum. It prepares all students to work actively toward structural equality in the organizations and institutions of the United States. It helps students to develop positive self-concepts and discover who they are, particularly in terms of their multiple group memberships. Multicultural education does this by providing knowledge about the history, culture, and contributions of the diverse groups that have shaped history, politics, and culture of the United States. Multicultural education acknowledges that the strength and riches of the United States are a result of its human diversity. It demands a college and school staff that is

multicultural and multiculturally literate, including K-8 school staff members who are capable of teaching in more than one language. It demands a curriculum that organizes concepts and content around the contributions, perspectives, and experiences of the myriad groups that are part of American society. It confronts social issues involving race, ethnicity, socioeconomic class, gender, homophobia, and disability. It accomplishes this by providing instruction in familiar contexts and building on students' diverse ways of thinking. It encourages student investigations of world and national events and how these events affect their lives. It teaches critical thinking skills, as well as democratic decision making, social action, and empowerment skills. Finally, multicultural education is a total process: it cannot be truncated: all components of its definition must be in place in order for multicultural education to be genuine and viable (Grant, 1994, pp. 4-5).

**Multicultural Competency** is one which enables teachers to design and deliver multicultural curriculum (Davidman & Davidman, 1988, p. 64).

**Multicultural Teacher Education** means

the focus in teacher education which is designed to help teachers to function effectively with pupils in a culturally diverse society. The focus here is upon teaching behavior that facilitates or retards pupil growth. This does not refer to teacher education exclusively for working with a single cultural group, either by a member of the single group or by a person external to the group. The fundamental assumption here is that teachers can improve their teaching of school subjects to their own or other cultural groups if the appropriate attitudes, cultural experiences, and self understanding are present (Hilliard, 1974, p. 41).

**Staff Development** involves planned activities for the instructional improvement of professional staff members. Those included are teachers, librarians, counselors, principals, supervisors, superintendents, college faculty and administrators (Kennamer, & Hall, 1978, p. 15).

#### ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter 1 provided the introduction to the problem of the study, the research questions and purpose of the study, and definition of terms. Chapter 2 includes the review of related literature. Chapter 3 outlines the research design, methodology, data collection procedures, and statistical analyses of the data. Chapter 4 presents the findings of the study. Chapter 5 provides summary, conclusions, and implications. Appendices include the permission letter for the survey instrument, *The Multicultural Teaching Scale*, guidelines for judges, pre-contact note, list of National Association for Business Teacher Education (NABTE) representatives contacted, letter to business educators, informed consent letter to business education student teachers, and a vita.

## CHAPTER 2

### REVIEW OF LITERATURE

The purpose of this study was to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students' needs.

Multicultural background and demographic factors were also examined as they relate to business education student teachers' perceptions of their multicultural competence.

This chapter contains seven sections: (a) overview, (b) *The Multicultural Teaching Scale* and Banks' Dimensions Typology of Multicultural Education (c) perceptions of preservice teachers, (d) field-based experiences, (e) course content and context, (f) professional development needs related to multicultural education competence, and (g) summary.

#### OVERVIEW

Some multicultural education scholars have expressed concern regarding competencies that preservice teachers should acquire to be able to work with students from diverse cultural backgrounds. They feel that many of the teacher education institutions are still producing teachers who



cannot work effectively with students from diverse cultural backgrounds. According to Ladson-Billings (1990) the number of minority students enrolled in teacher education programs is small, while the number of minority students entering schools is increasing.

Zeichner (1993) asserted "the problem of educating teachers for diversity in most instances, will continue to be one of educating white, monolingual, and mostly female teacher education students during preservice teacher education in college and university settings to teach diverse learners effectively" (p. 1). Ladson-Billings' (1990) interest is in teachers of African-American students; it concerns their competence, and not their race or ethnicity. She states:

Schools and colleges of teacher education are turning out class after class of young, white, female teachers who would rather work in comfortable, white, middle-class suburbs. Unfortunately, their services are most needed in low-income schools, whose students come from races, cultures, and language groups for whom these new teachers feel unprepared. They need pedagogical skills that will help them in different teaching contexts. They need to discover the wisdom of veteran teachers who have developed methodologies for working effectively with black students. Schools of education, in particular, should help make this possible. Because in the end, although everyone stands to gain, it is the students who will be the ultimate winners. And that's how it should be. (p. 25)

Kunjufu (1986), an educational consultant who has completed research on young black males, is concerned about the relationship of female teachers and black students, especially understanding the black, male culture. He points out that

... an important factor determining the future of black boys is predicated on female teachers, especially white teachers .... for white women it becomes very complex because their black students may be the first black males with whom they have ever had direct contact. Can you imagine teaching a group of children you have never had meaningful contact with? How can you teach a child whom you do not understand? (p. 12)

Teacher education programs play an important role in helping student teachers clarify their attitudes and perceptions of ethnic, and social class groups, as well as reduce their own levels of ethnic, racial, and social class prejudices (Banks, 1977).

Sleeter and Grant (1994), explaining one of their topology approaches to multicultural education, *Teaching the Exceptionally and the Culturally Different*, had this to say about teachers and the culturally different students

We often are threatened by or want to change those who are different from ourselves and whom we do not understand. Our classrooms often have students who do not look like us, talk like us, or think like us, who have not had some of the experiences

we have had. Students may have grown up in neighborhoods unlike our own. Some may not behave as we were taught to behave. Some may not show much interest in learning things we personally value. Some, because of hearing impairments, visual impairments, reading difficulties, and so forth, may not have acquired knowledge that we take for granted. However, as teachers, we very often want to make our students become more like us. (p. 41)

The assertions made by Zeichner (1993), Ladson-Billings (1990), and Kunjufu (1986) are congruent with the results of a study conducted by Thabede and Schmidt (1994/95 p. 22). Their study addressed the supply and demand of business education teachers in the Commonwealth of Virginia. The results of their study indicated that the majority of business teachers were white and female: 68% were white, and female; 21% were black, and female; 8% were white, and male; 2% were black, and male; and less than 1% were Hispanics and Asian/Pacific Islanders. Native Americans were not represented.

Further, Olstad, Foster and Wyman (1983) cited in Grottkau and Nickolai-Mays (1989, p. 28) confirm that teachers who were not exposed to multicultural education at their preservice level will not be adequately prepared to face the reality of a pluralistic society and will have low expectations for minority students.

Hernandez (1993) expressed his concern when testifying before the New York State Assembly Joint Hearing of the Committee on Education

There is a need for prospective teachers to be prepared to teach our children; not only from their own culture, but also from other cultures. We need students who are multiculturally competent. Our teacher education programs should have the capacity to help them become multiculturally aware ... There is also a need for classroom teachers to develop the abilities to understand both the intellectual competence, as well as the incompetence students bring to the classroom .... Multicultural competence should be placed on equal ground with intellectual competence. Schools of education in our local colleges and universities fail to do this at the present time. We cannot be serious about celebrating equality and diversity in education schools unless we are also serious about the multicultural competence of the faculty in these schools (pp. 3-6).

Teachers, in spite of their ethnic or racial backgrounds, tend to internalize or perpetuate dominant and societal values and attitudes toward racial and social groups (Rist, 1970; Gay, 1974). Teacher education institutions believe in Americanization through the melting pot process of students and have not yet embraced the concept of cultural pluralism (Moultry, 1988).

THE MULTICULTURAL TEACHING SCALE AND THE DIMENSIONS  
TYPOLOGY OF MULTICULTURAL EDUCATION

*The Multicultural Teaching Scale* is a self-reporting instrument developed by Wayson (1988a). It was completed under a grant from The Affirmative Action Grants Program, for the Former Senate Subcommittee on Multicultural Education of the College of Education at The Ohio State University.

It originally had 36 items. Wayson administered the scale during student teaching seminars to all students who were student teaching in 1985-1986 under the auspices of the College of Education at The Ohio State University. The response rate was over 90%. Using a five-point scale, students are asked to circle the number that corresponded to their level of competence (little to extreme) in the skills described by the 36 items. The majority of the student teachers completing the scale believed they were very competent in the provision of multicultural instruction; and that all students can learn. Thirty-eight percent of the student teachers perceived themselves to be incompetent in their knowledge of different patterns of child rearing practiced among various cultures.

Presently there are no set of skills or competencies developed for multicultural teacher education measuring teacher competencies in working with students from culturally diverse backgrounds. Wayson (1988a) confirms that even "though many lists are available ... no precise list of competencies has been developed (nor is any final definite one likely to be completed)" (p. 40).

Jairrels (1993) conducted a study using *The Multicultural Teaching Scale*. He surveyed 361 special education teachers in the state of Alabama and received responses from 94 African-American special education teachers and 133 Caucasian special education teachers. He checked the instrument for internal consistency using Cronbach's Coefficient Alpha, with it being .9704 for the 36 items.

The results of Jairrels' study indicated that there was no difference in how the special education teachers rated their multicultural competence in terms of "gender, years of teaching, years of teaching in special education, teaching level, certification, and non-certification" (p. 43). A significant difference in perception of the multicultural competence was found in terms of ethnicity. African-American special education teachers perceived their levels

of competence at higher levels than Caucasian special education teachers." (p. 44).

In Jairrels' study, the lowest rated multicultural skill was "Knowing different patterns of child rearing practices among cultures," with a mean of 2.74 for Caucasian special education teachers. The highest rated skill was "Feeling that every student can learn," with a mean of 4.59 for African-American special education teachers, and a mean of 4.77 for Caucasian special education teachers. In Wayson's study, 86% of the respondents reported the highest level of competence in this particular skill.

No empirical studies that have used Banks' dimensions with *The Multicultural Teaching Scale* surfaced through the literature review. Ladson-Billings used Banks' (1993) Dimensions Typology of Multicultural Education as "a tool for examining how multicultural teacher education has been constructed in recent years" (p. 752). Ladson-Billings (1995), in reviewing literature on multicultural teacher education between 1988-1992, found 169 entries. Out of a total of 43 studies, 12 were on content integration; 9 on knowledge construction; 4 on prejudice reduction; 2 on equity pedagogy; 2 on empowering school culture, and 14 were not-applicable to any of the dimensions. The National

Education Association (NEA) has used Banks' dimensions typology of multicultural education in defining multicultural education.

#### PERCEPTIONS OF PRESERVICE TEACHERS

Several studies have been examined by various researchers regarding perceptions, attitudes, values and beliefs of education. Studies by Good and Brophy (1978) and Meichenbaum, Bowers and Ross (1969) support the view that the attitudes and expectations of teachers can affect how they respond towards various groups. Teacher education programs should help teachers clarify their perceptions and attitudes of ethnic racial groups, to relate in a positive manner toward different ethnic and social class groups, and to decrease their level of ethnic, racial, and social class prejudice (Banks, 1977).

Condon (1973), also, supports the view that attitudes of students toward multicultural groups are influenced by teachers. Teachers are an integral part of any society and they play a significant role in shaping the minds of young people. It is critical for teacher education programs to include a multicultural education component in their teacher education programs. Most importantly, supervisors of



preservice teachers play a critical role in the preparation of teachers as noted by Kohut (1980), who states that "student teachers' perceived beliefs, attitudes, and behaviors are influenced significantly by persons they encounter during their training period" (p. 76).

As Hilliard (1974, p. 49) notes, certain attitudes should emerge as teachers work with students from diverse cultural backgrounds. Teachers should continuously self-examine themselves and be free from bias; they should respect and value cultural alternatives such as beliefs, language, values, and behaviors; they must feel that they are personally benefitting from multicultural orientation.

When teachers gain in-depth experience with people from other cultures, their attitudes toward students' diverse cultures can be more positive. Some teachers may need a supportive environment while going through their first experience in meeting with people from diverse cultures. Teachers who still need help to overcome their "fears, prejudice, and inadequacies" should be helped to find employment that does not depend upon cross-cultural environment (Hilliard, 1974, p. 49).

One of the objectives of Contreras (1988) research was to describe attitudes perceived by beginning education

students toward minority groups, and issues related to educating those students. The non-random sampling method was used to draw a sample of 86 from the 180 students enrolled in an introductory course for secondary education during fall of 1987. Ninety-one percent of the students were white, 55% were male, and 88% were between ages 18-25.

Two instruments were used to collect data. The Multicultural Opinion Survey, Form #2, containing 36 statements about attitudes about minority groups and issues related to minorities in the United States. Each student was asked to rate each statement on a five-point scale (1 no belief; 5 great or total belief). The Knowledge About Ethnic History and Culture instrument was used to evaluate the students' knowledge of the history of minority groups in the United States. The format for this instrument was multiple choice. Response rate was 90%. Descriptive statistics were used to analyze data in this study.

Based on the results of the study, Contreras concluded that most students enrolled in the teacher education programs were willing to teach culturally different students in diverse settings. However, many had reservations about teaching in diverse settings as a consequence of preconceptions of what it involved. Contreras further

asserted that, "teacher educators continue to assume that preservice students will pick up the necessary knowledge, skills, and attitudes that will help them teach classes of socio-culturally diverse students without direct instruction and planned experiences" (p. 77).

The purpose of Rashid's (1990) study was to determine "the perceptions and attitudes of teachers toward multicultural education in both preservice education and their current occupational settings" (p. 2). The sample consisted of 107 teachers enrolled in a summer program offering graduate credit in early childhood education. The racial composition of the sample was 73% Caucasian and 25% African-American. The author developed the 30-item Likert-type instrument based on modified items on a scale developed by Banks (1981). The results of the teachers' perceptions of the multicultural education of their preservice education revealed the following

- 39% felt unprepared to teach a variety of racial and ethnic groups.
- 69% felt they should have been more exposed to information on the history, culture, and lifestyles of minority status groups.
- 79% felt that exposure to a variety of groups should be a criterion for evaluating teacher education programs.
- 88% felt that teacher educators should make more of an effort to integrate the writings of scholars from a variety of ethnic groups (p. 3).

There was a difference in how the Caucasian and African-American teachers responded to the question regarding race having a major influence on the perceptions and attitudes.

- 50% of Caucasian teachers felt their colleagues recognized the need for multicultural education, 88% of African-American teachers disagreed.
- 72% of Caucasian teachers felt their colleagues recognized and attempted to overcome biases, only 12% of African-American felt this was the case.
- 63% of Caucasian teachers said their social studies curriculum had been revised to include contributions of various groups, 80% of African-American teachers disagreed
- 71% of Caucasian teachers felt that textbooks were carefully selected for equitable treatment of minorities, 81% of African-American teachers disagreed.
- 56% of Caucasian teachers agreed that their Language Arts curriculum integrated the works of a variety of ethnic groups, 80% of African-American teachers disagreed (p. 5).

Rashid concluded that the majority of teachers perceived multicultural education to be part of education; and that the schools are not doing much to improve multicultural education in preservice training or implement multicultural education during student teaching.

#### FIELD EXPERIENCES OF PRESERVICE TEACHERS

Grant and Koskela (1986, p. 197) identified two areas of preservice education needing to be researched: (a) multicultural education and (b) relationship between campus

learning and field experience. This is supported by Guyton and McIntyre (1990) who indicated that literature on teacher preparation suggests that student teaching or field experience is the most valuable component of preservice programs.

Research studies on placement of student teachers in culturally diverse communities is limited. Several studies have examined how the behavior of student teachers is influenced by placement in culturally diverse communities (for example: Cooper, Beare & Thorman, 1990; Mahan, 1982a; Gomez & Tabachnick, 1991). These studies reported that student teachers' ability to work with students from diverse ethnic backgrounds is positively influenced by field experiences.

Preservice teachers do not get opportunities for cross-cultural student teaching assignments and supervised field-based experiences within the present structure (Kohut, 1980). This tends to create a problem in the classroom between the teacher and the ethnic minority students. Kohut's contention is supported by the National Council for Accreditation of Teacher Education (1995) Standards. Standard I H: Quality of Field Experiences (Initial and Advanced) clearly states,

The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to ... study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations (p. 7).

To prepare teachers to be culturally sensitive to their students, many teacher educators believe that teacher education courses should infuse multicultural education and expose student teachers to cross-cultural assignments.

Dana (1992) conducted an ethnographic study in Tallahassee, Florida, where five prospective teachers were placed in a low socio-economic school to complete their internship. The purpose of the study was to determine what happens when prospective teachers are placed in schools which are alien to their cultural backgrounds.

The researcher employed three different methods in collecting data: journals reflecting student teachers' thoughts and ideas about the teaching experience, participant observations, and qualitative ethnographic interviews. Analysis of the data indicated that all five student teachers experienced culture shock when beginning the internship. Only one student of the five was successful with classroom management and control, the others had difficulties and blamed the background of their students for their failures. The prepackaged technique of assertive

discipline used to control students failed. Also, the student teachers reported that their college experiences had not prepared them for student teaching in the setting that they were placed in.

Culture shock is the experience that encourages people to think about, and to benefit from, the study of cultural differences. Culture shock can be valuable as an incentive for learning, if the individual experiencing the "shock" is adequately prepared or led through the experience. For prospective teachers, this "reveals the need for training or for formal, structured attempts to live and work in cultures other than their own" (Hofstede, 1980, p. 52).

In a study conducted by Mahan (1982), student teachers were placed in community-based multicultural programs including Native American communities, Hispanic communities, and urban school districts. The goal of community-based teacher preparation project was to help student teachers to be directly involved with a particular community in order to learn about values, achievements, and culture.

Each student teacher had to complete a course focusing on a particular community the student was interested in. The duration of the practicum was 16 to 17 weeks, and each student teacher was required to work at least an average of

15 hours per week in a non-school setting in the local community in addition to his/her student teaching responsibilities. The survey data were collected over a period of nine years. The results showed that at the end of the practicum the student teachers had a broad awareness of cultural differences. Mahan, concluded "structured semester-long field experiences in cultural communities produce a significant, positive response from preservice teachers, and the communities" (p. 171).

Cooper, Beare, and Thorman (1990) conducted a study with 103 student teachers from Moorhead State University. Their study attempted to answer the following concerns: (a) Does a relationship exist between a student teachers' cross-cultural experience and his/her attitudes towards multicultural teaching? (b) Does student teaching in another culture make a difference in how prospective teachers act? and (c) Is there a difference between the attitudes and actions of student teachers who teach in their own monocultural setting and those who do not?

The student teachers were divided into two groups, 85 completed their student teaching in their own monocultural setting in Minnesota, and 18 student teachers were placed in the Pharr-San Juan Alamo School District located in South



Texas. Teacher educators at Moorhead State University believed that placing student teachers in Texas was giving them an opportunity to immerse into the "prevailing Hispanic culture, an enrichment of geographical and sociological perspectives, and enhanced employment opportunities" (p. 2).

Both groups completed course work in multicultural education. The course work included three courses addressing "the values inherent in a pluralistic society" and no course work was provided that related specifically to "cultural uniqueness of the Rio Grande Valley." Speakers were invited to weekly seminars to address the Texas student teachers on Hispanic experiences. In addition to the course work, the Self Assessment in Multicultural Education (SAME) instrument was administered to both groups to determine the student teachers' beliefs about six categories of practice (a) personal professional development, (b) awareness and sensitivity, (c) institution, (d) curriculum, (e) curriculum-resources, and (f) parent/community relations.

The results from the Self Assessment in Multicultural Education instrument indicated that two out of 20 statements yielded a significant variance. For example: "[a] student teachers placed in Texas replied more affirmatively that

they should discuss racial issues with ethnic groups other than their own while their Minnesota counterparts were less certain. [b] Students in Minnesota also were less certain that their professional education training should necessarily enabled them to work effectively with pupils from diverse cultural backgrounds" (p. 3). This study clearly demonstrates the importance of placing student teachers in diverse communities.

#### COURSE CONTENT AND CONTEXT

A teacher teaching a multicultural education curriculum should be aware of various "cognitive styles, cultural and socioeconomic background, linguistic competence, and age to be able to match this with his [his/her] current knowledge" (Lynch, 1983, pp. 78-79). Teaching multiculturally is not teaching about a specific culture. According to Payne (1977), it should be part of "affective, cognitive, and psychomotor domains at all times because of a subtle and permanent influences of culture on its members" (p. 34). He notes that, teachers in academic areas such as English, Math and Science "feel that culture does not affect them" (p. 34). To illustrate his point, Payne refers to Brophy and Good (1974) who have completed a comprehensive review of the

factors that influence achievement and reported those factors to be: social class differences, race, sex, student achievement, student personality, physical attractiveness, seating location, writing neatness, and speech characteristics.

Payne argued vehemently that most of the factors could be directly related to a person's culture; for example, social class/ethnic group or speech. The teacher must become knowledgeable about the student's culture in order to include the experiences of the student in the classroom instruction. The best way to learn about a culture is to come in direct contact with the people of that culture.

Cultural diversity, self-concept, and student attitudes toward an ethnic group is relevant to curriculum development. Kehoe (1984a) cited in Hernandez (1989), found that "the more negative the attitudes of students are toward a specific minority group, the less receptive they will be to inclusion of that group's history and culture in the curriculum" (p. 170). According to Apple and Taxel (1984), the school curriculum has tended to exclude the curricula reflecting the values of the poor and those who are ethnically different, but has reflected the history, culture, and values of the dominant group.

Gay (1974) notes that "curriculum designs should include content about a broad range of ethnic groups that show accuracy and authenticity, and be systematically organized" (p. 98). Commenting on methods courses, Clarken and Hirst (1992a) assert,

Methods courses should add to the multicultural knowledge base, present the latest research and explain how to recognize and adapt to different learning styles, promote active learning, implement teaching models appropriate for all groups, use supplementary materials and activities to make classrooms more multicultural, and continually analyze the strengths and weaknesses of one's own teaching. (p. 5)

The literature review revealed that a paucity of research in course content and course context that is multicultural exists. Several studies have been conducted to investigate the effectiveness of a course or workshop in preservice and inservice teacher education programs.

For example, Bennett, Okinaka, and Wu (1989) reported the impact of a multicultural education course for pre-service teachers. The participants were 178 students enrolled in the course "Teaching in a Pluralistic Society." It was taught by four different instructors. The design of the study was quasi-experimental. Participants were given a pre-test within 2 weeks to determine their intellectual development stage using the Scale of Intellectual

Development, developed by Erwin (1982). The treatment consisted of a 16-week progression. A post-test was given at the end of the program. Some students in the study were positive about the impact that the course content had on their views or understanding of knowledge, attitudes, and behaviors of other groups, while some students resisted.

With a large influx of Southeast Asians in Iowa, in 1984, the Iowa Board of Education mandated a multicultural/nonsexist education program. In this program, teachers were required to take a 45-hour human relations course. This course consisted of values, self awareness, multicultural and nonsexist education, development of methods and materials to be used in the teachers' classrooms, and presentations by minority groups. Regan (1983) conducted a study examining the effect the human relations course had on teacher attitude, behavior, and knowledge. The Attitude Toward Sex Role Scale was developed and administered to teachers completing the course. The instrument used was a Likert-type scale for ratings related to 12 different minority groups such as Native Americans, physically handicapped, African-Americans, and Catholics. Ratings included "wouldn't even want to work with them," "No prejudice," "OK to work with but wouldn't want them living

next door," "OK to have over for dinner, but wouldn't like daughter to marry one," and "OK to have them live next door, but wouldn't ask them for dinner."

The two control groups showed "no prejudice." Further, the results showed no significant gains in attitude or knowledge. A follow-up study was done one year after the course, and behavior seemed to have changed since 70% of teachers reported that they were still using materials they developed in the human relations course. Regan concluded that Mandated Multicultural/Non-sexist Education remains both a boon and boondoggle in Iowa partially due to "inflated expectations, poor planning, inadequate public relations, bad timing, and poor assistance from the state department" (p. 12).

Grottkau and Nickolai-Mays (1989) conducted a study to answer the following question: Can exposure to multicultural education experiences over a period of time reduce cultural bias? The sample consisted of 122 participants from selected majors of a four-year, private, liberal college. The participants were senior education majors; first year education majors; business majors enrolled in a marketing class, and ministry majors enrolled in a Greek class.

The design of the study was experimental, ex post facto, nonequivalent control group, with non-random assignment of subjects to groups. All participants were pre-tested and then post-tested at the end of the course. The instrument used to collect data was a revised version of the Social Distance Scale.

Prior to administration of the pretest, only the senior education majors had completed a total of 120 hours of professional experience, with 40 hours in a multicultural classroom setting, had completed a 2 credit human relations course, and had completed 26 required courses that addressed human relations competencies. The 26 courses were designed to help the students identify examples of cultural bias in intelligence and standardized tests. The control group had not received any formal multicultural education at the college level.

At post-test the first year education majors had completed a two credit human relations course, had guest speakers from minority groups present lectures on ethnic minority populations, had interviewed members of ethnic groups after receiving instructions, and practiced being effective listeners.

Following were results of pretest and post-test of the study which were based on the following hypotheses

1) Senior Education majors will report less bias than the three groups of students who did not receive formal multicultural education at the college level. This hypothesis was supported by the results.

2) Senior Education majors will report less bias toward specific minority populations (for example, Blacks, Asian Americans, Native Americans, and Hispanics) than groups of students who did not receive formal multicultural education at the college level. This hypothesis was supported by the results.

3) First year Education majors who have completed one multicultural education experience, a two-credit human relations course, will report a diminution of bias after the course when compared to two groups of students that have did not receive formal multicultural education at the college level. The findings failed to support this hypothesis.

4) First year Education majors who have completed one multicultural education experience, the human relations course, will report a diminution of bias toward specific minority populations (for example, Blacks, Asian Americans, Native Americans and Hispanics) after completing the course when compared to two groups of students that had not taken the course. The results failed to support this hypothesis (p. 28, 30-31).

Authors advised that caution should be exercised when interpreting the results of this study. For example, the instrument used was a self-reporting instrument. Further, generalizing the results of the study to a larger population would be problematic. The results of the study did support the first hypothesis, that students exposed to ongoing



multicultural education training are capable of reducing their cultural bias.

In another study Chavez (1994) conducted a survey to evaluate the students' ideas, beliefs, and attitudes about multicultural issues and how their view of the world might be affected by the course they were taking. Participants included 62 students who were enrolled in a multicultural education course which was mandatory for all teacher education students. The course was taken in the junior year.

Chavez used newspaper articles and termed them "dilemmas." The first "dilemma" described the protest by Native Americans against the use of the word "tomahawk chop" by the Atlanta Braves ball team. This article was examined at the beginning of the semester. The second "dilemma" was a newspaper article concerned with the use of Indian symbols by the athletic teams; it also was examined at the end of the semester. The investigator directed students to write their thoughts, opinions, and reactions after reading the two newspaper articles.

The responses were classified under three broad themes "denial"; "ambivalence," and "valuing the other." A response was classified under the "denial" theme when a

respondent asserted the rights of the fans to cheer their team. The response was classified under "ambivalence" theme when a respondent stated confusion over the issue and felt that there was no solution to the problem. The response was classified as "value the other" theme when a respondent expressed that we should respect the thoughts and feelings of Native Americans.

The results for the "first dilemma" had the largest percentage of responses 42% falling under the "denial" theme, followed by the "valuing the other" theme which had 35%, and the "ambivalence" theme which had 23%. In the "second dilemma" theme, the largest percentage of responses 38% fell under the "denial" theme, followed by "valuing the other" (32%), and "ambivalence" (17%).

Chavez concluded that most of the students entered the course with a narrow perspective of the world and that their attitudes and beliefs largely reflected the racial status quo; and that the course had little effect on students' developing perspectives.

#### PROFESSIONAL STAFF DEVELOPMENT

Research studies addressing multicultural education and professional teachers are rare. An increasing number of teacher educators have argued that practicing teachers need

to participate in staff development to be more responsive to multicultural education.

Grant and Melnick (1976), in their report on *Developing and Implementing Multicultural In-service Teacher Education*, asserted that awareness; acceptance; and affirmation of racial, cultural, individual differences, and gender are key features in consolidating any inservice program. They further stated that "inservice programs must help teachers to work effectively with all children in both monocultural and multicultural settings" (p. 2). Inservice training programs for multicultural education should be seen as part of school organization process rather than as an unrelated activity (Gould, 1991 cited in Sleeter 1992, p. 146).

Sleeter (1992) conducted an ethnographic study of 30 teachers from 18 elementary schools in two Midwest districts, that volunteered to participate in a 2-year staff development program in multicultural education. The purpose of the study was "to analyze the relationship between multicultural education teachers as individuals, and schools as institutions" (p. 141). The participants included 26 whites, 3 African-Americans, and 1 Mexican American. Thirty three percent of students were from minority or low-income

backgrounds, and the number of students of color was increasing in the two districts.

In the first year of the program, teachers were released to attend a total of nine full-day sessions. They were also encouraged to attend three after school sessions. The sessions addressed the following

Working with low-income and racial minority parents, racism and increased ethnic diversity in the broader society, gender equity in the classroom, ethnic learning styles, bilingual education, community resources, teachers as leaders, making the curriculum multicultural, cooperative learning, library resources for multicultural education, drop-out prevention programs, and motivation and self-esteem. (p. 142)

During the second year of the program, teachers were released to attend a total of five full-day sessions and chose from the following topics: "action research in the school, staff development, making the curriculum multicultural, cooperative learning, building self-esteem in the multicultural classroom, parent involvement, and organizing for change" (p. 142).

Since this was an ethnographic study, the researcher evaluated the teachers through interviews and observations to find out what teachers were using in their classrooms from what they were learning. Sleeter, then recommended ways educators could begin to examine and restructure schools

from a multicultural perspective, using inservice training as part of a reform process. The following results surfaced over the 2-year period,

(a) about 50% of teachers increased their use of cooperative learning, and tried using multicultural curriculum occasionally by adding "little things to existing lessons"; decorations in the classroom representing human diversity remained the same over;

(b) about 33% of teachers reported the use of new strategies to improve home-school communication; and

(c) only five teachers were working on long range plans to strengthen home-school communication, such as initiating workshops for parents (Sleeter, p. 142).

At the end of the staff development, teachers identified the following to be factors that limited them from implementing multicultural education in their classrooms "time, size, the required curricula, the structure of programs in the school, disjuncture between school and low-income and minority communities, and teachers' location in the administrative and bureaucratic context" (p. 143).

Sleeter suggested that educators can begin to examine and restructure their schools, from a multicultural perspective, using staff development as part of a reform process and concluded that, "staff development by itself

has a limited impact on changing teachers' ability to deliver an education that is multicultural" (p. 141-147).

A study by Jacoby (1994) was designed to retrain preschool personnel on cultural diversity and the role of the teacher in formulating and implementing a multicultural curriculum. Teachers participated in role-playing sessions on promoting respect and understanding of diverse cultures; they also developed and evaluated the cultural diversity of the curriculum. The participants became aware of their attitudes toward multiculturalism and the significance of multicultural education.

The practicum designed in Saykanic's (1994) study was to help faculty, students, and administrators have an understanding of other cultures. Participants were the student population of 1,205 from an elementary school, and the setting was the school's library media center. The researcher conducted two in-service training workshops to inform the staff members about cultures of their students and their learning preferences.

The school purchased new multicultural books and held two fund raising book fairs. Teachers and students were given pre-tests and post-tests on multicultural knowledge. Further, a questionnaire of the teachers' multicultural

knowledge was administered. The results indicated that all faculty members implemented multicultural curriculum and learning activities in their classes; students in grades 4-6 showed mastery of the history concepts and cultural groups, and students interacted positively.

Hoskyn (1994) reported on a staff development program, the Multicultural Reading and Thinking (McRAT) in Arkansas. McRAT is a program developed "to help teachers infuse higher-order thinking processes (analysis, comparison, inference/interpretation, and evaluation) and multicultural concepts into regular classroom curricula in grades 3 to 8; to integrate thinking and problem solving processes into the core curriculum" (p. 2). McRAT was developed in 1986 by the Arkansas Department of Education personnel, together with teachers and reading specialists. Hoskyn's report on the McRAT program covers a three-year period 1989 through 1992.

McRAT was implemented in over 100 classrooms in 23 schools districts in Arkansas, involving 8,525 students and 311 teachers in a three-year period, 1989-1992. According to Hoskyn, data on the program were drawn from evaluation of student essays using scoring consistent with those of other large-scale writing assessments.

The results of the evaluation suggested that McRAT students performed significantly higher than non-McRAT students in higher-order thinking skills on the essay which was analytically scored, with McRAT students surpassing control students regardless of classification; there was no statistically significant difference between performance of minority students and non-minority students; the evaluation procedures showed a high degree of inter-rater reliability; and McRAT students showed retention of learning over time in performance of minority students and non-minority students (Hoskyn, 1994, pp. 3-5).

The McRAT program also has a teacher inservice component. Teachers receive McRAT training over a two-year period. During the first year, teachers receive a total of nine days of training where the focus of the program is on "explicit teaching and infusion of strategies into (a) lesson design, (b) lesson construction, and (c) procedures for evaluation of student writing" (p. 2). In the second year, the prospective teachers learn more about "advanced techniques for curriculum development, classroom assessment, and collaboration which includes, peer coaching" (p. 2).

The School of Education at Indiana University offers a cultural immersion program to practicing teachers. Mahan



and Rains (1990) developed a survey instrument to determine the types of changes and growth experiences practicing teachers exhibited after going through the cultural immersion in summer. Cultural immersion as explained by Mahan and Rain is a program which places practicing teachers on the American Indian Reservation.

The purpose of the study was to determine the type of changes that occurred as the inservice teachers went through the cultural immersion program. Further, the teachers attributed their changed attitudes and behaviors to the cultural immersion program. These results were supported by Mahan's follow-up study of 23 inservice teachers who were previously enrolled in the cultural immersion program. One of the 23 students remained on the Reservation; 2 relocated to Navajo Reservations; 2 changed the course syllabus to include Native Americans cultural values; 4 prepared materials and artifacts relevant to Native Americans and displayed in the museums; 2 used materials developed in the practicum for presentations in inservice teacher seminars in their schools; one served for 2 years as a volunteer and taught in a Reservation alternative school; some others resigned from teaching in the Midwest and relocated in Navajo Reservations.

These results support contentions by Kohut, Jr. (1980); Mortenson and Netusil (1976); NCATE (1995) refined standards; and Grant and Melnick (1976) that teachers taking courses to increase their students' awareness and understanding of students from diverse cultural backgrounds, should have real life contacts with students from other chosen cultures.

#### SUMMARY

This chapter examined literature related to this study including the review of *The Multicultural Teaching Scale* developed by Wayson (1993) and Banks' Typology of Multicultural Education. In addition, perceptions of preservice teachers; field-based experiences; course content and context; and professional development needs related to multicultural education competence were discussed.

Literature pertaining to teacher education was sparse. However, the literature found revealed that prospective teachers' perceived beliefs about multicultural groups are influenced by their teachers. Multicultural courses offered alone in teacher education programs had little effect on students' developing perspectives; and when taught should be complemented with field experience placements in communities different from the student teachers' own. The review of

literature further, revealed that professional staff development for multicultural education should help educators understand other cultures; and inservice training programs for multicultural education should be seen as part of school organization, not as a separate entity.

## CHAPTER 3

### METHODOLOGY

This chapter describes the methodological procedures for this study. It includes the design of the study, population and sample, the instrument descriptions, and the data collection and analysis procedures.

The purpose of this study was to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students' needs. The business education students' multicultural backgrounds and demographic factors were also examined as they related to their perceptions of their multicultural competence.

Following are research questions of the study:

1. For which of Banks' dimensions of multicultural education do business education student teachers perceive themselves as particularly competent?
2. For which of Bank's dimensions of multicultural education do business education student teachers perceive themselves as needing to develop competence?
3. Are business education student teachers' perceptions of their multicultural competence related to their (a) multicultural background? and their demographic

characteristics including (b) racial/ethnic background? (c) hours of instruction for courses that address multicultural issues? (d) age? (e) gender? and (f) area of student teaching?

#### RESEARCH DESIGN

The research design used in this study was characterized as ex post facto or causal comparative. Cohen and Mnion (1980) define ex post facto research as "a method of teasing out possible antecedents of events that have happened and cannot, because of this fact, be engineered or manipulated by the investigator" (p. 170).

In ex post facto research, the independent variables cannot be manipulated by the investigator, and assigning subjects into groups (random assignment) is not possible. In this study the predictor variables (also called independent variables) include (a) multicultural background, (b) racial/ethnic background, (c) hours of instruction for courses that address multicultural issues, (d) age, (e) gender, and (f) area of student teaching. As Singleton, Straits, and Straits (1993) explain, "the independent variables cannot be manipulated by the investigator because their values or categories may be used to predict the values

or categories of the criterion variable (also called dependent variable)" (p. 73), which is multicultural competence in this study.

#### POPULATION SAMPLING

The sampling design used in this study was a non-probability sampling design. Singleton, Straits, and Straits (1993) define the purposive sampling procedure used as follows

the form of sampling the investigator relies on his or her expert judgement to select limits that are 'representative' or 'typical' of the population. The general strategy is to identify important sources of variation in the population and then to select a sample that reflects this variation (p. 160).

Business education student teachers at National Association for Business Teacher Education (NABTE) institutions were selected as the population for the study. NABTE has the institutional membership for colleges and universities that offer business teacher education programs. The universe or target population for this study were the business education student teachers from 12 Southern Region states as defined by the National Business Education Association (NBEA) to be: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina,

South Carolina, Tennessee, Virginia, and West Virginia.

The sampling frame consisted of institutions from the National Association for Business Teacher Education (NABTE). These institutions were listed in the National Business Education Association (NBEA) directory which was published in the December 1995 issue of the *Business Education Forum*. NABTE is a professional organization for institutions of higher education with business teacher education programs. *The Business Education Forum* is an official publication of NBEA.

In December 1995, NABTE had institutional membership in 44 states consisting of 168 public and private colleges and universities offering business teacher education programs. The NABTE Southern Region had a total of 56 institutions.

#### INSTRUMENTATION

The instrument used in this study was *The Multicultural Teaching Scale* developed by Wayson (1993); with permission to use the instrument obtained from Wayson. A letter from Wayson appears in Appendix A, and the instrument appears in Appendix B.

Wayson in Heid (1988) discussed the development of *The Multicultural Teaching Scale* instrument as follows

The instrument used in this study drew from many sources ... Consequently, the statements contained within *The Multicultural Teaching Scale* reflect content and activities that some authorities feel important for professionals who will teach children from diverse cultural backgrounds (p. 40)

The instrument was administered to students who were student teaching during 1985-86 school year in the College of Education at The Ohio State University. The student teachers were directed to complete the questionnaire by circling the number that corresponded to their level of competence in the skill described by each of 37 statements and by circling responses to four demographic questions. A Likert-type scale was used with 1 being of "little" competence and 5 being of "extreme" competence.

For the purposes of this study, the fourth demographic question, Item 41, which read: Are you studying to be "(a) a teacher in elementary school, (b) a teacher in a junior high or middle school, (c) a teacher in a high school, and (d) other \_\_\_\_\_," was changed to read: Are you student teaching in a (an): 1=suburban area? 2=rural area? or 3=urban area?. A fifth demographic question, Item 42, was added asking respondents to indicate if they had taken any course(s) that addressed multicultural issues. They were asked to choose between 1 and 7 indicating how much instruction (in terms of hours) addressed multicultural



education issues. Also, a multicultural background section was added consisting of 13 questions. The complete instrument contained 55 items, including *The Multicultural Teaching Scale*, demographic, and multicultural background items, which were printed on OPSCAN sheets for easy scoring.

Banks' (1993) Dimensions Typology of Multicultural Education were used for validating *The Multicultural Teaching Scale*. The validation of the instrument was done by a panel of three judges with multicultural background, who classified the 37 multicultural teaching skills into Banks' dimensions. The judges were given *The Multicultural Teaching Scale* instrument of Wayson (1993) and a table containing the five definitions of Banks' (1993) dimensions. They were given guidelines to follow in validating the instrument. The guidelines given to the judges appear in Appendix C. The 37 multicultural items were classified into Banks' dimensions as follows: Content Integration, 8; Knowledge Construction, 6; Prejudice Reduction, 11; Equity Pedagogy, 5; and Empowering School Culture, 7. The classification of *The Multicultural Teaching Scale* into the Dimensions Typology of Multicultural Education appears in Table 1.

Table 1. Classification of Multicultural Teaching Scale into Dimensions Typology of Multicultural Education.

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**Dimension I: Content Integration**

1. Demonstrate a basic knowledge of the contributions made by minority groups to our society.
3. Develop materials appropriate for the multicultural instruction.
5. Help student see cultural groups as real people.
6. Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.
7. Present cultural groups in our society in a manner that will build mutual respect.
9. Present diversity of culture as a strong positive feature of American heritage.
11. Identify the similarities between Anglo-American and other cultures.
16. Know the history of minority groups in the United States.

**Dimension II: Knowledge Construction Process**

2. Identify cultural biases in commercial materials used in instruction.
  4. Identify social forces which influence opportunities for minority group members.
  8. Identify how language affects performance on certain test items.
  12. Know different patterns of child rearing practices among cultures.
  14. Analyze instructional materials for potential stereotypical attitudes.
  15. Know ways in which various cultures contribute to our pluralistic society.
- 

(table continues)

Table 1. (continues)

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**Dimension III: Prejudice Reduction**

- 17. Provide instruction showing how prejudice affects individuals.
- 18. Plan instructional activities that reduce prejudice toward other cultural groups.
- 20. Provide instructional activities that help students to develop strategies for dealing with racial confrontations.
- 21. Help students examine their prejudices.
- 24. Deal with prejudice shown by students' parents.
- 25. Assist all students to understand the feeling of people from other ethnic groups.
- 26. Help students work through problem situations caused by stereotypical attitudes.
- 27. Be direct in expressing feelings to someone from another culture.
- 29. Identify student behaviors that are indicative of negative racial attitudes.
- 31. Develop instructional methods that dispel myths about ethnic groups.
- 37. Deal with prejudice shown by my own parents.

**Dimension IV: Equity Pedagogy**

- 13. Adapt instructional methods to meet the needs of learners from diverse cultures.
  - 19. Create a learning environment that allows for alternative styles of learning.
  - 22. Help students recognize that competence is more important than ethnic background.
  - 23. Develop activities that increase self-confidence of minority student.
  - 35. Feeling that every student can learn.
- 

(table continues)

Table 1. (continues)

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**Dimension V: Empowering School Culture**

- 10. Effectively utilize ethnic resources in the community.
  - 28. Identify solutions to problems that may arise as the result of cultural diversity.
  - 30. Develop instructional method that promote intercultural cohesiveness.
  - 32. Visit students' homes in the poor part of town.
  - 33. Get students from differing cultures to work together.
  - 34. Get students from differing cultures to play together.
  - 36. Deal with prejudice shown by my own parents.
-

## PILOT STUDY

The instrument was field tested with 15 prospective business education student teachers at the junior and senior level. Their response rate was 100%. The goal of the pilot study was to determine if the participants had any difficulties in understanding directions or items on the instrument. Seven of the 15 participants were personally interviewed to find out if they had any difficulties understanding the directions or items on the instrument. Based on the results of the interviews, the researcher used a red marker to add the following at the bottom of the front page of the OPSCAN sheet: More questions at the back ☺ (with a smiling face) and an arrow pointing to the other side to catch the attention of the respondents.

The reliability coefficient of internal consistency for responses from the 15 prospective teachers was calculated by using Cronbach's Coefficient Alpha. "Cronbach's Coefficient Alpha ( $\alpha$ ) is a general form ... that can be used when items on a measure are not scored dichotomously, ... in this case, Alpha is the appropriate method of computing reliability" (Borg & Gall, 1989, p. 261) The alpha coefficient for the 37 items was .9738. This is consistent with the alpha

coefficient of .9704 which was reported by Jairrels (1993) for the items of *The Multicultural Teaching Scale* (p. 31).

#### DATA COLLECTION

The researcher obtained permission from Virginia Polytechnic Institute and State University's Institutional Review Board (IRB) to collect data. Before sending questionnaires to contact people on the NABTE list, the researcher made pre-contacts by e-mail to those whose e-mail addresses could be identified and by fax for others whose e-mail addresses could not be established. To contact people whose e-mail and fax numbers could not be located, phone calls were made.

The pre-contact letters were sent to the contact persons and asked for their participation in the study and their help in administering the instrument to their student teachers. If they were not the student teaching supervisors, they were asked to provide the names of the individuals who were going to coordinate the administration and collection of the survey information. A copy of the pre-contact letter appears in Appendix D. After two weeks, the researcher called the contact people who did not respond to the e-mail and fax messages.

The e-mail pre-contacts were preferred for their economy and expediency. Borg and Gall (1989) stated, "pre-contacts are effective probably because they alert the respondents to the imminent arrival of the questionnaire, thus reducing the chance that it will be thrown out as 'junk mail.' Pre-contacts may also put a more personal or human face on the research" (p. 436).

The NABTE list published in the *Business Education Forum* in December 1995 was used to send the survey instrument. Initially NABTE representatives of 56 institutions were pre-contacted via e-mail, fax, or telephone. A list of the NABTE representatives and their schools appear in Appendix E. Two of the representatives contacted reported that the business education program was no longer offered in their schools; one representative was not interested in participating in the study; four representatives expressed interest in participating in the study, but had prior commitments; four representatives reported that their student teaching was conducted in the fall semester; eleven representatives never responded to all inquiries; one representative was willing to participate, but due to time constraints and institutional policies

regarding research involving human subjects, this representative was not included in the study.

The survey packets were sent to the 33 business educators who agreed to administer the survey to their student teachers. The packets contained the survey instruments, a letter with directions to the business educator, two copies of the Informed Consent Letter for each student teacher (a copy was given to the supervisors also), and an envelope marked "Informed Consent Letters" (to enclose copies of signed Informed Consent Letters from student teachers), and a self-addressed, stamped envelope for mailing the completed surveys and signed letters to the researcher. The letter to NABTE representatives appears in Appendix F. Also, a letter was sent to the business education student teachers who were student teaching in the spring semester, 1996, asking them to participate in the study, and giving them directions for completing the instrument. The letter to the student teachers appears in Appendix G.

#### DATA ANALYSIS

The two statistical analysis procedures used to analyze data were descriptive statistics and multiple regression.



## Descriptive Statistics

Descriptive statistics techniques were used to tabulate the frequency counts, means, and standard deviations in analyzing the first two questions in this study:

Research Question 1. For which of Banks' dimensions of multicultural education do business education student teachers perceive themselves as particularly competent?

Research Question 2. For which of Bank's dimensions of multicultural education do business education student teachers perceive themselves as needing to develop competence?

The 37 multicultural skills on the survey were classified into Banks' (1993) dimensions of multicultural education. Dimension I was "Content Integration," Dimension II was "Knowledge Construction," Dimension III was "Prejudice Reduction," Dimension IV was "Equity Pedagogy," and Dimension V was "Empowering School Culture and Social Structure." Mean responses to the scale were interpreted as follows

Needing to Improve Competence	=	< 2.99
Moderate Competence	=	3.0 - 3.99
Extreme Competence	=	4.0 >

### Multiple Regression

Multiple Regression was used to analyze responses for the third question.

Research Question 3. Are business education student teachers' perceptions of their multicultural competence related to their (a) multicultural background? and their demographic characteristics including (b) racial/ethnic background?, (c) hours of instruction for courses that address multicultural issues? (d) age? (e) gender? and (f) area of student teaching?

Multiple regression was used to determine if a relationship existed between the multicultural background and demographic predictor variables and the criterion variable, multicultural competence. Further, multiple regression was used to determine whether each predictor variable (multicultural background, racial/ethnic background, hours of instruction in courses that addressed multicultural issues, age, gender, and area of student teaching) influenced the criterion variable, multicultural competence. The following multiple regression model was used

$$Y^1 = a + b_1X_1 + b_2X_2 + \dots + b_kX_k$$

where

$Y^1$  the predicted Y score

a = intercept

$b_1, b_2, \dots, b_k$  = regression coefficients associated

$X_1, X_2, \dots, X_k$  = predictor or independent variables

The regression model for the study was:

$$\text{COMPETENCE} = a + b_1X_{\text{multicultural background}} + b_2X_{\text{racial/ethnic background}} \\ + b_3X_{\text{hours of instruction}} + b_4X_{\text{age}} + b_5X_{\text{gender}} + b_6X_{\text{area of student teaching.}}$$

Table 2 contains a listing of the variables used in the multiple regression model.

Table 2. Variables Related to Multicultural Competence

Variable	Multiple Regression Designation Model
<b>Criterion (dependent)</b>	
Multicultural Competence <sup>a</sup>	Y
<b>Predictor (independent)</b>	
Multicultural Background	X <sub>1</sub>
Racial/Ethnic Background <sup>b</sup>	X <sub>2</sub>
Dummy Coded <sup>b</sup> 1/0 = black/not black 0/1 = white/not white 0/0 = Hispanic and Asian American	
Hours of Instruction for Courses Addressing Multicultural Issues <sup>a</sup>	X <sub>3</sub>
Age <sup>a</sup>	X <sub>4</sub>
Gender <sup>t</sup>	X <sub>5</sub>
1 = Male 2 = Female  Dummy Coded 0 = Males 1 = Females	
Area of Student Teaching <sup>b</sup>	X <sub>6</sub>
1 = suburban 2 = rural 3 = urban  Dummy Coded 1/0 = suburban/not suburban 0/1 = urban/not urban 0/0 = rural/not rural	

<sup>a</sup>Continuous Variables

<sup>b</sup>Dummy Coded

## SUMMARY

This chapter described the methodological procedures for the study. It includes the design of the study, population and sample, the pilot study, the instrument descriptions, and the data collection and analysis procedures. Banks' (1993) Dimensions Typology of Multicultural Education was used for validating *The Multicultural Teaching Scale*. The validation of the instrument was done by a panel of three judges with multicultural background, who classified the multicultural teaching skills into Banks' dimensions.

## CHAPTER 4

### RESEARCH FINDINGS

The purpose of this study was to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students' needs.

Multicultural background and demographic factors were also examined as they relate to the business education student teachers' perceptions of their multicultural competence.

This chapter presents the results of this study. It includes demographic information of the participants and data analysis for the three research questions of the study.

### SURVEY RESPONSES

Respondents for this study were business education student teachers at National Association for Business Teacher Education (NABTE) institutions from 12 Southern Region states, which include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

The survey packets were sent to the business education student teacher supervisors who expressed an interest in participating during the pre-contact phase of the study.

The survey instrument was distributed to 152 business education student teachers who were student teaching in the spring semester 1996.

As shown in Table 3, a total of 122 surveys (80%) were completed and returned. In five of the returned surveys, demographic information was partially completed. Some parts in the multicultural background section were not completed in three of the returned surveys. In one of the surveys, the respondent marked number 10 as an answer to all questions instead of selecting 1-5. Out of a total of 122 returned surveys, 113 (74%) were usable; 9 (6%) were unusable. Thirty (20%) of the surveys were not returned.

Nonresponses might affect the outcome of the study, as Borg and Gall (1989) stated: "if more than 20% of your subjects failed to respond, it is likely that most of the findings of the study could have been altered considerably if the nonresponding group had returned the questionnaire and had answered in a markedly different manner from the responding group" (p. 443).

To address the problem of nonreponses, the researcher contacted half of the business teacher education supervisors with nonresponding student teachers. Since the instrument packets were not sent directly to the student teachers,

Table 3. Number and Percent of Surveys Returned

Returns	N	%
Returned Usable	113	74
Returned Unusable	9	6
Not Returned	<u>30</u>	<u>20</u>
Total Mailed	152	100



the researcher contacted the university supervisors to whom the surveys were sent for administration and collection. The majority of the nonrespondents were student teachers who did not complete the surveys in a given setting. Their supervisors reported that they gave the surveys to the student teachers to complete "during their free time" or "at home," and asked the students to return the surveys either to them or directly to the researcher.

According to Fowler (1984, p. 48), "there is no agreed-upon standard for a minimum acceptable response rate." Sinclair (1975) considers a good response rate to be between 60-80% for the mail questionnaires, while Babbie (1973) considers 50% a good response rate, and Backstrom and Hursh-Cesar (1981) considers 70% response rate as "extraordinary" (p. 118).

#### DEMOGRAPHIC INFORMATION

Data presented in this section describes the demographic information for the respondents. Table 4 contains ethnicity and gender information for them. The respondents were 82.3% white; and the majority were female, 61.1%. Blacks constituted 15.0%, Hispanics, 1.8%,

Table 4. Ethnicity and Gender of Business Education Student Teacher Respondents (N=113)

Racial/Ethnic Background	<u>Females</u>		<u>Males</u>		<u>Total</u>	
	N	%	N	%	N	%
Asian-American	1	.9	-	-	1	.9
Black	10	8.9	7	6.2	17	15.0
Hispanic	2	1.8	-	-	2	1.8
Native American	-	-	-	-	-	-
White	<u>56</u>	<u>49.5</u>	<u>37</u>	<u>32.7</u>	<u>93</u>	<u>82.3</u>
Total	69	61.1	44	38.9	113	100.0

Asian-Americans 0.9%, and Native Americans were not represented.

The most frequently occurring age category was 21-25, 57.5%. The least frequently occurring age category was 41+, 4.4%. Table 5 shows the age categories of the business education student teachers respondents. The responses of the business education student teachers regarding their area of student teaching appears in Table 6. The largest percentage, 49.5%, were teaching in a rural area.

One third of the business education student teacher respondents, 32.7%, reported not having any instruction that addressed multicultural issues, while only 15.2% (2.7%+5.4%+7.1%) had 9 or more hours of instruction. Table 7 contains the information regarding the hours of instruction completed that addressed multicultural issues reported by business education student teachers.

A summary of the business education student teachers responses related to their multicultural background is shown in Table 8. The majority reported their multicultural background as monoculture (77%). Each of the 13 multicultural background items was assigned a score of 1 through 5, with 1 indicating that respondents perceived themselves as monocultural persons, and 5 indicating that

Table 5. Age of Business Education Student Teacher Respondents (N=113)

Age Range	Females		Males		Total	
	N	%	N	%	N	%
18-20	2	1.8	3	2.7	5	4.5
21-25	49	43.4	16	14.2	65	57.5
26-30	8	7.1	12	10.6	20	17.7
31-35	7	6.2	4	3.5	11	9.7
36-40	1	.9	3	5.3	7	6.2
41+	<u>2</u>	<u>1.8</u>	<u>3</u>	<u>2.7</u>	<u>5</u>	<u>4.4</u>
Total	69	61.0	44	39.0	113	100.0

Table 6. Area of Student Teaching as Reported by Business Education Student Teacher Respondents (N=113)

Area of Student Teaching	Females		Males		Total	
	N	%	N	%	N	%
Suburban	22	19.5	13	11.5	35	31.0
Rural	37	32.8	19	16.9	56	49.5
Urban	<u>10</u>	<u>8.9</u>	<u>12</u>	<u>10.7</u>	<u>22</u>	<u>19.5</u>
Total	69	61.2	44	39.1	113	100.0

Table 7. Hours of Instruction for Courses Addressing Multicultural Issues as Reported by Business Education Student Teacher Respondents (N=113)

Hours of Instruction	<u>Females</u>		<u>Males</u>		<u>Total</u>	
	N	%	N	%	N	%
None	20	29.1	17	38.6	37	32.7
1-2	13	18.8	5	11.4	18	15.9
3-4	5	7.2	5	11.4	10	8.8
5-6	10	14.5	10	22.7	20	17.7
7-8	6	8.7	5	11.4	11	9.7
9-10	1	1.4	2	4.5	3	2.7
11-12	6	8.7	-	-	6	5.4
13+	<u>8</u>	<u>11.6</u>	<u>-</u>	<u>-</u>	<u>8</u>	<u>7.1</u>
Total	69	100.0	44	100.0	113	100.0

Table 8. Multicultural Background as Reported by Business Education Student Teacher Respondents (N=113)

Multicultural Background <sup>a</sup>	<u>Females</u>		<u>Males</u>		<u>Total</u>	
	N	%	N	%	N	%
Monoculture	49	43.4	38	33.6	85	77.0
Multiculture	<u>20</u>	<u>17.7</u>	<u>6</u>	<u>5.3</u>	<u>28</u>	<u>23.0</u>
Total	69	61.1	44	38.9	113	100.0

<sup>a</sup>Each of the 13 Multicultural background items were assigned a score of 1 through 5 with 1 indicating that respondents perceived themselves as "monocultural persons," and 5 indicating that the respondents perceived themselves as "multicultural persons." Composite scores were calculated for this dimension. The sum of scores for the Multicultural background could range from as little as 13 to as high as 65. Respondents with scores between 13-39 were classified as "monoculture," and respondents with scores between 40-65 were classified as "multiculture."

the respondents perceived themselves as multicultural persons. Composite scores were calculated for this dimension. The sum of scores for the multicultural background could range from as little as 13 to as high as 65. Respondents with scores between 13 and 39 were classified as monoculture, and respondents with scores between 40 and 65 were classified multicultural. The middle value between 13 and 65 is 39.

#### THE MULTICULTURAL TEACHING SCALE OUTCOMES

The 37 items on *The Multicultural Teaching Scale* were classified into Banks' (1993) Dimensions of Typology of Multicultural Education. The dimensions include: (a) Content Integration, (b) Knowledge Construction Process, (c) Prejudice Reduction, (d) Equity Pedagogy, and (e) Empowering School Culture.

The respondents circled the number that corresponded to how competent they felt with respect to each multicultural teaching skill statement. A rating scale of 1 to 5 was used with 1 indicating "little" competence and 5 indicating "extreme" competence. Frequency counts, means, and standard deviations were used to analyze responses for the first two



research questions. Mean scores to the scale were interpreted as follows

Needing to Improve Competence	=	< 2.99
Moderate Competence	=	3.0 - 3.99
Extreme Competence	=	4.0 >

Research Question 1. For which of Banks' dimensions of multicultural education do business education student teachers perceive themselves as particularly competent?

Table 9 contains outcomes related to this research question. The Business education student teacher respondents as a group perceived themselves as competent in the Equity Pedagogy and Empowering School Culture dimensions. They rated themselves on average as being extremely or moderately competent in all of the multicultural skills in these two dimensions.

Equity Pedagogy has a total of five multicultural skills and business education student teacher respondents as a group perceived themselves as having extreme competence in three of the five skills. The highest rated multicultural skill was "Feeling that every student can learn," with a mean of 4.78. They perceived themselves as having moderate competence in the remaining two multicultural skills, with mean scores of 3.63 and 3.97.

Table 9. Dimensions in which Business Education Student Teacher Respondents Perceived Themselves Competent (N=113)

Multicultural Skill	Mean	S.D.
<b>Equity Pedagogy</b>		
13. Adapt instructional methods to meet the needs of learners from diverse cultures	3.63	1.56
19. Create a learning environment that allows for alternative styles of learning	4.39	1.39
22. Help students recognize that competence is more important than ethnic background	4.15	1.38
23. Develop activities that increase self-confidence of minority student	3.97	1.46
35. Feeling that every student can learn	4.78	0.86
<b>Empowering School Culture</b>		
10. Effectively utilize ethnic resources in the community	3.30	1.58
28. Identify solutions to problems that may arise as the result of cultural diversity	3.72	1.44
30. Develop instructional methods that promote intercultural cohesiveness	3.49	1.57
32. Visit students' homes in the poor part of town	3.03	1.68
33. Get students from differing cultures to work together	4.06	1.33
34. Get students from differing cultures to play together	4.11	1.36
36. Identify school practices that harm minority students	4.06	1.51

(table continues)

Table 9 (continues)

Multicultural Skill	Mean	S.D.
<b>Content Integration</b>		
5. Help students see cultural groups as real people	3.08	1.91
6. Show how mainstream Americans have adopted food, clothing, language etc. from other cultures	4.04	1.36
9. Present diversity of culture as a strong positive feature of American heritage	3.83	1.66
11. Identify the similarities between Anglo-American and other cultures	3.17	1.93
<b>Knowledge Construction Process</b>		
8. Identify how language affects performance on certain test items	3.56	1.72
15. Know ways in which various cultures contribute to our pluralistic society	3.12	1.87
<b>Prejudice Reduction</b>		
24. Deal with prejudice shown by my students' parents	3.38	1.68
25. Assist all students to understand the feelings of people from other ethnic groups	3.81	1.50
26. Help students work through problem situations caused by stereotypical attitudes	3.86	1.43
27. Be direct in expressing feelings to someone from another culture	3.67	1.50
29. Identify student behaviors that are indicative of negative racial attitudes	3.99	1.39
31. Develop instructional methods that dispel myths about ethnic groups.	3.56	1.59
37. Deal with prejudice shown by my own parents	4.02	1.58

teacher respondents as a group perceived themselves as having extreme competence in three of the seven skills. The highest rated skill in this dimension was "Get students from differing cultures to play together," with a mean of 4.11. They perceived themselves as having moderate competence in four of the remaining seven skills, with mean scores ranging between 3.03 to 3.72.

Business education student teacher respondents as a group, also perceived themselves as competent in some, but not all of the multicultural skills in the other three dimensions, Content Integration, Knowledge Construction Process, and Prejudice Reduction. The Content Integration dimension has a total of eight multicultural skills and business education student teacher respondents perceived themselves as having extreme competence in one of the eight skills. The highest rated skill in this dimension was "Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures," with a mean of 4.04. They perceived themselves as having moderate competence in three of the remaining eight skills with mean scores ranging between 3.08 and 3.83.

The Knowledge Construction Process dimension has a total of six multicultural skills. None of the business

education student teacher respondents perceived themselves as having extreme competence in the skills of this dimension. They perceived themselves as having moderate competence in two of the six skills with mean scores of 3.12 and 3.56.

In the Prejudice Reduction dimension, the business education student teacher respondents as a group perceived themselves as having extreme competence in one of the 11 multicultural skills. The highest rated skill was "Deal with prejudice shown by my own parents," with a mean of 4.02. They perceived themselves as having moderate competence in six of the eleven skills, with mean scores ranging between 3.38 and 3.99.

Research Question 2. For which of Banks' dimensions of multicultural education do business education student teachers perceive themselves as needing to develop competence?

Outcomes for this research question appear in Table 10. The business education student teacher respondents as a group perceived themselves as needing to develop competence in three of the five dimensions of multicultural education, Content Integration, Knowledge Construction Process, and Prejudice Reduction.

Table 10. Dimensions in Which Business Education Student Teacher Respondents Perceived Themselves as Needing to Develop Competence (N=113)

Multicultural Skill	Mean	S.D.
<b>Content Integration</b>		
1. Demonstrate a basic knowledge of the contributions made by minority groups to our society	2.68	1.86
3. Develop materials appropriate for the multicultural instruction.	2.55	1.82
7. Present cultural groups in our society in a manner that will build mutual respect	2.71	1.88
16. Know the history of minority groups in the United States	2.91	1.87
<b>Knowledge Construction</b>		
2. Identify cultural biases in commercial materials used in instruction	2.91	1.89
4. Identify social forces which influence opportunities for minority group members	2.82	1.90
12. Know different patterns of child rearing practices among cultures	2.36	1.83
14. Analyze instructional materials for potential stereotypical attitudes	2.78	1.91
<b>Prejudice Reduction</b>		
17. Provide instruction showing how prejudice affects individuals	2.76	1.90
18. Plan instructional activities that reduce prejudice toward other cultural groups	2.71	1.94
20. Provide instructional activities that help students to develop strategies for dealing with racial confrontations	2.73	1.91
21. Help students examine their prejudices	2.72	1.92

The Content Integration dimension has a total of eight multicultural skills. The business education student teacher respondents as a group rated themselves on an average as needing to improve competence in four of the eight skills. The lowest rated skill in this dimension was "Develop materials appropriate for the multicultural instruction," with a mean of 2.55. The mean scores ranged from 2.55 to 2.91.

The Knowledge Construction Process dimension has a total of six multicultural skills. The business education student teacher respondents as a group rated themselves as needing to improve competence in four of the six skills. The lowest rated skill in this dimension was "Know different patterns of child rearing practices among cultures," with a mean of 2.36. The mean scores ranged from 2.36 to 2.91.

The Prejudice Reduction dimension has a total of eleven multicultural skills. The business education student teacher respondents as a group rated themselves as needing to improve competence in four of the 11 skills. The lowest rated skill in this dimension was "Plan instructional activities that reduce prejudice toward other cultural groups," with a mean of 2.71. The mean scores ranged from 2.71 to 2.76. The business education student teacher

respondents did not perceive themselves as needing to develop competence in the Equity Pedagogy and the Empowering School Culture dimensions.

RESPONDENTS DEMOGRAPHICS RELATED TO THEIR PERCEPTIONS  
OF MULTICULTURAL COMPETENCE

Multiple regression analysis was used to analyze outcomes for the third question. Items on *The Multicultural Teaching Scale* were classified into Banks' (1993) Dimensions Typology of Multicultural Education. The dimensions are: (a) Content Integration, (b) Knowledge Construction Process, (c) Prejudice Reduction, (d) Equity Pedagogy, and (e) Empowering School Culture. These dimensions served as the dependent variables for five separate multiple regressions.

Research Question 3. Are business education student teachers' perceptions of their multicultural competence related to their (a) multicultural background? and their demographic characteristics including (b) racial/ethnic background? (c) hours of instruction for courses that address multicultural issues? (d) age? (e) gender? and (f) area of student teaching?

Multicultural background and demographic information were analyzed as independent variables. Each of the 13



multicultural background items was assigned a score of 1 through 5 with 1 indicating that respondents perceived themselves as "monoculture" persons, and 5 indicating that the respondents perceived themselves as "multiculture" persons. Composite scores were calculated for this dimension. The sum of scores for the multicultural background could range from as little as 13 to as high as 65. The scale score was the variable entered in the regression.

The first dimension to be analyzed as a dependent variable was Content Integration. Each of the 8 multicultural skills for Content Integration was assigned a score of 1 through 5. The score of 1 indicated that the respondents perceived themselves as needing to improve competence, and 5 indicated that the respondents perceived themselves as having extreme competence. Composite scores were calculated for each of the five dimensions, with the sum of scores ranging from as little as 8 to as high as 40 for Content Integration dimension. The scale score was the variable entered in the regression.

Table 11 contains the regression model for the Content Integration dimension. The coefficient of determination, or  $R^2$  equals .1302. The F-ratio equals 26.453, statistically

Table 11. Regression Model for Content Integration Dimension<sup>a</sup>

Source	df	SS	MS	F	p>value
Model	6	70675.01	70675.01	26.453	0.0197
Error	106	4822.856	45.49864		
R Squared = 0.1302					
Independent Variable	b-value	SE B	Beta	T	p>value
Intercept	27.9948	4.9786			
<u>Ethnicity</u>					
Black	5.3429	1.8509	0.2727	2.8866	0.0047
White	-4.6200	1.7216	-0.2517	-2.6835	0.0084
Gender	0.6209	1.4237	0.0432	0.4361	0.6636
Age	1.7011	0.5844	0.0028	0.0291	0.9768
Area of Student Teaching	0.4234	0.9236	0.0424	0.4585	0.6475
Hours of Instruction	-0.1363	0.2481	-0.0530	-0.5497	0.5836
MultiBackground	0.1053	0.0539	0.1866	1.9538	0.5335

<sup>a</sup>N =113

significant at the .0197 level. The variable ethnicity was dummy coded as follows: 1/0 black/not black; 0/1 white/not white; 0/0 Hispanics/not Hispanics. Ethnicity contributed significantly with a  $p > .0047$  for blacks; and a  $p > .0084$  for whites. A statistically significant positive relationship existed between the black ethnicity and the Content Integration variables. A negative correlation for the white ethnicity variable indicates an inverse relationship with the Content Integration variable. Gender, age, area of student teaching, hours of instruction, and multicultural background variables did not explain enough variance to be significant in the regression.

The second dimension to be analyzed as a dependent variable was Knowledge Construction Process. Each of the 6 multicultural skills in this dimension was assigned a score of 1 through 5. The score of 1 indicated that the respondents perceived themselves as needing to improve competence and 5 indicated that the respondents perceived themselves as having extreme competence. The sum of scores for Knowledge Construction Process could range from as little as 6 to as high as 30. The scale score was the variable entered in the regression.

Table 12 contains the regression model for Knowledge Construction Process. The coefficient of determination, or  $R^2$  equals .3289. The F-ratio equals 86.453, significant at .0000 level. Ethnicity contributed significantly with a  $p > .0000$  for blacks and a  $p > .0000$  for whites. The area of student teaching variable was dummy coded as follows: 1/0 suburban/not suburban; 0/1 urban/not urban; 0/0 rural/not rural. Area of student teaching contributed significantly with a  $p > .0403$  for suburban area and a  $p > .0005$  for urban area. Multicultural background contributed significantly with a  $p > .0161$ .

A statistically significant positive relationship existed between black ethnicity, multicultural background, and the Knowledge Construction Process variables. Negative correlations for the white ethnicity and the urban area of student teaching variables indicate inverse relationships with the Knowledge Construction Process variable. Gender, age, and hours of instruction did not explain enough variance to be significant in the regression.

The third dimension to be analyzed as a dependent variable was Prejudice Reduction. Each of the eleven multicultural skills in this dimension was assigned a score of 1 through 5. The score of 1 indicated that the

Table 12. Regression Model for Knowledge Construction Process Dimension<sup>a</sup>

Source	df	SS	MS	F	p>value
Model	6	1632.542	72.09031	86.453	0.0000
Error	106	3331.069	31.42514		
R Squared = 0.3289					
Independent Variable	b-value	SE B	Beta	T	p>value
Intercept	22.73938	4.1375			
<u>Ethnicity</u>					
Black	8.6531	1.5498	0.4668	5.5834	0.0000
White	-8.2008	1.4240	-0.4723	-5.7587	0.0000
Gender	1.9535	1.1832	0.1437	1.6510	0.1017
Age	0.8885	0.4856	0.1561	1.8295	0.0701
<u>Area of Student Teaching</u>					
Suburban	2.5631	1.2346	0.1788	2.0760	0.0403
Urban	-4.9718	1.4038	-0.2970	-3.5416	0.0005
Hours of Instruction	1.4864	0.2062	0.0061	0.0721	0.9426
MultiBackground	0.1096	4.4819	0.2052	2.4455	0.0161

<sup>a</sup>N =113

respondents perceived themselves as needing to improve competence, and 5 indicated that the respondents perceived themselves as having extreme competence. The sum of scores for Prejudice Reduction could range from as little as 11 to as high as 55. The scale score was the variable entered in the regression.

The regression model for Prejudice Reduction appears in Table 13. The coefficient of determination, or  $R^2$  equals .2962. The F-ratio equals 74.351, significant at .0000 level. Ethnicity contributed significantly with a  $p > .0000$  for blacks and a  $p > .0000$  for whites. The gender variable was dummy coded as follows: 0 = male, and 1 = female. Gender contributed significantly with a  $p > .0142$ ; and multicultural background contributed significantly with a  $p > .0065$ .

A statistically significant positive relationship existed between black ethnicity, gender, multicultural background and the Prejudice Reduction variables. Negative correlation for the white ethnicity variable indicates an inverse relationship with the Prejudice Reduction variable. Age, and hours of instruction did not explain enough variance to be significant in the regression.

Table 13. Regression Model for Prejudice Reduction Dimension<sup>a</sup>

Source	df	SS	MS	F	p>value
Model	6	5021.868	836.9476	74.351	0.0000
Error	106	11932.164	112.675		
R Squared = 0.2962					
Independent Variable	b-value	SE B	Beta	T	p>value
Intercept	42.5861	7.8309			
<u>Ethnicity</u>					
Black	12.0887	2.9599	0.3528	4.0841	0.0000
White	-12.0918	2.7030	-0.3768	-4.4734	0.0000
Gender	5.5829	2.2394	2.4930	0.4361	0.0142
Age	0.6205	0.9192	0.0590	0.6751	0.5010
Area of Student Teaching	-1.3532	1.4528	-0.0774	-0.9314	0.3537
Hours of Instruction	-0.3712	0.3902	-0.0825	-0.9512	0.3436
MultiBackground	0.2352	0.0848	0.2383	2.7732	0.0065

<sup>a</sup>N =113

The fourth dimension to be analyzed as a dependent variable was Equity Pedagogy. Each of the 5 multicultural skills in this dimension was assigned a score of 1 through 5. The score of 1 indicated that the respondents perceived themselves as needing to improve competence, and 5 indicated that the respondents perceived themselves as having extreme competence. The sum of scores for Equity Pedagogy could range from as little as 5 and as high as 25. The scale score was the variable entered in the regression.

The regression model for Equity Pedagogy appears in Table 14. The coefficient of determination, or  $R^2$  equals .2496. The F-ratio equals 58.769, statistically significant at the .0000 level. Ethnicity contributed significantly with a  $p > .0330$  for blacks and a  $p > .0040$  for whites; gender contributed significantly with a  $p > .0039$ ; urban area contributed significantly with a  $p > .0388$ ; and multicultural background contributed significantly with a  $p > .0076$ .

A statistically significant positive relationship existed between black ethnicity, gender, multicultural background and the Equity Pedagogy variables. Negative correlations for the white ethnicity and area of student teaching variables indicate inverse relationships with the



Table 14. Regression Model for Equity Pedagogy Dimension<sup>a</sup>

Source	df	SS	MS	F	p>value
Model	6	733.8023	112.3004	58.769	0.0000
Error	106	2205.879	20.8101		
R Squared = 0.2496					
Independent Variable	b-value	SE B	Beta	T	p>value
Intercept	19.6899	3.3670			
<u>Ethnicity</u>					
Black	2.7080	1.2537	0.1898	2.1599	0.0330
White	-2.4164	1.6216	-0.1808	-2.0793	0.0400
Gender	2.8353	0.9628	0.2711	2.9446	0.0039
Age	0.3173	0.3952	0.0725	0.8030	0.4237
<u>Area of Student Teaching</u>					
Suburban	0.3864	1.0478	0.0350	0.3688	0.7129
Urban	-2.4919	1.1914	-0.1935	-2.0916	0.0388
Hours of Instruction	-0.3305	0.1678	-0.1763	-1.9697	0.0614
MultiBackground	0.0991	0.0364	0.2411	2.7174	0.0076

<sup>a</sup>N =113

Equity Pedagogy variable. Age and hours of instruction did not explain enough variance to be significant in the regression.

The fifth dimension to be analyzed as a dependent variable was Empowering School Culture. Each of the 7 multicultural teaching in this dimension were assigned a score of 1 through 5. The score of 1 indicated that the respondents perceived themselves as needing to improve competence, and 5 indicated that the respondents perceived themselves as having extreme competence. The sum of scores for Empowering School Culture could range from as little as 7 to as high as 35. The scale score was the variable entered in the regression.

The regression model for Empowering School Culture appears in Table 15. The coefficient of determination, of  $R^2$  equals .2856. The F-ratio equals 70.648, statistically significant at the .0000 level. Ethnicity contributed significantly with a  $p > .0457$  for blacks; gender contributed significantly with a  $p > .0047$ ; hours of instruction contributed significantly with a  $p > .0179$ ; and multicultural background contributed significantly with a  $p > .0001$ .

**Table 15. Regression Model for Empowering School Culture Dimension<sup>a</sup>**

Source	df	SS	MS	F	p>value
Model	6	1717.483	286.2472	70.648	0.0000
Error	106	4294.835	40.51732		
R Squared = 0.2856					
Independent Variable	b-value	SE B	Beta	T	p>value
Intercept	21.5776	4.6981			
<u>Ethnicity</u>					
Black	3.5222	1.7420	0.1726	2.0219	0.0457
White	-2.6202	1.6232	-0.1371	-1.6142	0.1094
Gender	3.8729	1.3435	0.2589	2.8826	0.0047
Age	0.1641	0.5514	0.0262	0.2977	0.7665
Area of Student Teaching	-1.0005	0.8716	-0.0961	-1.1479	0.2535
Hours of Instruction	3.7465	1.5586	0.2410	2.4038	0.0179
MultiBackground	0.2027	5.0892	0.3449	3.9847	0.0001

<sup>a</sup>N =113

A statistically significant positive relationship existed between black ethnicity, gender, hours of instruction, multicultural background and the Empowering School Culture variables. White ethnicity, age, and area of student teaching did not explain enough variance to be significant in the regression.

Table 16 shows the mean scores of the predictor variables which were significant in predicting the multicultural competence as perceived by business student teachers in all five dimensions.

Ethnicity was the only variable significant in predicting multicultural competence in all five dimensions. The mean scores for five dimensions of multicultural competence were interpreted as follows:

Needing to Improve Competence	=	< 2.99
Moderate Competence	=	3.0 - 3.99
Extreme Competence	=	4.0 >

Black business education student teacher respondents had a mean of 3.76 in the Content Integration dimension indicating moderate competence. Their mean scores for Knowledge Construction Process, Prejudice Reduction and Empowering School Culture dimensions were above 4.0, indicating extreme competence.

Table 16. Mean Scores for Predictor Variables of Multicultural Competence in the Five Dimensions of Multicultural Education

Dimensions <sup>a</sup>	(n)	Ethnicity		Gender		Area of Student Teaching						
		Blacks (n)	Whites (n)	Male (n)	Females (n)	Suburban (n)	Urban (n)					
CI	8	3.76 <sup>b</sup>	3.01	93	3.04	44	3.18	69	2.93	35	3.13	22
KCP	6	4.15 <sup>b</sup>	2.68 <sup>b</sup>	93	2.75	44	3.03	69	4.12 <sup>b</sup>	35	2.55 <sup>b</sup>	22
PR	11	4.36 <sup>b</sup>	3.18 <sup>b</sup>	93	3.05 <sup>b</sup>	44	3.62 <sup>b</sup>	69	3.23	35	3.11	22
EP	5	4.48 <sup>b</sup>	4.10 <sup>b</sup>	93	3.80 <sup>b</sup>	44	4.44 <sup>b</sup>	69	2.68	35	3.78 <sup>b</sup>	22
ESC	7	4.17 <sup>b</sup>	3.60 <sup>b</sup>	93	3.29 <sup>b</sup>	44	3.94 <sup>b</sup>	69	3.61	35	3.36	22

<sup>a</sup>Dimensions

- CI = Content Integration
- KCP = Knowledge Construction Process
- PR = Prejudice Reduction
- EP = Equity Pedagogy
- ESC = Empowering School Culture

<sup>b</sup>Predictor variables that were significant in predicting multicultural competence as perceived by business education student teacher respondents in the five dimensions.

White business education student teacher respondents had a mean of 2.68 in Knowledge Construction Process, indicating a need to improve competence. Their mean score for Prejudice Reduction was 3.18 indicating moderate competence, in Equity Pedagogy their mean was 4.10 indicating extreme competence, and in Empowering School Culture their mean was 3.60 indicating moderate competence. The white ethnicity variable was not significant in predicting multicultural competence in the Content Integration dimension.

The gender variable was significant in predicting the multicultural competence in three of the five dimensions, namely Prejudice Reduction, Equity Pedagogy and Empowering School Culture. The female business education student teachers had a mean of 3.62 in Prejudice Reduction indicating moderate competence, a mean of 3.94 in Empowering school culture indicating moderate competence, and a mean 4.44 in Equity Pedagogy indicating extreme competence. The male business education student teachers had mean score of 3.05 in Prejudice Reduction, a mean of 3.80 in Equity Pedagogy, and a mean of 3.29 in Empowering School Culture all indicating moderate competence in the three dimensions.

The area of student teaching variable was significant in predicting the multicultural competence in two of the five dimensions. In the Knowledge Construction dimension, the mean was 4.12 for business education student teachers who were student teaching in the suburban areas, and it was 2.55 for business education student teachers who were student teaching in the urban areas. Further, urban area was significant in predicting the multicultural competence in the Equity Pedagogy dimension with a mean of 3.78.

The hours of instruction variable was significant in predicting the multicultural competence in the Empowering School Culture dimension, with a mean of 2.41 for business education student teachers who did not have instruction addressing multicultural issues; for student teachers who had 1-2 hours of instruction the mean was 2.67, for student teachers who had 5-6 hours of instruction the mean was 3.25, for those who had 7-8 hours of instruction the mean was 3.53, for student teachers who had 11-12 hours of instruction the mean was 3.66, for those who had 13+ hours of instruction the mean was 3.78.

#### SUMMARY

This chapter discussed the findings of the research including response rates, demographic characteristics of

business education student teachers, and the statistical procedures used to answer the three research questions.

Descriptive statistics revealed that business education student teachers perceived themselves as competent in the Equity Pedagogy dimension and the Empowering School Culture dimension. Mean scores for all multicultural skills in these two dimensions ranged from 3.03 to 4.78, indicating moderate to extreme competence. These are the only two dimensions in which no skills had average ratings in the needing to improve competence category. Descriptive statistics also revealed that the business education student teachers, as a group, perceived themselves as needing to develop competence in three of the 5 dimensions: Content Integration, Knowledge Construction Process and Prejudice Reduction. The average ratings for the multicultural skills in these dimensions were shared among extreme, moderate, and needing to improve competence.

Multiple regression analyses showed that (a) ethnicity was significant in predicting the Content Integration dimension; (b) ethnicity, area of student teaching, and multicultural background were significant in predicting the Knowledge Construction Process dimension; (c) ethnicity, gender, and multicultural background were significant in



predicting the Prejudice Reduction dimension; (d) ethnicity, gender, area of student teaching, and multicultural background were significant in predicting the Equity Pedagogy dimension; and (e) ethnicity, gender, hours of instruction, and multicultural background were significant in predicting the School Culture dimension.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This study was designed to determine how competent business education student teachers perceived themselves to be in multicultural skills. This chapter presents a summary of the study, including the sampling and research methodology, findings, discussion, conclusions, and implications of the study.

#### SUMMARY

The purpose of this study was to identify the strengths and deficiencies as perceived by business education student teachers for working with students from diverse cultural backgrounds and for meeting these students needs. Also, Multicultural Background and demographic factors were examined as they relate to business education student teachers' perceptions of their multicultural competence.

#### The Sample

The population for the study was business education student teachers at the National Association for Business Teacher Education (NABTE) institutions from 12 Southern Region states as defined by the National Business Education Association (NBEA). The states were: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North

Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The purposively selected sample included 152 business education student teachers who were student teaching in the spring semester of 1996.

#### Instrumentation

Wayson's (1993) instrument, *The Multicultural Teaching Scale*, was used for the study. The survey instrument contained three sections. The first section consisted of Wayson's 37 multicultural skills which were classified into Banks' (1993) Dimensions Typology of Multicultural Education: Content Integration, Knowledge Construction Process, Prejudice Reduction, Equity Pedagogy, and Empowering School Culture. The second section contained demographic information: ethnicity, age, gender, area of student teaching, and hours of instruction addressing multicultural issues taken by business education student teachers in their coursework. The third section consisted of 13 multicultural background statements.

#### Data Collection

A total of 152 surveys were sent to business education student teachers from 33 NABTE institution in the Southern Region who were student teaching in the spring of 1996. From a total of 122 surveys (80%) which were completed and

returned, 113 (74%) were usable. The 113 respondents were Asian-Americans (1%), Hispanics (2%), Blacks (15%), and Whites (82%). Of this number, (61%) were female, and (39%) were males.

### Findings

To answer the first two research questions, the mean responses to *The Multicultural Teaching Scale* were interpreted as follows

Needing to Improve Competence	=	< 2.99
Moderate Competence	=	3.0 - 3.99
Extreme Competence	=	4.0 >

### Research Question 1

For which of Bank's dimensions of multicultural education do business education student teacher respondents perceive themselves as particularly competent?

The business education student teacher respondents, as a group, perceived themselves as competent in all the skills in two of the five dimensions, Equity Pedagogy and Empowering School Culture. They perceived themselves as competent in some of the skills in the other three dimensions, Content Integration, Knowledge Construction Process, and Prejudice Reduction dimensions. In the Content Integration dimension, the highest rated multicultural skill

was "Show how mainstream Americans have adopted food, clothing, language, etc., from other cultures," with a mean of 4.04, indicating extreme competence. In the Prejudice Reduction dimension, the highest rated multicultural skill was "Deal with prejudice shown by my own parents," with a mean of 4.02. In the Empowering School Culture dimension, the highest rated multicultural skill was "Get students from differing cultures to play together," with a mean of 4.11. In the Knowledge Construction Process dimension, the highest rated skill was "Identify how language affects performance on certain test items," with a mean of 3.56 indicating moderate competence. The highest rated multicultural skill in the Equity Pedagogy dimension was "Feeling that every student can learn," with a mean score of 4.78.

### Research Question 2

For which of Banks' dimensions of multicultural education do business education student teacher respondents perceive themselves as needing to develop competence?

Business education student teacher respondents as a group, perceived themselves as needing to improve competence in skills from three of the five multicultural dimensions. In the Content Integration dimension, the low rated multicultural skill was "Develop materials appropriate for

the multicultural instruction," with a mean of 2.55. In the Prejudice Reduction dimension, the low rated multicultural skill was "Plan instructional activities that reduce prejudice toward other cultural groups," with a mean of 2.71. The lowest rated skill was in the Knowledge Construction dimension was "Know different patterns of child rearing practices among cultures," with a mean of 2.36.

### Research Question 3

Are business education student teachers' perceptions of their multicultural competence related to their (a) multicultural background? and their demographic characteristics including (b) racial/ethnic background? (c) hours of instruction for courses that address multicultural issues? (d) age? (e) gender? and (f) area of student teaching?

Multiple regression was used to answer Research Question 3. For the five regressions computed, Banks' (1993) Dimensions Typology of Multicultural Education was used for the dependent variables: Content Integration, Knowledge Construction Process, Prejudice Reduction, Equity Pedagogy and Empowering School Culture. Independent variables were (a) multicultural background, (b) ethnic background, (c) gender, (d) age, (e) area of student

teaching, and (f) hours of instruction addressing multicultural issues in various courses. Relationships were established (a) between Content Integration and ethnicity; (b) among Knowledge Construction Process, ethnicity, area of student teaching, and multicultural background; (c) among Prejudice Reduction, ethnicity, gender and multicultural background; (d) among Equity Pedagogy, ethnicity, gender, area of student teaching, and multicultural background and (e) and among Empowering School Culture, ethnicity, gender, hours of instruction, and multicultural background. The correlation of determination, or  $R^2$ , for each of the five regressions follows: Content Integration,  $R^2$  equals .13; Knowledge Construction Process,  $R^2$  equals .33; Prejudice Reduction,  $R^2$  equals .30; for Equity Pedagogy,  $R^2$  equals .25; and for Empowering School Culture  $R^2$  equals .29.

#### Multicultural Background

The regression analysis revealed that the respondents' multicultural background was a significant contributor in the prediction of multicultural competence in the four dimensions. The level of significance was .0161, with a  $\beta$  of .2052 for Knowledge Construction regression. For the Prejudice Reduction regression, the level of significance was .0065, with a  $\beta$  of .2383; for the Equity Pedagogy

regression the level of significance was .0076, with a  $\beta$  of .2411; for the Empowering School Culture regression, the level of significance was .0001, with a  $\beta$  of .3449. Multicultural background did not contribute significantly in predicting the competence in the Content Integration regression model.

### Ethnicity

The regression analysis revealed that ethnicity of blacks was a significant contributor in the prediction of multicultural competence in all five dimensions, and the ethnicity of whites was a significant contributor in four of the five dimensions. The level of significance in Content Integration was .0047 for blacks, with a  $\beta$  of .2727; for whites it was .0084, with a  $\beta$  of -0.2517. In Knowledge Construction Process the level of significance was .0000 for blacks, with a  $\beta$  of .4668. For whites the level of significance was .0000, with a  $\beta$  of -0.4723. The level of significance in Prejudice Reduction for blacks was 0.0000, with a  $\beta$  of .3528; for whites it was 0.0000,  $\beta$  of -0.3768. In Equity Pedagogy, the level of significance for blacks was .0330,  $\beta$  of .1898; for whites it was .0400, with a  $\beta$  of -0.1808. In Empowering School Culture, the level of significance for blacks was .0457, with a  $\beta$  of .1726.



The black business education student teachers perceived themselves as having multicultural competence in all five dimensions with mean scores ranging from 3.76 to 4.48. The white business education student teachers perceived themselves as having less competence in the four dimensions, with mean scores ranging from 2.68 to 4.10. White business education student teachers perceived themselves as not having competence in the Empowering School Culture dimension. It is interesting to note that black and white business education student teachers had means above 4.10 in the Equity Pedagogy dimension.

#### Gender

The regression analysis for Prejudice Reduction, Equity Pedagogy, and Empowering School culture revealed that the gender variable contributed significantly in the prediction of multicultural competence in these three dimensions. In the Prejudice Reduction dimension, the level of significance was .0142, with a  $\beta$  of 2.4930. The level of significance in the Equity Pedagogy was .0039, with a  $\beta$  of 0.2711. For Empowering School Culture, the level of significance was .0047, with a  $\beta$  of .2589. Female business education student teachers perceived themselves as having competence in the Equity dimension with a mean of 4.44, and needing to

develop competence in the Prejudice Reduction dimension with a mean of 3.62, and in the Empowering School Culture with a mean of 3.94. The male business education student teachers perceived themselves as needing to develop competence in the three dimensions, with a mean of 3.05 for the Prejudice Reduction, a mean of 3.80 for the Equity Pedagogy, and a mean of 3.29 for the Empowering School Culture dimension. Gender did not contribute significantly in predicting the multicultural competence of business education student teachers in the Content Integration and Knowledge Construction Process regressions.

#### Hours of Instruction

The regression analysis for Empowering School Culture revealed that hours of instruction contributed significantly in the prediction of the multicultural competence in this dimension. The level of significance for Empowering School Culture was .0179, with a  $\beta$  of 0.2410. The more hours of instruction addressing multicultural issues business education student teachers reported having taken, the more competent they perceived themselves in the Empowering School Culture dimension. Hours of instruction did not contribute significantly in predicting multicultural competence of business education student teachers in the Content

Integration, Knowledge Construction Process, Prejudice Reduction, and the Equity Pedagogy dimensions.

#### Area of Student Teaching

The regression analysis for Knowledge Construction Process and Equity Pedagogy revealed that area of student teaching contributed significantly in the prediction of multicultural competence in the two dimensions. The level of significance for the Knowledge Construction Process regression was .0403, with a  $\beta$  of .1788 for the suburban area; and the level of significance for the urban area was .0005, with a  $\beta$  of -0.2970. For the Equity Pedagogy regression, the level of significance for the urban area was .0388, with a  $\beta$  of -0.1935.

The business education student teachers who were student teaching in the suburban areas perceived themselves as having competence with a mean of 4.12, and the business education student teachers who were student teaching in the urban areas perceived themselves as needing to improve competence in the Knowledge Construction Process with a mean of 2.55. Business education student teachers who were student teaching in the urban areas perceived themselves as having competence in the Equity Pedagogy with a mean of 3.78. Area of student teaching did not contribute

significantly in predicting the multicultural competence of business education student teachers in Content Integration, Prejudice Reduction, and Empowering School Culture regressions.

#### Age

The regression analyses revealed that the independent variable age was not a significant contributor in any of the five regressions computed for this study.

#### CONCLUSIONS

The participants for the study were business education student teachers at the National Association for Business Teacher Education (NABTE) institutions from 12 Southern Region states as defined by the National Business Education Association (NBEA). The states were: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The purposively selected sample included 152 business education student teachers who were student teaching in the spring semester of 1996. These conclusions can only be generalized to the extent that the others resemble them.

From the analysis of the findings, conclusions were drawn related to Banks' five dimensions.

1. Content Integration. Those preparing prospective business teachers should emphasize development of competence in the Content Integration dimension with their students. This conclusion is based on outcomes revealing that business education student teacher respondents perceived themselves as needing to develop competence in four skills related to background knowledge about other cultures in the Content Integration dimension. This finding is inconsistent with Jairrels' (1993) results for special education teachers who reported having competence in these skills. However, Appel and Taxel (1984) note that the school curriculum has tended to exclude curricula reflecting the values of the poor and those who are ethnically different, but has reflected the history, culture, and values of the dominant group.

2. Knowledge Construction Process. Those involved in business teacher preparation should emphasize the development of competence in the Knowledge Construction Process dimension with their students. This conclusion is, first, based on the outcomes revealing that the business education student teacher respondents perceived themselves as needing to develop competence in two skills: identifying cultural biases in commercial instructional materials and analyzing instructional materials for potential

stereotypical attitudes. This finding is in agreement with the results of Contreras' (1988) study which revealed that almost seven out of ten (68%) of the early childhood teachers enrolled in a summer program for graduate credit believed that the "curricula and textbooks generally ignore contributions of minorities" (p. 73).

Second, this conclusion is based on outcomes revealing that business education student teacher respondents perceived themselves as needing to develop competence in two multicultural skills related to the social and cultural forces that affect their students. One of these, "Know different patterns of child rearing practices among cultures," was the lowest rated skill in all five dimensions. This finding agrees with Jairrels' (1993) study where this skill was the lowest rated by Caucasian special education teachers, with a mean of 2.74.

This conclusion is also supported by regression outcomes revealing that ethnicity of business education student teachers was related to their perception of multicultural competence. White business education student teachers perceived themselves as needing to develop multicultural competence in this dimension. This supports Jairrels' (1993) findings for African-American special

education teachers who perceived their multicultural competence at higher levels in all of the multicultural skills of the Knowledge Construction Process dimension than Caucasian special education students.

3. Prejudice Reduction. Business teacher preparation programs should emphasize development of competence in the Prejudice Reduction dimension with their students. This conclusion is based on outcomes revealing that business education student teacher respondents perceived themselves as needing to develop competence in four skills in the Prejudice Reduction dimension related to instructional activities, prejudice reduction, and racial confrontation. This finding is inconsistent with Jairrels (1993), who studied special education teachers, and Wayson (1988b), who studied prospective teachers. Their respondents reported having competence in the skills included in the Prejudice Reduction dimension.

Business teacher preparation programs should also emphasize four multicultural skills related to feelings, interaction with others, and in displaying stereotypical and negative racial attitudes in the Prejudice Reduction dimension. The respondents perceived themselves as needing to develop competence in these skills. This finding is also

inconsistent with Jairrels' (1993) results where these skills were highly rated by African-American and Caucasian special education teachers. Also, the majority of respondents in Wayson's (1988b) study rated themselves as competent in these skills.

4. Equity Pedagogy and Empowering School Culture. Those involved in preparation of business education student teachers do not necessarily need to place additional emphasis on developing skills in the Equity Pedagogy and Empowering School Culture dimensions for all their students. This conclusion is based on outcomes revealing that on Banks' dimensions of Equity Pedagogy and Empowering School Culture, the business education student teacher respondents perceived themselves as competent to meet the students' needs in the two dimensions. For the two dimensions, the business education student teachers' mean scores ranged between moderate and extreme competence with "Feeling that every student can learn" being the highest rated skill item in all five dimensions. This finding supports the results of studies conducted by Wayson (1988b) and Jairrels (1993). They both used *The Multicultural Teaching Scale* in their studies. Wayson surveyed student teachers in 1985-1986 and found that 86% of the respondents reported the highest level



of competence in the "Feeling that every student can learn," skill. In Jairrels' study, the same multicultural skill was the highest rated by African-American special education teachers, with a mean of 4.59, and by Caucasian teachers with a mean of 4.77.

#### IMPLICATIONS FOR INSTRUCTION

Based on the findings and conclusions of this study, the following implications are provided

1. Business education student teachers need exposure to history and ethnic studies. This exposure will help them understand their ethnicity and, also, help them develop background knowledge about various cultural backgrounds of their students.

2. Business education methods courses should include a multicultural component that will help business education students in understanding the criteria or guidelines used in identifying and evaluating cultural biases in commercial instructional materials, including textbooks and resource books.

3. Business teacher educators should be aware of the ethnicity of their students. Also, they should pay special attention in helping white business education student teachers in developing multicultural competence in the

Knowledge Construction Process dimension. The survey used in this study can be used with student teachers to assess their multicultural competence and multicultural background.

4. Business education teacher preparation programs should include materials and activities that address Prejudice Reduction. Also, prospective business teachers can benefit from workshops and seminars that address Prejudice Reduction.

#### IMPLICATIONS FOR ADDITIONAL RESEARCH

1. This study should be replicated using all National Business Teacher Education member institutions.

2. This study focused on business education student teachers. It should be replicated in other discipline areas of secondary education.

3. Additional research is needed to determine how student teachers in a particular school or setting match respondents of this study.

4. A qualitative follow-up study should be conducted of the same subjects who participated in this study to determine multicultural experiences they have when they become teachers.

5. This study has established a theoretical framework using Banks' Dimensions Typology of Multicultural Education and Wayson's Multicultural Teaching Scale. Further studies should be conducted using the same theoretical framework.

6. Area of student teaching including suburban, urban and rural, was reported by respondents as a demographic variable in this study. In future studies, this demographic variable should be determined in a different way. For example, census data could be used.

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APPENDIX A

PERMISSION LETTER TO USE THE SURVEY INSTRUMENT

**SYNERGETIC DEVELOPMENT INC.**

**9728 Monterey Drive  
Plain City, Ohio 43064  
Phone: 614-873-3317  
FAX: 614-873-4429**

December 6, 1994

Jacobeth N. Thabede  
1200 Toms Creek Road #101-J  
Blacksburg, VA 24060

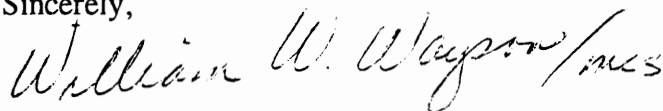
Dear Jacobeth:

I have enclosed copies of the Teaching Scale, the Multicultural Opinion Surveys #1 and #2 and the Knowledge about Ethnic History and Culture. The latter instrument was used more to get the idea of different history rather than to find out who knew the answers to the particular questions in our survey. These questions were not picked necessarily for their importance. You are free to use these as long and you give credit to the source and send us your results.

You might also be interested in reviewing the book edited by Camilla A. Heid, Multicultural Education: Knowledge and Perceptions, (Bloomington, Indiana: Center for Urban and Multicultural Education, 1988). if you have not already done so. There are several chapters in there related to the use of the instrument.

I hope these will be of help to you.

Sincerely,



William W. Wayson



APPENDIX B  
THE SURVEY INSTRUMENT ITEMS, INCLUDING  
*THE MULTICULTURAL TEACHING SCALE*

### MULTICULTURAL TEACHING SCALE

Several items listed below reflect content and activities that some authorities feel important for teaching children from diverse cultural backgrounds. Please indicate by circling a number that corresponds to how competent you feel with respect to each statement.

		Little Competence			Extreme Competence	
1.	Demonstrate a basic knowledge of the contributions made by minority groups to our society.	1	2	3	4	5
2.	Identify cultural biases in commercial materials used in instruction.	1	2	3	4	5
3.	Develop materials appropriate for the multicultural classroom.	1	2	3	4	5
4.	Identify the social forces which influence opportunities for minority group members.	1	2	3	4	5
5.	Help students see cultural groups as real people.	1	2	3	4	5
6.	Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.	1	2	3	4	5
7.	Present cultural groups in our society in a manner that will build mutual respect.	1	2	3	4	5
8.	Identify how language affects performance on certain test items.	1	2	3	4	5
9.	Present diversity of culture as a strong positive feature of American heritage.	1	2	3	4	5
10.	Effectively utilize ethnic resources in the community.	1	2	3	4	5
11.	Identify the similarities between Anglo-American and other cultures.	1	2	3	4	5
12.	Know different patterns of child rearing practices among cultures.	1	2	3	4	5
13.	Adapt instructional methods to meet the needs of learners from diverse cultures.	1	2	3	4	5
14.	Analyze instructional materials for potential stereotypical attitudes.	1	2	3	4	5
15.	Know ways in which various cultures contribute to our pluralistic society.	1	2	3	4	5
16.	Know the history of minority groups in the United States.	1	2	3	4	5
17.	Provide instruction showing how prejudice affects individuals.	1	2	3	4	5

		Little Competence			Extreme Competence	
18.	Plan instructional activities that reduce prejudice toward other cultural groups.	1	2	3	4	5
19.	Create a learning environment that allows for alternative styles of learning.	1	2	3	4	5
20.	Provide instructional activities that help students to develop strategies for dealing with racial confrontations.	1	2	3	4	5
21.	Help students examine their prejudices.	1	2	3	4	5
22.	Help students recognize that competence is more important than ethnic background.	1	2	3	4	5
23.	Develop activities that increase self-confidence of minority student.	1	2	3	4	5
24.	Deal with prejudice shown by students' parents.	1	2	3	4	5
25.	Assist all students to understand the feelings of people from other ethnic groups.	1	2	3	4	5
26.	Help students work through problem situations caused by stereotypical attitudes.	1	2	3	4	5
27.	Be direct in expressing feelings to someone from another culture.	1	2	3	4	5
28.	Identify solutions to problems that may arise as the result of cultural diversity.	1	2	3	4	5
29.	Identify student behaviors that are indicative of negative racial attitudes.	1	2	3	4	5
30.	Develop instructional methods that promote intercultural cohesiveness.	1	2	3	4	5
31.	Develop instructional methods that dispel myths about ethnic groups.	1	2	3	4	5
32.	Visit students' homes in the poor part of town.	1	2	3	4	5
33.	Get students from differing cultures to work together.	1	2	3	4	5
34.	Get students from differing cultures to play together.	1	2	3	4	5
35.	Feeling that every student can learn.	1	2	3	4	5
36.	Identify school practices that harm minority students.	1	2	3	4	5
37.	Deal with prejudice shown by my own parents	1	2	3	4	5

## Demographical Information

---

Please tell us the following things about yourself. Mark the appropriate number on the right-hand side of this paper. Fill the circle completely.

38. What is your racial/ethnic background?

- |                      |                           |
|----------------------|---------------------------|
| (1) = Asian American | (2) = Black, non-Hispanic |
| (3) = Hispanic       | (4) = Native American     |
| (5) = Caucasians     | (6) = Other specify _____ |

39. Your gender?    1 = Male                    2 = Female

40. Your Age: \_\_\_\_\_

41. Are you student teaching in a (an): 1 = suburban area? 2 = rural area? 3 = urban area?

42. Have you taken any course(s) that addressed multicultural issues? 1 = Yes 2 = No  
If yes, how much instruction addressed these issues?

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 = 1-2 hours of instruction  | 2 = 3-4 hours of instruction   |
| 3 = 5-6 hours of instruction  | 4 = 7-8 hours of instruction   |
| 5 = 9-10 hours of instruction | 6 = 11-12 hours of instruction |
| 7 = 13+ hours of instruction  |                                |

---

## Multicultural Background

Please indicate by marking a number (1,2,3,4, or 5) that corresponds to your background to each statement. PLEASE USE A NUMBER 2 PENCIL.

Scale: 1 = One Culture thru 5 = Multiculture

---

43. What is your family of origin?
44. What type of neighborhood did you grow up in as a child?
45. What was the cultural diversity of the students in your elementary school?
46. What was the cultural diversity of students in your middle or junior high school?
47. What was the cultural diversity of students in your high school?
48. What was the cultural diversity of your circle of friends in elementary school?
49. What was the cultural diversity of your circle of friends in middle or junior high school?
50. What was the cultural diversity of your circle of friends in high school?
51. What is the cultural diversity of your circle of friends in college?
52. What is the cultural diversity of the students you are teaching now?
53. What is the cultural diversity of students in your college?
54. What is the cultural diversity of faculty members in your college?
55. What type of cultural diversity have you experienced in a work setting?

Thank you for your time!

---

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APPENDIX C  
GUIDELINES FOR PANEL OF JUDGES

**GUIDELINES FOR CLASSIFYING THE MULTICULTURAL TEACHING  
SCALE INTO DIMENSIONS TYPOLOGY OF  
MULTICULTURAL EDUCATION**

**Date:** Current

**Addressee:** The Panel of Judges

**Subject:** Guidelines

These are the guidelines for examining Wayson's (1993) Multicultural Teaching Scale statements in terms of Banks' (1993) Dimensions Typology of Multicultural Education. I am enclosing the following:

1. A page with the definitions of the dimensions.
2. *The Multicultural Teaching Scale* (37 items, excluding the demographics information.)

**Directions:**

3. After reviewing the definitions of dimensions and the teaching scale, classify the teaching scale statements by writing the number of each statement beside the dimension you believe best fits.

If you have any questions, please call me at 951-0838 or send me an e-mail at: [thabedej@vt.edu](mailto:thabedej@vt.edu) (preferably e-mail). Thank you for your time.

Jacobeth N. Thabede

**BANKS'(1993) DIMENSIONS TYPOLOGY OF MULTICULTURAL  
EDUCATION**

<p><b>CONTENT INTEGRATION</b></p> <p>Deals with the extent to which teachers use examples, data, information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.</p>	
<p><b>KNOWLEDGE CONSTRUCTION</b></p> <p>Describes the procedures by which social, behavioral, and natural scientist create knowledge and how the implicit cultural biases within a discipline influence the ways that knowledge is constructed. When knowledge construction is implemented in the classroom, teachers help students to understand how knowledge is created and how it is influenced by the racial, ethnic, and social-class positions of individuals and groups.</p>	
<p><b>PREJUDICE REDUCTION</b></p> <p>Dimension of multicultural education describes the characteristics of children's attitudes and strategies that can be used to help students develop a more democratic attitudes and values.</p>	
<p><b>EQUITY PEDAGOGY</b></p> <p>Exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social class groups.</p>	
<p><b>EMPOWERING SCHOOL CULTURE</b></p> <p>This concept of an empowering school culture describes the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and cultural empowerment.</p>	

APPENDIX D  
PRE-CONTACT NOTE



Date: Current

Addressee: Head of the Department  
Business Education

Subject: Survey Participation

My name is Jacobeth Thabede. I am a doctoral student at Virginia Tech pursuing a degree in Vocational and Technical Education with concentration in Business Education. I am conducting a survey as part of my dissertation research to determine the multicultural competence of business education student teachers who are currently student teaching.

The participants for the study will be business education student teachers at National Association for Business Teacher Education (NABTE) institutions in the Southern Region. Participation will require the cooperation of an individual from your institution to administer and collect survey information from student teachers. Approximately 15-20 minutes will be needed for each student teacher to complete the survey.

Your help is needed to complete the study. Please let me know the number of business education students who are currently student teaching at your institution and the name of the individual who will coordinate collection of the survey information. Thank you for your help. Please complete the form below.

---

**Name of Coordinator:**

**Address:**

**Telephone #:**

**Fax #:**

**E-mail:**

**Number of Student Teachers:**

---

Jacobeth N. Thabede

APPENDIX E

LIST OF NATIONAL ASSOCIATION FOR BUSINESS TEACHER  
EDUCATION (NABTE) REPRESENTATIVES CONTACTED

## LIST OF NABTE REPRESENTATIVES CONTACTED

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APPENDIX F  
LETTER TO BUSINESS EDUCATORS

March 21, 1996

Dear Business Education Educator:

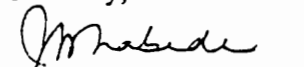
I would like to thank you for having agreed to participate in my research study. I am a doctoral student at Virginia Polytechnic Institute & State University, pursuing a degree in Vocational and Technical Education with business education as my specialization.

I need your help in the administration of the Informed Consent Letter, and the Multicultural Teaching Scale to all your students who are student teaching this semester. I am enclosing a packet for each of your student teachers. Following are the instructions for completing the instruments in the packets:

1. Please, distribute two copies of the Informed Consent Letters **FIRST**. The student teachers will read and sign one of these letters, and keep a copy marked "COPY FOR STUDENT TEACHER" for themselves. Please collect these letters immediately after the students have finished signing them, and put them in an envelope marked "INFORMED CONSENT LETTERS." In order to keep confidentiality and anonymity, these letters should be kept separate from responses to the instrument. I have enclosed your copy of this letter marked "FOR THE UNIVERSITY SUPERVISOR."
2. Distribute THE OPSCAN SHEET.  
An OPSCAN SHEET contains The Multicultural Teaching Scale. The Multicultural Teaching Scale is a Self-reporting instrument which contains 55 items. This is self-explanatory. Please inform the students to follow the directions stated on the OPSCAN to complete this survey. It will take approximately 15-20 minutes to complete the survey.

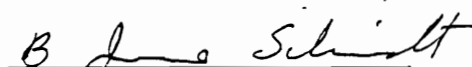
After the student teachers have completed the survey, please put them in the enclosed self-stamped envelope and mail back to me by April 30, 1996. Data collected will be kept confidential and will be used exclusively for this study. I sincerely appreciate your assistance in helping me complete my degree.

Sincerely,



Jacobeth N. Thabede  
Doctoral Student

Advisor & Chair of Committee,



Dr. B. June Schmidt  
Professor of Business Education

Enclosures

APPENDIX G  
INFORMED CONSENT LETTER TO BUSINESS EDUCATION  
STUDENT TEACHERS

TO: Business Education Student Teachers  
FROM: Jacobeth N. Thabede *JNT*  
DATE: March 21, 1996  
SUBJECT: INFORMED CONSENT LETTER

I would like to thank you for your willingness to participate in my research study. I am a student at Virginia Polytechnic Institute and State University (Virginia Tech), working on my doctoral degree in Vocational and Technical Education with business education as my specialization. Your school is one that was selected to participate in my study. The main focus of my study is multicultural teaching competence of business education student teachers. A number of research studies have been conducted relating to teacher education, but not to business teacher preparation as it relates to multicultural education.

The student demographics are changing rapidly in the nation's schools. It is therefore important for business teacher education programs to prepare prospective business teachers who can work effectively with students from diverse cultural backgrounds. My study is concerned with how you perceive your multicultural competence. Let me explain briefly the procedures you will follow.

Your university supervisor will receive a packet containing two copies of the **Informed Consent Letter** and an OPSCAN containing **The Multicultural Teaching Scale instrument**, and instructions for each one of you. Please sign and return a copy of this letter to your university supervisor, and keep a copy marked "COPY FOR THE STUDENT TEACHER" for yourself.

An OPSCAN SHEET contains The Multicultural Teaching Scale. The Multicultural Teaching Scale is a Self-reporting instrument which contains 55 items. Please follow the directions to complete this survey.

The conceivable benefits you may expect from this study is an elevated awareness of multicultural teaching competence needed by prospective business education teachers to work effectively with students from diverse cultural backgrounds. This will be one of the few, if not the first studies to look at how business education student teachers perceive their multicultural teaching competence.

Your participation in this study is voluntary. All data collected in this study is confidential and anonymous, since there are no codes or identifiers in this study. The study involves no risks or discomforts. You are free to withdraw your consent at any time without penalty.

By signing this letter, you indicate that you have read and understand the information contained herein, that you participate in this study willingly, and that you may withdraw your consent at any time and discontinue without penalty.

PLEASE RETURN THIS COPY WITH YOUR SIGNATURE TO YOUR UNIVERSITY SUPERVISOR

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## VITA

Jacobeth Ntsebe Thabede attended North Carolina Agricultural and Technical State Univeristy, where she received her Bachelor of Science in Business Education. She received a master's of science degree in Business Education from the University of North Carolina at Greensboro, Greensboro, North Carolina.

Most of Jacobeth's work experience is in the business world. Her professional experience includes six years of teaching, these include three years at the high school level, and the other three years as a Graduate Teaching Assistant.

Ms. Thabede's professional and honorary affiliations include American Vocational Association, American Vocational Educational Research Association, Delta Pi Epsilon National Honorary Professional Graduate Society in Business Education, International Vocational Education and Training Association, National Association for Business Teacher Education, Virginia Business Education Association.

During her tenure as a Graduate Teaching Assistant at Virginia Tech, Ms. Thabede completed the requirements for the doctoral degree in Vocational and Technical Education, with specialization in business education.

