



5-2004

Teachers' Attitudes and Perceptions of Multicultural and Diversity Awareness in Elementary Schools

Joy Lynne James
University of Tennessee - Knoxville

Follow this and additional works at: https://trace.tennessee.edu/utk_graddiss



Part of the [Teacher Education and Professional Development Commons](#)

Recommended Citation

James, Joy Lynne, "Teachers' Attitudes and Perceptions of Multicultural and Diversity Awareness in Elementary Schools. " PhD diss., University of Tennessee, 2004.
https://trace.tennessee.edu/utk_graddiss/3041

This Dissertation is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

To the Graduate Council:

I am submitting herewith a dissertation written by Joy Lynne James entitled "Teachers' Attitudes and Perceptions of Multicultural and Diversity Awareness in Elementary Schools." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Teacher Education.

Dr. Thomas Noel Turner, Major Professor

We have read this dissertation and recommend its acceptance:

Dr. Asafa Jalata, Dr. Lester Knight

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

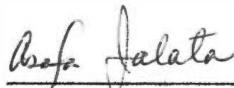
(Original signatures are on file with official student records.)


To the Graduate Council:

I am submitting herewith a dissertation written by Joy Lynne James entitled "Teachers' Attitudes and Perceptions of Multicultural and Diversity Awareness in Elementary Schools." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Teacher Education.


Dr. Thomas Noel Turner, Major Professor


We have read this dissertation
and recommend its acceptance:


Dr. Asafa Jalata


Dr. Lester Knight

Accepted for the Council:

Dr. Anne Mayhew


Vice-Chancellor and Dean of Graduate Studies

**TEACHERS' ATTITUDES AND PERCEPTIONS
OF MULTICULTURAL AND DIVERSITY AWARENESS
IN ELEMENTARY SCHOOLS**

**A Dissertation
Presented for the
Doctor of Education
Degree**

The University of Tennessee, Knoxville

**Joy Lynne James
May 2004**

Thesis
2004b
• J36

Copyright© 2004 by Joy Lynne James
All rights reserved

DEDICATION

This dissertation is dedicated to my parents Joyce and Joseph, and my family and my two wonderful aunts Felicia Hoehne and Dr. Barbara Yarn M.D. who instilled in me the desire to go beyond the norm.

ACKNOWLEDGEMENTS

I would like to thank everyone who helped to make my dissertation possible. First I am grateful to my dissertation committee whose generosity and expertise helped me stretch myself further than I ever thought I could. Dr. Thomas Noel Turner, my role model of a writer, thank you for sacrificing your time and effort by reading and rereading every chapter. Thank you for your editing skills and allowing me to grow in order to produce this piece of research through your guidance. Dr. George Harris, thank you for your encouragement and the wealth of knowledge you shared. Dr. Asafa Jalata, thank you for recommending several books that assisted me with my research. Dr. Lester Knight, thank you for asking the questions that pushed me to think more deeply about what research is really all about.

I also wish to thank my study's participants.

Finally, thank you to my family, whose love and encouragement would not let me stop until I had a Dr. behind my name.

ABSTRACT

The purpose of this study was to determine how teachers perceived teaching multicultural students and their own training toward teaching multicultural children. The aim of this study was to determine whether to what extent those perceptions could be attributed to teacher training, multicultural curriculum, and teacher attitudes and perceptions of multicultural and diversity awareness. The research design included a quantitative inquiry. A questionnaire was given to 50 elementary teachers from 5 schools who taught second and fifth grade. The questionnaire attempted to measure teachers attitudes and perceptions of cultural and diversity awareness.

While teachers' general attitudes toward cultural diversity were positive, this study revealed that teachers' felt that they were insufficient with pre-service experiences and training to work with culturally diverse students. They also felt that in-service training was insufficient in this area. Teachers showed a desire to provide experiences for their students to help them understand multicultural studies. Considering the increasing emphasis on working with multicultural populations world wide, there is only a modest amount of research dealing with the preparation of teachers in this area. The recommendations for additional research addressed this issue. Among the recommendations, the researcher suggested further study related to teachers' attitudes and perceptions of multicultural and diversity.

TABLE OF CONTENTS

CHAPTER	PAGE
CHAPTER 1: INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	4
Need for the Study	5
Assumptions	5
Definition of Terms	6
Limitations	7
Delimitations	7
Organization of the Study	8
CHAPTER II: REVIEW OF THE LITERATURE	9
Americanization as the Focus of Multicultural Education	9
Teacher Training and Multicultural Education	16
Education Curriculum and Multicultural Education	27
Teacher Attitude and Perception of Cultural Diversity Awareness	35
Summary	43
CHAPTER III: METHODS AND PROCEDURES	45
Introduction	45
Research Question and Three Themes	45
Participants	46
Instrumentation	49
Administration of the Questionnaire	52
Data Analysis	53
Content Validity of the Questionnaire	54
CHAPTER IV: ANALYSIS OF THE DATA	64
Return Rates	64
Demographic Information	66
Research Question and Three Themes	67
Questionnaire Findings	68
Discussion and Findings	75
Summary	76

CHAPTER	PAGE
CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH	77
Summary	77
Conclusions	81
Recommendation for Further Research	83
REFERENCES	86
APPENDICES	95
Appendix A: Cover Letter to the Questionnaire	96
Appendix B: Letter to Mike Winstead Knox County Schools	100
Appendix C: Human Subjects Letter to The University of Tennessee	101
Appendix D: Letter of Invitation to School Principals	106
Appendix E: Summary Tables of Questionnaire Results	107
VITA	112

LIST OF TABLES

TABLE	PAGE
1. Student Enrollment	48
2. Questionnaire Return Rates for Each School Site	65
3. Attitudes and Perceptions of Training	68
4. Frequencies and Percentages for Training	68
5. Attitudes and Perceptions of Educational Curriculum	70
6. Frequencies and Percentages for Educational Curriculum	70
7. Attitudes and Perceptions of Multicultural and Diversity Awareness	72
8. Frequencies and Percentages for Multicultural and Diversity Awareness	72
E1 Student Enrollment	107
E2 Questionnaire Return Rates for Each School Site	108
E3 Attitudes and Perceptions of Training	109
E4 Frequencies and Percentages for Training	109
E5 Attitudes and Perceptions of Educational Curriculum	110
E6 Frequencies and Percentages for Educational Curriculum	110
E7 Attitudes and Perceptions of Multicultural and Diversity Awareness	111
E8 Frequencies and Percentages for Multicultural and Diversity Awareness	111

CHAPTER I

INTRODUCTION

The demographics of the population of the United States is changing dramatically. This change presents an ever -increasing challenge to education providers. Among these providers, no group needs to understand the differences among children and these drastic changes than the elementary school teacher. Pettus and Allain (1999) described a study done with students a course required for prospective teachers at James Madison University. The researchers concluded responses of perspective teachers were a manifestation of thoughts and ideas related to attitudes about multicultural issues. This study seems to show awareness of teacher attitude related to multicultural situations. As early as 1976, “24 per cent of the total enrollment in the U. S. public schools was non-white.” Cushner, McClelland, and Stafford (1992) According to a recent report from the National Center for Educational Statistics, 39 per cent of public schools students in the United States for the school year 2000-2001, are persons of color (2002). The report projects that by the year 2020, the non-white population will account for 46 per cent of the public school enrollment.”(NCES 2002)

Estrada (1993) and Hodgkinson (1995) contend that;

1. There is an increased number of immigrants coming since 1980.
2. More immigrants coming from Mexico, and other Latin American Nations and Asian countries, who are non English Speakers.
3. There is an increased number of children living below the poverty line.
4. These children make up an ever larger percentage of the public school population.

The need for teachers to understand and react positively to the racial, cultural, and socio-economic background of the students in their classroom cannot be overstated. How teachers view students in relationship to their abilities and their potential has a tremendous, long-lasting effect on the educational attainment of these students. Gay (2000) has suggested that culturally responsive teaching with new paradigms of competent instructional action, such as responsive teaching, though not sufficient, is the a great start to multicultural awareness. Gay went on to say: "Teachers must have the moral courage and the will to stay the course in efforts to make the educational enterprise more multiculturally responsive, even in the face of opposition that is to surely come from somewhere"(p210). Multicultural awareness for teachers means establishing parent communication of all cultures they need to realize that all parents send their children to school expecting them to be educated and improved because they care about them.

STATEMENT OF THE PROBLEM

Even a cursory survey of the professional literature reveals a moderate number of studies, which demonstrate that students who are treated in a positive, encouraging manner accomplished far more than what was expected of them. Beswick (1990) stated that a quarter of a century of desegregation has not yet solved the problem of low self-esteem, low levels of educational performance, or overall quality of life for America's people of color. Racism in any measure undermines children's self-esteem and erodes the educational process. Beswick illustrated this undermining by describing a television interview in the 1980's. An eight -year old black girl in South Africa told Ted Koppel on Nightline, "White people are better than black people. Whites know more, have more,

and get more. I wish I was white but I am not.” American children of color do not have to contend with apartheid, but they still do not live in a prejudice-free society. Though this interview occurred during the time of apartheid in South Africa, African American children would probably feel the same today.

According to Moos,(1979) research shows that students achieve greater satisfaction, personal growth, and higher levels of performance in classrooms characterized by positive, caring teachers. Conversely, when students experience prejudice and are treated negatively their performance is less than stellar. This researcher was unable to find any research describing methods of either encouraging minority students to excel or of educating teachers on multicultural issues.

Banks (1997a.) argued that teachers should help students to develop a balance of cultural, national, and global identifications because of rich diversity in the United States and throughout the world. One of the major problems facing elementary school teachers was the lack of cultural awareness and exciting cultural differences in the classroom.

Elementary school teachers need to set measurable goals and realistic objectives, designed to specifically address these issues, cultural awareness and cultural differences. Classroom activities should be constructed to instruct as well as to enhance all students’ self esteem. At no time should a student feel incapable of being less than productive. No matter how small (great) the accomplishment, teachers should instruct each student in the same manner, expecting only the best from him/her. When instruction is consistent, negative results were practically nonexistent.

Every child has a right to a quality education. The Education profession believes every child has a right to achieve greatest potential. President Bush's “The No Child Left

Behind” program in which claims that every child should be reading by third grade.(U.S. Dept. of Educ.2001). "The No Child Left Behind” framework reflects improving the performance of America’s elementary and secondary schools, while at the same time ensuring that no child is trapped in a failing school. Teachers should make provisions for individual differences in classroom instruction. Elementary school students, who do not develop a sense of their own abilities to accomplish and succeed in this classroom, suffer increasingly greater lack of confidence year after year. The problem continues to exist regarding both preparation of teachers to deal with multicultural children, and the awareness training for current teachers.

Preparation programs need to prepare teachers who can effectively instruct students of diverse backgrounds and cultures. A broader implication for teacher education programs is the need to prepare teachers who can teach all students to live and function in diverse communities and contribute social prosperity at the national global levels (Pettus and Allain 1999).

PURPOSE OF THE STUDY

The purpose of this study was to determine how teachers perceived teaching multicultural students and their own training toward teaching multicultural children. The aim of this study was to determine to what extent those perceptions could be attributed to teacher training, multicultural curriculum, and teacher attitudes and perceptions of multicultural and diversity awareness.

NEED FOR THE STUDY

There are a number of reasons that contribute to the need for this study. It is hope that the study would increase cultural sensitivity of current and future teachers in order that cultural awareness is developed.

From the literature and from anecdotal evidence, it is clear there is too often an assumption made by teachers that African American and Hispanic students are either not sufficiently intelligent or are indifferent to learning.

This study was needed because the attitudes can impact students in negative ways causing them not to try as hard as they might otherwise. This lack of effort is inevitably detrimental to their self worth. These students also develop a deepening sense of low self-esteem, which causes them to doubt their abilities to achieve. Attitudes of the teachers seem to stem in part from a lack of knowledge of the cultures from which these students come.

ASSUMPTIONS

Several assumptions are made in this study;

1. Honest and true statements were made in filling out questionnaire.
2. Attitudes are learned and as such teachers can learn positive attitudes toward minority children.

Christmon (1989) shares his viewpoints on African American students' self-esteem and how it relates to achievement:

Both historical events and research findings support the argument that Blacks' self-esteem and achievement levels have been systematically kept at a lower level than Whites'. Arguments for both segregation and insulation are considered

important factors in determining the cause of black students' low self-esteem. Cultural differences in Black parents' child-rearing practices are viewed as major obstacles for Black children, particularly Black male, to overcome due to the differential teaching strategies of instrumental competencies. Conflict may result from these differences and therefore condemned. Thus, due to the negative perceptions of others, these cultural differences can create barriers between White teachers and Black students and cause low self-esteem in Blacks.

DEFINITION OF TERMS

African American: An African American is a person whose origin is in any of the Black racial groups of African. A native-born American of African decent. People of this descent may also include persons from one of the Caribbean countries.

Hispanic: A Hispanic is a person from a Spanish speaking country as opposed to a Latino—person from Latin America.

Minority: A Minority is the smaller in number of two groups that form a whole. A population segment that differs, as in religion, race, or sex, from the larger group to which it belongs.

Multiculturalism: Multiculturalism is an individual's or organization's commitment to increasing awareness about human diversity and knowledge about human diversity in ways that are translated into more respectful human interactions and effective interconnections (ponteretto, et al., 1995).

Non-white Population: A Non- white population consist of African Americans, and Hispanic populations.

Persons of Color: Persons of color are African American, Hispanic Population.

Racism: Racism is a belief that a race is the primary determinant of human traits and capabilities that racial differences produce an inherent superiority of a particular race.

Prejudice: Prejudice is a preconceived judgment or opinion.

Culture: Culture is the social and political attitudes and practices of a particular region, race or ethnic group. Folk arts (informal art, dance and entertainment) are also part of this are of culture. The formal arts, such as classical music and dance, as well as formal decorative arts.

Throughout this literature, the terms **multicultural** and **diversity** were used interchangeably as referring to cultural awareness. This synthesis of terminology was deemed necessary since the term multicultural was generally used when researchers referred to diversity in the general context of school.

LIMITATIONS

Because questions relating to race are often poorly received, there is a strong likelihood the subjects may not be as forthcoming as they might be on other issues. Second, the responses tend to be subjective. With these factors in mind, the questioning must be done in away that does not reveal the true objective of the questionnaires.

DELIMITATIONS

An important segment of this survey will be conducted through questionnaires being taken to elementary schools. The researcher is only using 50 teachers, and each teacher is doing the questionnaire on a volunteer basis.

The practicalities of time and distance limited the geographical area surveyed: 1 county, Knox County(African American Population) This restriction delimits the number of schools that will be visited. It also places a boundary on the population mixes from which to choose. Schools will be required to have a significant number African American

students. The outcome will thus be skewed compared to the results from more urban areas.

ORGANIZATION OF THE STUDY

The study is organized into five chapters. Chapter 1 contains an introduction to the study, a statement of the problem, the purpose of the study, the significance of the study, assumptions, the limitations and delimitations of the study. Chapter 2 reviews the literature pertaining to the present study. Chapter 3 outlines the participant selection, data gathering, and data analysis procedures. Chapter 4 delineates the findings from the data analysis procedures. Chapter 5 concludes the study with a discussion of the results, the implications, and a call for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is a review of the literature related to educating children of diverse cultures. Special emphasis has been given to literature related to teacher training, teacher perceptions of multicultural curriculum, and teacher attitudes and perceptions related to cultural and diversity awareness.

The literature deals with the nature of the treatment of minority students in elementary schools. There is also concern about whether there are detrimental effects of self esteem of these students related to this treatment.

Because of the broad scope and diversity of literature related to cultural diversity, this review was organized with a focus on the following topics: (1) An overview of the increase in multicultural students. (2) Some things on teacher training about multicultural education. (3) Theories related to curriculum about multicultural education. (4) The significance of teachers' attitude and perceptions of diversity and cultural awareness.

AMERICANIZATION AS THE FOCUS OF MULTICULTURAL EDUCATION

In the history of African American education, tensions surrounding the content and focus of schooling and the question of who should control the schools can be traced from Reconstruction through the present (Bullock, 1967; Butchart, 1980; Woodson, 1991).

The history of American equality in education did not begin on May 17, 1954, nor indeed did it begin in 1896 when the Supreme Court, handed down the decision in *Plessy v.*

Ferguson, which permitted separate facilities for blacks. Separate but equal was a concept

articulated in the 1896 Plessy v. Ferguson Supreme Court decision that justified laws segregating schools and other institutions.

According to Woodson, there is evidence that the African American community has historically recognized the political ramifications of education and how education could be used as either a tool of liberation or a tool for maintaining second-class citizenship (Woodson,1969). Woodson documents efforts of African Americans to gain education prior to the Civil War. The intensity of the interests in education of the newly freed African Americans after the Civil War ended has been well documented by many researchers (J.D. Anderson, 1988; Franklin, 1984; Stowe,1879; B.T. Washington,1902). Anderson(1988) quoted from one ex-slave who said: " There is one sin that slavery committed against me which I will never forgive. It robbed me of my education" (p5). Harding (1981) noted the observations of White northern journalist Sidney Andrews in 1866:

Yesterday's "ignorant slaves"... now seemed fiercely determined to educate themselves and their people....the epitome of this quest could be seen in Macon, Georgia: "a young negro woman with her spelling book fastened to the fence, that she might study while at work over the wash tub." Such testimony of black determination to master the printed word came from every corner of the south.....(p.308)

According to Anderson, prior to the end of the Civil War, a movement of independent schools had been established by African Americans themselves. African Americans established church-operated schools called "Sabbath schools" after the Civil War. These schools were established because African Americans wanted to be in control of their own education (1988).

The desire for education remained important among African Americans after the 13th

Amendment, which freed slaves, and 14th Amendment which legalized citizenship. The Federal government established the Freedman's Bureau in 1865 to establish and provide oversight for schooling for newly freed African Americans. From 1867 to 1872 the Freedman's Bureau established day schools, night schools, and industrial schools. In 1879, Harriet Beecher Stowe, whose novel "Uncle Tom's Cabin" had helped stir the nation against slavery prior to the Civil War, said of the freedman's campaign for education: " They rushed not to the grog-shop but to the schoolroom-they cried for the spelling-book as bread, and pleaded for teachers as a necessity of life. (1879)"

According to Anderson (1995), four individuals were thought to be responsible for the philosophies of education which developed after 1960's: W. E. B. DuBois, Booker T. Washington, Horace Mann Bond, and Carter G. Woodson. The purpose of these philosophers was to develop a responsible leadership class among African Americans. Anderson (1995) has further suggested that from these philosophers three models were developed.

The first model is based on a combination of curriculum modeled on the New England liberal classical curriculum. The key characteristics of this model is that the curriculum content was drawn from Euro-classical traditions. The belief of this model was that understanding foundations of Western civilization is a necessary prelude to participation in democratic citizenship. The historical sites of operation for this model were Black land-grant colleges; normal schools and missionary colleges. The supporters of this model were Northern missionary societies, White liberals, and Blacks who supported liberal education.

The second model was based on industrial education and was developed at Hampton Institute of Virginia, founded by Samuel Chapman Armstrong in 1868. This is the model that was followed at Tuskegee, by Booker T. Washington. This model focused on training workers who were dutiful, hardworking, and capable of contributing to the growing labor needs of the postwar South. Education for African Americans in this model did not deal with political issues, nor did it concern itself with current historical oppression of Blacks. The basic sites where this model was in operation for this model were Black land-grant colleges, southern county school systems, The Hampton Institute, and Tuskegee Institute. The major supporters for this model were Booker T. Washington, northern capitalist, national, state, and local White political leaders.

The third model of Education for African American Education in the post civil war era focused on Blacks. Its Basic architect was developed by W.E. B. DuBois. This model called for Black Administration and leadership. Its curriculum was concerned with African American Cultures and historical traditions. There were explicit goals related to political empowerment, and the education was to challenge existing political and cultural norms.

These three models together represented the major conceptions for what education for African Americans should entail. The models formed the foundation or the basis for views of how African Americans should be educated that exist until this day.

The leaders who developed these models believed that education for African American children should provide training for empowerment along with an intellectual curriculum.

The quality of schools and teachers working with Black students became a concern of political importance by the 1890's. In 1896, the Supreme Court decision in *Plessy v. Ferguson* permitted states and communities to have "Separate but Equal" facilities for blacks and children. This allowed states to have segregated school systems maintaining schools that could only be attended by whites and schools that could only be attended by Blacks. However, the stated intent of the court decision was that these two separate systems would provide equal education opportunities and be equal in quality. Schools for Black children and preparation for hiring of teachers were inferior.

In 1954 *Brown Vs. Board of Education of Topeka, Kansas*, for all intent and purposes ended the practice of "Separate but Equal" schools. The court in this case, reversed it's earlier decision. Mr. Chief Justice Warren delivered the opinion of the court:

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.(1954)

According to Banks, *Brown v. Board of Education* determined that states and community abandon "Separate But Equal" With all Deliberate Speed. Banks went on to assert that "Defacto Segregation" soon replaced the old system. School district lines were quickly drawn that isolated Black children.(1995)

For students of color, perhaps more devastating is the lack of access to high-quality education (Kozol 1991). Clearly as a society, our care and concern for student learning is differentiated along racial class and ethnic lines.

Americanization, as a concept is a prime institutional educational objective for populations of culturally diverse children. The desired effect of Americanizing students is to socialize and acculturate an increasingly diverse community. Historically, people believed that if schools could teach students American values, then students could be saved from educational failure (Cole, 1995).

For the diverse population of students in American Schools, Americanization still means the elimination not only of linguistic and cultural differences, but also the renunciation of cultures deemed somehow undesirable by the mainstream. Programs that promote Americanization assume that there should be a single, homogeneous, modern culture. This perpetuates unequal relationships between the cultures a key area that must be developed is the embracing of all people (Cole, 1995).

By Contrast, Multiculturalism, as defined on pg.(10), has it's key idea, the embracing of all people according to Goodlad.

“Multiculturalism...., must be seen to embrace the whole of humankind. From a strategic point of view, this maturing of multicultural education through cooperative pluralism represents an opportunity of joining with other groups and other movements designed to assist the human race to live together in understanding, appreciation, and peace.” (John I. Goodlad, 1988,p.129)

According to Bennet (1995), "The United States is a “melting pot” of diverse cultural, ethnic, and racial groups". These diverse groups reflect a large part of public school populations. The 1990 census confirms that the American population is becoming diverse. For example, from 1980 to 1990 the white population increased 6%, the black

population 13.2%, the Hispanic population 53%, Native American, Eskimo, and Aleut-Americans 37.9% and Asian and Pacific Islander-American population 107.8%.

Bennett (1995) estimated that “by [the] year 2000, over 30 percent of our school age population will be children of color”(p.23). Research has also shown that ethnic minority students are disproportionately poor, drop out of school, more likely to be suspended or expelled, and achieve below their potential. These factors create challenges requiring schools to be prepared to meet the present and the future needs of youth (Bennett, 1995, p.24).

Educators in today’s schools and in higher education need to understand that multicultural education presents avenues for enhancing the quality of education capitalizing on the resources of all individuals. Some issues facing educators who work with today’s students include implementing relevant multicultural curriculum, utilizing intervention strategies, training school staff, and recruiting diverse professionals. Educators who receive in-depth training in multicultural education will see that minority students learn as well as other young Americans in the public school system. Educators in today’s schools and in higher education need to understand that multicultural education presents avenues for enhancing the quality of education capitalizing on the resources of all individuals. Educators who receive in-depth training in multicultural education may see that the way minority students learn has more to do with increasing their test scores and nothing to do with status.

According to Commission On Chapter One, research shows that minorities and low-income children often perform poorly on tests. The fact that they do so is because we systematically and willfully expect less from them. Most Americans assume that the low

achievement of poor and minority children is caused by the children themselves or their families (1992).

The Commission Report goes on to site other reasons for the low-income and for the lack of high achievement are because: " the students have no place to study, their parents don't care, and their culture does not value education, etc."(1992)

These and other excuses are regularly offered up to explain the achievement gap that separates poor and minority students from other young Americans. The fact is that we know how to educate poor and minority children of all backgrounds. Some teachers and entire schools do it every day, year in and year out, with outstanding results. But the nation as a whole has not yet acted on that knowledge. (Commission on Chapter One, 1992, pp.3-4)

TEACHER TRAINING AND MULTICULTURAL EDUCATION

The review of literature on multicultural teacher education programs and pre service teachers demonstrated the need for teachers who are prepared to work with diverse populations of children. According to Van Hook (2003), Teacher preparation programs have a responsibility to prepare pre service teachers for working with diverse populations and implementing an effective multicultural curriculum. According to Van Hook, " The goal of education in the United States is a multicultural experiment unique in the history of the world." She elaborated by saying, " A democratic society attempting to forge peaceful and productive communities with shared interests, while at the same time honoring particular ethnic, racial, and cultural characteristics, traditions, histories, and languages." (2003) (Hill, Carjuzaa, Arambura, & Baca, 1993) Kea and Bacon(2000) questioned the practicality of such a goal. They stated that the achievement of this goal is

unattainable and that teacher education has limited ideas and methods for the successful realization of such a goal.

According to Simmons (1998) diversity is an important concern for teacher education because of the challenge it offers to teacher preparation programs and their education candidates. These candidates are interacting in a society of many races, cultures, values, and norms. Simmons (1998) further argued that, whereas diversity emphasizes differences, it also focuses upon inclusion. The focus upon inclusion incorporates principles of fairness, impartiality, and justice.

Simmons (1998) also asserted that the foci of teacher preparation programs are to: (1) prepare education majors for work in diverse settings, (2) provide multicultural courses, (3) hire competent faculty with a multicultural pedagogy, (4) recruit faculty members from historically underrepresented groups who can serve as models, (5) ensure diverse field placements and (6) present an overall institutional environment of cultural responsiveness.

Research by Fuller (1996) and Delany-Barmann and Miner, (1997) suggest that it is often difficult to ask pre service teachers to consider diversity issues without direction from skilled college educators. They reasoned that students may be struggling with their own identity and validity in the classroom and with survival issues such as management or lesson planning.

Pohan (1998) and Guillaume and their Associates (1995) demonstrated that simply offering multicultural education courses as electives or requiring a field-base experience with a diverse group of students are, in and of themselves, inadequate to fully prepare

teacher education students for equitable and competent teaching in multicultural classrooms.

According to Pohan(1998) found that faculty involved in culturally responsive activities are better able to encourage students to participate in an immersion experience in the U.S. or abroad. They are also more likely to arrange cross-cultural field placements, and participate in on-campus diversity exercises that may transform the prospective teacher into a culturally responsive change agent

According to Grant (1978) America's future majority , targeted recruitment continues to be an essential to successful multicultural teacher education. It is important for both children of color and their European American counterpart to have role models of color. Teachers, as role models, provide minority children with realistic images of persons with whom to identify. Children from majority populations have an opportunity to interact with teacher role models from different races and cultures thus, making them aware that success can exist in all peoples (1978).

Unfortunately, many pre-service teachers have little or no exposure to people of other cultures. In a study of 125 pre-service teachers, Hadaway (1993) found that most of these education majors reported few personal experiences in culturally diverse settings. Frequently, gender , ethnicity, and class influence the tendency to hold parochial attitudes, especially when these are linked to limited travel and the inability to communicate in a non-English language (Zimpher,1989). According to (Bartolome&Trueba,2000; Cochran-Smith, 1997; Fueyo& Bechtol,1999; Ladson-Billings, 1994) teacher education programs must play a key role in enabling educators to meet the challenge of understanding diverse students' racial, ethnic, and class

backgrounds. Teachers' attitudes and perceptions about students from diverse cultures play a major role in their expectations of students (Gollnick & Chinn, 1986; Hernandez, 1989). Consequently, to be effective and equitable teachers, education students must understand and appreciate human diversity. Appreciation and understanding evolve from direct interpersonal contact and from knowledge of the history and culture of diverse groups, including their values, stories, myths, inventions, music, and art.

There is a general agreement that teacher training programs have a need to focus on dealing with students at risk. Much attention has been focused in the last decade on improving education for all children. In particular, increased attention has been given to improving education for children who are considered at risk. Frymier and Gansneder (1989) defined at-risk students as those who are:

....likely to fail-either in school or in life..... If a student fails a course in school, is retained in grade, or drops out of school, that student is at risk. Likewise, if a child uses drugs, has been physically or sexually abused, or has contemplated or attempted suicide, that child is also at risk. (pg. 142)

Ralph (1989) contended that being at risk is the result of many cumulative factors. He suggested that any one factor such as growing up in poverty, living in a single-parent home, or living in an inner-city neighborhood may be weakly correlated with school failure, but together they create a more formidable set of obstacles to academic success. Children with all the at-risk factors have been identified as America's Underclass, the truly disadvantaged. (pg.400)

Ford, Harris III, Tyson, and Trotman (2000) have suggested that throughout the nation, African American students are underrepresented in gifted education programs. The authors' went on to claim that a deficit orientation held by educators hinders the

access to gifted programs for diverse students. Ford, Harris III, Tyson, and Trotman asserted that “Too often, educators interpret differences as deficits, dysfunctions, and disadvantages; thus, many diverse students gain the “at risk” label.” Ideas about racial backgrounds influence the development of definitions, policies, and practices designed to deal with differences. For instance, Gould (1981,1995) and Menchaca (1997) noted that deficit thinking contributed to past (and no doubt, current) beliefs about ethnicity and intelligence. Gould led readers back two centuries to demonstrate how prior assumptions and fears associated with different ethnic groups, particularly African Americans, led to conscious fraud—dishonest and prejudicial research methods in order to justify students as “at risk” rather than culturally different. Areas that create particular problems in students being misunderstood are likely to be cultural norms, gender-based behavioral patterns, and cultural beliefs. Valencia (1997) and Solorzano (1997) explain that teacher deficit thinking causes them to make biased judgements of students' intelligence, ability, and behavior that are rooted in racial, cultural and class-based stereotypes. Darder (1991) further asserts that teachers' peer socialization and educational and raced-based experiences influence their ideologies. Furthermore, a variety of scholars point to the denigrating impact that teacher bias can have on students, given that a teacher's ideology is manifested through his or her instructional strategies and treatment of students (Cochran-Smith, 1997; Darder, 1991; Delpit, 1995; Oakes & Lipton, 1999). This directly impacts students' self-esteem and their motivation and inclination to excel (Cochran-Smith, 1997; Oakes &Lipton, 1999). According to(Bartolme, 1994; Solorzano, 1997; Valencia, 1997) teachers' willingness to reject deficit thinking and stereotypes, while

embracing a belief that students from all backgrounds can learn and flourish is also essential.

Frymier and Gasneder (1989) suggested that the new demographic diversity is already visible in the schools. To meet the challenges of a diverse and complex world, we need to reconstruct the ways in which we think, work, and teach. As racial minorities are rapidly becoming a larger share of the U.S. population, global economic competition has intensified. The current information age demands more highly skilled and sophisticated workers. Jobs of the future will require higher levels of literacy than in the past. As these changes press forward, minority youth are more likely to be “at risk” for educational failure (1989).

Although there is tremendous variation of educational experiences among racial and ethnic groups, minority children in general are more likely to perform poorly on cognitive measures, to have attendance problems, to present disciplinary problems in school, to have poor health, to have learning disabilities, to be labeled “At Risk” when they are culturally different, or to be diagnosed as learning disabled (Frymier and Gansneder 1989).

Manson (1999) followed two elementary education graduates attending a public, metropolitan university in New England. Manson documented their six week urban teaching experience. He focused on effectiveness of the academic achievement among low SES (socio-economic status) minority students in 3rd grade classrooms. Both teachers were placed in a similar classroom at Henry Barnard School with "at-risk" students. Manson's research report addressed the effectiveness of the multicultural education teaching techniques of individuals that have had no significant prior teaching experience.

The report questioned whether or not multicultural teaching methods such as "whole language" learning and group work were "the most suitable or effective methods of teaching low-income minority students" (Mason, 1999). This study used case study methods and the data used included background information on the teachers, observations in the classrooms, conferences, student work, colleague evaluations, and interviews. Mason found that one teacher was quite successful in raising the academic achievement of her students, whereas the other student experienced classroom management difficulties and low student achievement. After extensive observations of the teaching techniques used by both of the new teachers, Manson compiled a list of multicultural qualities and instructional strategies used by the more effective teacher. These techniques included, a knowledge of individual students, a knowledge of preparedness for a diversity of student needs, a positive rapport with students, an expectation for success, development of hands-on activities, a learning environment that is meaningful and fun, and finally an understanding of the students; Vygotsky's (1978) ZPD (Zone of Proximal Development)-the distance between a students' ability to succeed with assistance). Manson concluded by stating that the most important result of the study is the realization that "to teach well, then, we must know our students well. Only when that was the case can we expect to identify and implement teaching strategies that will work" (Manson,1999).

Manson (1999) asserted that teachers who do not know their students well results in low levels of educational completion for large proportions of minority students. According to the U. S. Bureau of the Census Statistical abstracts (2000), 78.4 percent of White adults were high school graduates, compared with 76.1 percent of Asians and Pacific Islanders, 64.4 percent of Black adults, and 50.9 percent of Hispanic adults. They

indicate percentages that severely diminish the life chances of racial minorities. The U.S. Bureau of the Census asserts that this impairs the chances of African Americans, Latinos, and other racial minorities to enjoy economic security and well-being. The Bureau goes on to say that these percentages contribute to a system where a disproportionate share of minorities are locked in a permanent underclass—a category of people locked out of the economic mainstream with little hope of making it by legitimate means (2000).

As the population becomes more diverse, it is imperative that minority students be challenged to blossom and not just be pushed along indifferently from one grade to the next. Administrators, teachers, and parents—anyone interested in improving education – need to be more cognizant of the significant differences the cultural role plays in shaping one’s behavior and viewpoints. Education and educators, as a whole, benefit from examining different points of view when attempting to solve problems or establish curricula.(Gay 1994)

According to Gay (1994), one way schools can help remedy these practices by elementary school teachers is to offer sensitivity training. Educators need a common definition for terms and issues used. For example, they need to be able to answer, “What is Multicultural Education?” and they must have a unified view of its purposes. Gay (1994) asserted that the goal of multicultural education is to close the achievement gap between children from low-income communities and communities of color and their mainstream peers so they are equally successful in school (Gay 1994). Multicultural education arises from an ethical purpose. That purpose involves a desire to care for and teach all children. Teachers who hold a moral commitment to caring for all students in the context of cultural and linguistic diversity see their contribution to societal equity in

their efforts to create an educational system that places the academic, emotional, and social needs of children at the center of learning. A caring teacher recognizes and affirms cultural differences that have arisen from a long legacy of communities of color with strong educational values. Teachers need to create positive learning environments and enhance students' achievement and motivation within cultural affirming classrooms.

Grossman (1998), suggested that there are roles that the school and the university should play in making sure there is equality in education. Grossman asserted that “ The schools Role “ should already have guidelines set forth in tracking teacher bias, poor expectations for disadvantaged children, and racism. These issues can cause an imbalance in the education of minority students. Grossman offers a variety of strategies for combating these sources of inequality. First, schools should strive to eliminate prejudice and discrimination by recruiting more minority teachers. Grossman went on to say that teachers should reflect the student populations they serve. Schools should also acknowledge existing prejudice, reduce student bias, improve cultural group relations, and treat all students fairly and equally. Schools should also consider students' learning styles and language barriers, making accommodations when necessary. Infusing multiculturalism into the curriculum can also increase students' sensitivity to others' cultures.

Grossman (1998) contended that the university's role is to graduate teachers representative of the students they will teach. Universities graduate teachers who are under-representative of who they teach. They are also inadequately prepared to use the instructional, classroom-management, and assessment techniques that millions of poor

and minority students require. Grossman asserted that teacher preparation programs must ensure that professors confront and attempt to correct prejudicial attitudes of their pre-service teachers. These programs must include more representative professors and teachers in training and explore greater multicultural approaches to teaching and learning.

As a rule, these sessions provide an excellent opportunity for teachers to learn about cultural diversity. Frequently, these workshops focus on ways to address cultural differences and participants are given practical solutions that work.

Banks (1992) noted that in order for teachers to be effective multicultural educators, they must first confront their own racism and biases before learning about their students cultures.

Addressing effective multicultural instructional techniques in teacher training programs that promote the academic achievement of minority students is a way pre-service educators can help their students. Mc Allister's (2000), review of research in multicultural education, noted the importance in multicultural education for the teachers as well as the student's understanding of racial identity development. He found that how people perceived their racial heritage or relationship to a racial group is how they perceived themselves. According to Mc Allister, when teachers undergo a course or workshop on racial identity development, they are often forced to confront their own feelings toward their ethnicity, as well as toward other ethnicities. They must confront the possible biases they hold (2000).

McAllister (2000) reviewed vast amounts of research that had been done on the implementation of racial identity development teacher training programs and workshops. All of the studies that McAllister reviewed utilized the framework of three major racial

identity process-oriented models. The three major racial identity development models chosen for the review were: (1) Helm's Racial Identity Theory, (2) Banks Typology of Ethnicity and (3) Bennett's Model of Intercultural Sensitivity.

The three models emerged from various disciplines and are processed models that explained how identity formations about oneself and others can change over time. According to McAllister (2000) the models explain how these beliefs affect behaviors and cross-cultural awareness within classrooms.

Mc Allister suggested that everyone did not agree with his findings. Some researchers argued that a teachers' knowledge of his/her own racial identity and those of others will change teacher behaviors, classroom content, classroom environments and most importantly the interaction between teacher and students. Critics of this research also argued that there is importantly the interaction between teacher and student. Other critics claimed that there is very little direct evidence of it's effectiveness and that the complexity of identity development is oversimplified, and over generalized. Other critics claim that racial identity models lack personal agency (McAllister 2000).

The results of many of the studies that McAllister (2000) reviewed revealed that there were significant changes in teacher's own racial identity development as well as their attitude toward others. It was also found in many studies that there was a correlation between an individuals' attitude toward their own racial group and their attitudes toward other racial groups. In many studies cited there was an increase in the acceptance of racial difference and an appreciation of the influence of identity development on behaviors in the classroom. Over time according to McAllister, some findings showed an increase in

student achievement as new curriculums and teaching techniques were implemented after teacher's identity workshops.

McAllister (2000) noted that all the studies that he reviewed resulted in a change in racial attitudes and behavior and that most of the studies reported positive changes. The researchers also noted that the later stages of racial identity development are desirable in educators as "ostensibly, teachers have gained skills and understanding that facilitate the achievement of their culturally diverse students"(McAllister, 2000).

According to McAllister, societal structures and racist attitudes and behaviors support the academic failure of minority children. Therefore, the first step in addressing the problem is to make educators aware, cross-culturally competent, and determined to work to change these attitudes and behaviors (2000).

EDUCATIONAL CURRICULUM AND MULTICULTURAL EDUCATION

According to Bennett (1990) the multicultural education curriculum must be comprehensive in focus and governed by principles of equality and equity,. The curriculum should encompass; (a) approaches to curricula that develop understandings of ethnic groups' cultures, histories, and contributions; (b) processes for students becoming multicultural in their attitudes, beliefs, and behaviors; and (c) action strategies for combating racism and other forms of oppressive practice. Similar prescriptions are offered by Banks (1977,1992), who states that multicultural education involves modifications in the total school environment, including policies and politics; classroom instructional interactions, materials, and resources; extracurricular activities; formal and informal curricula; performance appraisal techniques; guidance and counseling.

Changes to make curriculum content more equitable must be accompanied by changes that make pedagogy even-handed. To ensure "equitable pedagogy," according to Banks, (1992, " p 28), teachers must modify instruction to "facilitate academic achievement among students from diverse groups."

For other teachers, equitable pedagogy will demand that they use the language and understandings that children bring to school to bridge the gap between what children know and what they need to learn (Au and Jordan 1981, Erickson and Mohatt 1982, Jordan 1985, Vogt et al. 1987). In addition the total school context must come to accept whatever students have learned and experienced as legitimate knowledge (Irvine 1990, Ladson-Billings 1992,). Ladson-Billings (1992) argues that teachers can further these ends if they spend time in their student's community and apply in the classroom what they have learned in their student's homes.

Schools must be places where students and teachers learn, are valued, and develop capacities to care for each other and the greater society. Teachers who focus on low-levels skills development and teacher-centered lessons produce high levels of achievement among minority students (1992).

According to Banks and McGee-Banks (1993) all teachers must provide effective instruction for the ever-changing, increasingly diverse student population. Teacher education programs must provide opportunities for teachers to be effective educators of culturally and linguistically diverse students. Programs should promote the implementation of multicultural units throughout the curriculum in an integrated manner; develop cultural awareness at a meaningful level, avoiding the superficial or "tourist approach", and encourage creativity and innovation. Schools must allow

adequate time for multicultural education. Administrators must ensure flexibility in the prescribed curriculum, allowing time for training, and foster integration of curriculum materials (Banks &McGee-Banks, 1993,p.199).

A study on integrating multicultural curriculum was conducted by Tabassum (1999). She used both qualitative and quantitative methods to look at multicultural instructional curriculums as well as teaching techniques in an eighth grade inner-city science classroom in Texas. She examined the effectiveness of this method on this class of 23 students. The class consisted of evenly divided students, both of English and limited English speakers. All students were reported to have scored very low on standardized testing measures and were classified as "at-risk". The instructors were given funding to establish a curriculum that engaged students in understanding and processing relationships in solar energy through hands-on experiments and the creation of a motivational and culturally sensitive teaching and learning climate. Methods for teaching included "whole-language" learning, team teaching, group learning, and portfolio assessment. Pre and post surveys were administered. Results showed that there was a significant and direct increase in minority achievement through test scores, as well as student attitudes and motivation toward science education through survey results. The researchers concluded that low achievement is a result of inappropriate "cognitive, cultural, and linguistic teaching methods that have led to a disproportionate number of academic problems...." (Tabassum, 1999).

(Kim1999) studied "hands on learning" using a multicultural program. The results of this study were from a multicultural education program at the Center for Human Origin and Cultural Diversity (CHOCD) at the University of Missouri -St.Louis. The program

was based on hands-on learning stations from anthropology classes to address similarities and differences cross-culturally while learning about geography and geology. 1999). Kim (1999) noted that the curriculum provided a paradigm for "narrowing the gap between us and them" and that the necessity for multiculturalism in education is highlighted by the fact that educational institutions are "society's second most important institution of socialization after the family" (Kim 1999). Kim reported that there was a collaborative effect. Ninety-nine of the students were from three public schools and eighty-eight students were from two private schools. There were 41 sixth graders, 32 seventh graders, 29 eighth graders, 21 ninth graders, 56 tenth graders, 5 eleventh graders, and 2 twelfth graders. Of the 186 students, 29 were African Americans, 137 European American, 10 Asian, 6 Hispanic, and 3 "other". Pre and post questionnaires were given as well as pre and post tests. Results showed that students made significant progress in content knowledge. The long-term effectiveness is still unknown. Kim wrote, "The study demonstrated that exposure to this hands-on multicultural education curriculum program resulted in a significant increase in the students' content knowledge..." (Kim 1999).

A study conducted by Mott (1992) used qualitative methods by using ethnic minority students' home culture in Mexican communities in Tucson, AZ to empower and promote multicultural awareness in the curriculum. The researchers looked at the effect of teachers as co-learners, learning about the student's home culture, practicing reciprocal teaching, and in turn connecting the culture of the student's with that of the classroom to promote the academic achievement of culturally different students. In this study, teachers became the researchers as they visited student's homes and conducted an ethnographic examination and analysis of the student's household dynamics. The researchers also

implemented an after school program where students met with teachers for study groups. The teachers used the information they gathered at the student's homes in their classroom practices, either as information on student learning styles, making content more culturally relevant, or to use elements of cultures as units of study. Mott (1992) emphasized that the teacher must begin to know the "whole" child and not just simply the student.

Motts chose ten teachers who attended a workshop on how to conduct ethnographic observations as well as how to use information obtained in a classroom curriculum. Each teacher selected two or three households from the children in their classes and visited those households multiple times. A total of 25 households were included in the study and a total of 100 observations were conducted.

The results of the study were positive. Teachers began to get to know their students on a more personal level. The teachers were able to use information about the students and their families in the classroom, and the students became more involved. This resulted in an overall increase in academic achievement among the students. Parents of the household had an opportunity to visit the classroom and use it as a resource (Mott 1992).

Gay argues that by using the knowledge gained through multicultural curriculum in the classrooms, teachers begin practicing what researchers refer to as "culturally appropriate", "culturally congruent", "culturally compatible", "culturally responsive" or "culturally relevant" teaching techniques (Gay, 2000). She also claims that research that measures minority achievement finds teachers of high achieving students exhibiting these teaching techniques, whereas in classrooms with low achieving students, one often finds a mismatch between student and classroom culture as previously mentioned (Gay 2000).

Gay discusses the discontinuity between culturally different students and classroom teachers in regards to classroom environments, curricula and teaching styles is largely due to differences in social learning environments between minority students and the majority of classroom teachers. Gay (2000) addressed very specific characteristics that effect learning styles in culturally different students. These include verbal interactions effecting the way in which students present themselves orally in class. Another characteristic included informal relationships with adults (this influences relationships with teachers). A third characteristic is the reliance on the group for assistance (a result of this reliance is the need for group work.) Finally Gay posits a need for multi-mode teaching techniques.

Boykin (2000) has also done extensive research on African American learning styles. Researchers argue that by teaching to these learning styles or intelligences, educators will experience an increase in academic success (2000).

Gay(1999) noted the importance of recognizing the variability in learning styles within ethnic groups due to differing levels of acculturation(the extent to which individuals ascribe to mainstream values and norms) and ethnic identity (how individuals feel about and relate to their own identity). These learning styles often conflict with classroom norms where many times there are strict rules for participating in group discussions, the relationship with the teacher is often formal, and in some classrooms, despite research that has proved it's effectiveness, there is little group work and use of multi-mode teaching techniques. Gay (1991) came to these conclusions through a review of a vast amount of research done on learning styles and characteristics of minority groups as well as the effects of intervention strategies for both teaching styles as well as

curriculum content on the achievement of minority students. Gay went on to say the importance of these differing learning styles as they could effect the students' development of morality, perspective taking, problem solving, and cooperative learning skills. She brings to the readers' attention the interaction of ethnicity and gender on learning styles in the classroom.

Gay (1991) asserted that more research needs to be done on the effect of multicultural teaching interventions on minority student achievement and that this research needs to include better sampling techniques as well as the inclusion of many more variables such as gender and socio-economic status (Gay, 1991).

Researchers such as Margaret Mead (1925) noted that one cannot separate culture from an individual's life experience, as a biological, psychological and social development are all inextricably linked with one's cultural upbringing. It has been noted by Banks (1994) that when there is disconnect between an individual's family and his/her school, it can create an alliance issue. Banks suggested by way of an example that a student might one day feel that they have to make a choice concerning their education based on whether they want to side with their family and friends or their teacher. Classes that are more adapted to everyone's learning styles are more likely to be classes in which everyone can experience success. Irvine and York (1995) wrote "Advocates believe that the closer the match between a student's learning style and the teacher's instructional methods, the more likely the student will experience academic success."

Bennett (2001) reviewed a study by Carol D. Lee in which she used the African American communication style of "signifying" to promote literacy comprehension and the study resulted in a significant increase in academic achievement for African

American students. One of the most classic illustrations of research on culturally relevant teaching styles is *Dream Keepers: Successful Teachers of African American Children* by Gloria Ladson-Billings. *Dream Keepers* was the result of a 2 year study from 1988 to 1990 where Billings observed, interviewed and consulted with teachers who were successful at teaching African American students.

Billings used a process of nomination, interview, and observation. She selected teachers based on teaching qualities such as the need to include parents as active partners, to demand excellence from students, to obtain successful stories on standardized tests, to discipline with respect, and to create enthusiasm in the classroom (Billings 1994). She felt that the research showed that teachers who had those kinds of qualities influenced African American students.

Based on these qualifications, Billings selected a total of 17 teachers from one school district, which was comprised of 7 elementary schools, and one middle school. After selecting the participants, Billings confirmed the community nominations with principals (8) and colleagues.

She met with the teachers and scheduled, numerous meetings, discussions and classroom observations (both scheduled and unscheduled.) The teachers selected had academic success with African American students. These were also teachers who were reported as having retained students' positive racial identity.

Billings found that all teachers who chose the profession of education in this study, had a sense of purpose and responsibility for students success. She also found that the teachers exhibited culturally relevant teaching techniques (Billings 1994). The techniques included the awareness of the continued prevalence of discrimination against

minorities in the United States and the influence that it has on the academic achievement of some minority students. Participant teachers also avoided assimilation teaching techniques, capitalized on the culture of their students, some practiced reciprocal teaching, and got to know their students personally.

Billings (1994) noted that there is a great deal of research on curriculum reform in multicultural education and but much more needs to be done on how that curriculum is presented in the classroom. Billings found that culturally relevant teaching techniques are some of the most effective forms for teaching African American students and defined these techniques as those which are "using student culture in order to maintain it and to transcend the negative effects of the dominant culture" (Billings, 1994).

TEACHER ATTITUDE AND PERCEPTION OF CULTURAL DIVERSITY AWARENESS

College students majoring in teacher education attitudes about diversity and multiculturalism appear to be influenced by the extent to which they have been exposed and experienced multicultural students and multicultural material. However, too few empirical studies have explored these relationships in institutions with histories of conventional policies (Springer, Terenzini, Pascarella, and Nora 1995; Banks, 1987; Gollnick and Chinn, 1986; and Sleeter and Grant, 1988, Astin, 1993).

A study of education students majoring in education, and their attitudes about diversity was conducted by Stader (2002). The purpose of this study was to examine students' overall perceptions related to university experiences designed to make them more culturally aware. The variables that were studied included; required diversity course assignments, targeted recruitment of historically underrepresented groups, and the

university's ability to value and promote diversity. According to Stader (2002), this study was an attempt to gather data about prospective educator's attitudes toward diversity and multiculturalism. From this study the researcher wanted the findings to help educators in universities and teacher preparation programs better understand the attitudes of future teachers and identify ways of honing their multicultural knowledge, awareness, and practice (2002).

The study focused on the integrated curriculum satisfaction component. This component included three questions that assessed student attitudes about diversity, a fourth question about their awareness of university initiatives and a fifth that was open-ended. Three questions asked students to express their relative satisfaction with the following: a proposal to require adversity and multiculturalism courses for graduation; instructors assigned readings relative to diverse populations; the infusion of contributions from people of diverse cultures into courses; the targeted recruitment of minority faculty members and students. The fourth question asked students about whether or not they were aware of university initiatives addressing diversity and multicultural issues on campus. The open-ended question was, "What do you think this institution could do to improve campus climate with regard to diversity?"

Staders overall findings (2002) suggest there was a difference of opinions among student responses based upon race and gender. When considering students' attitudes about a graduation required diversity and multicultural course by race and gender, most white females (26.2%), White males (21.0%) and other males(1.6%) oppose a required course as compared to Black females(6.8%) Black males (3.0%) and other females (2.4%). This finding indicated that Blacks and other females have generally a more

positive attitude about a required course than Whites and other race males. The findings relative to this study suggest that white females and other females have a more favorable attitude than white males toward the issues of race, diversity and multiculturalism. The findings also suggested that there needs to be greater communication between the university, the College of Education, and the schools served relative to the infusion of multiculturalism into the curriculum. From this study it was also noted that education majors do not believe that the university is facilitating diversity initiatives. Stader found a need for institutions to acknowledge the importance of diversity and multicultural courses for all students in teacher preparation programs.

According to Newman (1998) despite increased student diversity, the workforce in U.S. Schools is becoming less diverse. (85%) of teachers are European American. Most are female and married. The average age of teachers in America is 44 years old. Only (15%) of those currently in education profession are persons of color. Teacher preparation programs graduate students who are mostly white, mostly female, and mostly middle class. The view that these teachers hold of the world as it relates to issues of diversity, is formed in part by their own background. Newman (1998) constitutes teacher bias as it relates to students socioeconomic advantages and disadvantages (1998).

Baca Zina,(1989), Baca Zinn & Eitzen, (1993) argue both subtle and overt prejudice exists on the part of some elementary teachers. They are partial to students whose parents have advanced degrees and /or who hold professional positions. They weigh social status, affluence versus low-income, and race against students. Frequently, these educators view minority children as not interested in learning. (Baca Zinn,1989; Baca Zinn & Eitzen,1993). They also assume that the parents are not interested in their children's

education. This belief is contradicted by much research. A study done by Cooper (2003) noted that parents of culturally diverse students share a conviction that educational attainment is vital to their children's success (2003). However, the existence of this belief may be argued that differences in racial achievements are the result of the processes of education itself. Baca Zinn & Eitsen (1993) also discussed unequal resources in the schools, different teacher expectations, and tracking systems which are advantageous to those already benefiting from the educational system. They suggest that all these factors contribute to the unequal education of some group over others. They speculate that teachers do not think it necessary to spend quality time trying to teach them.

Sometimes, unrecognized or outright racism causes teachers to hold negative beliefs about students of color. A dramatic example from a first-year teacher's journal entry:

I hate {African-American students'} ethnic attitude and their lingo.
I hate to categorize it but.....I am more comfortable with black students
Who act white (Birrell 1993).

Teachers' attitude and perceptions can have a significant impact on the educational experiences of minority students. Teachers with positive attitudes and opinions are more prone to behave appropriately and constructively in actual teaching situations involving students of diverse cultures, ethnic groups, backgrounds, abilities, economic levels, etc. and generally, in dealing with multicultural issues in classroom settings. This assumption is supported by Larke (1990) who contends that studies show "...a high correlation exists among educators' sensitivity (attitudes, beliefs and behaviors toward students of other cultures) knowledge and application of cultural awareness information and minority students' successful academic performance."(p.24)

Previous Multicultural Awareness Study

One study presented a consideration of attitudes and perceptions related to multicultural education. Pettus and Allain (1999) used a Likert scale format design with positive and negative statements based on issues and themes of diversity. A scale was administered to students in a multicultural education course. Pettus and Allain defined multicultural education. The general definition of multicultural education was employed in the development as (a) political, social, and economic realities that individuals experience in culturally diverse and complex environment; and (b) the importance of culture, race, sexuality and gender, ethnicity, religion, socioeconomic status, and exceptionalities in the educational process. The course objectives of the multicultural education course were based on relevant literature. The work of Sleeter and Grant (1994), Banks (1994), Diamond and Moore (1995), and Gay (1993) were used to help identify the broad areas of coverage that should be included in multicultural education. Opinion statements covering the pedagogical implications of ethnic cultural characteristics and culture context of teaching were included in the questionnaire. The English and humanities majors taking the course had more favorable attitudes toward diversity and multicultural education issues than did social science majors and mathematics and natural science majors. The women indicated more favorable attitudes than the men. Based on the results of this investigation, it was concluded that a survey questionnaire offers one method of assessing the attitudes of prospective teachers about multicultural issues as they relate to education. Furthermore, if the investigators' assumption, that attitudes are manifestations of behaviors or vice versa is true, then the instrument can be used to assess attitudes and help predict the nature of teacher behaviors in multicultural situations.

It is generally agreed that Tarplee (1962) postulated that attitudes and prejudices are learned. Children are taught to hate, to discriminate, to be mean and uncaring through environment, according to Tarplee (1962):

1. The things our parents teach us, both directly and indirectly about other
2. The messages that are sent by mass media;
3. The lessons we are taught by our teachers and other important adults;
4. The information passed on to us by our peers; and,
5. The personal experiences we have had with members of other groups or the lack of personal experience.

Pettigrew (1971) concluded three-fourths of the American population who are racially prejudiced are merely reflecting their cultural norms.

Elliot (1968) did an action research study with her 3rd grade class. In her study she used the brown eyes blue eyes exercise to demonstrate to her third grade students how harmful the myth of white superiority is and what, as a result of this myth, it meant to be black in America.

Elliot queried the students on what they knew about black people (none having ever met a black person). She reported their responses were; "They're dirty", " They stink", "They don't smell good," "They riot, they steal," " You can't trust them, my dad says they better not move next door to us."

Elliott then divided the class into two groups: brown eyes and the blue eyes. Anyone not fitting these categories, such as those with green or hazel eyes, was an outsider, not actively participating in the exercise. Elliott told her children that brown-eyed people

were superior to blue-eyed, due to the amount of the color-causing-chemical, melanin, in their blood. To emphasize the effects that prejudice has on a person she made stereotypes of students that had a certain eye color. She said that blue-eyed people were stupid and lazy and not to be trusted. To ensure that eye color differentiation could be made quickly, Elliott passed out strips of cloth that fastened at the neck as collars. The brown eyes gleefully affixed the cloth-made shackles on their blue-eyed counterparts. Elliott withdrew her blue-eyed students' basic classroom rights, such as drinking directly from the water fountain or taking a second to helping at lunch. Brown-eyed kids, on the other hand, received preferential treatment. In addition to being permitted to boss around the blue-eyes, the browns were given an extended recess.

Elliott discovered that “you can create racism. She also believed that you can destroy it.” Even though she taught for fourteen years in that community, she and her family were persecuted by members of that community or the all white community for teaching positive attitudes toward blacks. National publicity resulting from her study produced a wider recognition and awareness of racism.

Glenn (1989) contended that more effective teaching and learning will not result for minority children simply as a result of adopting new requirements or issuing new instructions for teachers. He stated that three approaches must be taken with regard to multicultural education:

- (1) Educators must learn to educate poor and minority students in the same settings as middle class students.
- (2) When diverse groups of students are brought together to form a common school, the staff in the school “must be allowed to create a distinctive program that

Reflects their own convictions and those of parents” (pg. 779).

- (3) “ The cultural diversity of children must be taken into account in the school classroom” (pg.779).

A study done by the National Center for Educational Statistics (1999) asked teachers to appraise their own preparation. 80% of teachers told the researchers that they were not well prepared for many of the challenges of the classroom, including integrating technology into their instruction and teaching students with disabilities or with limited English proficiency.

Darling- Hammond, Wise and Klein (1988) stated , "If all children are to be effectively taught, educators must be prepared to address the substantial diversity in experiences children bring with them to school-wide range of languages, cultures, exceptionalities, learning styles, talents, and intelligences that in turn requires an equally wide and varied repertoire of teaching strategies." Most teacher education institutions do not claim to be meeting the needs for teachers of linguistic and culturally diverse students.

A study by Gomez(1998) , shows that approximately 60% of deans in the schools of education he surveyed indicated that pre service teachers in their programs were not being prepared to meet the needs of linguistically and culturally diverse students. This was the conclusion of Gomez 1998 from a study of such schools. 60% of the deans in the schools of education which Gomez studied surveyed teachers produced by these institutions.

Gomez also noted that even by the year 2000, only 45% if teachers felt that they were prepared to implement new methods of teaching, 44%could implement state or

district curricula, 32% could address the needs of students from diverse cultural backgrounds, and 27% could integrate educational technology into the grade or subject taught.

Pine and Hillard (1990) maintained that schools still have a long way to go before cultural diversity is appreciated and that “we must learn how to tap the rich vein of cultural, ethnic, and racial diversity to improve education for all” (pg.597). These researchers contended that “racism, prejudice, and discrimination are (still) shamefully sabotaging our nation’s efforts to provide a high-quality education for all children” (pg.593). They stated that racism in education can be combated by (1) confronting and challenging racism, (2) increasing the pool of minority teachers, (3) developing and implementing a multicultural curriculum, (4) improving pedagogical practices, and (5) teaching character development and improving self-esteem.

SUMMARY

Over all analysis of the literature reviewed for this study indicated that a sound body of research and expert opinion exists concerning what is considered to be effective and efficient approaches to multicultural awareness. The same literature also implied that the basic principles involved in multicultural awareness would be appropriate within any school setting. It especially gave precedence to existing and pre-service teachers concerning establishing multicultural awareness in the classroom.

The literature pertaining to schools with a high number of African-American students placed an emphasis on the many problems that these schools face attempting to educate students. Much of this literature also indicated that these problems stem from other deeper social problems. This literature also placed a greater emphasize on understanding

the needs of the students and the problems of the community. Therefore, literature advocated multicultural awareness approaches that stressed the importance of understanding cultural diversity, teacher sensitivity training, socioeconomic status, positive reinforcement, self esteem, and environmental and cultural norms.

The literature reviewed for this study illustrated a need for more information about how multicultural and diversity awareness can be utilized in every classroom. One means to obtain more of that type of information would be to directly ask teachers who work within schools that promote multicultural and diversity awareness about how they use it in their classroom.

CHAPTER III

METHODS AND PROCEDURES

INTRODUCTION

The purpose of this study was to determine how teachers perceived teaching multicultural students and their own training as it relates to teaching multicultural children. The aim of this study was to determine to what extent those perceptions could be attributed to teacher training, multicultural curriculum, and teacher attitudes and perceptions of multicultural and diversity awareness.

This chapter presents the methods and procedures employed in this study. The research question guiding the study is reviewed, followed by a description of the participants, the study's instrumentation, a list of the procedures, and a description of the data analyses.

RESEARCH QUESTION AND THREE THEMES

The methods and procedures of this study were designed to answer the following research question: What are teachers' perceptions of multicultural education and diversity awareness? For the purpose of this study only those attitudes related were considered that related to the topic study. Attitudes, in this study were defined as how teachers felt about multiculturalism and diversity awareness. Sapsford (1999) define attitudes as "feelings about or reactions toward" (p. 140) a phenomenon. The distinction between attitudes and perceptions is subtle. Attitudes and perceptions are not easily separated. Perceptions, in this study, were defined as what teachers believed to be true about multiculturalism and diversity awareness. Perceptions answered the question, how do teachers feel about Multiculturalism and diversity awareness.

This study explored teachers' attitudes and perceptions through a questionnaire instrument (See Appendix A) created by the researcher. The questionnaire was given to a small sample (N=50) of teachers. The questionnaire was designed to gather data about the general attitudes and perceptions of the teachers in the district of study toward multiculturalism and diversity awareness.

The exploratory nature of the study lent itself to a questionnaire to further the research. A questionnaire was appropriate because it gave teachers an anonymous way of voicing their attitudes and perceptions related to multiculturalism and diversity in the classroom. The description of the questionnaire itself and how it evolved is on pg. 54.

PARTICIPANTS

The participants in the study were all teachers from the Knox County School System. The school district of this study was located in the southeastern United States. According to the U. S. Census Bureau and Knoxville area Fact and Figures (2000), this system is a county wide system in the city of Knoxville. According to Knoxville Census Bureau figures, Knoxville had a population of 382,032 in (2002). The major reason for using Knox County in this study was the counties proximity. The second reason was that these were in schools in this county system which had a sufficient number of minority students to make them suitable for the study. The population used in the city were limited to teachers which had a high percentage of minority students and who taught all subjects. The study was further limited to second and fifth grade students.

Participants for the questionnaire were chosen according to the school sites in which they worked (Table 1). The school district used in the study had 43 elementary schools. Only five of these elementary schools had a sufficient number of minority students to be

suitable for this study. The five selected schools for this study were, in fact, those in Knox County with highest population of minority students during the 2002-2003 school year (Knox County Schools, 2001). The schools along with the number of minority and non minority students are shown in table 1. School A enrolled 323 minority students, School B enrolled 90 minority students, School C enrolled 176 minority students, School D enrolled 466 minority students, and School E enrolled 152 minority students (Table 1). Elementary school with the largest minority populations were chosen in order to access the largest number of teachers who had experienced working with minority students in their classes. Only elementary teachers from grades 2 and 5 within the five chosen schools were invited to participate. This delimitation was made to maintain a reasonable number of participants (Table 1).

The remaining 38 elementary schools in this district enrolled 20 or fewer minority students in 2002-2003; these schools were excluded from the study because the teachers at these schools may have had little firsthand knowledge of multiculturalism and culture awareness.

Purposive cluster sampling was the chosen sampling method (Babbie, 1990; Fink, 1995b). This method was chosen because it allowed the researcher to weigh more heavily the responses of elementary teachers that had experience with minority students by choosing school sites with the largest minority student enrollment. As the purpose for this study was to describe the attitudes and perceptions of teachers toward multiculturalism and cultural diversity awareness, purposive clustering allowed the

Table1

Student Enrollment

	Total Enrollment	<u>Minority Students</u>		<u>NM Students</u>		<u>MS & NM</u>
		Number	(%)	Number	(%)	Number (%)
<hr/>						
School A	518	323	49.2	325	49.5%	518 (98.7%)
School B	100	90	82.6%	19	17.4%	100 (82.6%)
School C	278	176	64.7%	92	33.8%	278 (98.5%)
School D	521	466	85.5%	75	13.8%	521 (99.3%)
School E	705	152	19.6%	593	76.4%	705 (96.0%)
District-wide	52,072	7098	13.6%	43,695	83.5%	52,072 (97.1%)

Note. Total enrollment information provided by the State of Tennessee at
. Minority and Non Minority information provided by Knox County
Schools (2003).

researcher to purposefully chose school sites with the largest number of minority students in order to access participants with multiculturalism and cultural diversity awareness experience.

The researcher began the process by sending letters to the principals with high minority populations. This letter requested permission to invite teachers in the school. Once permission was obtained, letters of invitation along with the questionnaire were hand delivered to second and fifth grade teachers in selected schools.

To recruit participants for the quantitative inquiry, the researcher took letters of invitation (see Appendix B) to all the elementary teachers at each of the five school sites. School A, School B, School C, School D, and School E. The researcher sent a letter (Appendix C) to the principal requesting permission to invite teachers of the school to participate.

INSTRUMENTATION

This section details the creation and implementation of the instrument used in this study. The researcher determined to use a Likert style questionnaire for the purpose of study. A Likert scale is a rating scale measuring the strength of agreement towards a set of clear statements. This scale is often administered in the form of a questionnaire used to gauge attitudes or reactions.

According to Sapsford (1994) attitudes and perceptions "form a whole constellation of working rules about the world and reactions to it" (Sapsford, 1999,p.141). Sapsford goes on to say the study of attitudes through questionnaire research may be best approached through indirect questioning of respondents' opinions, attitudes, perceptions, and beliefs. He or she posits that " a straightforward question can call all too easily evoke a rhetorical

or ideological response, and this is often not what the research requires" (Sapsford p. 106). In consideration of the complexities of attitudinal research, the present study utilized a questionnaire comprised primarily of statements aimed directly and indirectly probing respondents' attitudes and perceptions of multicultural and diversity awareness.

Prior to distributing the questionnaire, permission was granted from the University of Tennessee (See Appendix _C_) and Knox county Schools (See Appendix _B_).

One page was attached to the front of the questionnaire: a cover letter (See Appendix A). The cover letter introduced the researcher and the research study. It explained the purpose of the study and the procedures. An informed consent statement was embedded within the letter explaining that participants' completion of the survey constituted their informed consent. The letter concluded with the researcher's contact information.

Participants were instructed to keep the cover letter for their records.

Permission was gained from a number of offices before data were gathered. First the researcher requested permission to conduct the qualitative study from both offices of Research Compliance at The University of Tennessee and Knox County school district in this study. Permission was granted on the researcher's Form B for The University of Tennessee on April 4, 2003 and from the school district on April 8, 2003. Second, the researcher sought permission to distribute the questionnaires to the schools of this study through the districts Office of Research. Permission was granted on April 8, 2003.

Because no appropriate instrument was found to measure teachers' attitudes and perceptions of multicultural and diversity awareness, the researcher constructed a questionnaire for this study (see Appendix A). In designing the questionnaire, the researcher relied upon the small number of research studies present in the literature that

explored the experiences of elementary teachers with minority students directly (Pettus and Allain, 1999). The primary research methodologies employed in previous studies of multiculturalism and diversity awareness were qualitative. In the development of this questionnaire, the researcher drew upon qualitative themes to develop this instrument. Although only a limited number of studies focused on elementary school teachers experiencing multicultural and diversity awareness as the primary research purpose, several studies explored experiences of elementary teachers tangentially in their work (Delpit, 1995).

A three page questionnaire (See Appendix A), was developed. It consisted of 29 items: Eight of these items were demographic questions. Of the remaining 21 items, two of these were open ended. The areas that the demographic questions included were, subject area, years of teaching experience, gender, race, and training in teaching multicultural students. Specific categories were the options of demographic questions. These were evaluated using a four-point likert scale format and a frequency table described in chapter 4, (See Table 3). The remainder of the questionnaire dealt with three themes including training, curriculum and teacher attitude and perceptions of multicultural and diversity awareness.

The responses for these questions were done using a four-point Likert scale. For the Likert scale item, respondents were instructed to read a statement and check the box most closely represented their opinions. The range of the scale was: strongly agree, agree, disagree, or strongly disagree. A four point likert scale was used in order that respondents could be forced to select either positive or negative choices and because it

was easy to evaluate envisioning a continuum. There was no choice to allow them to choose no choice or undecided.

The items in this section were designed to probe the attitudes and perceptions of second and fifth grade teachers, including those with little or no experience in dealing with multicultural instruction or diversity awareness.

The 21 questions were drawn on a review of the literature. A study of relevant research yielded a set of defining elements and criteria to describe attitudes related to race and culture.

ADMINISTRATION OF THE QUESTIONNAIRE

In order to be granted permission to administer the questionnaire to each of the five schools, the researcher took letters of invitation (See Appendix A) and copies of the questionnaire to the school principals of each school. The letter requested that principals grant permission to send questionnaire by contacting the researcher by phone. Four principals School A, B, C and D) contacted the researcher within one week and was given permission to take the questionnaires to the schools. The researcher contacted the fifth principal and within a week was given permission to send School E the questionnaires.

The questionnaire packets containing the cover letter, the questionnaires and a return self- addressed stamped envelope were taken to the principals. The principals distributed the questionnaires to five second, and five fifth grade teachers in each school.

Within a two week span, all of the participants returned the questionnaires. 100% return rate for the questionnaire was surprising and gratifying. It may be speculated that the reasons for this return included the approval letter from Knox County School's office

of research, and continuous contact with participating schools until questionnaires were sent. All 50 questionnaires taken to schools A,B, C, D, and E were returned.

DATA ANALYSIS

In order to answer the research question, how do teachers perceive cultural awareness in the classroom, the questionnaire data were analyzed descriptively. Analysis of the questionnaire data, provided an "examination of the distribution of cases on only one variable at a time" (Babbie, 1990, p.247), identified participants' attitudes and perceptions of teacher attitude and cultural awareness according to the strength of participants' (dis)agreement with the questionnaire items. Each questionnaire item corresponded to an attitude or perception of Cultural awareness identified or suggested by previous research studies as described in the review of literature (Table 5). The univariate analyses employed were frequency distributions, percentages, measures of central tendency , and standard deviations.

Univariant analyses is defined as having one degree of freedom or variability to determine either the proportion or qualitative analysis of the element.

Frequency distributions were defined as a set of intervals usually adjacent and or equal width into which the range of a statistical distributions divided each associated with a frequency indicating the number of measurement in that interval.

In order to perform these analyses, each response in the Likert scale of Section A and the frequency scale in Section B were assigned a numeric value. In Section A strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4. Within the demographic questions in Section B, two questions asked respondents to write in their answers.

The questionnaire was used to answer the research question, what are teachers' attitudes and perceptions of cultural and diversity awareness in the classroom?

Questionnaire data answered this question by measuring teachers' responses to a range of statements regarding cultural diversity, which were based on attitudes and perceptions identified in the review of literature. The questionnaire data provided a general understanding of teachers' reactions to the attitudes and perceptions identified in previous research studies. Questionnaire data answered the research question by providing a rich description of each teacher's experience with cultural and diversity awareness.

CONTENT VALIDITY OF THE QUESTIONNAIRE

Validity for the questionnaire was a major question. According to Carmines & Zellar, (1991, p 20), content validity is based on the extent to which a measurement reflects the domain of content (1991). This section of this chapter describes the relation of the literature to the questionnaire

The content validity of my questionnaire need only relate to three major categories; training, educational curriculum, teacher attitude and perception of multicultural and diversity awareness in the classroom. The researcher defined each theme. The following sections of this chapter examined the items in the questionnaire and show the relationship and specific literature where each question from the questionnaire was derived.

Attitudes and Perceptions of Training

According to Webster's Dictionary (2003), the definition of training is the process of teaching or learning a skill.

Question 1 derived from this portion in the review of literature, training as described by (Banks 2000) states schools must train teachers to modify instruction in order to

"facilitate achievement among students from diverse groups(A1). Changes to make curriculum content more equitable must be accompanied by changes to make the curriculum more diverse.

Question 2 from the review of literature Ladson-Billings 1992),suggested that all teachers must be trained to provide effective instruction for the ever-changing, increasingly diverse student population.(A2).

Question 19 from the review of literature Banks (2000), posits that teacher education programs must provide opportunities for teachers to be effective educators of culturally and linguistically diverse students (A19).

Question 3 related to several sources in the literature. In reference to the school's role, Grossman (1998) suggested that there are roles that the school and the university plays in making sure there is equality in education. Grossman further stated that “ The schools role “ should already have guidelines set forth in tracking teacher bias, poor expectations for disadvantaged children, racism. These issues can cause an imbalance in the education of minority students. Grossman offered a variety of strategies for combating these sources of inequality. First, schools should strive to eliminate prejudice and discrimination by recruiting more minority teachers.(A3) Grossman went on to say that teachers should reflect the student populations they serve.(A3) Schools should also acknowledge existing prejudice, reduce student bias, improve cultural group relations, and treat all students fairly and equally). Schools should also consider students’ learning styles and language barriers, making accommodations when necessary. Infusing multiculturalism into the curriculum can also increase students’ sensitivity to others’ cultures.

Questions 7, and 19 related to Grossman(1998) contends that the university's role is to graduate teachers representative of the students they will teach. Universities graduate teachers who are under-representative of who they teach. They are also inadequately prepared to use the instructional, classroom-management, and assessment techniques that millions of poor and minority students require (A7, A19). Grossman asserts that teacher preparation programs must ensure that professors confront and attempt to correct prejudicial attitudes of their students who are under-representative of who they teach.(A7, A19) They are also inadequately prepared to use the instructional, classroom-management, and assessment techniques that millions of poor and minority students require. Grossman asserted that teacher preparation programs must ensure that professors confront and attempt to correct prejudicial attitudes of their pre-service teachers. These programs must include more representative professors and teachers in training and explore greater multicultural approaches to teaching and learning. (A7,A19)

Question 4 derives from Grossman's (1999) claim that workshops related to cultural differences give participants practical solutions that work.(A4)

Question 15 derived from the portions of literature that posits every child has a right to a quality education. The education profession believes every child has a right to achieve greatest potential. The president of the United States has put "The NO Child Left Behind" program in which ensures that every child should be reading by third grade. (U.S. Dept. of Educ.2001). President Bush's "No Child Left Behind" framework reflects improving the performance of America's elementary and secondary schools, while at the same time ensuring that no child is trapped in a failing school. Teachers should make provisions for individual differences in classroom instruction.(A15) Elementary school

students, who do not develop a sense of their own abilities to accomplish and succeed in this classroom, suffer increasingly greater lack of confidence year after year.

In Question 2 the review of literature suggested that the problem continues to exist regarding both preparation of teachers to deal with multicultural children, and the awareness training for current teachers.(A2)

Question 19 derived from the portion of the review of literature that suggested preparation programs need to prepare teachers who can effectively instruct students of diverse backgrounds and culture (A 19). A broader implication for teacher education programs is the need to prepare teachers who can teach all students to live and function in diverse communities and contribute social prosperity at the national global levels (Pettus and Allain 1999).

In Question 5 the review of literature suggested that the one way schools can help remedy these practices by elementary school teachers is to offer sensitivity training for them.(A5) Educators need a common definition for terms and issues used. For example, they need to be able to answer, “What is multicultural education?” and they must have a unified view of its purposes. The goal of multicultural education is to close the achievement gap between children from low-income communities and communities of color and their mainstream peers so they are equally successful in school (Gay 1994).

Attitudes and Perceptions of Educational Curriculum

Education Curriculum is defined as a course of academic studies .

Question 15 came from this portion review of the literature. Teachers should make provisions for individual differences in classroom instruction.(A15) Elementary school students, who do not develop a sense of their own abilities to accomplish and succeed in this classroom, suffer increasingly greater lack of confidence year after year. The problem continues to exist regarding both preparation of teachers to deal with multicultural children, and the awareness training for current teachers.

Question 10 came from the statement in the review of literature that suggested changes to make curriculum content more equitable must be accompanied by changes to make the curriculum more diverse.(A10) According to Ladson-Billings 1992),

Question 6 from the review of literature according to Bennett(1995) educators in today's schools and in higher education need to understand that multicultural education presents avenues for enhancing the quality of education capitalizing on the resources of all individuals. Some issues facing educators who work with today's students include implementing relevant multicultural curriculum, utilizing intervention strategies, training school staff, and recruiting diverse professionals.(A6)

Question 10 from this portion in the review of literature contended that changes to make curriculum content more equitable must be accompanied by changes that make pedagogy even-handed. To ensure "equitable pedagogy," Banks says ("On Educating for Diversity: A Conversation with James A. Banks, " p 28), teachers must modify instruction to "facilitate academic achievement among students from diverse groups."

(A10) Schools must be places where students and teachers learn, are valued, and develop capacities to care for each other and the greater society. Teachers who focus on low-levels skills development and teacher-centered lessons produce high levels of achievement among minority students.

Question 6 in the review of literature posits that all teachers must provide effective instruction for the ever-changing, increasingly diverse student population.(A6)

General Attitudes Toward Cultural Diversity Awareness

Webster's dictionary defines attitudes as a state of feeling or mind about a person or situation.

The questions on the questionnaire related to teacher attitudes came from the review of literature in the research. It begins with the question of why the study was needed.

Questions 13, and 21 related to the portion of the review of literature where Christmon (1989) suggested that attitudes can impact students in negative ways causing them not to try as hard as they might otherwise.(A13, A21) This lack of effort is inevitably detrimental to their self worth. These students also develop a deepening sense of low self-esteem, which causes them to doubt their abilities to achieve. Attitudes of the teachers seem to stem from a lack of knowledge of the cultures from which these students come.

Question 12 referred to the review of literature stating that even a cursory survey of the professional literature reveals a moderate number of studies, which demonstrate that students who are treated in a positive, encouraging manner accomplished far more than what was expected of them.(A12)

Question 14 related to Beswick (1990) stated that a quarter of a century of desegregation has not yet solved the problem of low self-esteem, low levels of educational performance, or overall quality of life for America's people of color. Racism in any measure undermines children's self-esteem and erodes the educational process.(A14)

Question 17 posits this portion of the review of literature that both subtle and overt prejudice exists on the part of some elementary teachers. They are partial to students whose parents have advanced degrees and /or who hold professional positions. (A17) They weigh social status, affluence versus low-income, and race against students. Frequently, these educators view minority children as not interested in learning. This popular argument related to that of the culture of poverty and more recently to debates about the underclass (Baca Zinn,1989; Baca Zinn & Eitzen,1993), assumes that parents are not interested in their children's education—a fact contradicted by much research.

Question 13 in the review of literature suggested that teachers' attitude and perceptions can have a significant impact on the educational experiences of minority students (A13).

Question 21 posits that from the literature, teachers with positive attitudes and opinions are more prone to behave appropriately and constructively in actual teaching situations involving students of diverse cultures, ethnic groups, backgrounds, abilities, economic levels, etc. and generally, in dealing with multicultural issues in classroom settings.(A21)

Question 11 stemmed from the portion of the review of literature supported by Larke (1990) who contends that studies show "...a high correlation exists among educators'

sensitivity (attitudes, beliefs and behaviors toward students of other cultures) knowledge and application of cultural awareness information and minority students' successful academic performance.”(p.24)(A11)

Question16 related to several sources in the literature. Attitudes and prejudices are learned.(A16) Children are taught to hate, to discriminate, to be mean and uncaring through environment , according to Tarplee (1962):

1. The things our parents teach us, both directly and indirectly about other
2. The messages that are sent by mass media;
3. The lessons we are taught by our teachers and other important adults;
4. The information passed on to us by our peers; and,
5. The personal experiences we have had with members of other groups or the lack of personal experience.

Pettigrew (1971) concluded three-fourths of the American population who are racially Prejudiced are merely reflecting their cultural norms.(A16)

Question 9 refers to Ford, HarrisIII, Tyson, and Trotman (2000). They suggested that nationally, African American students are underrepresented in gifted education programs. The authors' state that a deficit orientation held by educators hinders the access to gifted programs for diverse students.(A9)

Question 8 related to this part of the review of literature which suggest that “too often, educators interpret differences as deficits, dysfunctions, and disadvantages; thus, many diverse students gain the “at risk” label.”(A8) Ideas about racial backgrounds influence the development of definitions, policies, and practices designed to deal with differences.

For instance, Gould (1981,1995) and Menchaca (1997) noted that deficit thinking contributed to past (and no doubt, current) beliefs about ethnicity and intelligence.

Question 18 referred to Gould (1981,1985), who lead readers back two centuries to demonstrate how prior assumptions and fears associated with different ethnic groups, particularly African Americans, led to conscious fraud—dishonest and prejudicial research methods in order to justify students as “at risk” rather than culturally different.(A18) Areas that create particular problems in students being misunderstood are likely to be cultural norms, gender-based behavioral patterns, and cultural beliefs.

Question 20 review of literature related to Winfield (1986) who found that teachers expect more from white students than from African American students, and they expect more from middle-class students than from working and lower class students. Teachers often perceive African-American students from working lower class backgrounds as incapable of high-quality academic work. (A20)Ineffective teaching methods are rarely attributed to the problem of underachieving students.

Sometimes, unrecognized or outright racism causes teachers to hold negative beliefs about students of color. A dramatic example from a first-year teacher's journal entry:

I hate {African-American students'} ethnic attitude and their lingo.
I hate to categorize it but.....I am more comfortable with black students
Who act white (Birrell 1993).

Such negative attitudes toward students of color lower expectations for achievement, which lowers achievement (King and Ladson-Billings 1990, Lipman 1993).

Data from the questionnaire sought to answer the question how do teachers perceive multicultural and cultural diversity awareness in the classroom? The questionnaire data

provided a general understanding of teachers reactions to the attitudes and perceptions identified or suggested in previous research studies.

The questionnaire data is presented in Chapter IV of this study. All the findings are presented from the questionnaire.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to determine how teachers perceived teaching multicultural students and their own training toward teaching multicultural children. The aim of this study was to determine to what extent those perceptions could be attributed to teacher training, multicultural curriculum, and teacher attitudes and perceptions of multicultural and diversity awareness.

The research question guiding this study was what are teachers' perceptions of multicultural education and diversity awareness? To answer this question, the researcher used a questionnaire. A questionnaire was constructed based on research found in the review of literature. Fifty teachers received a questionnaire on attitudes and perceptions of cultural and diversity awareness in the classroom.

This chapter presents an analysis of the responses to the questionnaire. In the first part of the chapter data related to the questionnaire, return rates and demographic questions are analyzed. The remainder of this chapter will present the data found in the questionnaire. This chapter concludes with a discussion of the findings.

RETURN RATES

The total number of questionnaires were hand delivered to the principals in the 5 elementary schools was 50. Of those distributed, 50 were returned. Return rates for each school are presented in Table 2.

Table 2

Questionnaire Return Rates for Each School Site

School Site	Questionnaires Distributed	Questionnaires Returned	Return Rate
School A	10	10	100%
School B	10	10	100%
School C	10	10	100%
School D	10	10	100%
School E	10	10	100%
Total	50	50	100%

DEMOGRAPHIC INFORMATION

The following information was obtained from the questionnaire regarding participants.

Sample size was ten teachers selected for each school population. The sample from every school was drawn from different size population. This was due to the fact that the school was different in size and classes for each grade.

The first demographic questions on the questionnaire gathered information on the amount of experience participants had with cultural diversity awareness(numbers 7 and 8 in Section B). Twenty-three participants reported they had training in multicultural and diversity awareness at some point in their teaching careers. Twenty-seven participants reported that they did not have or received training in multicultural and diversity awareness.

Section B of the questionnaire gathered additional demographic information from the respondents. This information included participants' grade level, years of teaching experience, level of education, ethnicity, race, gender, and minority/cultural training. Participants' years of teaching experience ranged from .5 to 40 years. The mean years of experience was 14.5 (N=265) The large majority of the participants were female: To be precise 45 were females, and 5 were males. A majority of twenty-seven participants had received no training related to work with minority and culturally diverse students. Twenty-three had received some type of training. Fifteen of the twenty-three participants reported taking college coursework preparing them for teaching minority and culturally diverse students. Eight students had attended in-service workshops or seminars.

Of the 50 respondents related to race, a majority of 45 were Caucasian, and 5 were African American. Since the race of the participants related to the content of the study, one question asked them to identify their own ethnicity. Of the 50 participants, none of the respondents marked Hispanic as a response to ethnicity.

RESEARCH QUESTION AND THREE THEMES

This study was guided by the question, what are teachers' perceptions of multicultural education and diversity awareness? Based on the review of literature, the researcher identified three themes in attitudes and perceptions. She then developed the questionnaire around the three themes. Below are the findings for each theme: training, educational curriculum and teacher attitude and perceptions toward diversity and cultural awareness. The themes are presented in the order listed above. Questionnaire findings related to each theme are presented first, followed by theme-related findings from the questionnaire inquiry.

Training

This section reports findings from the questionnaire related to the theme of training. The theme of training measured participants' attitudes and perceptions of the training they had received (A4,A5,A7, A19). Table 3 reports means and standard deviations from Section A of the questionnaire. Frequencies and percentages the theme of training and support from Section A of the questionnaire are presented in Table 4. Participants generally disagreed with the statement,A5 " Knox County has had sufficient opportunities to participate in sensitivity training for multicultural differences." This item had a mean of 2.2; 50 respondents (33) disagreed or strongly disagreed with the statement (Table 3)

Table 3

Attitudes and Perceptions of Training

Questionnaire Item	Mean	SD
A1. The program of school should be constructed to meet the needs of a multicultural education.	3.3200	.89077
A2. Teachers need to learn to teach students with diverse learning.	3.3400	.84781
A3. Schools with a multicultural or diverse population need a more diverse faculty.	3.2000	.92582
A4. Teachers need in-service programs related to multicultural issues.	3.1800	.91896
A5. Knox County has had sufficient opportunities to participate in sensitivity training for multicultural differences.	2.2245	.89595
A7. Pre-service teachers are adequately prepared to teach multicultural students.	2.2400	.84660
A19. Preparation programs need to prepare teachers who can effectively teach students of diverse backgrounds and cultures.	2.9800	.93656

Note. SD = standard deviation. The mean represents the average score on a four-point Likert scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Table 4

Frequencies and Percentages for Training

Questionnaire Item	<u>SD</u>		<u>D</u>		<u>A</u>		<u>SA</u>	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
A1	3	6.0	5	10.0	15	30.0	27	54.0
A2	2	4.0	6	12.0	15	30.0	27	54.0
A3	2	4.0	11	22.0	12	24.0	25	50.0
A4	3	6.0	8	16.0	16	32.0	23	46.0
A7	7	14.0	30	60.0	7	14.0	6	12.0
A19	6	12.0	4	8.0	25	50.0	15	30.0

Note. SD = strongly disagree; D = disagree; A = agree; SA = strongly agree. Freq = frequency. % = percentage; N=50.

As shown in (Table 4) participants generally disagreed with the statement A5" Knox County has had sufficient opportunities to participate in sensitivity training for multicultural differences." This item had a mean of 2.2; 50 respondents (67.3%) disagreed or strongly disagreed with the statement (Table 3). (A4) However, the majority of the participants(78%) felt teachers need in-service programs related to multicultural issues. In another question, (A7) the majority of participants (74%) indicated that they did not believe that pre-service teachers are prepared to teach multicultural students. Item (A19) had a majority of 40 respondents who believed (90%) that preparation programs need to prepare teachers who can effectively teach students of diverse backgrounds and culture. This item had a mean of 3.0 (Table 4).

Educational Curriculum

This section reports findings from the survey related to the theme of educational curriculum. The theme of educational curriculum measured participants' attitudes and perceptions of the classroom environment resulting from cultural and diversity materials used in the classes. The theme of educational curriculum measured participants' attitudes and perceptions of the of the classroom environment resulting from cultural diversity materials used in the classroom (A6, A10, A15).(Table 5, Table 6)

Item (A6) measured respondents' perceptions of using multicultural materials in the classroom. With a mean of 3.0, responses to this item indicated a general agreement with this statement. The majority of (50) of respondents (72%) felt that they teach or use multicultural materials in their classrooms. (Table 5)

Responses to item (A10) indicated a larger majority of agreement with the statement that the curriculum for all students should be multicultural. The mean for this item was

Table 5

Attitudes and Perceptions of Educational Curriculum

Questionnaire Item	Mean	SD
A6. I teach and use multicultural materials in my classroom.	3.000	.75593
A10. The curriculum for all students should be multicultural.	2.84	.84177
A15 As a teacher, I make provisions for individual differences In classroom instruction.	3.220	.76372

Note. SD = standard deviation. The mean represents an average score on four-point Likert scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Table 6

Frequencies and Percentages for Educational Curriculum

Questionnaire Item	<u>SD</u> Freq	(%)	<u>D</u> Freq	(%)	<u>A</u> Freq	(%)	<u>SA</u> Freq	(%)
A6	0	0	14	28.0	22	44.0	14	28.0
A10	5	10.0	7	14.0	29	58.0	9	18.0
A15	3	6.0	1	2.0	28	56.0	18	36.0

Note. SD = strongly disagree; D = disagree; A = agree; SA = strongly agree. Freq = frequency. % = percentage. N = 50.

2.8. More than half (38) respondents (78%) asserted that the curriculum for all students should be multicultural, and 24%(12) did not feel that the curriculum for all should be multicultural.

Item (A15) indicated a large majority of responses with the agreement that as a teacher, I make provisions for individual differences in classroom instruction. The mean for this item was 3.2. More than half (46) respondents (92%) believed that the curriculum for all students should be multicultural, and 8% (4) felt that they did not make provisions for individual differences in classroom instruction.(Table 6).

Attitudes and Perceptions of Multicultural and Diversity Awareness

This section reports findings from the questionnaire related to participants general attitude toward cultural and diversity awareness. The theme of general attitude toward cultural and diversity awareness measured participants overall attitudes toward multicultural and diversity in the classroom. (A8, A9, A11, A12, A13, A14, A 16, A17, A18, A 20, A 21) (Table 7) (Table8)

Item (A8) measured respondents attitudes toward minority students labeled "at risk". The majority of (35) respondents (70%) felt that minority students are likely to be labeled "at risk", and 15 respondents (30%) did not believe that minority students are likely to be labeled "at risk".

Responses to item (A 9) measured attitudes toward minority students likely to be labeled "gifted". The majority of (40) respondents (80%) did not believe that minority students are likely to be labeled "gifted", and 10 respondents (20%) felt that minority students are likely to be labeled "gifted".(Table 7)

Table 7

Attitudes and Perceptions of Multicultural and Diversity Awareness

Questionnaire Item	Mean	SD
A8. Minority students are likely to be labeled "at risk."	3.020	.84491
A9. Minority students are likely to be labeled "gifted."	2.000	.63888
A20. Minority students should be challenged to do outstanding work.	3.300	.90914
A12. Students who are treated in a positive, encouraging manner accomplish far more than what is expected of them.	3.240	.77090
A13. Attitudes of teachers can impact students in negative ways.	3.300	.78895
A14. Racism in any measure undermines a child's self esteem.	3.260	.77749
A16. Attitudes and prejudices are learned.	3.280	.85809
A17. Teachers are more partial to students with parents who have advanced degrees or hold professional positions.	2.320	.93547
A18. Past and present beliefs about minorities and learning justify Students as "at risk" rather than "culturally different."	2.580	.75835
A11. Every child should be exposed to cultural differences.	3.080	.8769
A21. Attitudes in teachers can affect students in positive ways.	3.280	.90441

Note. SD = standard deviation. The mean represents the average score on a four point Likert scale in which SD= strongly disagree; D = disagree; A = agree; and SA = strongly agree. Freq. = frequency. % = percentage; N = 50.

Table 8

Frequencies and Percentages for Multicultural and Diversity Awareness

Questionnaire Item	<u>SD</u>		<u>D</u>		<u>A</u>		<u>SA</u>	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
A8	1	2.0	14	28.0	18	36.0	17	34.0
A9	10	20.0	30	60.0	10	20.0	0	0
A20	5	10.0	0	0	20	40.0	25	50.0
A12	3	6.0	1	2.0	27	54.0	19	38.0
A13	3	6.0	1	2.0	24	48.0	22	44.0
A14	3	6.0	1	2.0	26	52.0	20	40.0
A16	4	8.0	1	2.0	22	44.0	23	46.0
A17	12	24.0	14	28.0	20	40.0	4	8.0
A18	5	10.0	14	28.0	28	56.0	3	6.0
A11	5	20.0	2	4.0	27	54.0	16	32.0
A21	5	10.0	0	0	21	42.0	24	48.0

Note. SD = strongly disagree; D = disagree; A = agree; and SA = strongly agree. Freq. = frequency. % = percentage; N = 50.

Item (A11) measured attitudes and perceptions toward every child should be exposed to cultural differences. A large majority of (43) respondents (86%) believed that every child should be exposed to cultural differences, and (7) respondents (14%) did not feel that every child should be exposed to cultural differences.

Item (A12) measured attitudes and perceptions toward students who are treated in a positive, encouraging manner accomplish far more than what is expected of them. A large majority of (46) respondents (92%) felt that students who are treated in a positive, encouraging manner accomplish far more than what is expected of them. (4) respondents (8%) did not believe that students who are treated in a positive, encouraging manner accomplish far more than what is expected of them.

Item (A13) measured attitudes and perceptions that attitudes of teachers can impact students in negative ways. A large majority of (46) respondents (92%) felt that attitudes of teachers can impact students in negative ways. 4 respondents (8%) did not feel that the attitudes of teachers can impact students in negative ways. (Table 7)

Item (A14) measured attitudes and perceptions that racism in any measure undermines a child's self esteem. A large majority of (46) respondents (92%) believed that racism in any measure undermines a child's self esteem. 4 respondents (8%) did not feel that racism in any measure undermines a child's self esteem.

Item (A16) measured attitudes and perceptions that attitudes and prejudices are learned. A large majority (45) respondents (90%) felt that attitudes and prejudices are learned. 5 respondents (10%) did not believe that attitudes and prejudices are learned.

Item (A17) measured attitudes and perceptions that teachers are more partial to students with parents who have advanced degrees or hold professional positions. Half (24) of respondents (48%) asserted that teachers are more partial to students with parents who have advanced degrees or hold professional positions. 26 respondents (52%) did not feel that teachers are more partial to students with parents who have advanced degrees or hold professional positions.

Item (A18) measured attitudes and perceptions that past and present beliefs about minorities and learning justify students as "at risk" rather than "culturally different". A large majority (31) of respondents (62%) believed that past and present beliefs about minorities and learning justify students as "at risk" rather than "culturally different". (19) of respondents (38%) did not agree that past and present beliefs about minorities and learning justify students as "at risk" rather than "culturally different."

Item (A20) measured teachers attitudes and perceptions toward minorities being challenged to do outstanding work. A large majority of (45) respondents (90%) felt that minorities should be challenged to do outstanding work. (5) respondents (10%) did not feel that minorities should be challenged to do outstanding work.

Item (A21) measured teachers attitudes and perceptions toward the attitudes of teachers can impact students in positive ways. A large majority of (45) respondents (90%) believed that the attitudes of teachers can impact students in positive ways. (5) respondents (10%) did not believe that the attitudes of teachers can impact students in positive ways. (Table 7, Table 8)

DISCUSSION AND FINDINGS

The purpose of this study was to examine elementary teachers' attitudes and perceptions of multicultural and diversity awareness in the classroom through a questionnaire. Attitudes and perceptions were analyzed above through three themes: training, educational curriculum, and general attitude. This section summarizes the findings of the study across the three themes.

More than half of the participants in the study claimed to have developed cultural and diversity awareness training in their classrooms, however most of them had received little or no training themselves to work with diverse students. Responses indicated that teachers felt they had not had sufficient training in this area and that pre-service teachers were not adequately prepared to teach multicultural students. Interestingly, only slightly more than half of the respondents felt the need to have in-service programs related to multicultural issues.

The attitudes of participants toward a multicultural educational curriculum were positive. More than half of the participants felt that children should be exposed to a multicultural curriculum. Additionally, more than half of the participants stated that they use multicultural materials in their classrooms.

Finally, respondents perceived that the environment resulting from their own enhancement of cultural and diversity awareness in the classroom would be positive. In particular, teachers perceived cultural benefits for multicultural students stemming from increased diversity awareness in the classroom with multicultural materials. Teachers perceived that their attitudes positive or negative could directly affect a student's success in the classroom. The majority of the teachers stated that they made provisions for

individual differences in classroom instruction. This suggests that an acknowledgement of awareness of multicultural and diversity awareness is already brought to the classrooms by the teachers. It also suggest that more training on diversity and cultural awareness is needed in order to provide the support teachers need to adequately teach multicultural students.

SUMMARY

This chapter analyzed the data gathered in this study of teachers' attitudes and perceptions of multicultural and diversity awareness in the elementary classroom. Data was categorized into three themes; training, educational curriculum, and teacher attitude and perceptions of multicultural and diversity awareness. The data, from each theme were presented first, followed by a discussion of the findings. Chapter V will present a summary of the study, conclusions, complications, and a call for further research based on the findings of the study (Pettus and Allain 1999). One germinal study of a teacher with her classroom students also provided insight into experiences with racial and stereotypes with persons of color.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS FOR FURTHER RESEARCH

The purpose of this study was to determine how teachers perceived teaching multicultural students and their own training toward teaching multicultural children. The aim of this study then was to determine to and what extent those perceptions could be attributed to teacher training, multicultural curriculum, and teacher attitudes and perceptions of multicultural and diversity awareness.

This chapter is divided into five sections; summary, conclusions, implications, discussion, and recommendations for further research. The first section reviews the study's purpose, the review of literature, the research design, and the findings. The second section presents the three conclusions that emerged from the findings of the study. The fourth section presents a discussion of the conclusions and implications. Finally, this section concludes with a list of recommendations for further research into the experiences of teachers who have had multicultural and diversity training and the impact it has made in their classrooms.

SUMMARY

This section summarizes the purpose, research design, and findings of this study. The purpose of this study was to examine elementary school teachers' attitudes and perceptions of multicultural and diversity awareness in their classrooms. A single research question guided this study: What are teachers' perceptions of multicultural education and diversity awareness? To answer this question, the researcher employed one research method: a questionnaire was taken to fifty teachers from five elementary schools

with a high population of minority students. Three themes in teachers' attitudes and perceptions of multicultural and diversity awareness were identified through a review of recent research studies related to multicultural and diversity awareness: training, educational curriculum, and teacher attitude and perceptions of multicultural and diversity awareness. Attitudes and perceptions related to each of the themes were explored through the questionnaire.

American classrooms at the end of the 20th century experienced an increase in nonwhite students. According to a recent report from the National Center for Educational Statistics, 39 per cent of public schools students in the United States for the school year 2000-2001, are persons of color (2002). The report projects that by the year 2020, the non-white population will account for 46 per cent of the public school enrollment.”(NCES 2002) Pre-service teachers as well as some veteran teachers, were largely unprepared for the changes that multicultural students in their classrooms, and relatively little research has been conducted on teachers' with multicultural and diversity awareness to date.

Although few research studies have examined the experiences of elementary teachers of multicultural students as the primary focus of the study, the work of some researchers into the experiences of teachers with multicultural and diversity awareness has touched on this topic (Pettus and Allain (1999). One study with a teacher and her students provided insight into experiences with stereotypes and racial beliefs about persons of color (Elliott, 2000).Findings from each of these studies have suggested particular attitudes and perceptions that teachers may hold toward multicultural and diversity in their classrooms. Through the review of literature, three themes in teachers' attitudes and

perceptions were identified: training, educational curriculum, and teacher attitude and perceptions toward multicultural and diversity awareness in the classroom. These three themes were the foundation for the questionnaire in this study.

In order to gain a broad measure of teachers' attitudes and perceptions, the researcher designed a questionnaire which she then took to 50 second and fifth grade elementary school teachers in schools with a high population of minority students. 5 schools in Knox County, Knoxville, Tennessee were chosen.

The questionnaire was created to measure teachers' attitudes and perceptions of the three themes discussed above. The questionnaire utilized a four-point Likert scale, a three-point frequency table, and demographic questions. After the questionnaire were received from the teachers, the data were analyzed for frequencies (modes), percentages, and standard deviations.

Once all data were gathered, the researcher compiled the findings and separated data by the three themes of training, educational curriculum, and general attitudes toward diversity and cultural awareness in the classroom. The findings were presented by theme in Chapter IV of this study. Following is a synopsis of the findings for each theme.

In this section, findings from the study were presented by the three themes of the study: training, educational curriculum, and teacher attitude and perceptions toward multicultural and diversity awareness in the classroom. The word participants in this section, was used for the questionnaire. Findings related to each group of participants will be identified in the questionnaire.

The findings of this study were based on a sample of elementary teachers within one district. The size of the sample and the exigencies within this school district and other

districts, limit the generalizability of the findings. The findings of this study, therefore, cannot be generalized beyond the questionnaire sample.

Teachers perceived that they did not have adequate training to work with multicultural and diverse students. Less than (32.2%) (16) of teachers reported that they were adequately trained on multicultural or diverse issues in education. Teachers were unevenly divided on their willingness to receive more training to work with multicultural students, (78%) (39) were in favor of more training, and (22%) (8) were against it. The discrepancy between teachers' strong perceptions of their own inadequate training for multicultural students and their ambivalence toward receiving more training may suggest a perception among the teachers that they are not responsible for multicultural and diversity awareness in their classroom.

Teachers perceived the educational curriculum resulting from multicultural materials in their classroom as positive. Teachers were supportive in the use of multicultural materials in their classes . (72%) (36) stated that they use multicultural materials in the classroom.(76%) (38) teachers felt the curriculum for all students should be multicultural. Exposure to cultural differences was perceived to be the greatest benefit to multicultural and diversity awareness.

More than half (72%) of the (50) teachers on the questionnaire would welcome multicultural and diversity awareness in their classrooms. They felt that teachers over all, impact and affect a students' perception of education whether positive or negative.

Following are conclusions that emerged from the findings of this study. Teachers in the five elementary schools of this district felt that they were unprepared for multicultural populations and the diversity awareness in their classrooms. Most had received no training for working with multicultural students. Teachers appeared to be unaware of prior knowledge of training or had not taken any training in multicultural diversity. Their lack of knowledge of diversity awareness may have inhibited their ability to access whether it was important or not to include in their curriculum.

Teachers perceived that racism in any measure was negative to a child's self image. This was clearly evident in the attitudes of teachers indicated on the questionnaire. Whether positive or negative, both felt that teacher attitude can have an impact on students in reference to their own ethnicity or background.

Teachers tried to expose all students to cultural diversity. In addition to encouraging diversity awareness, teachers sought to assimilate multicultural students into the school culture through the use of multicultural materials in their classrooms. The use of various teaching techniques were implemented in order for equalization and modifications to be made for different learning styles.

CONCLUSIONS

This section of this chapter presents findings of the conclusion. The majority of teachers felt that they did not believe that pre-service teachers are not prepared to teach multicultural students. The teachers felt that preparation programs need to prepare teachers who can effectively teach students of diverse backgrounds and culture.

The majority of teachers from this study felt the minority students are not likely to be labeled "gifted" among teachers working with culturally diverse students. There seems to be a residual view that these children are incapable of superior performance.

Teachers from this study believed that prejudices are learned. Teachers believed that children learn through their environment and that prejudices are merely a reflection of cultural norms.

Teachers in this study claimed that cultural diversity awareness materials should be a part of the daily curriculum not imposed as a separate topic. The use of multicultural materials in the classroom was viewed as an opportunity for non multicultural students to increase their exposure to and appreciation for diversity. The data suggested that teachers felt that it was important for all students to be exposed to cultural differences.

This study explored the attitudes and perceptions of teachers of multicultural and diversity awareness. Following implications derived from the findings and conclusions of the study.

Considering teachers' perceptions of the inadequacy of their training to work with multicultural and diverse students, pre-service and in-service teacher education programs may need to address effective methods for preparing teachers for multicultural and diversity awareness in their classrooms. As the population of multicultural students more than doubled in one decade in the school district in this study, educators and administrators may need to examine the ways schools in the district meet the needs of this population. In particular, schools may need to examine the implications of including multicultural students in classes of teachers with little or no preparation for multicultural students.

Teachers' attitudes toward multicultural students may indicate positive benefits for inclusion of multicultural materials in the classroom. Teachers acceptance of need for diversity in the classroom was noted in the data found from the questionnaire. In the questionnaire, teachers supported the need for multicultural materials in the classroom as part of the curriculum.

Questionnaire participants' attitudes and perceptions of multicultural and diversity awareness indicate some level of appreciation for diversity in the classroom. Many participants viewed the inclusion of diversity in the curriculum to be a multicultural learning experience for all students.

RECOMMENDATIONS FOR FURTHER RESEARCH

Following is a list of recommendations for further research into the experiences of multicultural students and awareness for teachers'.

More needs to be done about training pre service and in service teachers' awareness of cultural diversity. Second, since the majority of teachers in the elementary grades which are the formative years, are both white and female, teachers need to be made aware of their own attitudes and values related to culture ethnicity and gender. Last, more research on the training and awareness of their students' culture is needed. What is the way to effectively train teachers?

Based on the findings of this study, more research attention may need to be paid to the ways teacher education pre-service and in-service programs prepare public school educators. The present need for qualified, social justice educators oddly coincides with an ongoing debate over the necessity and effectiveness of university based teacher education programs(Darling-Hammond, 2000; Ballou & Podgursky, 2000). According to (Hardy

2001), some policy makers are calling for less rigorous teacher certification requirements at a time when research and conventional wisdom indicate that we expect public school teachers to fulfill more complicated rules in their students' lives than ever before.

Another study of great interest would be to research universities and schools in suburban areas. The research should include comparisons and contrast of universities in the inner city verses suburban. Of particular interest would be appropriate methods for teacher education programs to effectively address issues of diversity and cultural issues in the classroom. The findings of this study point to many teachers' acceptance of a liberal multiculturalism which celebrates unique cultural characteristics while failing to address issues of equality and power.

The second recommendation would be to research teachers' attitudes and perceptions within a particular school district. This study should entail a questionnaire of all elementary teachers. This study reported on the attitudes of only those elementary teachers with the largest number of minority students. In order to be representative of this district's teachers, future inquiries into teachers' attitudes and perceptions of multicultural and diversity should include all teachers of the school district being studied. Policy decisions within the district concerning multicultural and diversity awareness should be based on a complete and unbiased sample.

Last, in order to realize the implications of teachers' multicultural and diversity awareness, a more expansive research study should be conducted. Research on teacher education programs should be conducted to see if pre-service courses offer classes that integrate activities in order to promote teachers becoming more culturally sensitive and self-aware. Teacher educators should place more attention on gauging teachers'

fundamental beliefs about students' learning potential in addition to assessing their instructional practice. Teacher education programs should encourage their students to engage in what Cochran-Smith (1997, p.36) calls "inquiry as stance," which includes being critically reflective. According to (Bartolome & Trueba, 2000; Cochran-Smith, 1997; Ladson-Billings, 1994), it is important that engage in critique so they can improve their practice and recognize the significance of becoming change agents. This study researched multicultural and diversity awareness through the perspective of classroom teachers. Future inquiries in Multicultural and Diversity awareness should examine multiple points of view: students', teachers, administrators, parents, and community members.

REFERENCES

REFERENCES

- Agbenyega, Stephen and Joseph Jiggetts. "Minority Children and Their Over-Representation in Special Education." *Education* 119.4 (Summer 1999): 619-632.
- Alexander, Karl L., et al. "School Performance, Status Relations, and the Structure Of sentiment: Bringing the Teacher Back In" *American Sociological Review* 52.5 (October 1987):
- Anderson, J. D. (1988). *The Education of Blacks in South, 1860-1935*. Chapel Hill: University of North Carolina Press.
- Apple, M. (1990). *Ideology and Curriculum* .2nd ed. NewYork: Routledge.
- Babbie, E. (1990) *Survey research methods*. Belmont, CA: Wadsworth.
- Baca Zinn (1989), Baca Zinn & Eitzen(1993)
- Baker, Jean A. " Teacher-Student Interaction in Urban At-Risk Classrooms: Differential Behavior, Relationship Quality, and Student Satisfaction with School." *The Elementary School Journal* 100.1 (Sept. 1999): 57-70.
- Banks, James A. Cherry A. McGhee Banks (1995) *Handbook of Research on Multicultural Education*. Macmillian Publishing New York.
- Banks, James A. (1997) *Teaching strategies for ethnic studies* (6th ed.). Boston: Allyn & Bacon
- Banks, J.A., & Banks,C.A. McGee. (1992). *Multicultural Education: Issues and Perspectives* (2nd Ed.). Boston Allyn and Bacon.
- Bartolome,L.I. (1994, Summer). *Beyond the Methods of Fetish: Toward a humanizing Pedagogy*. *Harvard Educational Review*, 64(2), 173-194.
- Bartolome, L. I. & Trueba, E. T. (2000). *Beyond the Politics of Schools and the Rhetoric Fashionable Pedagogies: The significance of teacher ideology*. In E.T. Trueba & L.I. Bartolome (eds.) *Immigrant Voices: In search of Educational equity*. New York: Rowman &Littlefield.
- Bennett, Christine.(2001). *Genres of Research in Multicultural Education*. *Review of Educational Research*, 71. 171-217.

- Bennett, C. I. (1990). *Comprehensive Multicultural Education: Theory and Practice* (2nd ed.). Boston: Allyn and Bacon.
- Bennett, C. I. (1995). Preparing Teachers for cultural Diversity and National Standards Of Academic Excellence. *Journal of Teacher Education* , 46(4), 259-265.
- Beswick, Richard. (1990) "Racism in America's Schools." Eric Digest Series, Number E . 49. ERIC Clearinghouse on Educational Management Eugene OR.
- Birrell, J. (February 1993). " A Case Study of the Influence of Ethnic Encapsulation On a Beginning Secondary School Teacher." Paper presented at the Annual meeting of the Association of Teacher Educators, Los Angeles.
- Boykin, A. W. Talent Development, Cultural Deep Structure and School Reform: Implementations for African Immersion Initiatives. In Pollard, D & Ajiroututu, C's *African Centered Schooling in Theory and Practice*. Westport, CT: Bergin and Garrey.
- Brown Vs. Board of Education(1954) National Center for Pubic Policy Research.
- Bullock, H.A. (1967). *A History of Negro Education in the South.: From 1619 To the present*. Cambridge, MA: Harvard University Press.
- Butchart, R.E. (1980). *Northern Schools, Southern Blacks, and Reconstruction: Freedman's education, 1862-1875*. Westport, CT: Green-Wood Press.
- Bushweller, Kevin. "The Resilient Child." *American School Board Journal* 105 (May 1995): 18-23.
- Cecil, Nancy Lee. "Black Dialect and Academic Success: A Study of Teacher Expectations." *Reading Improvement* 25.1 (Spring 1988) 34-38.
- Christmon, Matt. "Black Students: Self-Esteem and Achievement." 1989. ERIC ED 314 511.
- Cochran-Smith, M. (1997). Knowledge, Skills and Experiences for Teaching Culturally Diverse Learners: A Perspective for Practicing Teachers. In J. Irvine (ed.) *Critical Knowledge for Diverse Teachers and Learners*, pp.27-88. Washington, D. C. : AACTE.
- Coleman, Margaret C. and James E. Gilliam. "Disturbing Behaviors in the Classroom: A survey of teacher attitudes." *The Journal of Special Education* 17 (summer 1983: 121-29.

- Commission on Multicultural Education. (1973). One Model America. *Journal of Teacher Education*. In Larke, P. J. , Wiseman, D., & Bradley, C. (1990). The Minority Mentorship Project: Changing Attitudes of preservice teachers for Diverse Classrooms. *Action in Teacher Education*, 12(3), 5-11.
- Cummins, J. (2000). 'This place nurtures my spirit' : Creating contexts of empowerment In diverse schools. *Equity , power, and education* (pp249-258). Mahwah, NJ: Lawrence Erlbaum Associates.
- Cunningham, Bruce and David W. Andrews. "The Relationship of Achievement and Peer Status to Teacher Attitudes toward Young Children." *Early Child Development and Care* 30.4 (1988): 85-95.
- Cushner, Kenneth, Averil McClelland, and Philip Stafford. *Human Diversity in Education: An Integrative Approach*. New York: McGraw-Hill, 1992. 350pp.
- Darling-Hammond, Linda. "Unequal Opportunity: Race and Education." *The Brookings Review* 16.2 (Spring 1998): 28-32.
- Darling-Hammond, Wise, Klein " Who Will Teach The Students?"
- Damico, Sandra Bowman and Elois Scott. " Comparison of Black and White Females' And White Females' Behavior in Elementary and Middle Schools." A paper Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 31March- 4 April 1985. ERIC ED 287 956.
- Darder, A. (1991). *Culture and Power in the Classroom: A Critical Foundation for Bilingual Education*. Westport, CT: Bergin & Garvey.
- Deane, Agnes S. "Development and Implementation of a Plan for Improving Classroom/School Behavior in an Inner City School." Center for the Advancement Of Education, Nova University, Fort Lauderdale, FL, 1986. ERIC ED 285 945.
- Delany-Barmann, G&Miner, S. (1997). Development and Implementation of a program of Study to prepare teachers for Diversity. *Equity& Excellence in Education* 30(2), 78-85.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Dileo, Judy and Frank Meloy. "Project Mainstream: Improving Teacher Attitudes." *Teaching Exceptional Children* 23 (Fall 1990): 56-7.

- Dreeben, Robert and Adam Gamoran. "Race, Instruction, and Learning."
American Sociological Review 51.5
(October 1986): 660-69.
- Elliott, Jane. Blue-Eyes, Brown-Eyes Exercise. Horizon Magazine 2000.
- Estrada, L. F. "The Dynamic Demographic Mosaic Called America" Education and Urban Society (May 1993): 231-45.
- Fazio, R. H. "On the Power and Functionality of Attitudes: The Role of Attitude Accessibility." In attitude Structure and Function. A. R. Pratkaniz, S. J. Breackler, and A. G. Greenwald, Eds. Hillside, NJ: Erlbaum, 1988.
- Fueyo, V & Bechtol, S. (1999, Summer). Those Who Can, Teach: Reflecting on Teaching Diverse Populations. Teacher Education Quarterly, 26(3) .
- Fink, A. (1995a). How to design Surveys. Thousand Oaks, CA: SAGE Publications.
- Fink, A. (1995b). How to sample in surveys. Thousand Oaks, CA: SAGE Publications.
- Foster, Herbert L. " Education and Bias-Related Violence. Presentation to The Governor's Task Force on Bias-Related Violence, Buffalo, New York, 10 April 1987. ERIC ED 284 920.
- Foster, Peter. "Cases Not Proven: An Evaluation of Two Studies of Teacher Racism." British Educational Research Journal 16.4 (1990): 335-49.
- Foster, Peter. " Teacher Attitudes and Afro/Caribbean Educational Attainment." Oxford Review of Education 18.3 (1992): 269-81.
- Fulwood, III, Sam. "Affirmative Action: Fairness or Favoritism? Blacks Find Support In sports but Not as Scholars." Los Angeles Times (25 July 1995): A1 +.
- Gay, Geneva. (2000). Culturally Responsive Teaching: Theory, Research and Practice. New York, NY: Teachers College Press.
- Gay, Geneva. (1991) Culturally Diverse Students and Social Studies. Handbook of Research on Social Studies Teaching and Learning, 1. 144-156.
- Gay, Geneva. " Multicultural Empowerment". The Clearing House, Washington: July/August 1999; Vol. 72, Iss.6; pp. 364-370.

- Giroux, H. (1992). *Border Crossings: Cultural workers and the politics of education*. New York: Routledge, Chapman and Hall.
- Glenn, C.L. (1989). Just schools for minority children. *Phi Delta Kappan*, 70, 777-779.
- Gollnick, D.&Chinn, P.(1986). *Multicultural Education in Pluralistic Society*. Columbus, Ohio: Charles E. Merrill.
- Gomez, Joel (1998) " An Analysis of Federally Funded Bilingual Education Personnel Preparation Programs. Washington D.C.
- Gonzalez Darling Hammond, L. (1997). *New concepts for new challenges: Professional development for teachers of immigrant youth*. McHenry, IL: Center for Applied Linguistics.
- Green, Fara R. "Brain and Learning Research: Implications for Meeting the Needs Of Diverse Learners." *Education* 119.4 Summer 1999): 682-687+.
- Grossman, Herbert." *Achieving Educational Equality: Assuring All Students an Equal Opportunity in School*." Springfield, Ill.: Charles Thomas Publishers. 1998
- Hadi-Tabassum. (1999). *Assessing Student's Attitudes and Achievements in a Multicultural and Multilingual Science Classroom*. *Multicultural Education* 1. 484-497.
- Hancock, LynNell. "Mother's Little Helper." *Newsweek* (18 March 1996): 50-56.
- Harding, V. (1981). *There Is A River: The Black Struggle for Freedom in America*. New York: Harcourt Brace Jovanovich.
- Harvey, T. J. and P. J. McGovern. "Teacher Attitudes to Pupil Profiling: The use of an attitude scale." *Educational Studies* (Abingdon, England) 11.3 (1985): 231-37.
- Hick, Virginia. "Falling Short." *St. Louis Post-Dispatch* (24 May 1992): 1A+.
- Hodgkinson, H. L. "What Shall We Call People? Race, Class and the census From 2000." *Phi Delta Kappan* 71 (1995): 173-79.
- Houppert, Karen. "Separatist but Equal." *Village Voice* (19 May 1992): 27-31.0

- Hughes, Robert. "Pulling the Fuse on Culture." *Time* (7 August 1995): 60-68.
- Johnson, K, E. (2002). *Innovations in TESOL teacher education*: In K.E. Johnson (Ed.), *Teacher Education*. Alexandria, VA: .
- Kim, S., Clark-Elking, S., Ashmore, P (1999). Effects of a Hands On Multicultural Education Program: A model for student learning. *The Social Studies*, 90. 225-229.
- King, J., and G. Ladson-Billings. (1990). "The Teacher Education Challenge in Elite University Settings: Developing Critical Perspectives for Teaching In Democratic and Multicultural Societies." *European Journal of Intercultural Education* 1:15-20.
- Kozol, Johnathan. (1991) *Savage Inequalities*. New York: Crown Publishers.
- Ladson-Billings, Gloria. (1994). *The Dream Keepers: Successful Teachers of African American Students*. San Francisco, CA: Jossey-Bass Publishers.
- Ladson-Billings, Gloria (1994), "What Can We Learn from Multicultural Education Research" *Educational Leadership Journal*.
- Lawrenz, Frances P. "An Evaluation of the Effect of Two Different Lengths of Inservice Training on Teacher Attitudes." *Journal of Research in Science Teaching* 21 (May 1984): 497-506.
- Lipman, P. (1993). "Teacher Ideology Toward African- American Students in Restructured Schools." Doctoral diss., University of Wisconsin-Madison.
- Lopez, Fred, Kijai (2003). Teaching Strategies and Adaptations of Teachers in Multiculturally Diverse Classrooms in Seventh-day Adventist Schools In North America. *Journal of Research on Christian Education* 12 no1 51-75 Spr 2003.
- Manson, Terrence C. (1999). Predictors of success in urban Teaching. Analyzing Two paradoxical cases. *Multicultural Education* 6.26-40.
- McAllister, G. Jordan, J. I. (2000). Cross cultural Competency and Multicultural Teacher Education. *Review of Educational Research* 70. 3-24.
- Mead, Margaret (1925) *Coming of Age in Samoa*. Penguin Publishing.
- Moll, L. Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect homes and Classrooms. *Theory and Practice*, XXXI, 2.133-140

- Moos, R.H. (1979). Educational Climates. In H. J. Walberg (Ed.) Educational Environments and effects: Evaluation, policy, and productivity (pp.79-100). Berkeley,CA: McCutchan.
- Newman, J. W. 1998. America's Teachers: An Introduction to Education, 3rd ed. New York: Longman.
- Oskamp, S. Attitudes and Opinions. Second Edition. Englewood Cliffs, New Jersey: Prentice, Hall, 1991.
- Pohan, C.A. (1998). Pre-Service Teachers' Beliefs About Diversity. Uncovering Factors Leading to Multicultural Responsiveness. Equity & Excellence In Education 29(3), 62-69.
- Pavlo, I. P. Conditioned Reflexes. (G. V. Anrep, Translator.) London: Oxford University Press, 1927.
- Pine, G. J. & Hilliard III, A. G. (1990) Rx for racism: Imperatives for America's schools. Phi Delta Kappan, 71, 593-600.
- Reed, S. & Sautter, R.C. (1990). KAPPAN special report- Children of poverty: The status of 12 million young Americans. Phi Delta Kappan, 71, K1-K11.
- Sapsford, R. (1999). Survey research. Thousand Oaks, CA: SAGE.
- Simmons,H.L. (1998) External agents, fostering multiculturalism. In L.A. Valverde, L.A. Castnell, Jr., (Eds.), The Multicultural Campus: Strategies for Transforming Higher Education (pp.51-68). Walnut Creek, CA: Altmira Press.
- Strader, David (2002). Education Majors' Attitudes About Diversity. Education Leadership Review. 2002, Vol.3, No.2,1-7. ISSN 1532-0723.
- Stowe, Harriett Beecher. " The Education of the Freedmen." North American Review 128 (June 1879) : 605-15.
- Solorzano, D. (1997, Summer). Images and Words that Wound: Critical Race Theory, Stereotyping, and Teacher Education. Teacher Education Quarterly, 24(3), pp. 5-19.

- U. S. Bureau of the Census. (2000). Statistical Abstracts of the United States: Washington D.C.
- Van Hook, Cheri W.(2002) Preservice Teachers? Perceived Barriers to the Implementation of a Multicultural Curriculum. *Journal of Instructional Psychology* 29 no4 254-64 D 2002.
- Valencia, R. (1997). Conceptualizing the notion of deficit thinking. In R. Valencia (ed). *The Evolution of Deficit Thinking*. London, UK: Falmer Press.
- Vygotsky (1978). *Zone of Proximal Development (ZPD)* New York: Harcourt Brace Publishing.
- Woodson, C. G. (1969). *The Mis-education of the Negro*. Washington, D. C. The Associated Publisher. (Original work published 1933)

APPENDICES

Cover Letter to the Questionnaire
Appendix A: Questionnaire

The University of Tennessee
Claxton Complex
TPTE
Knoxville, TN 37996
March 26, 2003

Dear elementary school teacher,

I would like to invite you to participate in a research project looking at *teacher attitude and cultural awareness in the classroom*. This dissertation study, "Teacher Attitude and Perception of Multicultural and Diversity Awareness", is designed to explore the experiences of elementary teachers who teach students with diverse backgrounds. Your input will provide valuable insight.

Whether you have no experience with multicultural students or years of experience with multiculturally diverse learners, I would like to ask you to participate in this study by filling out the enclosed questionnaire. The questionnaire will only take approximately 15 minutes and can be completed at school, or at home. The questionnaire is anonymous, and individual respondents will not be coded in any way. Questionnaire results may be presented at professional conferences or published in professional journals. Completion of this questionnaire indicates your consent to participate.

After completing the questionnaire, please place it in the self addressed, stamped envelope provided with this questionnaire, and drop it in a mailbox. Please keep this letter for your records, and feel free to contact me with questions or comments by telephone Joy James at (865) 470-3165, or by e-mail at

Thank you for your participation.

Sincerely,

Joy James
Ed.D Candidate
Theory and Practice in Teacher Education

Appendix A: Questionnaire (Page 1)

Attitudes and Perceptions based on Race in Elementary Education
A Survey of Teachers

Section A

Please read each statement and place a check in the box that best describes your opinion.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The program of school should be constructed to meet the needs of a multicultural population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers need to learn to teach students with diverse learning styles and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Schools with a multicultural or diverse populations need a more diverse faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers need inservice programs related to multicultural issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Knox County has had sufficient opportunities to participate in sensitivity training on Multicultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I teach and use Multicultural materials in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Preservice teachers are adequately prepared to teach multicultural students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Minority students are likely to be labeled "at risk."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Minority students are likely to be labeled "gifted."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The curriculum for all students should be multicultural.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Every child should be exposed to cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students who are treated in a positive encouraging manner accomplish far more than what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Attitudes of teachers can impact students in negative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Racism in any measure undermines a child's self esteem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. As a teacher, I make provisions for individual differences in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Attitudes and prejudices are learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Teachers are more partial to students with parents who have advanced degrees or hold professional positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Past and present beliefs about minorities and learning justify students as "at risk" rather than "culturally different."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A. Questionnaire (Page 2)
 Attitudes and Perceptions based on Race in Elementary Education
 A Questionnaire of Teachers

Section A

Please read each statement and place a check in the box that best describes your opinion.

	Strongly Disagree	Disagree	Agree	Strongly Agree
19. Preparation programs need to prepare teachers who can effectively teach students of diverse backgrounds and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Minority students should be challenged to do outstanding work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Attitudes of teachers can impact students in positive ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A: Questionnaire (Page 3)

Section B.

Please answer the following questions. Your answer will assist in the categorization of the responses.

1. What grade do you teach? _____
2. How many years have you been a public or private school teacher (including this year) ? _____
3. Please indicate your gender.....☐ Male ☐ Female
4. Ethnicity.....☐ Hispanic or Latino
☐ Not Hispanic or Latino
5. Race..... ☐ American Indian/Native American
☐ Asian American
☐ Black or African American
☐ Caucasian
6. What level of education do you have?..... ☐ Bachelors
☐ Master
☐ Ed.S
☐ Ed.D
☐ Ph.D
7. Have you received training to teach culturally diverse students? Yes No
☐ ☐
8. Have you received sensitivity training toward culturally diverse students? ☐ ☐

If yes, please describe the type of training (i.e., inservice workshop, college cousework)

Comments: Please write any additional comments you may have concerning teaching multicultural or culturally diverse students.

Thank you for completing this questionnaire.

Appendix B: Letter to Mike Winstead Knox County Schools

Letter to Mike Winstead

The University of Tennessee

Claxton Complex

TPTE Department

Knoxville, TN 37996

March 12, 2003

Dear Mike Winstead,

I would like to ask for your help with a research study. My name is Joy James, and I am a doctoral student in Education at the University of Tennessee. For my dissertation research I am studying experiences in elementary school teachers with a high number of minority students and their training in multicultural and diverse awareness. As you know, Knox County has experienced a large increase in the enrollment of minority students. Many of these students have culturally diverse backgrounds. In order to better understand teachers' experiences, I will send a questionnaire to teachers from five Knox County schools. I would like to include 50 Elementary teachers in this study.

With your permission, I would like to send this questionnaire to 50 elementary teachers. A copy of the questionnaire is enclosed. The questionnaire is anonymous: responses cannot be linked to individual teachers. In addition, each school site will be kept confidential and will not be identified by name in the written reports of this research. If you would like a final report, I will provide you one.

I would like to send the questionnaire to the teachers in April at your convenience. I realize time is in very short supply for your teachers, and I have tried to make the questionnaire as brief as possible. The average time needed for teachers to complete questionnaire is between 10 to 15 minutes. I will include a self addressed stamped envelope in order that the teachers can mail it back at their convenience.

I hope you will consider allowing your teachers to participate in this study. The results of the study may help administrators and teachers meet the challenges of working with the increased population of minority students. If you would like more information please contact me (865) 470-3165, . I will contact your office soon with the possibility of conducting this research with Knox County Schools.

Thank you for your time.

Sincerely,

Joy James

Ed.D Candidate

Theory and Practice in Teacher Education

Appendix C: Human Subjects Letter to The University of Tennessee

THE UNIVERSITY OF TENNESSEE

HUMAN SUBJECTS IN RESEARCH

FORM B

IRB# _____

Date Received in Office of Research _____

I. Identification of Project

1. Principal Investigator

The principal investigator is Joy L. James

2. Persons Responsible for the Design and Implementation of Project

The person responsible for the project is Joy L. James

3. Name of College

College of Education Health and Human Sciences

Department: Theory and Practice in Teacher Education.

Home Address: 1124 FernCliff Way Knoxville, Tennessee 37923

E-mail Address: jljames@utk.edu

4. Faculty Advisors

Dr. Thomas Turner (Chair Person)

College of Education (Theory and Practice in Teacher Education)

415-A Claxton Complex

Knoxville Tennessee 37996-3442

(865) 974-5448

Dr. Lester Knight (Dept. Head)

College of Education (Theory and Practice in Teacher Education)

415-A Claxton Complex

Knoxville Tennessee 37996-3442

(865) 974-5448

Dr. George Harris

College of Education (Theory and Practice in Teacher Education)

415-A Claxton Complex

Knoxville Tennessee 37996-3442
(865) 974-5448

Dr. Asafa Jalata
Department of Sociology
The African American Studies Program
416 Aconda Court
Knoxville, Tennessee 37996
(865) 974-5053

Department

College of Education (Theory and Practice in Teacher Education)

5. **Project Classification:**

Dissertation

6. **Project Title:**

Teacher Attitude and Perception of Multicultural and Diversity Awareness.

7. **Starting Date:**

Spring Semester 2003 based " Upon IRB Approval"

8. **Estimated Completion Date:**

Summer Semester

9. **External Funding**

N/A

II. Project Objectives:

The objective of this study is to determine what differences, if any exist between teacher attitudes toward minority children and their attitudes toward majority children.

A second objective of this study is to determine to what extent teacher treatment of minority students can be attributed to teacher attitude or lack awareness of cultural diversity.

III. Description and Source of Research Participants

1. Describe your participants

Participants will consist of 25 second and 25 fifth grade classroom elementary school teachers from Knox County, working in schools that have cultural populations.

2. How will you gain access to those participants?

The researcher will gain access by receiving permission from the Knox County School Superintendent's office and the principal's office of the school targeted. The researcher will send 50 questionnaires to selected teachers of those schools.

3. The criteria for selection and exclusion.

The teachers will be selected and permission will be received from the superintendent's office of Knox County Schools. The teachers will be chosen randomly from target schools from a list of classes for second and fifth grades. Only volunteers will be used and teachers will be informed that they can withdraw at any time.

4. Include the number of participants you anticipate using.

The total of participants the researcher intends to use are 50 teachers.

Rationale:

There is research evidence that indicates that teachers treat children of Minority cultures differently and more negatively. The aim of this study is to determine to what extent that treatment can be attributed to teacher attitude or lack of multicultural or cultural diversity awareness.

Participants:

Participants will be Knox County elementary school teachers.

Relationship:

Though these are Knox County teachers, these are not teachers I work with. I do not personally know these teachers.

Incentive:

N/A

IV. Methods and Procedures

Upon receiving permission from Knox County Schools and the principals, a questionnaire will be sent to 50 teachers from Knox County Schools. The researcher will mail a cover letter, questionnaire, and a self-addressed envelope to the teachers requesting the volunteers to mail them back to the researcher after completion of the questionnaire.

V. Specific Risk and Protection Measures

The teachers give consent by completing questionnaire. None of the questionnaires will have identifying features by school or name. Individual responses will not be identified in the study, only summary reports will be given to Knox County.

VI. Benefits

None.

VII. Methods for obtaining Informed Consent

A cover letter explaining the purpose will be sent to participants ensuring that they realize participation is entirely voluntary. Completion of questionnaire will indicate informed consent.

VIII. Qualifications of the Investigator

Research Courses

The researcher has taken the following research courses: 558 Instructional Technique Curriculum (questionnaires and surveys), 600 Research Dissertation, 561 Statistics and 671 Advanced Educational Statistics (Data Collection)

IX. Facilities and Equipment to be used in the research

No University of Tennessee, or Knox County facilities will be used in this Study. The researcher will keep all data until completion of study.

X. Responsibility of the Principal Investigator

By compliance with the policies established by the Institutional Review Board Of the University of Tennessee, the principal investigator subscribe to the Principals stated in "The Belmont Report" human participants under the Auspices of The University of Tennessee.

The principal further agree that:

1. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
2. Development of any unexpected risks will be immediately reported to The Research Compliance Service Section.
3. An annual review and progress report(Form R) will be completed and submitted when requested by the Institutional Review Board.
4. Signed informed consent documents will be kept for the duration of the project and for at least three years there after at a location approved by the Institutional Review Board.

XI. SIGNATURES

Principal Investigator _____

Signature _____ **Date** _____

Chair Person on Committee _____

Signature _____ **Date** _____

XII. Department Review and Approval

**The IRB departmental review committee has reviewed and approved
The application described above. The DRC recommends that this
Application be reviewed as:**

{ x } Expedited Review—Category(s): _____ **7** _____

OR

{ }—Full IRB Review

Chair, DRC _____

Signature _____ **Date** _____

Department Head _____

Signature _____ **Date** _____

**Protocol sent to Research Compliance Services for final approval on
(Date)** _____

Approved:

Research Compliance Services

Office of Research

404 Andy Holt Tower

Signature _____ **Date** _____

Appendix D:: Letter of Invitation to School Principals
April 5,2003

Dear Principal,

I would like to ask for your help with a research study. My name is Joy James, and I am a doctoral student in Education at the University of Tennessee. For my dissertation research I am studying experiences in elementary school teachers with a high number of minority students and their training in multicultural and diverse awareness. As you know, Knox County has experienced a large increase in the enrollment of minority students. Many of these students have culturally diverse backgrounds. In order to better understand teachers' experiences, I would like to include 10 elementary teachers. I would like to use 5 teachers from second grade, and 5 from fifth grade.

With your permission, I would like to send this questionnaire to 10 of your elementary teachers. A copy of the questionnaire is enclosed. The questionnaire is anonymous: responses cannot be linked to individual teachers. In addition, each school site will be kept confidential and will not be identified by name in the written reports of this research. If you would like a final report, I will provide you one. I have gained permission to conduct this study through Dr. Mike Winstead at Knox County's Office of Research.

I would like to send the questionnaire to your teachers at the end of April at your convenience. I realize time is in very short supply for your teachers, and I have tried to make the questionnaire as brief as possible. The average time needed for teachers to complete questionnaire is between 10 to 15 minutes. I will include a self addressed stamped envelope in order that the teachers can mail it back at their convenience.

I hope you will consider allowing your teachers to participate in this study. The results of the study may help administrators and teachers meet the challenges of working with the increased population of minority students. If you would like more information please contact me (865) 470-3165, . I will contact your office soon with the possibility of sending questionnaires to _____ Elementary School.

Thank you for your time.
Sincerely,
Joy James
Ed.D Candidate
Theory and Practice in Teacher Education

Appendix E:1 Summary Tables of Questionnaire Results

Table1

Student Enrollment

	Total Enrollment	<u>Minority Students</u>		<u>NM Students</u>		<u>MS & NM</u>
		Number	(%)	Number	(%)	Number (%)
School A	518	323	49.2	325	49.5%	518 (98.7%)
School B	100	90	82.6%	19	17.4%	100 (82.6%)
School C	278	176	64.7%	92	33.8%	278 (98.5%)
School D	521	466	85.5%	75	13.8%	521 (99.3%)
School E	705	152	19.6%	593	76.4%	705 (96.0%)
District-wide	52,072	7098	13.6%	43,695	83.5%	52,072 (97.1%)

Note. Total enrollment information provided by the State of Tennessee at
. Minority and Non Minority information provided by Knox County
Schools (2003).

Table E2

Questionnaire Return Rates for Each School Site

School Site	Questionnaires Distributed	Questionnaires Returned	Return Rate
<hr/>			
School A	10	10	100%
School B	10	10	100%
School C	10	10	100%
School D	10	10	100%
School E	10	10	100%
Total	50	50	100%

Table E3
Attitudes and Perceptions of Training

Questionnaire Item	Mean	SD
A1. The program of school should be constructed to meet the needs of a multicultural education.	3.3200	.89077
A2. Teachers need to learn to teach students with diverse learning.	3.3400	.84781
A3. Schools with a multicultural or diverse population need a more diverse faculty.	3.2000	.92582
A4. Teachers need in-service programs related to multicultural issues.	3.1800	.91896
A5. Knox County has had sufficient opportunities to participate in sensitivity training for multicultural differences.	2.2245	.89595
A7. Pre-service teachers are adequately prepared to teach multicultural students.	2.2400	.84660
A19. Preparation programs need to prepare teachers who can effectively teach students of diverse backgrounds and cultures.	2.9800	.93656

Note. SD = standard deviation. The mean represents the average score on a four-point Likert scale in which 1= strongly disagree, 2 = disagree, 3 =agree, and 4 = strongly agree.

Table E4

Frequencies and Percentages for Training

Questionnaire Item	SD Freq	SD (%)	D Freq	D (%)	A Freq	A (%)	SA Freq	SA (%)
A1	3	6.0	5	10.0	15	30.0	27	54.0
A2	2	4.0	6	12.0	15	30.0	27	54.0
A3	2	4.0	11	22.0	12	24.0	25	50.0
A4	3	6.0	8	16.0	16	32.0	23	46.0
A7	7	14.0	30	60.0	7	14.0	6	12.0
A19	6	12.0	4	8.0	25	50.0	15	30.0

Note. SD = strongly disagree; D = disagree; A = agree; SA= strongly agree. Freq = frequency. % = percentage; N=50.

Table E5
Attitudes and Perceptions of Educational Curriculum

Questionnaire Item	Mean	SD
A6. I teach and use multicultural materials in my classroom.	3.000	.75593
A10. The curriculum for all students should be multicultural.	2.84	.84177
A15 As a teacher, I make provisions for individual differences In classroom instruction.	3.220	.76372

Note. SD = standard deviation. The mean represents an average score on four-point Likert scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Table E6
Frequencies and Percentages for Educational Curriculum

Questionnaire Item	<u>SD</u> Freq	(%)	<u>D</u> Freq	(%)	<u>A</u> Freq	(%)	<u>SA</u> Freq	(%)
A6	0	0	14	28.0	22	44.0	14	28.0
A10	5	10.0	7	14.0	29	58.0	9	18.0
A15	3	6.0	1	2.0	28	56.0	18	36.0

Note. SD = strongly disagree; D = disagree; A = agree; SA = strongly agree. Freq = frequency. % = percentage. N = 50.

Table E7

Attitudes and Perceptions of Multicultural and Diversity Awareness

Questionnaire Item	Mean	SD
A8. Minority students are likely to be labeled "at risk."	3.020	.84491
A9. Minority students are likely to be labeled "gifted."	2.000	.63888
A20. Minority students should be challenged to do outstanding work.	3.300	.90914
A12. Students who are treated in a positive, encouraging manner accomplish far more than what is expected of them.	3.240	.77090
A13. Attitudes of teachers can impact students in negative ways.	3.300	.78895
A14. Racism in any measure undermines a child's self esteem.	3.260	.77749
A16. Attitudes and prejudices are learned.	3.280	.85809
A17. Teachers are more partial to students with parents who have advanced degrees or hold professional positions.	2.320	.93547
A18. Past and present beliefs about minorities and learning justify Students as "at risk" rather than "culturally different."	2.580	.75835
A11. Every child should be exposed to cultural differences.	3.080	.8769
A21. Attitudes in teachers can affect students in positive ways.	3.280	.90441

Note. SD = standard deviation. The mean represents an average score on four-point Likert scale in which 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Table E8

Frequencies and Percentages for Multicultural and Diversity Awareness

Questionnaire Item	<u>SD</u> Freq	(%)	<u>D</u> Freq	(%)	<u>A</u> Freq	(%)	<u>SA</u> Freq	(%)
A8	1	2.0	14	28.0	18	36.0	17	34.0
A9	10	20.0	30	60.0	10	20.0	0	0
A20	5	10.0	0	0	20	40.0	25	50.0
A12	3	6.0	1	2.0	27	54.0	19	38.0
A13	3	6.0	1	2.0	24	48.0	22	44.0
A14	3	6.0	1	2.0	26	52.0	20	40.0
A16	4	8.0	1	2.0	22	44.0	23	46.0
A17	12	24.0	14	28.0	20	40.0	4	8.0
A18	5	10.0	14	28.0	28	56.0	3	6.0
A11	5	20.0	2	4.0	27	54.0	16	32.0
A21	5	10.0	0	0	21	42.0	24	48.0

Note. SD = strongly disagree; D = disagree; A = agree; and SA = strongly agree. Freq. = frequency. % = percentage; N = 50.

VITA

Joy Lynne James was born in Knoxville, TN on July 31, 1967. She was raised in Knoxville, TN and went to grade school and high school in the Knox County School System. She graduated from Fulton High School in 1984. From there, she went to the University of Tennessee, Knoxville and received a B.A. in Sociology in 1990 , a M. S. in Elementary Education in 1994, an E. D. S. in Curriculum and Instruction in Education in 1996, and a M.S. in Leadership and Administration in 1999.

In May of 2004, Joy will receive her doctorate in education from the University of Tennessee Knoxville.

5996 2951 32
06/23/04 HFB