

Spring 2018

Factors Relating to the Multicultural Efficacy and Attitudes of Teachers

Donna L. Strickland

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Curriculum and Instruction Commons](#)

Recommended Citation

Strickland, Donna L., "Factors Relating to the Multicultural Efficacy and Attitudes of Teachers" (2018). *Electronic Theses and Dissertations*. 1742.

<https://digitalcommons.georgiasouthern.edu/etd/1742>

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

FACTORS RELATING TO THE MULTICULTURAL EFFICACY AND ATTITUDES OF TEACHERS

by

DONNA L. STRICKLAND

(Under the Direction of Yasar Bodur)

ABSTRACT

The study was conducted to examine the relationship between factors of professional development in diversity issues, teachers' years of experience, and experiences with diversity with teachers' multicultural attitudes and multicultural self-efficacy. The research was conducted using a sample population from southeast Georgia. A multiple regression was conducted using survey data (Multicultural Efficacy Scale (MES)) collected from Qualtrics. There were 209 responses. Demographic data and multiple regression results are discussed as well as recommendations for future research. Findings indicate no relationship between teachers' multicultural efficacy and multicultural attitudes and their professional development in diversity issues, years of teaching experience and experiences with diversity.

INDEX WORDS: Multicultural efficacy, Multicultural attitudes, Multicultural efficacy scale, MES, Guyton and Wesche, Teachers' years of experience, Experiences with diversity, Professional development in diversity issues.

FACTORS RELATING TO THE MULTICULTURAL EFFICACY AND ATTITUDES OF TEACHERS

by

DONNA L. STRICKLAND

A.S., Middle Georgia College, 1992

B.S., Georgia College, 1994

M.Ed., Georgia College, 1996

Ed. S., Georgia College and State University, 1998

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University
in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

© 2018

DONNA L. STRICKLAND

All Rights Reserved

FACTORS RELATED TO TEACHERS' MULTICULTURAL EFFICACY AND ATTITUDES

by

DONNA L. STRICKLAND

Major Professor: Yasar Bodur
Committee: Bob Lake
Sabrina Ross
Cordelia Zinskie

Electronic Version Approved:
May 2018

DEDICATION

To my grandmothers: Vesta Ikner and Pearl Procopio. Your love, wisdom, and encouragement during the short time we were together here on Earth have sustained me since you've been gone.

Your love gives me an example of how I should love. Your wisdom teaches me more than any schooling ever could. Your encouragement carries me through the toughest of times.

Thank you for always making me feel special.

To GiGi: You are the reason for any good I've done. I will miss you until my last breath.

ACKNOWLEDGMENTS

Through this long and difficult journey there have been many family members, friends, colleagues, and advisors who have helped. This page is an attempt to acknowledge their support.

Mom and Dad thank you for always encouraging me. Thank you for supporting me when I aimed high and for continuing to love me when I aimed low. You are the reason...I love you.

My siblings, Jennifer and Jeremy, and their families, you do not know how much your thoughts and prayers mean to me. The last few years, I have missed many family events in the name of dissertation writing. A special thanks to Jennifer for helping me organize, stay focused, and accomplish more than I ever would have without her.

My family has been understanding when I needed to work on my project. You have adjusted your schedule to meet my needs, watched Mitchell when he was younger, and been a shoulder to cry on when I needed one (Julie). I love all of you!

Thank you to my friends, who in most cases, are also my colleagues. I can promise you that this would not have come to fruition without your support, constant encouragement, and continued prayers. You will never know how much your Facebook likes and comments, phone texts, and emails provided me the determination I needed through the last few weeks of this process.

Thank you to my coach, Dr. Rachna Jain, for your guidance through the years. You have helped me learn more about myself through this process. I know that wasn't your purpose; but, the dissertation is just one part of who I am. You helped me see traits, strategies, and ways to tackle problems that will help me be successful in other areas of life. You helped me understand my work habits, my work ethic, my stick-to-it-ness, and the relationship between my self-talk and my performance. I am pretty sure I would not have finished without you.

Thank you, Dr. Yasar Bodur, my committee chair, for your constant support through the long years of the process. You have been there since the beginning. I wonder if you really believed it when you kept telling me: “Anything is possible.”

Thank you to my committee members: Dr. Bob Lake, Dr. Sabrina Ross, and Dr. Cordelia Zinskie. Your input, guidance, and help are appreciated more than you will know. Thank you for encouraging me to dig deeper and construct valuable meaning from all of the work.

Mitchell, you have spent over half of your life watching me work on this project. It is my hope that you will see the good that came from the struggle. I hope you see that even though a goal seems unreachable, it CAN be reached. I love you, Son.

Finally, thank you Steve, my love. The past few months have been especially difficult. Thank you for understanding and giving me the space and time that I needed. Thank you for your constant encouragement, even when it was difficult and most of all when I was determined to quit. Thank you for loving me and for believing in me. We did it!

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	3
LIST OF TABLES	9
LIST OF FIGURES.....	10
 CHAPTER	
1. INTRODUCTION	11
Problem Statement	15
Research Questions	16
Theoretical Framework	16
Multicultural Education	17
Bandura’s Theory of Self-Efficacy.....	18
Delimitations	20
Limitations	20
Definition of Terms	21
Significance of the Study	22
2. LITERATURE REVIEW	23
Critical Theory.....	23
Banks and Bandura	27
Demographic Information	28
Cultural Mismatch.....	30
Achievement Gap	31

Multicultural Education	34
Banks' Goals of Multicultural Education	35
Approaches to Multicultural Education	35
Culturally Responsive Teaching	40
Culturally Responsive Pedagogy	41
Teacher Preparation for Teaching Diverse Students	43
Self-Efficacy Theory	46
Teacher Self-Efficacy	47
Variables of the Study	48
Multicultural Self-Efficacy	48
Multicultural Attitudes	49
Professional Development	54
Experiences with Diversity	57
Years of Teaching Experience	59
Summary	60
3. METHODOLOGY	61
Research Design	61
Research Questions	61
Population	62
Sampling Method	63
Informed Consent and Confidentiality.....	63
Instrumentation	64

	7
Reliability.....	65
Data Collection	69
Data Analysis	69
4. RESULTS	71
Research Design	71
Demographic Profile of the Participants	71
Data Analysis Results	74
Experiences with Diversity	74
Teachers' Multicultural Attitudes	75
Teachers' Multicultural Self-Efficacy	77
MES Subscale Results	81
Teachers' Conceptualization of Multiculturalism	81
Correlations	82
Multicultural Self-Efficacy	84
Multicultural Attitudes	84
Summary	86
5. DISCUSSION OF FINDINGS	88
Summary of Findings	88
Discussion of Findings	90
Professional Development	90
Multicultural Self-Efficacy and Multicultural Attitudes.....	93

Multicultural Conceptualization	99
Implications	102
Limitations	103
Recommendations for Future Research	105
Summary	106
REFERENCES	108
APPENDICES	
A. Multicultural Efficacy Scale	127
B. Recruitment Email	133
C. Figure A	135

LIST OF TABLES

	Page
Table 1	Race/Ethnicity of Teachers72
Table 2	Education Level of Teachers73
Table 3	Participants' Years of Teaching Experience73
Table 4	Professional Development in Diversity Issues74
Table 5	MES Subscale A – Experiences with Diversity.....75
Table 6	MES Subscale B – Multicultural Attitudes.....76
Table 7	MES Subscale C – Multicultural Efficacy.....78-80
Table 8	MES Subscale Results.....81
Table 9	Teachers' Conceptualizations of Multiculturalism82
Table 10	Intercorrelations among Variables83
Table 11	Predictors of Teachers' Multicultural Efficacy84-85
Table 12	Predictors of Teachers' Multicultural Attitudes 86

LIST OF FIGURES

A. Correlation: Multicultural Attitudes and Multicultural Efficacy.....	135
---	-----

CHAPTER 1

In public schools today, considering the demographics, ethnic origin, social class, language and cultural diversity of the student population compared to the teacher population, there is a cultural mismatch between students and their teachers. The number of White school aged children has decreased from 62% in 2000 to 53% in 2013. Predictions indicate that the number of White students enrolled in public schools will continue to decrease from 25 million in 2014 to 23.5 million in 2025 (Hussar & Bailey, 2017). While the number of White students is expected to decrease, the percentage of Hispanic students increased from 16% to 24% between 2000 and 2013 (Musu-Gillette et al., 2016). Across the nation, the percentage of Hispanic public school students has outgrown the percentage of Black students. It is projected that the Hispanic student population will be around 29% of the total public school enrollment by 2025 (Hussar & Bailey, 2017). To add to the cultural divide, 9.2% of public school students are considered English Language Learners (ELL), which often indicates that they are immigrants or students from a cultural background that may be different than most of their teachers' (Musu-Gillette et al., 2016). In the year 2013-2014, the ELL population increased across the U.S. in all but 14 states (Musu-Gillette et al., 2016). This increase in ELL students puts added strain on teachers because these students bring a wide variety of cultures, languages, and family and educational backgrounds that teachers should recognize in their classroom and instructional planning (Khong & Saito, 2014). Along similar lines, the social class of teachers and their students is also different in many cases. In 2014, 20% of children under the age of 18 were in families living in poverty which is a 5% increase from the year 2000 (Musu-Gillette et al., 2016). The percentage of Black students living in poverty is 38%, the highest of all the race/ethnicity groups, and 30% for

Hispanic students (Musu-Gillette et al., 2016). Poverty can provide biological challenges and environmental challenges that impact student learning and achievement (Armstrong, 2010).

Even though the students in public schools are of various cultural backgrounds and situations, close to 80% of the teachers in public schools are White, middle class, and English-speaking females. More specifically, 82% of public school teachers are White, and 76% are females (Snyder, deBrey, & Dillow, 2018). Sleeter and Owuor (2011) wrote that “the majority of teacher education candidates come from White, female, heterosexual, middle-class backgrounds which are increasingly at odds with the backgrounds of students” (p. 534). Teachers are required to address the learning needs of their students in order to help them experience success in many realms of their lives. However, because of the differences between the cultural backgrounds and cultural experiences and expectations of the students and the teachers, it may be difficult for teachers to know how to best teach their students. One example of this was found in the research of Khong and Saito (2014) where it was found that teachers working with ELL students face several challenges including social, institutional, and personal struggles. There are many challenges and consequences that stem from such a high number of teachers teaching students from cultures other than their own. Culture is defined and interpreted in many ways by different groups of people. For the purpose of this study, culture can be defined “the system of values, beliefs, and ways of knowing that guide communities of people in their daily lives” (Trumbull, 2005, p.35).

The gap between the student and teacher cultures could be related to issues such as the achievement gap, decreased graduation rates for minority students, teacher quality and effectiveness, and the resource gap. The achievement gap continues to be an area of concern as White students continue to significantly outscore the demographic groups of Black and Hispanic

students in Reading and Math, both at the National level (National Council for Educational Statistics (NCES), 2017) and in the state of Georgia (GOSA, 2017). The reasons for the overall lack of achievement or variables impacting the learning of diverse students as compared to White students are well noted in academic research. Some examples include White teachers having low expectations of minority students (Becker, 2013), teacher candidates describing a lack of teacher preparation for dealing with diversity (Gay & Howard, 2000), failure of teachers to include family and community in the education process (Darling-Hammond & Baratz-Snowden, 2007), and teachers' lack of knowledge about other cultures (Capella-Santana, 2003). Strand (2014) reviewed three studies addressing the difference in the effectiveness of teachers of students from low-socioeconomic backgrounds. Results indicated that disadvantaged students received less effective teaching on average and that access to effective teaching for these students varied across districts. Also, ethnicity-based differences in achievement can be due to teachers' expectations which potentially bias their judgement of student achievement (Strand, 2014). As the student demographics have shifted and become more diverse, the need for teachers to become more self-aware, reflective, and understanding of other cultures has become more important and necessary.

Teacher education accreditation agencies recognize the need for preparing teachers for diverse classrooms. The Council for the Accreditation of Educator Preparation (CAEP) (2015) requires colleges to address the importance of multicultural training and practices for preservice teachers. CAEP (2015) standards indicate that teacher preparation programs should encourage teacher candidates to meet the learning needs of all students in the P-12 classrooms in which they complete their practicum experiences. Prior to that, the National Council for Accreditation of Teacher Education (NCATE) (2008) incorporated multicultural guidelines referring to ethnicity

and the importance of educators to understand the cultural influences on learning and schooling. This standard included exposure to and reflection about their own culture as well as the culture of others as a guideline for college accreditation.

The emphasis on multicultural preparation of teachers aims to help close the achievement gap by providing beginning teachers with the strategies and ideas needed to institute a multicultural education for all students in their classrooms. A multicultural education should be enacted to help all students, but especially students from diverse cultural backgrounds. Banks and McGee-Banks (2010) noted that it would behoove educators and students for teachers to learn about the culture and lives of their students, so they can better include these experiences in the learning environment in a meaningful way. Preservice and practicing teachers received some type of multicultural education training either in their teacher preparation program or through professional development. However, there is conflicting evidence as to whether trainings in multicultural education have a long-term impact on educators (Cho & DeCastro-Ambrosetti, 2006; Martin & Dagostino-Kalniz, 2015; Parajes, 1992; Ponds, 2008). Although teacher preparation programs provide practice opportunities and exposure to multicultural education (Milner, Flowers, Moore, Moore & Flowers, 2003), only about 30% of teachers feel prepared to design learning tasks for racially diverse groups (Frankenberg & Siegel Hawley, 2008). Sleeter and Owuor (2011) noted that it would be beneficial to determine what kinds of field experiences are most impactful when determining the effective models of multicultural teacher preparation. However, some studies showed that with continued support and contact regarding multicultural training, teachers' ideas about diversity and culture can be positively impacted. Multicultural education includes culturally responsive pedagogy and culturally responsive teaching, and both can be effective when working with students from different cultures. Gay (2000) stated that

classroom implementation of multicultural education can be achieved through utilizing culturally responsive pedagogy.

Teachers' feelings of preparedness to teach students from different cultural backgrounds are related to their multicultural self-efficacy. Self-efficacy is one's belief in his or her ability to plan and accomplish a certain task (Bandura, 1997). In 2005, Guyton and Wesche developed the Multicultural Efficacy Scale (MES) which addresses four broad areas that are considered as important for multicultural teacher education; they are knowledge, experience, attitudes, and behavior.

There are several factors that may be related to the multicultural attitudes and multicultural self-efficacy of teachers. For this study, the independent variables are: years of teaching experience, professional development in diversity, and experiences with diversity.

Problem Statement

The widening gap between the races and cultural backgrounds of teachers in public schools in southeast Georgia and their students, who are from a variety of racial and cultural backgrounds continues to be an area of concern. One of the potential consequences of this cultural gap is the achievement gap, an issue in education that has been addressed many times, but it has not been decreased by a significant amount. This study examined how teachers' years of teaching experience, professional development in diversity, and past experiences with diversity relate to their multicultural self-efficacy and multicultural attitudes. This study is significant because teachers need to be able to guide all students as they become critical thinkers to challenge the hegemony, maintain cultural competency, and achieve academic success.

Research Questions

The following research questions guided this study:

1. What is the relationship between the number of years of teaching experience, professional development opportunities, experiences with diversity, and a teacher's multicultural self-efficacy and attitudes?
2. How can a teacher's multicultural self-efficacy and attitudes be explained based on their years of experience, professional developmental, and experiences with diversity?

Theoretical Framework

This study was guided by the ideas of Critical Theory. The Critical Theory lens enabled the researcher to consider the elements of power, hegemony, and control that are present in schools as well as how they impact students who are members of the groups that have no power. In addition, two concepts situated in the field of education: multicultural education and Bandura's theory of self-efficacy were discussed and applied in this research. Multicultural education was chosen because the concept itself supports the idea that educators provide the best education possible for all students. There are many aspects of multicultural education including the goals, approaches, and various pedagogies. The literature review for this study addressed these aspects and focuses on use of multicultural education strategies such as culturally responsive teaching as an effective method of instruction for culturally diverse students. Effectively implementing culturally responsive teaching strategies requires teachers who are comfortable and capable when dealing with culturally diverse students. Bandura's theory of self-efficacy was chosen as a framework because a teacher's self-efficacy when teaching students

from diverse cultural backgrounds may determine his or her effectiveness in implementing multicultural teaching practices.

Multicultural Education

“Multicultural education incorporates the idea that all students regardless of their gender, social class, and ethnic, racial, cultural characteristics should have an equal opportunity to learn in school” (Banks & McGee-Banks, 2010, p. 3). The shift to multicultural education is not just curricular, but involves the whole educational environment including micro-cultures and a hidden curriculum (Banks & McGee-Banks, 2010). Banks (2009) reminded us that multicultural education grew from the diverse courses, programs and practices that educational institutions devised to meet the needs of the various social groups during the time after the Civil Rights Movement. Banks and McGee-Banks (2010) also stated that educational equality is a goal that may never be reached; it is more an ideal toward which we need to work. This provides a good reason for why we need to continuously work toward increasing educational equality (Banks & McGee-Banks & McGee-Banks, 2010). Other theorists and researchers in this area support the idea that all students can learn and deserve a teacher who accepts their cultural differences. Many of the approaches to curriculum and schooling can be included under the umbrella of multicultural education. Ladson-Billings (1994/2009) defined culturally responsive teaching as “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (p. 18). In 2000, Gay described culturally responsive teaching as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make encounters more relevant to and effective for them” (p. 29). In a book Gay edited in 2003, she stated, “It grew out of our concern that teachers are not being adequately prepared to work effectively with

ethnically, racially, culturally, socially, and linguistically diverse students” (p. xi). Grant and Sleeter (2007) also offered a specific framework to approach multicultural education. Later they wrote that as criticism of multicultural education grew, the need for critical multiculturalism supported the idea that more political or cultural changes in society needed to occur not just curricular changes in the classroom (Grant & Sleeter, 2010). Banks and McGee-Banks (2010) also described the various ideas that multicultural education can spark ranging anywhere from programs related to specific demographics and cultural groups to a total education reform movement.

Bandura's Theory of Self-Efficacy

Bandura's Theory of self-efficacy is referenced in this study because teachers' self-efficacy or efficacy regarding implementing multicultural education could impact their willingness and ability to implement multicultural teaching strategies such as culturally responsive teaching. Bandura's theory of self-efficacy explains that one's belief in his or her ability to plan and carry out the plan to achieve a goal signifies his or her self-efficacy (Bandura, 1997). Whatever the skill may be, self-efficacy is an important aspect in successful completion or attainment of the goal (Bandura, 1997). The four sources of self-efficacy work together to provide a sieve through which one can determine their self-efficacy in a situation. These four parts are enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. The sources of self-efficacy can impact teachers' development and their experiences and training. Teachers' years of experience can be considered a type of enactive mastery experience. The success the teacher experiences in the classroom impacts his or her mastery experiences. The teacher's preparation in professional learning and development and practice can be related to vicarious experiences. For teachers, these vicarious experiences could

include observation of other teachers, participation in collaboration, and general support from the school community. Bandura noted that teachers with a high self-efficacy set challenging goals, are confident and motivated, cope well with stressors and negative thoughts, and are willing to teach in tough places (Bandura, 1997). In the process of attaining certification teachers complete coursework, complete training on multicultural issues, practice as student teachers, and hopefully are chosen to teach. Throughout a teacher's training and education, there was constant support, encouragement, and oversight. Many studies have been conducted on the teaching self-efficacy of novice and veteran teachers. Teaching self-efficacy is a teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). In 2001, Tschannen-Moran and developed the Teacher Self-Efficacy Scale (TSES) to measure teachers' sense of self-efficacy in regard to teaching tasks involved in student engagement, classroom management, and instructional practices. A teacher's self-efficacy can be linked to many different aspects. Knoblauch and Woolfolk-Hoy (2008) noted that teacher efficacy beliefs have a profound effect on the educational processes. Collective teacher efficacy includes the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students (Goddard, Hoy, & Woolfolk-Hoy, 2000). Multicultural self-efficacy includes teachers' level of confidence that they can be effective in multicultural settings (Guyton & Wesche, 2005). Guyton and Wesche (2005) developed the Multicultural Efficacy Scale (MES) to determine teachers' multicultural efficacy. Also included as an aspect of multicultural education is culturally responsive teaching. Siwatu (2007) described culturally responsive teaching self-efficacy as an individual's belief in his or her capabilities to execute the practices related to culturally responsive teaching.

Delimitations

The factors relating to the multicultural efficacy and multicultural attitudes were studied using data collection through a survey including open response items and Likert type items. The population of this study included teachers in First District Regional Educational Services Agency (FDRESA) district of 18 counties in southeast Georgia. RESA has three main purposes: to share services to improved educational programs, to inform school systems of new research on programs, and to assist the Georgia Department of Education in promoting its initiatives. The population was chosen for this study for the following reasons:

1. The school districts in the FDRESA include a group of school districts with which the researcher is familiar.
2. The FDRESA provides a specific group of educators from which to invite to participate in study.
3. The schools in the FDRESA district are close to the home of the researcher. So, if face-to-face discussion or dispersing is necessary, it could be done easily.
4. The teacher and student demographic information of the school districts were readily available through Georgia Department of Education and The Governor's Office of Student Achievement websites. This is important because it streamlined the process of collecting population data.

Limitations

In this study, one limitation was that the survey window was only open for three weeks for responses due to the researcher's deadlines. Another limitation was that this study utilized a

convenience sample which limits the generalization of the study's results to the population.

Finally, teachers who participated in the study received the survey near the end of the school semester. This may have negatively impacted the response rate.

Definition of Terms

The terms identified below were used throughout the dissertation.

Achievement gap – Statistically significant achievement differences between different groups of students (NAEP, 2016).

Culturally Responsive Pedagogy – A compilation of ideas and explanations from a wide variety of scholars to make classroom instruction more consistent with the cultural orientations of ethnically diverse students (Gay, 2000).

Culturally Responsive Teaching – Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively (Gay, 2000).

Culture – The systems of values, beliefs, and ways of knowing that guide communities of people in their daily lives. (Trumbull, 2005, p.35)

English Language Learner (ELL) – “students whose home language is a language other than English” (Lucas, 2011, p. 13).

Multicultural education – It is the idea that all students regardless of their gender, social class, and ethnic, racial, or cultural characteristics should have an equal opportunity to learn in school (Banks & McGee-Banks, 2010, p. 3).

Professional development – The wide range of programs, activities and services that teachers identify and undertake individually or collectively to further understand the nature of teaching and learning, to enhance professional practice and to contribute to the profession (Beauchamp, Klassen, Parsons, Durksen, & Taylor, 2014).

Self-efficacy – One's belief in his or her capability to organize and execute the courses of action required to produce given attainments or reach certain goals (Bandura, 1997).

Teacher preparation program– “where prospective teachers gain a foundation of knowledge about pedagogy and subject matter, as well as early exposure to practical classroom experience” (Feuer, Floden, Chudowsky, & Ahn, 2013, p. 12).

Significance of the Study

The purpose of this study was to investigate the relationship of years of teaching experience, professional development in diversity issues, and experiences with diversity and teachers' multicultural self-efficacy and attitudes. This study is important because it gives insight into teachers' multicultural self-efficacy and multicultural attitudes. Additionally, this study can help guide educators in determining the need for and planning of effective professional development in diversity for teachers teaching students from diverse cultural backgrounds. This study is also significant because it added to the research base on multicultural education and teacher multicultural self-efficacy and multicultural attitudes. Next, it provided data about practicing teachers' self-efficacy, where much of the previous research has been conducted with samples of preservice teachers. Results of this study could help educational leaders recognize that teachers have high multicultural self-efficacy and positive multicultural attitudes which could serve as a springboard for enacting multicultural instructional practices.

CHAPTER 2

Literature Review

The literature review includes the background information on critical theory and the two concepts of multicultural education and self-efficacy theory being used to guide the study, results from empirical studies, and the basis for this research study. Chapter two is divided into four main parts. First, critical theory, multicultural education, and self-efficacy theory and how they related to this study was discussed.

Next, the demographic data of public schools in the United States and Georgia, as well as information on student achievement, were presented and discussed. This section also included discussion of the current statistical information about race, ethnicity, class, and achievement. Also, in this section, information about the achievement gap, educational inequalities, and the incongruence of teachers' cultures and students' cultures in classrooms were shared.

Third, a discussion of multicultural education and the specific pedagogies and practices to address multicultural education was developed. Then, a description of self-efficacy theory and how it relates to multicultural self-efficacy and multicultural attitudes will be presented.

Finally, the literature review included description and discussion on research of the dependent and independent variables in this study. The dependent variables of multicultural self-efficacy and attitudes of teachers were discussed followed by discussion of the independent variables which included years of teaching experience, professional development in diversity issues, and past experiences with diversity.

Critical Theory

The current study was chosen because the researcher has seen students of different races, from different socioeconomic backgrounds, and different cultural backgrounds experience a

“banking” education (Freire, 2008). This study was conducted with critical theory in mind because many students are from different races, social classes, and cultural backgrounds than most of their teachers. These students face many barriers to a critical, problem solving education due to class structure, oppression, and hegemony. These aspects of power are found in many different aspects of education today.

Since the beginning of the researcher’s career in public education, many changes have occurred in education, yet it seems several of the events in the history of education are doomed to repeat. One example of this is the idea of implementing a national curriculum that was debated heavily in the 1970’s. Presently, 42 states have implemented the Common Core. Education is still centered on objectives, learning experiences, and evaluation as noted by Tyler’s work during the 1930’s (Pinar, Reynolds, Slattery, & Taubman, 2000). Scholars and theorists have encouraged educators to look beyond *Tyler’s Rationale* not just to develop curriculum, but to understand it (Pinar et al., 2000).

Critical theorists work to analyze school, education, and society. As a result of their analysis, theorists would hope to create awareness in marginalized people such as African Americans, gays and lesbians, and people from poverty in an effort to change society. Marxist thought informs us that the ideas of the ruling class are the ruling ideas of the society (Tucker, 1978). “Gramsci explains that to obtain hegemonic power, a dominant class or class alliance necessary requires two forms of control: coercion (sustained by politically regulated repression) and consent” (Borg, Buttigieg, & Mayo, 2002, p. 155). It is the contention of the Critical theorists that these forms of entertainment such as media, motion pictures, television, and entertainment are a major tool used in maintaining the hegemony of our society. The standards for our culture are presented through the ever-available internet, television, print media, popular

music, and though our education system. Apple (2015) wrote that schools are key in determining what is socially valued as “legitimate knowledge and what is popular” (p. 307). According to Giroux (2007), teachers should be intellectuals, but should also work to transform society by honoring and using in the classroom “unofficial knowledge” with their students who are marginalized. This unofficial knowledge can come from the lives of the students and their communities.

In linking this information to education, Aronowitz (as cited in Borg et al., 2002) reminded us that the school is the institution that prepares children and youth for their appropriate economic and political “place” in society. The school acts as a sorting machine; the school forms and reproduces the classes of society according to degrees of attainment of cultural capital (Aronowitz as cited in Borg et al., 2002). Very early in their education, students are placed in programs that remediate and maintain their knowledge and skills, rather than encourage critical thinking, reasoning, and questioning. Gramsci noted that through education “working class members can develop a critical understanding of their own situation and of the revolutionary task and so liberate themselves from their dependence on an upper stratum of intellectuals who tend to deflect their class demands towards reformist solutions” (Forgacs, 2000, p. 54). Gramsci’s ideas about hegemony are central to critical research (McLaren & Kincheloe, 2007). Gramsci recognized that the dominant power was not always enforced physically, but through social psychological methods of winning people’s consent to domination through acceptable and often rewarding cultural institutions such as media, schools, family, and the church. The culture in power determines what is acceptable.

Noddings (2007), in her summary of Gramsci, noted that withholding literacy is the ultimate form of domination, but also added that providing the means to achieve literacy can also

be a method of ensuring hegemony. In school, students are provided the information to read by the dominant class; they are not encouraged to seek out or analyze different sources of information. By providing and encouraging literacy to students in our schools, we create a literate society; however, if the only books provided are ones encouraged by the dominant culture, we ensure the maintaining of the status quo. These literate students absorb the information and reproduce the intended culture, not one that is their own, but what the culture in power dictates. As Freire (2008) noted, education in this form is an act of depositing and this “banking” concept of education whereby the teacher gives the gift of knowledge to the student. “The capability of banking education to minimize the students’ creative power and to stimulate their credulity serves the interests of the oppressors” (p. 73). Through the use of standardization, mandated curriculums, frameworks, strict timelines, and other forces in place, the culture in power has made it apparent to teachers in our education system that venturing off the path and working to transform learning and our society is not the goal. By enacting a critical approach to literacy, teachers can help students recognize that all that is written can be viewed as an attempt to persuade, and that students can use their own voice to speak out and persuade others (Wood in Beyer & Apple, 1988).

Freire’s work with the oppressed in South America serves as an example to education that works with students who are marginalized. Freire became part of the group that he was educating, immersing himself in their lives and culture. By doing so, he was better able to understand their culture and therefore could communicate better with them. He was able to expose these oppressed people to critical thinking, dialogical pedagogy, and critical literacy, paving the way for social justice. Educators today can strengthen our relationship with our students; “our relationship with the learners demands that we respect them and demands equally

that we be aware of the concrete conditions of their world, the conditions that shape them” (Freire, 2005, p. 102). One example of providing educators the opportunity to gain insight into students’ lives included an assignment by a college professor; Bennett (2008), required education students who were pre-service teachers to take a field trip into the neighborhoods of the students they were teaching in the local school system. Though this experience just gives us a passing glimpse, Freire (2005) noted, “Without knowing the reality our students lives, we have no access to the way they think” (p. 102).

Issues of class, hegemony, and critical pedagogy are not new in education. Critical theory encourages us to address issues of power and class not only in society, but also in education. Teachers need to see and accept the importance of their role as educators by becoming critical pedagogues. Through critical pedagogy teachers can address these issues and become more familiar with their students’ cultures, learn to accept the differences, and encourage students to reflect on their own lives and education. Through the use of these culturally responsive strategies, teachers can guide students to become problem solvers, critical thinkers, and question askers. Given these tools, students can begin to eliminate the issues of power, oppression, and hegemony. Examining the multicultural self-efficacy and multicultural attitudes of teachers may give insight into how teachers are influenced by their own culture, training, and experiences.

Banks and Bandura

In addition to critical theory, this study was conducted using two major concepts: multicultural education and self-efficacy theory. Multicultural education was developed in response to the Civil Rights movement in an effort to meet the educational needs of various social groups. Multicultural education incorporates the idea that “all students regardless of their gender, social class, and ethnic, racial, and cultural characteristics should have an equal

opportunity to learn in school” (Banks & McGee-Banks, 2010, p. 3). Banks and McGee-Banks (2010) also stated that educational equality is a goal that may never be reached – but is more of an ideal towards which we need to work.

Bandura's Theory of Self-efficacy refers to one's belief in their abilities to plan and follow through on the plan in order to attain a goal (Bandura, 1997). Both multicultural education and self-efficacy are called upon as concepts used to support this study. Multicultural education encompasses a wide range of ideas, pedagogies, and practices that aim to improve the education of all students. Self-efficacy theory presents the idea that in order for a task to be completed one must believe that they can be successful in planning and executing the plan to accomplish a goal. This study used the two concepts because it examined factors related to both teachers' multicultural self-efficacy and multicultural attitudes.

Demographic Information

The results from the Census of 2010 indicated that the United States continues to become increasingly diverse (U.S. Census Bureau, 2011). Since the 2000 Census, estimates indicate that the population of minority groups such as African-Americans, Hispanic/Latinos, Asian, and Native Americans have increased (U.S. Census Bureau, 2011). Furthermore, the U.S. Census Bureau projects that by 2020 more than half of all children in the U.S. will be part of a minority or ethnic group (Colby & Ortman, 2015). The increases are evident both at the national and state levels. Some of the growth that has been reported includes the African-American population, both in the U.S. census (15.4%) and in Georgia's state data (27.6%). In Georgia, African-Americans make up 31.5% of the entire state population. Nationally, since 2000, the Hispanic/Latino population increased by 43%. In Georgia, Hispanics/Latinos make up 8.8% of the population, and this is a 96% increase from the 2000 census (U.S. Census Bureau, 2011). In

2013, 50% of public school students in the nation were White, and the remaining 50% of students included 16% African-American, 25% Hispanic, and 5% Asian/Pacific Islander (U.S. DOE, 2016). In addition to demographic shifts, the percentage of students in the United States who are English Language Learners (ELL) has increased from 8% to 9.4% (National Center for Educational Statistics, 2017). In Georgia, 5.7% of the enrolled public school students are considered ELL (Snyder, de Brey, & Dillow, 2018).

In comparison to the shifts in student demographics, the teaching population of the United States, on the other hand, has not experienced such diversity or demographic shifts. In 2012, the teacher population was 83% White, 7% black, and 7% Hispanic (Snyder, de Brey, & Dillow, 2018). Furthermore, females made up 76% of the teaching population (Snyder, de Brey, & Dillow, 2018). Population estimates project that by 2025, the teaching force will be 95% White; while at the same time, the student population will be approximately 50% children of color (Hussar & Bailey, 2017).

In Georgia, the Governor's Office of Student Achievement reports the teaching population is 71% White (GOSA, 2017). However, the percentage of non-White students attending school in Georgia is 60% (GOSA, 2017). Additionally, the percentage of low-SES students is 62%, and this represents an increase from 42% since 2000 (Snyder, de Brey, & Dillow, 2018). The percentage of ELL students is 8% (GOSA, 2017). The number of ELL students has increased from 5.7% since 2015 (Snyder, de Brey, & Dillow, 2018). The percentages may indicate that there is a great difference between the racial, ethnic, and cultural backgrounds of many of our students and that of our teachers.

Cultural Mismatch

Sleeter (2001) noted that there are growing gaps between teachers and students in terms of culture, race, and economic backgrounds, and these cultural gaps can cause many problems for diverse students. Stephens and Townsend (2001) defined cultural mismatch theory as the ideas that inequality is produced when the cultural norms in mainstream institutions do not match the norms prevalent among social groups which are underrepresented in those institutions. In their study, McGrady and Reynolds (2013) found that African-American students evaluated by White teachers receive more negative ratings than White students. Other areas of students' education can be impacted by the cultural mismatch: underestimating students' ability (Tenenbaum & Ruck, 2007), less challenging work and expectations (Becker, 2013; Thys & Van Houtte, 2016) and student behaviors being misinterpreted (Wong, Indiatsi, & Wong, 2016). In a study examining racial differences in teachers' perceptions of students' academic skills, Irizarry (2015) found demonstrable differences. Teachers' perceptions about first grade students' literacy skills were examined. Results indicated that teachers scored White, Asian, and White/Latino students "above average" with much greater frequency than they did non-White/Latino and Black students. Gershenson, Holt, and Papageorge (2016) conducted a study about teacher expectations and student race. They found that non-Black teachers of Black students have lower expectations of their students than do Black teachers. The effects of low teacher expectations also impacted low-income minority students significantly (Harvey, Suizzo & Jackson, 2016). In one study, where teachers read case studies of fictional students whose demographic information was manipulated, Fish (2017) found that teachers refer White boys for academic struggles and Black boys for behavior concerns when they exhibit the same behaviors. In a commissioned study for The Civil Rights Project examining teacher preparation, practices, and policies for

diversity, Frankenberg and Siegel-Hawley (2008) shared data from their findings. Only 29% of White teachers reported a great deal of training in designing racially diverse groups. In addition, more than 33% of teachers reported very little or no training in strategies to help ELL students. Another aspect of this study was that the teachers with fewer years of experience reported that they felt more prepared to teach diverse students (Frankenberg & Siegel-Hawley, 2008). These findings indicate a cultural mismatch and the impact this can have on the learning of diverse students. However, one of the greatest impacts can be seen in the achievement gap.

Achievement Gap

The achievement gap can be defined as the difference, often significant, between the achievement of White students compared to Black students or some other racial or ethnic group. A gap also exists between students from poverty backgrounds and those students not living in poverty. Gorski (2013) posited that one factor in the achievement gap is poverty and ending poverty is the solution. Gorski recognized there is a gap but notes that ending poverty would take longer than it would to close the gap; however, he advocated that it could be closed with effective educational opportunities for students. These opportunities included classroom instructional strategies, welcoming and involving the family, and incorporating the arts into student education (Gorski, 2013).

In 1966, due to a request by the Civil Rights Act of 1964, the Office of Equality of Educational Opportunity commissioned a study conducted by James Coleman and others. The Coleman Report was released highlighting the gaps in educational opportunities between White and minority students across the nation. The report also provided evidence of the degree of segregation and educational quality and how those impacted students' achievement (Coleman et al, 1966). Over the decades since the Coleman Report, there has been some shifting or closing of

the gap. According to the Education Testing System (ETS) report, the gap between White and Black students closed steadily from the time of the report until the late 1980s (Barton & Coley, 2010). The narrowing of the gap could not be attributed to anything in particular, but some indicators include the fact that the tests administered were minimum competency tests and during this time there was a reduction in average class size. Also, the social and education programs instated during Johnson's (1964) "War on Poverty" were fully implemented. The components of the federal program included: Economic Opportunity Act, Food Stamp Act, Elementary and Secondary Education Act, and Social Security Act. The policy included some initiatives that are still in place today including: Head Start, Medicare and Medicaid, and the Food Stamp program. These programs may have had a positive impact on students, especially during their early childhood. During the late 1980s, through the first decade of the 2000s, the gap stalled, and no significant reduction was noted.

When the Coleman Report was released, it highlighted differences between educational opportunities of not only White students and Black students, but also Latino and Native American students. The gaps in achievement between these groups are still evident today, five decades later. According to NCES (2015), White students in grade four during 2015 who took the Reading portion of the NAEP test outscored their Black counterparts by 31 points, Hispanic students by 29 points, and American Indian students by 32 points. In grade eight, the gap between the performance of the White students and African-American students was 25 points, and it was 22 points between the White students and the Hispanic and the Native American students (NCES, 2015). As far as the subject of Math, in 4th grade, White students outscored Black students by 24 points, Hispanic students by 18 points and American Indian students by 21 points (NCES, 2015). Even though the scores of each of the subgroups have risen in both

Reading and Math, they have also increased for the White students. In the state of Georgia, 51% of 4th grade African Americans scored basic or above on NAEP for reading; 49% of African-American 4th graders in Georgia scored below basic, compared to 22% of White students. For 4th grade Hispanic students, 40% scored below basic on the NAEP. On the math portion, the gap continues to exist: 91% of White students in 4th grade scored above basic compared to only 65% of Black students and 76% of Hispanic students.

The achievement gap is also a very real aspect for Georgia educators and students. Based on 2016-2017 Georgia Milestones Data, obtained from the Governor's Office of Student Achievement (2018) 85% of White students taking an end of grade assessment passed the English Language Arts portion of the Georgia Milestones. This is compared to 64% of Black students and 70% of Hispanic students. Another gap is found in the area of Math: 89% of White students met minimal expectations compared to 69% of Black students and 78% of Hispanic students. Reviewing the scores of limited English proficient students also indicated a difference in performance. Fifty-seven percent of Students with limited English proficiency met the grade level minimum. (GOSA, 2018). In regard to students who are considered economically disadvantaged, 67% met requirements in English Language Arts and 73% met requirements in Math, as compared to their economically advantaged counterparts where 91% met requirements in English Language Arts and 93% met requirements in math (GOSA, 2018).

Evidence that students from marginalized sub-groups consistently perform proficiently at a lower rate than White students indicates a need for schools to find and implement instructional strategies that work. Students achieve at higher levels when teachers implement Culturally Responsive Teaching or Culturally Responsive Pedagogy and can create an empathetic relationship with students who are culturally different (Gay, 2000; Howard, 2001; Ladson-

Billings, 1994). The achievement gap gives clear indication, along with unequal distribution of funds and resources, and teacher quality, that there may be a need for culturally responsive teaching. By considering the cultures, learning styles, and educational needs of students from different cultures, races, and socioeconomic backgrounds, we can continue to work to close the achievement gap. Also, examination of factors affecting multicultural self-efficacy and attitudes can help predict which teachers could impact student learning.

Multicultural Education

Though various cultural groups have struggled for centuries to have educational opportunities and equity, multicultural education grew out of the social protests and civil rights movement of the 1960s and 1970s. From the 1980s forward, federal and state policies ensured that a fair and equal education for all students would remain on the forefront of education. A major goal of multicultural education is to reform schools and other educational institutions so that the students from diverse racial, ethnic, and social class groups will experience educational equity (Banks, 1991). According to curriculum theorists, there are three main goals associated with multicultural education; these goals are: cultural competence, cultural understanding, and cultural emancipation (Pinar et al., 2000). Cultural competence goes beyond simple multicultural awareness and individual beliefs about culture. In the cultural competence model, students must demonstrate cultural competence in language and cultural practices of groups other than their own. Cultural understanding, including sensitivity training, provides opportunities to learn about other cultures. The cultural emancipation component affirms the identity of the minority culture. From these descriptions of multicultural education stem several ideas and practices about teaching students from different cultural, racial, or socioeconomic backgrounds.

Banks' goals of multicultural education.

Multicultural education has been a topic in education for decades and includes a variety of pedagogies and strategies. Multicultural education incorporates the idea that “all students regardless of their gender, social class, and ethnic, racial or cultural characteristics should have an equal opportunity to learn in school” (Banks & McGee-Banks, 2010, p. 3).

Banks (1996) argued that multicultural education is much more than teaching about cultures. Multicultural education is about respecting and valuing the "diverse funds of knowledge" that all students bring to the setting, connecting the curriculum to students' lives, identifying social inequities, and taking actions as Democratic citizens to improve the quality of life of oppressed people (Banks, 1996). Banks (1996) described three main goals of multicultural education; these goals are different than the goals of curriculum theorists. First, we should educate children, so they can acquire greater knowledge of other cultural groups. Next, it would be desirable for individuals to be able to function in cultural environments different from their own. Finally, there is a need to reform schools, so every student can experience equal education opportunities.

Approaches to multicultural education.

The goals of multicultural education are easy to understand, but reaching these goals is often difficult for educators. This section discusses the different frameworks, pedagogies, and strategies that may help educators implement multicultural education for their students.

Banks (2013) noted that the implementation of cultural equity in education began with the use of cultural holidays and heroes and then progressed to ethnic studies, then multiethnic education, on to multicultural education, and most recently multicultural education in a global context. Banks and McGee Banks (2010) described five dimensions of multicultural education:

content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure. Content integration includes how often and how deeply teachers use examples and content from various cultures in their teaching. Knowledge construction is where teachers help students understand, investigate, and determine how implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the way knowledge is constructed. The third dimension, prejudice reduction, focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials. Equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups. Finally, the fifth dimension, empowering school culture is created when grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines are examined to create a school culture that empowers students from diverse racial, ethnic, and gender groups.

Banks and McGee-Banks (2010) described four approaches to the integration of multicultural content into the curriculum. These are ordered from the least meaningful to the most meaningful approaches to multicultural education: contributions approaches, additive approach, transformative approach and social action approach. The contributions approach is considered a Level 1 approach. This is the easiest, least resisted method of multicultural education. This approach includes the insertion of aspects of diverse cultures, such as, food, music, dance; it may include a week or even a month-long study of a person or people from a different race or culture. Examples of activities for this approach would include research on an African-American during Black History Month or Cultural Festival where all students bring food samples from different cultures. The additive approach is considered a Level 2 approach. It can

be described as adding content or concepts without changing the curriculum. This gives students the opportunity to examine and learn about different views of the curriculum content. Examples of the additive approach include reading and discussing *The Color Purple* by Alice Walker or incorporating Langston Hughes' poems into Social Studies Lessons. The Level 3 approach is the transformative approach. This approach requires the goals, structure, and perspectives of the curriculum to be changed. Students are able to view concepts, issues, or themes from various ethnic and diverse points of view. The final, most impactful approach, is the social action approach. This Level 4 approach includes all elements of the transformative approach and adds an element of social action in which the students participate. Banks best describes this approach as: "Students identify important social problems and issues, gather pertinent data, clarify their values on the issues, make decisions, and take reflective actions to help resolve the issue or problem" (Banks & McGee-Banks, 2010, p. 250).

Another approach to multicultural education was presented by Grant and Sleeter (1998). They described five approaches to multicultural education. The first approach is the teaching of the exceptional and culturally different, which supports equipping students with the cognitive skills, concepts, information, language and values traditionally required by U.S. society. One reason for this is so that eventually students can hold a job and function within society's institutions and culture. This approach builds bridges for culturally different students to help them acquire the cognitive skills and knowledge expected of the average White student. The idea is accepted that there is a body of knowledge that all students should learn and that the teachers should teach that knowledge in whatever way works so students understand and learn.

The second approach is the human relations approach which promotes a feeling of unity, tolerance, and acceptance among people. This strategy creates positive feelings among diverse

students while promoting group identity and pride for students of color, reducing stereotypes, and working to eliminate prejudice and biases. While learning in this approach, students learn about the contributions of various cultural groups some of which students are members. The approach addresses individual differences and similarities between groups of students and focuses on the attitudes students have about themselves and others.

The next approach is the single group studies approach where the goal is to raise the social status of the target group by helping young people examine how the group has been oppressed historically despite its capabilities and achievements. This approach includes units or courses about the history and culture of a group (e.g., Women's Studies or Gay/Lesbian Studies). The goal of single group studies is to examine how the group had been victimized and has struggled to gain respect and review the current social issues facing the group. This approach strives to work toward social change by allowing in-depth study of oppressed groups for the purpose of empowering group members, developing in them a sense of pride and group consciousness and helping members of dominant groups understand where others are coming from.

The fourth approach is the multicultural education approach whose goal is to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of the different cultural groups. This strategy promotes total school reform to make the school reflect the diversity of the society. In this model, equal attention is given to a variety of cultural groups regardless of whether that group is represented in the school's student population. This includes teaching literature from different cultures, avoiding stereotypical "depict each group as

the group would depict itself" idea. This is much more than studies about African-American athletes or stories about Pocahontas or Sacagawea.

The final approach, the multicultural social justice approach, is the most impactful. The goal of this approach is to prepare future citizens to take action to make society better, to serve the interests of all groups of people – especially those who are of color, poor, female, or have disabilities. This approach is characterized by social reconstructionism. Several traits can be found in schools and classrooms implementing this model: students learn to analyze instructional inequality, students learn to engage in social action to change unfair social processes, and bridges are built across various oppressed groups, so they can work together to advance their common interests (Grant & Sleeter, 1998).

Each of the described approaches includes components of teacher practice. In Banks' model, the idea of content integration and social action would be implemented and led by the teacher. Also, Grant's and Sleeter's (1988, 2007) approaches included the teacher in the pivotal role of leading student through the instruction, discussion, and learning about other cultures. From the concept of multicultural education, we can shift to teachers practicing multiculturalism. Multiculturalism can be considered the confronting of the marginalization of certain cultural, racial, ethnic, or class groups in an effort to bring about social action. Multiculturalism also allows for each person to maintain their own culture; this would create a pluralistic society. With such vast differences between teachers' cultures and students' cultures, researchers have examined effective practices that may address these gaps. Some of these methods can be considered culturally responsive, culturally relevant, or culturally congruent pedagogies.

Multicultural education represents an effort to acknowledge cultural diversity in the curriculum. From the ideas of multicultural education stem several ideas about teaching students

with different cultural, racial, or socioeconomic backgrounds. These include, to name a few, culturally responsive teaching and culturally responsive pedagogy.

Culturally responsive teaching.

Culturally responsive teaching is defined by Gay (2000) as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. Gay (2000, p. 29) presented five elements of Culturally Responsive Teaching (CRT):

1. Developing a knowledge base about cultural diversity.
2. Addressing ethnic and cultural diversity content in the curriculum.
3. Demonstrating caring and building learning communities.
4. Communicating with ethnically diverse students.
5. Responding to ethnic diversity in delivery of instruction.

CRT is based on the idea that when academic knowledge and skills are presented within the lived and familiar experiences and frames of reference of the students there are many benefits to student learning. For one, the learning is more meaningful to the student when presented in a way that is comfortable to the student. This idea was supported by research conducted by Irvine and Armento (2001) when they found that culturally responsive teachers listened and included students' personal stories in their classroom instruction. Second, students experience a higher level of interest and appeal when CRT practices are used (Gay, 2000). Additionally, skills are learned more easily and more thoroughly when CRT practices are enacted (Gay, 2000). The research on culturally responsive teaching indicates it is a valuable and meaningful practice to use when working with, in an educational setting, students from minority groups, low socioeconomic backgrounds, and ELL. In many cases, these culturally responsive practices have

been found effective in impacting and improving the educational experiences of children from different cultures (Delpit, 2006; Gay, 2000, 2010; Irvine, 2010; Ladson-Billings, 1994, 2009). Harmon (2012) noted that the most effective culturally responsive teachers found ways to include students' cultures in the classroom. These teachers spend a great deal of time both in and out of the classroom to develop relationships with students and their families. In keeping with multicultural education, CRT facilitates and supports the achievement of all students. CRT requires teachers to create a learning environment where all students are welcomed, supported, and given the best opportunity to learn regardless of their cultural or linguistic background (Barnes, 2006). Hollis (2011) noted that the most important aspect of teaching and learning is how well the teacher knows the learner. Teachers need to know students as individuals, as members of social and political groups, and as learners with specific learning needs (Hollis, 2011). Though Gay (2002) and Villegas and Lucas (2002) noted the importance of preparing new teachers for culturally responsive teaching, the need to remind veteran teachers of the importance of being culturally aware and the success of culturally responsive teaching is also important.

Culturally relevant pedagogy.

Another effective practice used for teaching students from diverse backgrounds is Culturally Responsive Pedagogy. In her seminal work, *Dreamkeepers*, Ladson-Billings (1994, 2009) noted that effective culturally relevant teachers use aspects of students' cultures to empower students intellectually, socially, emotionally, and politically. In her study, Ladson-Billings wanted to examine not only why a certain kind of teaching helps students be more successful academically, but also how this kind of teaching supported students and encouraged them to use their prior knowledge to make sense of the world and improve it (Ladson-Billings,

1994). Ladson-Billings discussed Winfield's 1986 research about teachers' beliefs about inner city students. Winfield (1986) categorized and described the beliefs in four dimensions: tutors, general contractors, custodians, and referral agents. Winfield described Tutors as teachers who believe students can improve and believe it is their responsibility to help others do so. General contractors are described by Winfield as teachers who believe that improvement is possible but that ancillary personnel should provide academic assistance for the teacher. The Custodians were teachers who did not believe that much could be done to help their students and they do not look for help in educating their students. Finally, Winfield described Referral Agents as teachers who do not believe that much can be done to improve the students and their learning, and they shift the responsibility to others.

Ladson-Billings built on Winfield's ideas by adding two other types of teachers. First, Ladson-Billings described Conductors as teachers who believe students are capable of excellence and the teachers assume the responsibility to ensure their students achieve excellence. Next, she described Coaches as the teachers who believe students can achieve excellence but are comfortable sharing this responsibility with parents, the community, and students (Ladson-Billings, 1994). Teachers can learn to be culturally responsive by learning about their own culture (and others' cultures) and the way it functions in education (Ladson-Billings, 1995b). Ladson-Billings also posited that culturally relevant pedagogy is built on three propositions: Students must experience academic success, students must develop and/or maintain cultural competence, and students must develop a critical consciousness and challenge the status quo of the current social order.

The research of Gay (2000) and Ladson-Billings (1995a) supported the idea that students from diverse cultures experience success when taught by teachers who considered their students'

cultures when planning and developing lessons. Though teachers have participated and received training and education about the effectiveness of multicultural education and planning for diversity in their students, many issues prohibit teachers from enacting these teaching strategies. The standards-based classroom and the accountability and testing movement are just a few issues that make it difficult for some teachers to take the time to incorporate culturally responsive strategies. However, some teachers still strive to make learning meaningful and accessible for their students from different cultural backgrounds. Teachers strive to meet the learning needs of all of their students; however, some teachers do not feel confident that they can effectively work with students from other cultural backgrounds or students who speak a different language (Wong, Indiatsi, & Wong, 2016).

Teacher Preparation for Teaching Diverse Students

“Multicultural education needs to be better understood so teachers from a wide range of disciplines can respond to it inappropriate ways and resistance can be minimal” (Banks & McGee-Banks 2010, p. 20). Delpit (2006) posited that knowledge about culture is one all educators need to use when searching for ways to educate diverse children. Banks and McGee-Banks (2010) noted that teachers are important in the process of implementing multicultural education as they need to understand other cultures to be able to add content experience and points of view from other cultures to the curriculum.

It is clear that the educational and government policies promote the examination and addressing of the issues regarding education of students from different cultural backgrounds. The No Child Left Behind Act (2001) forced educators to focus on poor students and struggling schools and made schools accountable to parents and communities. The recently enacted Every Student Succeeds Act (ESSA, 2015) promotes the idea of equal educational opportunities for all

students. Though there were many aspects of ESSA to be implemented in schools, some of the standards and expectations related to students from diverse backgrounds included recognizing and ensuring equity for disadvantaged and high needs students, requiring all students to be taught to high academic standards, and continued accountability measures (Association for Supervision and Curriculum Development, 2015). The ESSA act seemingly opens the door for teachers and schools to incorporate strategies to help all students.

Teacher preparation is important in developing educators who feel competent and capable when working with culturally diverse populations. All major professional organizations have consistent standards or recommendations regarding teachers' competency to produce learning gains for all students. In 2004, the National Council for Accreditation of Teacher Education (NCATE) established that understanding cultural diversity is an important component in the professional development of teacher candidates. NCATE presented the idea that each preservice teacher must acquire several "dispositions" which it described as "guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (NCATE, 2008, p. 53). In 2008, NCATE incorporated multicultural guidelines referring to ethnicity and the importance of educators to understand the cultural influences on learning and schooling. More recently, the Council for the Accreditation of Educator Preparation (CAEP) standards indicated that teacher preparation programs will encourage teacher candidates to meet the learning needs of all students in the P-12 classrooms in which they complete their practicum experiences (CAEP, 2015).

College teacher education programs strive to meet the standards and expectations for accreditation that have been placed upon them. Researchers have examined the need for multicultural education in teacher education programs as well as the effectiveness of the courses

for beginning teachers. The importance of multicultural education in teacher preparation continues to increase because “the racial, ethnic, socio-economic, cultural, and linguistic orientations of students are more varied now than ever in the past” (Milner et al., 2003, p. 63). Banks and McGee-Banks (2010) noted that the teacher is important in the process of implementing multicultural education as they need to understand other cultures to be able to add content experience and points of view from other cultures to the curriculum. Delpit (2006) posited that knowledge about culture is one all educators need to use when searching for ways to educate diverse children. Darling-Hammond and Baratz-Snowden (2007) declared that all education programs should provide preservice teachers the opportunity to understand the basis of learning, development, curriculum and teaching before practicing independently. During this induction into teaching, where the teacher is learning and developing, teachers most often focus on themselves. Only later in their development do teachers focus on their students and student learning. (Darling-Hammond & Baratz-Snowden, 2007). Burns, Grande, and Marable (2008) noted that teacher preparation needs to assess several areas to improve and provide the best diversity training. The researchers noted there needs to be careful analysis of the program to reflect the best practices when working with diverse students, consideration in recruiting candidates interested in working with diverse learners, include exposure to urban settings, and allow candidates to address issues involving their own attitudes and perceptions regarding all types of diversity. Though teacher preparation programs are providing the opportunity to learn and gain experience working with diverse cultures, there are still issues with teachers implementing strategies that meet the learning needs of their culturally diverse students.

Self-Efficacy Theory

The second framework that was used in this study was Bandura's Self-Efficacy Theory. Perceived self-efficacy refers to one's belief in his or her capabilities to organize and execute the courses of action required to produce given attainments or reach certain goals (Bandura, 1997). Self-efficacy is a generative capability in which cognitive, social, emotional, and behavioral subskills must be organized and effectively orchestrated to serve innumerable purposes (Bandura, 1997). Self-efficacy is an important factor in successful completion of tasks or goals, whatever the underlying skill may be. Unless people believe they can produce desired effects by their actions, they have little incentive to act: self-efficacy belief is a major basis of action. People guide their lives by their beliefs of personal efficacy (Bandura, 1997).

Bandura (1997) explained that there are four sources of self-efficacy: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Enactive mastery experiences are situations where a person experiences success. Enactive mastery experiences play the most influential role in personal self-efficacy beliefs because they provide the most authentic evidence. Failures undermine self-efficacy, especially if they occur before efficacy is established. Vicarious experiences are experiences where one can view a model or example of a task being completed and apply the strategy to their own situation. We look for people like ourselves to model our own behavior after. Modeling serves as another effective tool for promoting a sense of personal efficacy. We compare ourselves to others and determine: "If they can do it, I can do it". Observational learning is key in vicarious experiences and there are four sub-functions involved: attentional, retention, production, and motivation. The third source of self-efficacy is verbal persuasion. Verbal persuasion includes the encouragement, feedback, and advice of others. Verbal persuasion strengthens peoples' beliefs that they possess

the capabilities to achieve and be successful. However, the impact of others' opinions on self-efficacy beliefs is apt to be only as strong as the recipient's confidence in the person who issues the comments. The final source of self-efficacy is physiological and affective states of being. Somatic indicators of personal efficacy are especially relevant in domains that involve physical accomplishments, health functioning, and coping with stressors. This source also involves mood. People learn faster if the things they are learning are in line with the mood they are in and recall is better, as well (Bandura, 1997). According to Bandura, self-efficacy involves two separate cognitive functions. First, the types of information people attend to and use as indicators of efficacy. The other relates to the combination of rules or heuristics that people use to weigh and integrate efficacy information (1997).

Teacher Self-Efficacy.

Teacher self-efficacy could be described as the teacher's perception of his or her instructional effectiveness (Nadelson et al., 2012). Prior research indicated that teachers with high self-efficacy were more likely to implement or try new ideas or teaching strategies to better meet the learning needs of their students (Tschannen-Moran & Woolfolk-Hoy, 2006; Woolfolk-Hoy, & Hoy, 1998). Teacher self-efficacy influenced student achievement, attitude, and affective growth (Tschannen-Moran, 2006; Woolfolk Hoy, & Hoy, 1998). Teachers' sense of self-efficacy was also impacted by their teaching experience (Bandura, 1997). In their 2006 study, Tschannen-Moran and Woolfolk-Hoy examined the idea that mastery experiences were the most powerful influence on teacher self-efficacy. To determine the change in self-efficacy of induction year teachers from the beginning of their training through their first year, Woolfolk-Hoy and Burke-Spero (2005) conducted a longitudinal investigation. Participants completed three instruments over the course of their training and first year of teaching. The instruments

used were: Gibson and Dembo's Teacher Efficacy Scale short form, Bandura's Teacher Self-Efficacy Scale, and a program specific questionnaire. The results indicated that there were significant increases in self-efficacy during student teaching, but it declined during the teachers' first year. Also, it was determined that the changes in self-efficacy were related to the level of support the teacher received.

Variables of the Study

This section of the literature review explains the variables of the study and provides a description of some of the research that has been conducted pertaining to the variables used in the present study.

Multicultural efficacy.

Researchers have examined teacher self-efficacy with multiculturalism to determine if teachers feel capable of implementing multicultural practices in their classes. Teacher multicultural self-efficacy is a teacher's beliefs about their ability to address classroom challenges associated with working with culturally and linguistically diverse students (Nadelson et al., 2012). There are many studies that indicated teachers felt unprepared and uncomfortable dealing with students from diverse backgrounds. In their study, Frankenberg and Siegel-Hawley (2008) noted that only 29% of teachers reported a great deal of training in designing racially diverse groups for academic tasks. They also noted that more than one in three of teachers reported very little or no training in strategies to help English Language Learners. In another study, Gay and Howard (2000) noted that some teachers begin teaching with no idea about how their own lack of understanding of other cultures can lead to lower expectations and miscommunication. Also, the discrepancy between teachers' knowledge of diverse cultures and

the cultural and ethnic background of their students may hinder the teacher's ability to effectively teach all students (Capella-Santana, 2003).

Many preservice teachers believed that teaching is transmitting information and encouraging their students, and they often underestimated the importance of the home and community contexts in teaching (Darling-Hammond & Baratz-Snowden, 2007). In 1993, Nel categorized preservice teachers' belief systems about multicultural education as: assimilation, tolerance, equality of ethnic groups, protection and enhancement of diverse groups, and reconstruction of society. In her study, Nel found that about two thirds of preservice teachers fell into the categories of assimilation and tolerance. She also predicted that the preservice teachers would have rejected implementing multicultural practices in the classroom. This brings us to the point that some of the least prepared teachers are teaching the students that have the most need (Darling-Hammond & Baratz-Snowden, 2007). The aforementioned studies indicated that many preservice and beginning teachers feel inadequate and ineffective when teaching students from diverse backgrounds.

Multicultural attitudes.

In reviewing the literature for this study, much of the research has included preservice teachers as the sample of the population for study and provided much insight into the preservice teachers' multicultural attitudes. Many of these studies examined how experiences with diversity, field experiences, and education courses affected their multicultural attitudes. In their study of predictors of multicultural concerns, beliefs, and attitudes, Akiba, Zhao, Nguyen, Neville, and Placier (2007) investigated multicultural concerns, beliefs and attitudes and how these factors are associated with each other, and the individual characteristics and previous diversity experiences that may predict the preservice teachers' multicultural concerns, beliefs, and attitudes. Their

sample included 233 preservice teachers, of which 91% were White and 74% were female. They administered scales on Multicultural Teacher Concerns (Marhsall, 1996), Diversity Beliefs in Professional Contexts (Pohan & Aguilar, 2001), and Color-Blind Racial Attitudes Scale (Neville et al., 2000). There were several important findings in response to their research questions. First, preservice teachers who were aware of various diversity issues and concerns had more positive diversity beliefs and better awareness of racial privilege, institutional discrimination, and blatant racial issues (Akiba et al., 2007). Second, teacher educators who help prepare preservice teachers should develop their own self-efficacy in teaching diverse students (Akiba et al., 2007). This study supported findings from Smith's study published in 2000 on teacher's background and their inclusion of multicultural education. In Smith's case study of two white, female preservice teachers, results indicated that background experiences of race, gender, and social class, experiences with diversity, and ideologies of individualism appear to have at least a small impact on the multicultural attitudes and behaviors of preservice teachers.

Several studies indicated that diversity training and multicultural coursework of preservice teachers has a positive impact on their multicultural attitudes. In a study about preservice teachers' beliefs and attitudes about teaching in a culturally diverse classroom, Walker-Dalhouse and Dalhouse (2006) surveyed 92 White preservice teachers from middle to upper socioeconomic backgrounds. The study investigated the beliefs of White preservice teachers toward diversity and examined whether the diversity seminar and field experiences had an impact on those beliefs. The survey instrument used was the Cultural Diversity Awareness Inventory (CDAI), which is a 28 item agree or disagree questionnaire. They used the version of the CDAI that was modified by Larke (1990) which categorized the questions into the various topics of General Cultural Awareness, Culturally Diverse Family, Cross Cultural

Communication, Assessment, and Creating a Multicultural Environment Using Multicultural Methods and Materials. For the study, they gathered pre and post test data and performed a multivariate analysis of variance to determine if there were differences in the pre/post test scores after exposure to the diversity practicum and seminar experiences. The results indicated significant differences between the pre and post tests for many of the questions in the survey. The students participating in the seminar and field experiences agreed that students should be identified as part of an ethnic group which supports the idea that teachers should recognize that there are differences among children and they are raised with different cultural expectations. The preservice teachers were more positive about culturally different families and parents, recognizing that parents are capable of assessing their child's abilities. After seminar and practicum, the preservice teachers were more likely to problem solve students' learning difficulties instead of referring them for special education testing, attributing the difficulties to language or cultural barriers first. The preservice teachers' survey results indicated that following the field experience and diversity seminar, they seemed more culturally aware and sensitive to the learning needs of their diverse students (Walker-Dalhouse & Dalhouse, 2006).

In their study of 168 preservice teachers' sense of self-efficacy and attitudes toward school diversity, Gao and Mager (2011) used demographic questionnaires, Gibson and Dembo's Teacher Efficacy Scale (1984), Attitudes Toward Inclusive Education Scale (ATIES), and Professional and Personal Beliefs of Diversity scales (Pohan, 1996) to investigate if preservice teachers' perceived sense of self-efficacy and attitudes towards school diversity shifted over the course of their preparation and whether preservice teachers with different degrees of self-efficacy view school diversity differently. Results of the study indicated that overall, the participants in the program showed positive teacher self-efficacy, favorable attitudes towards inclusive

education and positive beliefs of socio-cultural diversity. The results also indicated that the program to educate preservice teachers is effective in impacting a positive response to school diversity. One interesting note from this study was that the preservice teachers' personal beliefs did not change, but their professional beliefs did (Gao & Mager, 2011).

As preservice teachers move from coursework to classroom, their multicultural attitudes can remain the same, expand, or deepen. The different issues that diversity and culture entail were addressed in a study by Yang and Montgomery (2013). In their study of 32 preservice teachers and 11 teacher educators, Yang and Montgomery investigated attitudes toward student diversity (2013). They used Q methodology to better understand the varied attitudes of working with students from diverse backgrounds. The participants evaluated 47 statements and ranked them on an eleven point scale ranging from "least like me" to "most like me". Two main groups were formed: Students Are Students and Diversity Advocates. The Students Are Students group's sort data indicated that these members of the sample see student similarities; they believe in racial equality and dismiss racial stereotypes; however, this group excludes race as a barrier in the classroom. This group consisted of young, female, preservice teachers who stressed that students should be treated alike regardless of their race, culture or ethnicity. On the other hand, the Diversity Advocates consisted of five teacher educators and three preservice teachers. This group feels it is important to highlight diversity in teaching and are concerned with the challenges to be faced because of student diversity. The results from the study indicated a gap between the two groups in regard to their attitudes toward student diversity. The authors went on to say that this gap could be addressed with multicultural teacher education. Another area to note was the difference in the level of confidence the preservice teachers in the Students Are Students group have when dealing with diversity in their classroom (Yang & Montgomery, 2013).

Kumar and Hamer (2012) conducted a study to examine white preservice teachers' beliefs and attitudes about diversity in relation to their classroom practices among other ideas. The study included a longitudinal and cross-sectional data collection over four phases that was developed to test the effectiveness of teacher education programs in changing preservice teachers' beliefs and attitudes regarding diversity and proposed classroom practices from the beginning of their program to the completion of the program. There were 868 White, preservice teachers in the final sample. Preservice teachers were administered a survey containing items that measured preservice teachers' beliefs regarding minority, low-socioeconomic status students, their comfort in interacting with culturally diverse students, and their belief that cultural minority students should assimilate to mainstream culture (Kumar & Hamer, 2012). Next, scales measuring teaching practices were developed collecting information on learning environment, respect and collaboration in the classroom, and self-efficacy beliefs as a teacher. The ANOVA results indicated that preservice teachers were significantly less biased and prejudiced by the time of their graduation than during their first year. The preservice teachers recognized the need to implement and maintain learning environments that validate and empower all students. One negative aspect of the study was that 25% of the preservice teachers explicitly endorsed stereotypic beliefs about poor and minority students, most suggesting they feel uncomfortable teaching these types of students. The authors indicated that additional support in bringing the idea to consciousness through self-reflection will aid the preservice teachers in dealing with these personal prejudices (Kumar & Hamer, 2012).

In a recent study involving early childhood teachers' approaches to multicultural education and perceptions about race-based discussions, Vittrup (2016) found that 86% of teachers say it is important to discuss race with children. Vittrup asked teachers about their

perceptions and practice related to race based discussions. Results indicated that, overall, teachers are comfortable discussing race with their students. Black teachers are more comfortable than White and Hispanic teachers. Additionally, 42% of teacher discussed race as part of their regularly scheduled curriculum; however, only one half of them could identify or describe a specific discussion. Also, 25% of teachers in Vittrup's study discussed race as a part of history and in relation to discrimination.

The literature indicates that throughout their education and training, preservice teachers' multicultural attitudes can be impacted. From the beginning of their education to their practicum experiences, preservice teachers see the diversity in their classrooms. Their attitudes about diversity may determine their self-efficacy in meeting the learning needs of all of the students regardless of their cultural background.

The studies found in the literature review included mostly samples of populations of educators from the preservice teacher population. In these studies, researchers surveyed college students who may or may not have had experiences in the classroom, depending on their progress in their degree of study about their beliefs and attitudes toward student diversity. For the current study, it is beneficial to sample the population of in-service teachers to examine factors that may impact their multicultural self-efficacy and multicultural attitudes.

Professional development.

Professional development or professional learning in areas of diversity and multiculturalism has been researched often. In the research, there is conflicting evidence as to whether or not teacher training in multicultural issues has a positive impact on teacher practice. Some studies indicate teacher training does impact teacher attitudes and practice; however, the change wears off if no further support is offered (Bennett, Okinaka, & Xia-Yang, 1998). Martin

and Dagostino-Kalniz (2015) determined that some multicultural courses, taught from a certain theoretical perspective that included engagement in critical analysis, can be effective in altering education students' beliefs and pedagogical practices. Capella-Santana's (2003) study of multicultural attitudes of preservice teachers indicated that multicultural attitudes can be changed positively during teacher preparation courses that include free discussion of multicultural issues and field work in culturally and ethnically diverse settings. These experiences positively change multicultural attitudes and knowledge. In addition, her study indicated that the discussion of issues regarding second language acquisition and education of language minority students must be a component of teacher preparation (Capella-Santana, 2003). In their study, Tucker et al. (2005) found that teacher self-efficacy for working with children from diverse backgrounds can be significantly increased through brief training and opportunities for continued support. On the other hand, Parajes (1992) noted that teachers' beliefs are formed early in life and often remain intact even after time, schooling, contradiction, and experience. More recent research indicates that additional training on cultures or culturally responsive teaching does not seem to impact a teacher's beliefs or ideas about dealing with students from poverty or students from minority groups (Ponds, 2008). The beliefs about their culture and the culture of others learned throughout the teacher's life are very likely to remain dominant throughout the teacher's career. Bennett et al. (1990) examined teachers after a multicultural course and found an increase in their multicultural attitudes; however, it decreased after one year. In their study of how a summer institute diversity training had an effect on secondary teachers, Booker, Merriweather, and Campbell-Whatley (2016) found that diversity training does have a significant impact on campus community at the post-secondary level. This institute included five days involving participation in 60-90 minute sessions. Topics each year included cultural awareness, diverse activities,

gender identity, classroom climate, and internet studies. The faculty were impacted in three areas: ideologically, individually in knowledge and skill development, and in changing classroom practices (Booker et al., 2016).

Much of the research that exists on multicultural education for preservice teachers indicates that the likelihood of long term effects is very low. When multicultural attitudes and knowledge have been impacted positively through professional development, it has been argued that these cannot be maintained because participants do not receive any additional information (Bennett et al., 1990). Cho and DeCastro-Ambrosetti (2006) examined preservice teachers' attitudes about experiences and needs of culturally diverse learners. Their findings indicate that preservice teachers' awareness of cultural differences increased after a professional development course; however, their attitudes related to academic achievement of students revealed that the preservice teachers were less sympathetic towards culturally diverse populations (Cho & DeCastro-Ambrosetti, 2006). Li (2013) wrote that professional learning in diversity must help teachers: examine their own cultural beliefs and practices, gain a repertoire of cultural practices, and develop pedagogical skills and knowledge to help connect these to the curriculum and to their instruction. Kose and Young Lim (2010) investigated the relationship between school level professional development and transformative beliefs, attitudes, and teaching. They came to several conclusions, one being that the content of workshops and graduate courses was an important factor in transformative teaching outcomes and teaching for social justice professional learning positively predicted many aspects of transformational teaching (Kose & Young Lim, 2010). Darling-Hammond (2007) stated that "without teachers who have sophisticated skills for teaching challenging content to diverse learners, there is no way that children from all racial and ethnic, language, and socioeconomic backgrounds will reach the high academic standards

envisioned by the law” (p. 41). Pohan and Aguilar (2001) noted that we need to remind teachers that to meet the needs of all students we must remove low expectations, negative stereotypes, biases and prejudices, and cultural misconceptions. Not only do we need to remove them, we need to identify, challenge and reconstruct teachers’ beliefs about teaching students from different cultures (Pohan & Aguilar, 2001). Teachers have the important task before them of educating all the children that come into their classroom regardless of their race, ethnicity, linguistic background, or class. The cultural differences between the teachers and students can be viewed as a missing piece of a bridge that prevents some students from reaching the other side or their full potential.

Experiences with diversity.

Another factor in a teacher’s beliefs and attitudes is his or her experiences with diversity. These experiences may have an impact on the teacher’s beliefs and attitudes about multiculturalism. In the following section, the factors that formed these perceptions can be linked to experiences with diversity. These experiences include all the events that shape and affect one’s beliefs and attitudes. Piaget (1975, 1985) explained that students’ attitudes and values are created when they experience cognitive disequilibrium – what they are experiencing is out of balance with what they know or with what they are familiar. Theorists indicate that students in late adolescence and early adulthood are at a critical stage of identity development (Chickering & Reisser, 1993; Erikson, 1968, 1994). Cole and Zhou (2014) wrote that cognitive disequilibrium prompts identity development by giving students opportunities to reflect on existing ideas and experiences with new ideas and roles. These are included because this disequilibrium is where attitudes are developed including multicultural attitudes.

Irvine and Armento (2001) posited that many preservice teachers have minimal experiences with culturally and linguistically diverse groups of people. Massey, Charles, Lundy, and Fischer (2006) discussed how for some students, their first experience with diversity is when they begin college. Locke (2005) investigated the perspectives of preservice teachers enrolled in a multicultural education course. The findings indicated that the preservice teachers' perspectives toward diversity were influenced by their socio/educational histories, popular culture (news and movies), and the traditional structure of the teacher education program; however, the single multicultural education course had minimal impact on their perspectives. Locke noted that universities needed to do more to emphasize and illuminate the diversity that exists across the country and in the education system. Experiences with diversity can impact people in a variety of ways. Merryfield (2000) noted that there are several factors that influence an educator's work including encounters with people different than themselves, experiences with discrimination, injustice or outsider status, and their contradictions in dealing with multiple realities. Merryfield also stated that educators of color note that the most influential factor in their attitudes about diversity were their experiences with discrimination and outsider status as they grew from child to adult. The educators who were White noted their experiences while living outside their own country as the most influential factor in their attitudes about diversity (2000).

Another study, conducted by Brand and Glasson (2004), determined that racial, ethnic identity developed in the early life of preservice teachers and that the beliefs about diversity were clear and rigid. Another study conducted by Kyles and Olafson (2008) involved 15 teacher candidates who were administered a pre- and post-test measuring hope, motivation for teaching, and self-efficacy for teaching. Results indicated that teachers need multiple opportunities to change their beliefs, and that teacher candidates with multicultural schooling and life experiences

are more likely to have favorable beliefs and attitudes about cultural diversity (Kyles & Olafson, 2008). The variable of experiences with diversity include limitless possibilities and can range from experiences with the neighbors to which news channel one's parents watch. For this study, experiences with diversity will include how often the participants interacted with people different from them, including: play time, school, neighborhoods, role models, books, and teams/clubs. For the current study, experiences with diversity was scored using Subscale A of the MES (Guyton & Wesche, 2005). This study examined, as one of the variables, if experiences with diversity have a relationship with multicultural self-efficacy and multicultural attitudes of teachers.

Years of experience.

One of the components of self-efficacy is mastery experiences. As preservice teachers become practicing teachers, their opportunities to participate in mastery experiences increase, thus perhaps increases their self-efficacy. Tschannen-Moran and Woolfolk Hoy (2006) conducted a study examining how a teacher's years of experience relate to their self-efficacy. Results indicated that the more years of experience a teacher has, the more opportunities he or she has at mastery experiences. Novice teachers indicated that contextual factors like resources and teacher support were more beneficial to their self-efficacy. Experienced teachers indicated that the mastery experiences were more influential to their self-efficacy than the contextual factors (Tschannen-Moran & Woolfolk Hoy, 2006).

In their study examining the relationship between years of experience, gender and stress and self-efficacy measures of instructional strategies, classroom management, and student engagement, Klassen and Chiu (2010) determined that teachers' years of experience showed a non-linear relationship with all three factors. The teachers' self-efficacy increased from early in

their career to mid-career and then decreased from there (Klassen & Chiu, 2010). Their study indicated that perhaps as teachers reach a certain point in their career, they experience less self-efficacy for certain indicators. Another study investigated the relationship between teachers' goals and self-efficacy based on their years of experience and academic level (Wolters & Daugherty, 2007). The results indicated that teachers' sense of self-efficacy explained their mastery of the goal – they achieved the goal because they believed they had the ability and that they could achieve the goal. The self-efficacy measures were greater for those teachers with more teaching experiences (Wolters & Daugherty, 2007). Research indicated that with years of experience, self-efficacy increases.

Summary

With the increasing number of culturally diverse students in the public school setting, our teachers will need to have the information, tools, and ability to meet their students' various learning needs. Research indicates that many teachers do not feel comfortable or feel unprepared when teaching students from different cultures. There could be several factors associated with this position, including teacher preparation and training, experiences or lack of experiences with diversity, and attitudes and beliefs about race, culture and class. This study examined possible relationships between teachers' multicultural self-efficacy and multicultural attitudes and professional development in diversity, experiences with diversity, and years of teaching.

CHAPTER 3

Methodology

The purpose of this study was to examine how teachers' years of teaching experience, professional development in diversity, and experiences with diversity relate to their multicultural self-efficacy and attitudes. This study was conducted using multicultural education and self-efficacy theory concepts as well as a critical theory framework.

Research Design

This study utilized a correlational research design that included data collected using a survey as the main data collection method. One advantage of correlational designs is that they provide information concerning the degree of the relationship between the variables being studied (Creswell, 2008; Gall, Gall, & Borg, 2007). In addition, correlation research can be used to predict future scores (Creswell, 2008). In the current study, the survey was used to help identify teachers' multicultural self-efficacy and multicultural attitudes as well as experiences with diversity, years in teaching, and professional development training. The data collection was cross sectional because it was collected from each participant at only one point in time (Creswell, 1994).

Research Questions

The following research questions guided this study:

1. What is the relationship between the number of years of teaching experience, professional development opportunities, experiences with diversity and a teacher's multicultural self-efficacy and attitudes?
2. Can a teacher's multicultural self-efficacy and attitudes be explained based on their years of experience, professional developmental, and experiences with diversity?

Population

The population for this research study included educators who are employed as teachers in the school districts or school systems of the First District Regional Education Services Agency (FDRESA). The eighteen school districts included: Appling, Bulloch, Bryan, Camden, Candler, Savannah-Chatham, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Screven, Tattnall, Toombs, Vidalia City, and Wayne. This population was chosen for several reasons. The FDRESA school districts serve an average of 38% Black students and 9% Hispanic students (Governor's Office of Student Achievement (GOSA), (2017)). Based on this information, approximately 47% of the students in the FDRESA school districts are minority students. The percentage of students considered of limited English proficiency (LEP) is 4% (GOSA, 2017). In addition, 65% of the students in these school districts are considered economically disadvantaged (GOSA, 2017). Because this study investigated teachers' multicultural self-efficacy and multicultural attitudes, using schools from these districts included teachers who teach students from different races, ethnicities, social classes, and cultures.

The total number of teachers in the FDRESA teaching grades PreK-12 was 8,863. Of the total population, 82% were female and 18% were male. The racial make-up of the population was 79% White and 17% Black. The remaining percentages consisted of Hispanic, Asian, Native American, and mixed race. The years of experience of the teachers in the population was 6% with less than one year, 35% with 1-10 years of experience, 34% with 11-20 years of experience, 21% with 21-30 years of experience, and 4% with over 30 years of experience. The education levels of teachers in the population were 34% with a 4-year college degree, 46% with a Master's Degree, 16% with a Specialist's Degree, and 2% with a Doctorate Degree (GOSA, 2017).

Sampling Method

The sampling procedure for this study was convenience sampling. According to Gall, Gall, and Borg (2007), there are suitable reasons that justify using convenience sampling method for this study. First, the sample meets the purpose of the study and is convenient (Gall, Gall, & Borg, 2007). In this study, the population included educators who teach minority students from different cultures. Creswell (2008) noted that the convenience sampling method is used when the researcher chooses the participants because they are willing and available to be studied. All teachers in the school districts in the study were included as the potential participants, at total of 3592 teachers. Teachers who elected to participate in the survey through the electronic survey site were included as members of the final sample of 209.

Informed Consent and Confidentiality

The school districts used in the sample were contacted and informed of the study, its purpose, and the significance of the study with the intention of gaining support for the study. A recruitment email was written for the participants that explained the purpose of the study, the time required of the participants, the plan for data collection, how the anonymity of the participants will be protected, and how data and results will be used (Creswell, 2008). In addition, the email identified for the participants the possible risk factors. The letter explained to the participants the measures taken to protect their confidentiality, data, and information. All participants were told whom to contact if they have any questions about the research and their rights as participants. Finally, the participants were provided a statement informing them that participation is voluntary and they can choose whether or not to participate. With the permission of the districts' research departments, superintendents, or principals, the researcher contacted the teachers, provided them with the recruitment email about the project, and the link to the survey

using the Qualtrics online data collection program. The participants were informed that the results of their survey would be kept private and the data would be accessible only to the researcher (Gall, Gall, & Borg, 2007).

The IRB requires that a letter describing the research and condition of participation be provided for each potential participant. The letter was written using basic language so that it was easy to understand. Those who elected to participate were informed that they could withdraw from the study at any time if they chose to do so (Gall, Gall, & Borg, 2007). Participants intending to participate selected the link to the survey in Qualtrics and completed the survey.

Instrumentation

The instrument used for this study was the Multicultural Efficacy Scale (MES) (see Appendix). The MES was designed by Guyton and Wesche (2005) to assess an educator's confidence in their abilities to implement multicultural education practices. The MES was chosen because it assesses teachers' multicultural self-efficacy and multicultural attitudes. The researcher elected to add six open response questions to the original survey to address the independent variables of years of experience and professional development in diversity issues.

Guyton and Wesche's (2005) Multicultural Efficacy Scale (MES) is a self-report scale that measures a teacher's own assessment of his or her multicultural self-efficacy. In addition to the MES, teachers were asked to respond to a series of open-response items. The teachers' responses on the MES provided data for both the independent and dependent variables. The dependent variables included scores from the first section of the survey (Attitudes) and the second section of the survey (Efficacy). One of the three independent variables were generated from the third section of the survey (Experience with Diversity). Two other independent

variables were provided from the open response items (Professional Development in Diversity Issues and Number of Years in Teaching).

This study investigated teachers' beliefs about their ability to effectively teach students from different cultures and what factors can explain teachers' multicultural self-efficacy and attitudes. Therefore, the Multicultural Efficacy Scale was selected as the instrument to be used in this study because it measures the teachers' self-efficacy and attitudes regarding multiculturalism.

Reliability.

The MES is a 35 item Likert-type scale that consists of three subscales: background experiences with respect to diversity, beliefs about practices in teaching culturally diverse students, and self-efficacy in completing multicultural teaching strategies (Guyton & Wesche, 2005). Reported reliability from the survey developers (Guyton & Wesche, 2005) for the full instrument was 0.89 which indicates strong reliability. Subscale A of the MES is named Experiences with Diversity and it consists of seven items related to experiences with diversity. The responses in this section of the survey are labeled: never, rarely, occasionally, and frequently. The Cronbach's alpha for subscale A was 0.77. Subscale B is named Multicultural Attitudes and is comprised of seven items that examine the respondent's attitudes about instruction for diversity. The responses in this section are labeled: agree, agree somewhat, disagree somewhat, and disagree strongly. The Cronbach's alpha for subscale B was 0.72. Subscale C includes the self-efficacy items and consists of questions about self-efficacy regarding diversity in teaching. The responses range from "I do not believe I could do this very well" to "I am confident that I could do this very well." The Cronbach's alpha for subscale C was 0.93. The final question, number 35, is about teachers' conceptions of multiculturalism.

Regarding item number 35, there are 5 possible response categories: tolerance, assimilation, pluralism, multiculturalism, and advocacy. The survey respondents read five sentences and identified the sentence to which they most closely identify. The results from this item were included in the discussion chapter. Item 35 was not included in the final self-efficacy score, but rather provided insight about the sample's conceptualization of multiculturalism. Guyton and Wesche reported that in their development of the instrument, 42% of participants identified with the multicultural view and 25% identified with the tolerance view of multiculturalism (Guyton & Wesche, 2005).

Nadelson et al. (2012) also collected data using the MES in their study of teacher self-efficacy. They reported the reliability of the subscales Subscale A was 0.76, Subscale B was 0.68, and Subscale C was 0.91. The reliability for the instrument in the Nadelson et al. (2012) study was 0.89. These measures were close to the reliability reported by the developers. Additionally, teachers responded to their conceptualization of multiculturalism being Tolerance or Assimilation 46% and Multiculturalism at 33% (Nadelson et al., 2012).

In the current study, to determine the internal consistency of the instrument, Cronbach's alpha was computed. The alpha for Subscale A- Experiences with Diversity (first seven items) was 0.79 which indicates that the subscale has reasonable internal consistency. The next seven items constitute Subscale B – Multicultural Attitudes and returned an alpha of 0.65 which indicates minimally adequate reliability. The alpha for Subscale C – Multicultural Efficacy (0.95) indicates good internal consistency. After calculating the reliability for each scale, reliability was tested for the entire survey. The measure returned a result of .905 which also indicates good internal consistency and is in line with the reliability the survey developers reported as well as the study conducted by Nadelson, et al. (2012).

Guyton and Weshce (2005) suggested assigning each response to an item a score between 1 and 4. Once a number value is assigned, the sum of the values was calculated. For section A, Experiences with Diversity, the response choices were “A=Never”, “B=Rarely”, “C=Occasionally”, and “D=Frequently”. Responses were then given a numerical value using the following scale: A=1, B=2, C=3, D=4. For section B, Multicultural Attitudes, the response choices were: “A=Strongly Disagree”, “B=Disagree Somewhat”, C=Agree Somewhat”, and D=”Agree Strongly”. Responses were given numerical values using the following scale: A=1, B=2, C=3, and D=4. Items that were negatively phrased were reverse coded, as suggested by Guyton and Wesche (2005), because they reflect negative multicultural attitudes.

For section C, Multicultural Efficacy, the responses choices were:

A=I do not believe I could do this very well.

B=I could probably do this if I had to, but it would be difficult for me.

C=I believe I could do this reasonably well, if I had time to prepare.

D=I am quite confident that this would be easy for me to do.

Responses were assigned numerical values as follows: A=1, B=2, C=3, and D=4. Guyton and Wesche (2005) reported a sum score for the subscales. Scores for sections A and B could range from 0-15 (Low), 16-24 (average), and 24-28 (very positive). Regarding section subscale C scores could range from 0-54 (Low), 55-66 (average), and 67 to 80 (high) (Guyton & Wesche, 2005). It is noted by Guyton and Wesche (2005) that subscale A was developed for comparison purposes and is not intended to be scored to contribute to the measure of multicultural self-efficacy.

Data obtained from the open response items included: years of experience and professional development in diversity issues. The researcher edited years of experience input to

create whole years, not partial years. The number of years were rounded up or down based on the number of months entered. When teachers entered half a year or more, the years were rounded up. If they entered less than half a year, the years were rounded down. In regard to professional development in diversity issues, the researcher decided to use zero if the teachers indicated no professional development, and one if they indicated any amount of professional development. This decision was made to create a dichotomous variable to use for the purpose of analysis. Other data was collected and reviewed but were found to be not pertinent to the analysis including: family income levels during childhood and adulthood, college or university attended, and recreational activities in which the respondent participated.

Data Collection

Upon obtaining IRB approval, the researcher contacted the school districts in the FDRESA. Out of the 18 school districts, 11 school districts granted permission to contact their teachers. Once permission was obtained, the teachers' emails were obtained from either the superintendent, the research department of the school district, principals, or school websites. The recruitment email, including the survey link, was sent to teachers (Appendix). Teachers who chose to participate opened the Qualtrics link in their email and responded to the questions in the survey. Two weeks after the initial date of contact, the teachers received a reminder email to complete the survey. One week later, another email was sent. The survey window closed after three weeks. All of the information shared by the participants in the sample was anonymous. The survey data was saved digitally in a password protected computer.

Data Analysis

Once the data collection period was over, the data were received from the Qualtrics site. The survey data were compiled and transferred to SPSS. The demographic data for the sample

were analyzed and frequency tables were compiled. The statistical procedures used to determine the answers to the research questions included a correlation of all of the variables and two multiple regression analyses. The correlation coefficient of the independent variables with the dependent variables was obtained first; then the multiple regressions were performed. The multiple regression procedure is used when more than one independent variable needs to be studied to explain the variability in a dependent variable (Creswell, 2008). In this study, the data analysis provided information about the relationship between dependent variables (teachers' multicultural self-efficacy and teachers' multicultural attitudes) and independent variables (teachers' experiences with diversity, teachers' years of experience, and teachers' professional development in diversity issues). The multiple regression statistical procedure constructed an equation predicting the values of a dependent variable from those of two or more independent variables (Creswell, 2008; Gray & Kinnear, 2012).

The researcher first regressed the variables of years of teaching experience, professional development in diversity issues, and experiences with diversity and teachers' multicultural attitudes. Then, the independent variables were regressed with teachers' multicultural self-efficacy. The procedure provided R, which is the correlation between the observed values of the dependent variable and the corresponding prediction of the regression equation (Gray & Kinnear, 2012). In this study, R indicates the correlation of both teachers' multicultural attitudes and teachers' multicultural self-efficacy to teachers' number of years teaching, teachers' experiences with diversity, and teachers' training in diversity issues. Next, the coefficient of determination (CD) (R^2) was calculated. The CD represents the proportion of the variance of the dependent variable accounted for by the independent variables (Gray & Kinnear, 2012). Finally, the adjusted R^2 was computed. The adjusted R^2 considers the magnitude of the effect, the number of

variables, and the sample size when determining the variance of the dependent variables accounted for by the independent variables (Leech, Barrett, & Morgan, 2008). The data were presented in a correlation matrix of all variables. In addition, a statistical table for reporting the R and R² values and the beta weights for each variable were included in the results section of the study (Creswell, 2008).

CHAPTER 4

RESULTS

This purpose of this study was to examine the possible relationships between teachers' years of teaching experience, professional development in diversity issues, and experiences with diversity and their multicultural attitudes and multicultural self-efficacy. This chapter presents the demographic information of the participants and the results of the data analyses.

The study addressed the following research questions:

1. What is the relationship between teachers' multicultural self-efficacy and their years of teaching experience, professional development in diversity issues, and experiences with diversity?
2. How can a teacher's multicultural self-efficacy and multicultural attitudes be explained based on their years of teaching experience, professional development in diversity issues, and experiences with diversity?

Research Procedures

The researcher used a correlational research design. Data used for the analysis were collected from in-service teachers using a Qualtrics survey. The dependent variables included teachers' multicultural self-efficacy and multicultural attitudes. The independent variables were teachers' professional development in diversity issues, years of teaching experience, and past experiences with diversity.

The Multicultural Efficacy Scale was sent as a Qualtrics link to the participants. Upon receiving the IRB approval, the researcher contacted the appropriate representative from each school district to determine how the survey would be distributed to teachers. The survey was dispersed based on the directions from each district's representative: six superintendents requested the recruitment email be sent to them to forward; two requested it be sent to a district

representative such as a curriculum coordinator; one requested to send the recruitment email to the principals; and two requested the researcher to obtain the teachers' emails from the websites of the schools where the teachers worked and e-mail each teacher. Two weeks after the initial e-mail was sent, a reminder e-mail was sent using the same procedures and e-mails. Then, a final reminder was sent one week later. After three weeks, the survey was closed.

Demographic Profile of the Participants

Upon obtaining IRB approval, the Multicultural Efficacy Scale was sent to 3,592 educators. Originally, there were 314 surveys returned; however, the researcher removed incomplete records from the data resulting in 209 responses being used for data analyses. Of the teachers responding, 197 (94%) were female and 12 (6%) were male.

Table 1 displays the frequency and percentages of teachers' race/ethnicity. The percentages of the ethnicity of the respondents closely reflect the percentages of the target population of the school districts in the First District RESA which were 90% White, 8% Black, and 2% (combined for Hispanic, Asian, Native American, and Multiracial).

Table 1

Race/Ethnicity of Teachers

Race/Ethnicity	Frequency	Percent
Asian	1	0.5
Black	14	6.7
Hispanic	2	1.0
Mixed Race	4	2.0
White	184	88.0
Any	1	0.5

Table 2 shows the level of education of the respondents. The respondents with graduate degrees participated at a higher rate than those with undergraduate degrees. Of the teachers participating, 73.2% of teachers indicated that they had obtained a graduate degree. Over 40% of the respondents had obtained a Master's Degree.

Table 2

Education Level of Teachers

Highest Degree Earned	Frequency	Percent
Bachelor's Degree	56	26.8
Master's Degree	91	43.5
Education Specialist	46	22.0
Education Doctorate	16	7.7
Total	209	100.0

Table 3 shows the number of years of teaching experience of the respondents. The responses were categorized by early career (0-9), mid-career (10-15), late career (16-30) and very late career (31-40). The most common response was 16-30 years with 46%.

Table 3

Participants' Years of Teaching Experience

Years of Experience	Number	Percent
0-9	59	28
10-15	48	23
16-30	96	46
31-40	6	3

Table 4 shows the number of Professional Development in Diversity Issues teachers reported. The majority of the participants have not had professional development in diversity issues within the last five years.

Table 4

Professional Development Trainings in Diversity Issues

Number of PDs	Frequency	Percent
0	143	68.4
1	54	25.8
2	8	3.8
3	1	0.8
4	1	0.5
5	2	1

Data Analysis Results**Experiences with Diversity**

Teachers responded to seven questions about their personal experiences with diversity. Table 5 displays the responses and percentages of responses related to Subscale A. The items of Subscale A consisted of statements participants evaluated about diversity in context with their time as a child, as teenager, and growing up. Regarding experiences with diversity, 68.4% of respondents reported that they never or rarely lived in a neighborhood with people different from them. In response to item 1, 76% of respondents indicated that as a child they occasionally or frequently played with people different than them. Additionally, 81.8% of teachers responded that they frequently or occasionally attended school with diverse people. Another result included that 82.3% of teachers responded that they were frequently or occasionally on the same team or club with diverse students. Respondents reported not living in a culturally diverse neighborhood,

and most of their experiences involving culturally diverse people occurred around school or education and recreational activities.

Table 5

Multicultural Efficacy Scale Subscale A (Experiences with Diversity) Response Percentages

Question	Never	Rarely	Occasionally	Frequently
1. I played with people different from me.	5.3%	18.7%	41.1%	34.9%
2. I went to school with diverse students as a teenager.	5.3	12.9	19.1	62.7
3. Diverse people lived in my neighborhood when I was a child.	34.9	33.5	19.6	12.0
4. In the past I chose to read books about people different from me.	3.8	25.4	43.5	27.3
5. A diverse person was one of my role models when I was younger.	25.4	30.6	29.2	14.8
6. In the past I chose to watch TV shows and movies about people different from me.	.5	12.0	45.9	41.6
7. As a teenager, I was on the same team and/or club with diverse students.	5.7	12.0	32.1	50.2

Note: N=209

Teachers' Multicultural Attitudes

Table 6 displays the results of Multicultural Efficacy Scale Subscale B which addresses teachers' multicultural attitudes. The results of Subscale B indicate positive multicultural attitudes for the teachers that responded to the survey. Teachers responded frequently as agreeing somewhat or strongly agreeing on most items of Subscale B. Item numbers 10 and 11 stand out because the majority of the responses from these items were disagree strongly or disagree

somewhat. For Item 10, 81.4% of respondents indicate that they strongly disagree or disagree somewhat that discussing ethnic beliefs and traditions leads to disunity and arguments between students from different cultures. Regarding Item 11, which stated that children should be taught by teachers of their own ethnic and cultural background, 93.3% of respondents strongly disagreed or disagreed somewhat.

Table 6

MES Subscale B (Multicultural Attitudes) Response Percentages

Question	Disagree	Disagree	Agree	Agree
	Strongly	Somewhat	Somewhat	Strongly
8. Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.	1.0%	3.3%	54.1%	41.6%
9. Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.	0.0	2.9	31.6	65.6
10. Discussing ethnic traditions and beliefs in school leads to disunity and arguments between students from different cultures.	42.6	38.8	14.4	4.3
11. Children should be taught mostly by teachers of their own ethnic and cultural background.	57.9	35.4	4.8	1.9
12. It is essential to include the perspectives of diverse groups while teaching things about American history that are common to all Americans.	1.0	1.9	34.4	62.7
13. Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.	1.0	4.8	33.0	61.2
14. The classroom library should reflect the racial and cultural differences in the class.	0.5	1.0	30.6	67.0

Note: N=209

Teachers' Multicultural Efficacy

Subscale C, which includes items 15-34, measures the multicultural self-efficacy of teachers. The participants were presented with “I can” statements that related to their planning and instruction regarding multicultural materials and issues. The participants could choose from answer choices that ranged from “I do not believe I could do this” to “I believe I could do this very well”. Table 7 displays the percentages of the responses to the 20 questions related to multicultural self-efficacy. Teachers rated themselves as believing they could perform the task or confident they could perform the task 80% or higher on 13 of the 20 items. The four highest rated items were Items 16, 17, 21, and 27. Item 27 (I can get students from diverse groups to work together) received the highest percentage of positive responses with 93.7% of teachers indicating they believed they could complete this task. The three lowest scoring items were Items 20, 30, and 31. Item 20 relates to teachers' ability to help students examine their own prejudices and 76.5% indicated they could perform this task. Item 30 asks teachers to indicate whether they can identify the societal forces which influence opportunities for diverse people and 27.3% of respondents stated they could not do this or that it would be difficult for them to do. Item 31 (I can identify various ways groups contribute to our pluralistic society.) received the lowest percentage of positive responses from the teachers with 70.3% indicating they could perform the task.

Table 7

MES Subscale C (Multicultural Efficacy) Response Percentages

Question	I do not believe I could do this very well.	I could probably do this, but it would be difficult for me.	I believe I could do this reasonably well if I had time to prepare.	I am quite confident that this would be easy for me.

Table 7

MES Subscale C (Multicultural Efficacy) Response Percentages

Question	I do not believe I could do this very well.	I could probably do this, but it would be difficult for me.	I believe I could do this reasonably well if I had time to prepare.	I am quite confident that this would be easy for me.
15. I can develop strategies for dealing with racial confrontations.	2.4%	19.6%	58.9%	19.1%
16. I can meet the needs of learners from diverse groups.	1.4	6.2	65.6	26.8
17. I can develop materials appropriate for the multicultural classroom.	1.4	8.6	61.2	28.7
18. I can develop instructional methods that dispel myths about diverse groups.	4.3	14.4	63.2	18.2
19. I can analyze instructional materials for potential stereotypical and/or prejudicial content.	4.3	9.6	53.1	33.0
20. I can help students to examine their own prejudices.	4.3	19.1	50.7	25.8
21. I can present diverse groups in our society in a manner that will build mutual respect.	2.9	7.2	55.0	34.9
22. I can develop activities that increase the self-confidence of diverse students.	2.4	8.1	52.2	37.3
23. I can provide instruction showing how prejudice affects individuals.	4.3	8.1	53.1	34.4

Table 7

MES Subscale C (Multicultural Efficacy) Response Percentages

Question	I do not believe I could do this very well.	I could probably do this, but it would be difficult for me.	I believe I could do this reasonably well if I had time to prepare.	I am quite confident that this would be easy for me.
24. I can plan instructional activities to reduce prejudice toward diverse groups.	4.3%	12.9%	58.9%	23.9%
25. I can identify cultural biases in commercial materials used in teaching.	4.3	15.8	48.8	31.1
26. I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	1.9	13.9	55.5	28.7
27. I can get students from diverse groups to work together.	1.4	4.8	43.5	50.2
28. I can identify school practices that may harm diverse students.	3.8	16.3	47.8	32.1
29. I can identify solutions to problems that may arise as the result of diversity.	1.9	15.3	59.8	23.0
30. I can identify the societal forces which influence opportunities for diverse people.	7.2	20.1	54.1	18.7
31. I can identify ways in which various groups contribute to our pluralistic society.	9.1	20.6	46.9	23.4

Table 7

MES Subscale C (Multicultural Efficacy) Response Percentages

Question	I do not believe I could do this very well.	I could probably do this, but it would be difficult for me.	I believe I could do this reasonably well if I had time to prepare.	I am quite confident that this would be easy for me.
32. I can help students take on the perspective of ethnic and cultural groups different from their own.	5.3%	15.8%	63.2%	15.8%
33. I can help students view history and current events from diverse perspectives.	3.8	9.6	56.0	30.6
34. involve students in making decisions and clarifying their values regarding multicultural issues.	4.3	14.8	62.2	18.7

Note: N=209

MES Subscale Results

Table 8 summarizes the descriptive statistics for the three subscales. The score from each respondent could range from 1 - 4 on each question in the subscales (items 1-34). Table 8 indicates that teachers responding scored highest on subscale B Multicultural Attitudes.

Table 8

Mean Score Results on MES Subscales

Sub-Scale	Minimum Score	Maximum Score	Mean	SD
Subscale A - Experiences with Diversity	1.43	4	2.91	0.60
Subscale B- Multicultural Attitudes	2.29	4	3.49	0.36
Subscale C - Multicultural Efficacy	1.00	4	3.07	0.51

Teachers' Conceptualization of Multiculturalism

Table 9 displays results of teachers' responses to Question 35. The question prompts the teachers to choose the statement that most closely reflects their strongest beliefs about multiculturalism. According to the results, 50% of teachers participating in the study aligned with the lowest levels of multiculturalism: Tolerance and Assimilation. There were 40% of teachers who rated their beliefs about teaching as Multiculturalism. Additionally, 6.8% of teachers aligned themselves with the statement related to Advocacy.

Table 9

Teachers' Conceptualizations of Multiculturalism

Conceptualization	Frequency	Percent
Tolerance	39	18.8
Assimilation	66	31.9
Pluralism	4	1.9
Multiculturalism	84	40.6
Advocacy	14	6.8

Correlations

Dependent variables in the regression analysis included the multicultural self-efficacy and multicultural attitudes. There were two separate regressions performed, one for multicultural self-efficacy and one for multicultural attitudes. Values for these dependent variables were obtained from the MES; subscale B quantifies multicultural attitudes and subscale C provides a measure of multicultural self-efficacy. The independent variables entered into the regression analyses were professional developments (PD) in diversity issues, years of teaching experience, and past experiences with diversity. Because majority of the participants (68%) reported not participating in any professional development activities in diversity within the last 5 years, this variable was entered into SPSS as either 0 (no PD) or 1 (some PD). This provided a binary response to professional development that suited the analysis. Teachers' experiences with diversity were obtained from the MES survey's subscale A. The respondents entered their years of teaching experience as an open response item. The researcher entered the years of experience into the regression.

Before the regression analyses, all variables were correlated using bivariate correlation. As Table 10 indicates, the only significant correlation was between the dependent variables, multicultural attitudes and multicultural self-efficacy. The dependent variables were scored using scores from Subscale B (attitudes) and Subscale C (self-efficacy). The strength of the relationship was 0.319. This indicates a weak positive correlation between the variables of multicultural attitude and multicultural self-efficacy. See Figure A1 for a scatterplot illustrating the relationship between multicultural attitudes and multicultural self-efficacy. Figure A1 indicates that there were a few outliers where teachers scored high on self-efficacy and low on attitudes. Additionally, there were some responses that were scored higher on attitudes and lower on self-efficacy. The other variables did not have a statistically significant relationship.

Table 10

Intercorrelations among Variables

Variable	1	2	3	4	5
1. Professional Development	--				
2. Years of Teaching Experience	.040	--			
3. Experiences with Diversity	.101	-.015	--		
4. Multicultural Attitudes	.101	-.016	.054	--	
5. Multicultural Efficacy	.121	.053	.130	.319**	--

** $p < .01$.

Multicultural Efficacy

To determine if there is a measure of explanation between teachers' multicultural self-efficacy and years of teaching experience, professional development in diversity issues, and experiences with diversity, a multiple regression analysis was conducted. Using the SPSS program, a multiple linear regression was performed to determine whether teachers' multicultural self-efficacy could be explained by their years of teaching experience, experiences with diversity, and professional development in diversity issues. The regression equation was not significant ($F(3, 205) = 2.208, p > .05$) with an R^2 of 0.031. The Adjusted $R^2 = 0.017$ indicates that approximately 1.7% of the variance in teachers' multicultural self-efficacy can be accounted for by their years of teaching experience, experiences with diversity, and professional development in diversity issues. The unstandardized regression coefficients (B) and intercept, the standard errors (SE), the standardized regression coefficients (β), t -values and p -values for the full model are reported in Table 11. As the table indicates, neither the set of the independent variables nor the individual variables showed statistical significance in explaining teachers' multicultural self-efficacy.

Table 11

Multiple Regression Analysis Results: Multicultural Efficacy

Variables	B	SE	β	t -value	p -value
Intercept (Constant)	53.776	3.741		14.374	.000
Experience with Diversity	.295	.170	.120	1.737	.084
Professional					

Table 11

Multiple Regression Analysis Results: Multicultural Efficacy

Variables	<i>B</i>	<i>SE</i>	β	<i>t</i> -value	<i>p</i> -value
Development	2.354	1.518	.107	1.551	.122
Years of Experience	.060	.082	.050	.732	.465

Note. $R=.177$, $R^2=.031$, Adjusted $R^2=.017$

Multicultural Attitudes

To determine if there is a measure of explanation between teachers' multicultural attitudes and their years of teaching experience, professional development in diversity issues, and experiences with diversity, a multiple regression analysis was conducted. Using the SPSS program, a multiple linear regression was calculated predicting teachers' multicultural attitudes based on their years of teaching experience, experiences with diversity, and professional development in diversity issues. The regression equation was not significant ($F(3,205) = 0.871$, $p > .05$) with an R^2 of 0.013. The Adjusted $R^2 = 0.002$ indicating that the level of variance in teachers' multicultural attitudes caused by the independent variables is almost zero. The unstandardized regression coefficients (*B*) and intercept, the standard errors (*SE*), the standardized regression coefficients (β), *t*-values and *p*-values for the full model are reported in Table 12.

Table 12

Results for Variables as Predictor of Teachers' Multicultural Attitudes

Variables	<i>B</i>	<i>SE</i>	β	<i>t</i> -value	<i>p</i> -value
Intercept (Constant)	23.826	.940		25.357	.000
Experiences with Diversity	.027	.043	.044	.629	.530
Professional Development	.534	.381	.098	1.400	.163
Years of Experience	-.006	.021	-.019	-.274	.784

Note. $R=.112$, $R^2=.013$, Adjusted $R^2= 0.002$

Summary

Two research questions were developed to determine if teachers' multicultural self-efficacy and multicultural attitudes could be predicted based on past experiences with diversity, professional development in diversity issues, and years of teaching experience. The researcher analyzed and reviewed the demographic responses, MES Subscales A, B, and C, as well as the responses to Item 35. Teachers' resulting scores on the Multicultural Efficacy Scale (MES) indicate positive multicultural attitudes and high multicultural self-efficacy. The teachers' conceptualizations about multiculturalism most align to Assimilation and Multiculturalism models of multicultural education.

Multiple regression analysis was conducted using data collected for independent variables of years of teaching experience, professional development in diversity issues, and

experiences with diversity and dependent variables of multicultural attitudes and multicultural self-efficacy. Based on the results of this data analysis, the independent variables of years of teaching experience, professional development in diversity issues, and experiences with diversity do not explain the dependent variables of multicultural attitudes and multicultural self-efficacy. In addition, there is not a significant relationship between the dependent variable of teachers' multicultural self-efficacy and the independent variables of years of teaching experience, professional development in diversity issues, and experiences with diversity. Chapter 5 presents discussion of the results of this study.

CHAPTER 5

Discussion of Findings

U. S. census results (2010) indicate a growing number of students from diverse cultural, language, and cultural backgrounds; at the same time, most of the teacher population is White (Snyder, de Brey, & Dillow, 2016). The purpose of this study was to investigate if there is a relationship between teachers' multicultural attitudes and multicultural self-efficacy and their experiences with diversity, professional development in diversity issues, and years of teaching experience.

The following research questions guided the study:

1. What is the relationship between professional development in diversity issues, number of years of teaching experience, and experiences with diversity and a teacher's multicultural self-efficacy and attitudes?
2. Can a teacher's multicultural self-efficacy and multicultural attitudes be explained by their professional development in diversity issues, years of teaching experience, and experiences with diversity?

This chapter provides a summary of major findings, discussion of the results in relation to current research, as well as recommendations for future research.

Summary of Findings

Research question 1. The Pearson Product-moment correlation procedure determines the strength of the relationship between the dependent (multicultural self-efficacy and multicultural attitudes) and independent (experiences with diversity, professional development in diversity issues, and years of teaching experience) variables. The results of this study did not show a

significant relationship between teachers' multicultural attitudes and multicultural self-efficacy and their years of teaching experience, professional development in diversity issues, and experiences with diversity. The only significant correlation was between the dependent variables ($r= 0.319 p<.01$).

Research question 2. According to the regression analyses, teachers' multicultural self-efficacy and multicultural attitudes cannot be explained by the three independent variables: years of teaching experience, professional development in diversity issues, and past experiences with diversity. The Adjusted R^2 value obtained from the regression analysis for multicultural self-efficacy was 0.017. This low coefficient indicates that approximately 1.7% of the variance in teachers' multicultural self-efficacy can be accounted by the independent variables. Additionally, the regression analysis produced an Adjusted R^2 value of 0.002 for multicultural attitudes. This coefficient indicates that approximately 0% of the variance in teachers' multicultural attitudes can be accounted by the independent variables.

Other Findings

The study produced other findings worth noting in addition to the answers to the research questions. The majority of the teachers (68%) who participated in the study did not have any professional development on diversity issues within the last five years. According to the survey results, the study participants overall have a very positive multicultural attitude (3.49 out of 4) and reasonably high multicultural self-efficacy (3.07 out of 4). Although the study participants reported positive multicultural attitudes, for half of the participants their conceptualization of multiculturalism was on the Tolerance (18%) and Assimilation (32%) levels which are considered lower levels of multiculturalism.

Discussion of Findings

There were three major findings that emerged from the analyses of the data performed in this study. First, 68% of teachers have not participated in professional development in diversity issues during the last five years. Second, teachers have high multicultural self-efficacy and positive multicultural attitudes. Third, teachers indicate a misalignment between their self-efficacy and attitudes and their conceptualization of multiculturalism. The findings will be discussed in this section.

Professional Development.

The most concerning finding of this study was that 68% of the teachers that responded have not participated in any professional development related to diversity issues in the past five years. This is especially disturbing in light of the demographic make-up of the respondents and the students in the districts they teach. While most of the teachers participating in the study indicated they were White (88%), they teach a population of students that consists of 54% non-White students (GADOE, 2016). This percentage includes Black, Hispanic, Asian, and multi-race students. Additionally, though not related to race/ethnicity, 65% of the students in the districts from which the participants were recruited are considered economically disadvantaged, and 4% are considered English Language Learners (ELL) (GADOE, 2016). There are differences in race/ethnicity, culture, and class of the teachers participating in the study and that of the students being taught by these teachers. For this reason, professional development in diversity issues should be important.

One possible reason professional development in diversity issues is not provided to teachers could be that teachers participate in a top down model of professional development

where decisions about topics, trainings, and professional learning are determined at the district level. Whitworth and Chiu (2015) stated that school and district leaders play a significant role in planning and implementing professional development. A Google search of the course offerings by the First District RESA indicated that Gifted Endorsement, Assessment training, Teacher and Leader Keys Evaluation System (TKES/LKES) and Positive Behavior Intervention and Supports (PBIS) courses are the most abundant. These courses reflect the input and requests of the school administrations and districts. There were courses being offered in ESOL Endorsement which normally is an endorsement that teachers seek voluntarily. Professional development for teachers is often requested, scheduled, and approved by the district level and school level administrators. This model of professional development planning supports questions related to the control of knowledge in our schools, as well as in society.

From a political standpoint the questions may look like, “Who controls the selection and distribution of knowledge? Through what institutions?” The questions from an ideological point of view would be: “What knowledge is of most worth for teachers? Whose knowledge is it?” (Beyer & Apple, 1988). When these questions are considered about the current study’s findings regarding professional development for teachers, it is apparent that the control of the education and knowledge is by the institutions in power. The official knowledge appears in many contexts within the school. The knowledge is filtered through a set of political screens and decisions, based on the culture and ideas of the group in power, before it is declared legitimate (Apple, 2000). One example, as Apple (2000) explained, is the textbook adoption process where state funds must be used only for state approved texts. In cases like this, it is apparent the state has the power and control over what counts as “official knowledge.” Furthermore, when the official knowledge is presented to students, they are encouraged to reproduce the knowledge, not

produce new knowledge (Apple, 2000). Schools are at the center of the struggle over race/ethnicity, class, gender, sexuality, ability, religion, and other important dynamics of power (Apple, 2015). It appears that what knowledge is of most worth for teachers is decided by those who hold power. Sleeter (2012) noted that professional development in culturally responsive pedagogy would benefit teachers; however, there are factors that keep this from happening--one of the factors she considered was the elite and White fear of losing national and global hegemony. By not having opportunities to experience professional development in diversity and culturally responsive practices, teachers' knowledge is also controlled by the institutions in power, maintaining the hegemony that is in place.

Of the teachers participating, about one-third indicated that they had experienced professional development in diversity issues over the past five years. However, the current study found that this training does not significantly relate to the multicultural self-efficacy and multicultural attitudes of the teachers participating in the study. The current study did not prompt teachers to report the title or type of professional development they experienced. Possibly, the lack of relationship could be due to the type or effectiveness of the professional development sessions that the teachers experienced. Tucker et al. (2005) determined that training and continued support can increase teachers' multicultural self-efficacy. Researchers Martin and Dagostino-Kalniz (2015) determined that professional development can be beneficial when certain criteria are met, especially after the instruction and learning piece have been implemented. The successful approaches that have changed preservice learning and teacher practice have included a critical analysis piece, support after the training (Tucker et al, 2005), and practice engaging with diverse people and environments (Sleeter, 2008; Walker-Dalhouse & Dalhouse, 2006). Research by Li (2013) determined that reflection, practice, and collaboration

are keys to sustaining professional learning. Yoo (2016) found that teacher self-efficacy increased due to teachers' participation in online professional development. There are studies that conclude professional development in diversity issues is effective in certain circumstances where teachers are exposed to diversity, discuss multicultural issues, and reflect on their experiences. Sleeter's (2015) book *White Bread* is an example of this type of personal and professional development. In this non-fiction story, Jessica teaches at a mostly Hispanic school and through exposure to diverse students, discussions with others about multicultural issues, and research and reflection about her own story, comes to better understand and determine ways to help her students. In the book, for Jessica, support comes from the community, her students, and other teachers at her school.

Currently, many professional development models include only the teaching and learning piece, but not a support piece when implementing into practice and reflection by the participant. Recently, in Georgia, there is a strong emphasis on assessment, achievement, and college and career readiness. Additionally, learning about differentiated instruction may have accounted for meeting the needs of diverse learners where it is more about learning styles, modalities, and environment than it is about culture and diversity.

Multicultural self-efficacy and multicultural attitudes.

In this study, teachers reported high multicultural self-efficacy and positive multicultural attitudes. Teachers' ratings were high on all three subscales of the Multicultural Efficacy Scale (MES) which included experiences with diversity, multicultural attitudes, and multicultural self-efficacy. There could be several reasons why teachers rated themselves so highly on the MES. First, teachers understand that they are expected to love and teach all students. Teachers responding to the survey understand what answer choices are "expected" of them by others. In

addition, perhaps to avoid the guilt of selecting an undesirable response, teacher chose the social desired response. Teachers may have responded to the prompts in such a positive manner, so they could feel that they adhere to socially desirable responses (SDR). SDR occurs when participants exhibit a tendency to present themselves in a favorable light (Gall, Gall, & Borg, 2007). This may be one reason for the strong multicultural self-efficacy and high positive attitudes determined by the survey results.

Teachers participating in the study may have a false sense of multicultural attitudes and multicultural self-efficacy due to their ideas about who is culturally diverse or whether or not they teach culturally diverse students. Fylkesnes (2018) concluded in a review of research that the term “cultural diversity” has a lack of conceptual clarity, and it is often unclear how it is defined in research. If this is the case, teachers may have reported responses based on a false sense of self-efficacy about multicultural issues. Though the district populations indicated high percentages of students from diverse racial and cultural backgrounds, perhaps the teachers participating in the current study are not serving in schools with diverse populations. If that is the case, professional development in diversity issues may not be a subject that district leaders or teachers would consider. However, without professional development of teachers in these districts who do work with students from diverse backgrounds may be at a disadvantage because they may not have had the opportunity to be trained in culturally responsive practices.

Another reason for high multicultural self-efficacy and positive multicultural attitudes could be the fact that teachers completed coursework during their teacher preparation that addressed multiculturalism. Within the participants' responses, several noted their college coursework and courses they took as part of their degree requirements as professional development; however, these were not noted as professional development. Perhaps these courses

may have helped teachers examine and strengthen their beliefs about multicultural education before they began their teaching careers. Kumar and Hamer (2012) determined that preservice teachers were less biased at the end of their training. Walker-Dalhouse and Dalhouse (2006) reported that diversity seminar and field experiences led to preservice teachers being more culturally aware and more sensitive to the learning needs of their students. Adding the element of multiculturalism to teacher self-efficacy, Nadelson et al. (2012) determined that teachers are strongly efficacious in the areas of multicultural attitudes and self-efficacy. Teacher preparation in the area of diversity before teaching may have contributed to the strong self-efficacy and attitudes of the teachers in this study.

In the current study, teachers reported their past experiences with diversity on Sub-Scale A. Their responses indicate that in all areas but two, teachers experienced diversity in a variety of ways throughout their lives. Perhaps these experiences provided teachers with the information and social skills needed to engage effectively with students from diverse backgrounds without experiencing professional development in diversity issues. The two lowest areas on Subscale A – Experiences with Diversity - where teachers reported minimal experience with diversity were in their neighborhood as a child and having a diverse role model when they were younger. Regarding past experiences with diversity, teachers' responses indicated that from childhood to early adulthood most had meaningful experiences with diversity. In relation to development of attitudes and ideas, the findings support the idea that these attitudes about diversity were developed in adolescence and early adulthood (Erikson, 1948, 1994; Chickering & Reisser, 1993). Brand and Glasson (2004) also provides research to support the idea that beliefs about diversity were established early in a teacher's life. However, the teachers' experiences with diversity did not correlate with their multicultural attitudes and self-efficacy in the current study.

The items on the survey related to experiences with diversity provided a narrow perspective on diversity. Perhaps the teachers have other experiences with diversity that were not included in the seven survey items of Subscale A. These could include events in which the teacher has participated such as living abroad, their political views, and second language skills. Experiences with diversity along with other background experiences had a small impact on the multicultural attitudes and behaviors of pre-service teachers (Smith, 2000). Another example of experiences in diversity would be provided if teachers lived abroad at sometime during their life. Merryfield (2000) noted that White educators explained that living abroad was the most influential factor in their attitudes about diversity. Nadelson et al. determined in their 2012 study that political views did play a part in teachers' multicultural self-efficacy, noting that the more liberal their political beliefs, the more multiculturally efficacious the teachers reported being. In 2017, Nieto suggested the importance of teachers learning a second language. She noted that knowing and using key vocabulary non-English speaking students understand and having students who speak a common language work in groups together would send the message that their language is important and worthwhile (2017). These experiences were not elicited or considered in the current study, but they may have influenced how teachers responded.

Research conducted by Tschannen-Moran and Woolfolk Hoy (2006) indicated that the more years of experience a teacher has, the more mastery experience opportunities arise. Beginning teachers related their lower self-efficacy to lack of support and resources while experienced teachers related their stronger self-efficacy to their successful experiences rather than other factors (Tschannen-Moran & Woolfolk Hoy, 2006). Klassen and Chiu (2010) indicated that the self-efficacy of teachers increased early in their careers and then waned from the middle of their career. Wolters and Daugherty (2007) determined that self-efficacy is greater

with more years of experience. Though there are studies that indicate a relationship between teacher self-efficacy and attitudes and their years of experience, the current study supports the findings of Anderson's (2010) study where it was found that professional development and years of teaching experience could not be used to determine teachers' abilities and self-efficacy to address multicultural issues. Regardless of their years of teaching experience, results indicate that teachers have strong multicultural attitudes and multicultural self-efficacy and the current study supports the work of Nadelson et al. (2012). The results of this study indicated that teachers believe they have the capability to provide learning experiences that enhance multiculturalism and to consider the diversity of their students when planning and teaching. However, these findings do not align with achievement gap data from the districts from which the participants were recruited.

As noted, 88% of the participants were White female teachers. The cultural differences between the teachers in the study and the students they teach may also be a consideration as a reason for the achievement gap. Using Grade 5 Georgia Milestones data for English-Language Arts (ELA) and Math assessments, the achievement gap is evident in the school districts used for this study (GOSA, 2017). Results from the 2016-2017 administration indicate that 43% of White students scored on or above grade level in ELA compared to 15% of Black students and 23% of Hispanic students. Similar results are evident in Math where 45% of White students, 17% of Black students, and 31% of Hispanic students scored on or above grade level. Excluding race, there is also a gap between students from low socioeconomic backgrounds and those who are not identified as such. Twenty-eight percent of Fifth grade students in the low-SES demographic scored on or above grade level in ELA and 31% were proficient and above in Math. English language learners (ELL) scored proficient and above 11% in ELA and 18% in Math. These

assessment results remind us that students from diverse backgrounds are not achieving near the same level as White, non-low-SES students.

Though teachers indicate that they believe they can effectively teach those students who are racially and culturally different than them, the achievement gap still exists. Instead of considering culturally responsive or culturally sustaining pedagogies, teachers may be unknowingly, or knowingly, harboring color-blind racist attitudes. Color-blind racist attitudes include the idea that one claims to see all people as the same without considering racial identity (Neville, Awad, Brooks, Flores & Bluemel, 2013). Stuart-Wells (2014) described how color-blind racism can affect schools: “efforts to ignore race via ‘color blind’ or race-neutrality policies such as school choice or accountability systems can easily replicate rather than address age-old patterns of inequality grounded in a history of race consciousness” (p. 39). Matias (2013) noted when White teacher candidates refuse to identify themselves with anti-racist ideals and impart color blind ideology, face notions of racial equality, and admit to having prejudices of people of color, it contradicts the process of becoming a culturally responsive teacher. Research concluded, the higher a teacher’s color-blind beliefs, the less likely they were to adapt teaching to culturally diverse students (Hatchfield, Hahn, Schroeder & Anders, 2015). Teachers working with diverse students, in the current study, may have a romanticized view of themselves and teaching instead of a critical view. This may explain why the high multicultural self-efficacy and positive multicultural attitudes did not align with the teachers’ responses related to their conceptualization of multiculturalism as discussed in the next section.

Multicultural conceptualization.

An interesting finding from the study was the result of the responses to Item 35 on the Multicultural Efficacy Scale. The question presents five statements related to teachers' conceptualization of multiculturalism. Teachers selected the one statement that most closely relates to their own ideas about multiculturalism. In this research study, 50% of teachers responding aligned their beliefs with the two lowest levels of multiculturalism: Tolerance (18%) and Assimilation (32%). These results mostly align to the findings on Item 35 presented by Guyton and Weshe (2005) in their development of the MES. This also supports Nel's (1993) findings examining the multicultural beliefs of pre-service teachers where two-thirds of them aligned to the Tolerance and Assimilation view of multicultural education. Additionally, the statements line up somewhat to Banks' (2009) Dimensions of Multicultural Education. These dimensions include: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure (and they range from the least multicultural to the most multicultural). On the other hand, it is promising that in the current study, the statement representing Multiculturalism was selected by 40% of the respondents. Encouragingly, in the 25 years since Nel's (1993) study, approximately 17% fewer chose the lower levels of multicultural beliefs. However, it should be noted that Nel's study was conducted with pre-service teachers, whereas the current study was conducted with in-service teachers. Even though teachers' responses indicate high self-efficacy and positive attitudes, these do not align to their conceptualization of multiculturalism according to the results of this study.

Another variable that may have had an impact on the analysis includes the demographics of the participants. The white (88%), female (94%) response was the most common participant in the study. The overwhelming responses of the White female may have also been a factor. In

relation to Item 35, 50% of the respondents align themselves to the Tolerance and Assimilation views of multiculturalism. This could indicate that though teachers have high multicultural self-efficacy and positive attitudes, they are not enacting culturally responsive pedagogy. Sleeter (2012) stated that there are three factors that can contribute to teachers not enacting culturally responsive pedagogy. First, teachers do not have the opportunity to deeply understand culturally responsive pedagogy. In the current study, teachers are not experiencing professional development in issues involving diversity, which would include enacting a culturally responsive pedagogy. Second, Sleeter noted, there is too little research connecting the use of culturally responsive pedagogy with student achievement. Though the achievement gap is prevalent, as discussed throughout this study, there is limited research determining the effect of culturally responsive pedagogical practices on student achievement. Finally, the third point, as mentioned earlier is the White fear of losing national and global hegemony (Sleeter, 2012).

Teachers in this study reported high multicultural self-efficacy and positive multicultural attitudes; however, their conceptualizations of multiculturalism were mostly related to the Tolerance and Assimilation models. Perhaps their lower level of conceptualization of multiculturalism when considered with their high multicultural self-efficacy and positive multicultural attitudes is an indication of color-blind racism. As data revealed, most of the teachers in this study did not have professional development in diversity issues within the last five years. Therefore, they have not had a chance to challenge their potential color-blind views. Teachers need professional development to challenge and push their beliefs. This could help teachers to move past the romantic ideas of “I don’t see color” and “I love all my students” and implement culturally responsive pedagogy that will benefit all students.

The findings of the current study relate to critical theory in several ways including classroom, school, and societal implications. At the beginning of my doctoral work in the area of Curriculum Studies, I was concerned about how the required courses, theoretical topics, and philosophical discussions would relate to classroom practice and how they would make me a better teacher. I recall discussing with my classmates: “What does this have to do with teaching?” I realize now that I was considering education in relation to my own very narrow experiences. Now, it is better understood that curriculum students and critical theory have everything to do with the classroom, the school, and society. In the findings, it was noted that teachers have the positive attitude and high self-efficacy to provide culturally diverse students with meaningful, impactful, and relevant learning opportunities; however, are they implementing these, or being allowed to implement these, in their daily instructional practice? Just one-third of teachers in the sample have experienced professional development in diversity issues. Examining this through a critical theory lens, the idea of “official knowledge” comes to mind. Teachers are provided curriculum, materials, and ideas that they “share” with students. Many teachers are honored to have the opportunity to teach their students, but many do not realize they are also promoting the knowledge, ideas, and culture of the group that is in power. By passing this information on to the students, instead of supporting them in critical thinking, asking questions, and searching for answers that fit their needs, the group that is in power controls the knowledge and learning. The current hegemony will be protected when teachers continue to encourage students to reproduce the knowledge they are given instead of creating new knowledge. The strategies related to multicultural education and culturally responsive teaching can help students of diverse backgrounds create knowledge that gives them cultural power to make change in their

own lives and lives of others. Critical theory examines more than just classrooms, but how society and culture impact what we teach and how we are educating all of our students.

Implications for Practice

Though the study indicated no significant relationships between the dependent and independent variables, there were some important findings that were shared. These included a lack of professional development in diversity issues, high multicultural self-efficacy and positive multicultural attitudes, and lower level conceptualization of multiculturalism.

District officials and school administrators should carefully consider the findings of this study. Because of the high number of teachers reporting zero professional development in diversity opportunities, it is unclear if there could be a relationship to multicultural self-efficacy and attitudes. Many teachers reported that the coursework they receive in their preparation program as the only training or professional in multicultural or diversity issues they experienced. Professional development has transformed to become professional learning communities in many school districts. If there is a school, or school district, with a very high population of minority students or students from low socioeconomic backgrounds who are taught by a high population of White teachers, perhaps professional development in the form of a PLC would be needed and beneficial to both students and teachers.

The overall scores of teachers on the Multicultural Efficacy Scale indicate high ratings in all three subscales: Experiences with Diversity, Multicultural Attitudes, and Multicultural Efficacy. Teachers' responses to the survey indicate they have strong multicultural self-efficacy. This is important to know because with the increasing number of students from diverse cultural and socioeconomic backgrounds, administration and district officials can expect teachers to

display skills and characteristics of one who is multiculturally efficacious. At the same time, teachers need professional development to challenge their views and have a more realistic sense of their multicultural attitudes and multicultural self-efficacy.

Teacher preparation programs, administrators, and district officials should consider that there seems to be a disconnect between the multicultural self-efficacy and attitudes of teachers and their conceptions of multiculturalism. The teachers' responses to the individual items and subscales A-C indicate a high multicultural self-efficacy. However, the responses to Item 35 of the MES indicate that almost 51% of teachers scored at the lowest end of the multicultural concepts continuum (Tolerance and Assimilation). This may indicate a difference between the overall multicultural self-efficacy of teachers and their beliefs about multicultural teaching. The attitudes and expectations of the teacher preparation programs, school administrators, and district officials most likely influence the teachers' ideas about multiculturalism. One way to address this could be to conduct a book study, perhaps reading Sleeter's *White Bread*, to examine how teachers can evolve to become more responsive to culturally diverse students' learning needs. Another idea to help preservice teachers and practicing teachers become more comfortable with multicultural education practices would be to provide support and training as they reflect on and discuss with others their own beliefs about culture and diversity.

Limitations

During the review of the results, there were several limitations that were considered. These limitations may have impacted the results of the study. The population included 18 school districts but only 11 districts gave permission for their teachers to participate. This limits the ability of the research to be generalized to the entire population.

The researcher conducted the survey during a busy time of year for educators, between Thanksgiving break and Christmas break. This is a time where schools are ending the second term of school before the winter break and teachers had many responsibilities to fulfill.

The researcher disseminated the recruitment e-mail according to the directives from the participating districts. Some districts requested that the superintendent send the e-mails, others that a district representative send the e-mail, and two districts required the researcher to send the e-mails to individual teachers. Because the researcher could not control the delivery of the majority of the emails, there were concerns noted. One area of concern with how the e-mails were sent is that educators, who are not currently teachers, but counselors, media specialists, or other support staff, may have inadvertently had the opportunity to participate in the study. Another area of concern was that several prospective participants communicated that they would like to participate in the study but could not because they were not currently teachers. These communications made it clear that educators, other than teachers, received the recruitment email.

Teachers who responded to the Multicultural Efficacy Scale survey may have answered the prompts in the way they feel they were "supposed" to answer as teachers. Though the survey was anonymous many teachers may have felt guilty responding honestly if their true beliefs are opposite the multicultural expectations. Additionally, the researcher has worked for 20 years with teachers in one of the participating school districts. The researcher was informed by many her co-workers that they completed the anonymous survey. However, the researcher has concerns for two reasons. First, the researcher's school district may be overrepresented in the population. Second, the participants may have answered, though anonymously, in a way that aligns to the researcher's perspective as a teacher and administrator in the district.

Another limitation of the study is the fact that 68% of the participants did not participate in professional development in diversity issues during the past five years could have impacted the findings. With so many responses being scored as zero, there possibly was an effect on the outcome of the study. The researcher considered that with the increase in professional learning communities perhaps participation in professional learning communities studying diversity could have been added as an area of professional development.

Recommendations for Future Research

The following recommendations are made based on the findings of the current study:

1. An examination of how professional development activities are selected for teachers working in highly diverse districts could be beneficial. On a related note, future research may be needed in the area of examining the relationship of teacher practice to their professional development. This research may include the following questions: Do teachers have the opportunity for professional development? Can teachers select their own professional development topics? How are professional development opportunities for teachers proposed, implemented, and supported?
2. A study examining teachers' conceptualization of multiculturalism and their use of multicultural, culturally responsive teaching strategies, and culturally responsive pedagogy practices to determine if their practices align with their beliefs would be beneficial. The current study revealed problematic conceptualizations of multiculturalism in teachers who had positive multicultural attitudes. An examination of how this translates to practice would enhance our understanding of this issue.
3. More research including the demographics of in-service teachers needs to be conducted in the future. Much of the research being generated in the field includes pre-service

teachers. The researcher understands the importance of teacher preparation and creating an educational program that provides the basis for pedagogical practice and sustains teachers' practice throughout their 30-year career. However, including in-service teachers would give researchers an opportunity to examine the effectiveness of teacher training, the need for future learning, and improve the educational systems and processes especially in the area of diversity given persistent achievement gaps between mainstream and minority students.

4. A study examining the multicultural self-efficacy of teachers and their beliefs about multicultural education would also add to the research. In this study, there was indication that even though teachers exhibit strong multicultural self-efficacy and multicultural attitudes, most of the respondents scored in the lower end of the conceptualizations of multiculturalism.
5. Conducting the current study in a qualitative manner can reveal answers to some questions generated in the current study. For example, through an interview, a researcher can understand: if the source for positive attitudes is a color-blind approach, why teachers have high multicultural self-efficacy despite not having any professional development in diversity issues, and what kind of specific past experiences contributed to teachers' understanding of diversity and their attitudes toward it.

Summary

The results of the study indicated that teachers' multicultural self-efficacy and multicultural attitudes do not indicate a strong correlation to the independent variables of professional development in diversity issues, years of experience, and personal experiences with diversity. Teachers' responses indicated high multicultural attitudes and multicultural self-

efficacy. However, teachers' beliefs about multiculturalism aligned mostly to the lowest level of multiculturalism (Tolerance and Assimilation). It could be considered that teachers unknowingly hold a color-blind racist attitude that is concealed in their high self-efficacy and positive attitudes. The researcher shared implications from the research to be considered. Limitations included several points that the researcher noted during the research process. The findings, along with the evident differences between the cultural backgrounds of teachers and their students, indicated that continued research about teachers' multicultural self-efficacy and multicultural attitudes should be conducted. The researcher provided recommendations for future research.

References

- Akiba, M., Zhao, H., Nguyen, T. S. T., Neville, E., & Placier, P. (April, 2007). *Predictors of multicultural concerns, beliefs, and attitudes: A survey of preservice teachers*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Apple, M.W. (2015). Reframing the question of whether education can change society. *Educational Theory, 65*(3), 299-315.
- Armstrong, A. (2010). Myths of poverty: Realities for students. *Education Digest, 75*(8), 49-53.
Retrieved from: <http://www.theeducationdigest.com>
- Association for Supervision and Curriculum Development. (2015). *Comparison of the No Child Left Behind Act to the Every Student Succeeds Act*. Retrieved from https://naaee.org/sites/default/files/eeopro/resource/files/essa_comparisonchart_final.pdf
- Bandura, A. (1997). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Banks, J. A. (1991). Multicultural literacy and curriculum reform. *Education Digest, 57*, 10-13.
- Banks, J. A. (1996). Transformative knowledge, curriculum reform and action. In J. A. Banks (Ed.) *Multicultural education, transformative knowledge, and action: Historical and contemporary perspectives* (pp. 335-348). New York, NY: Teachers College Press.
- Banks, J. A. (Ed.) (2009). *The Routledge international companion to multicultural education*. New York, NY and London, UK: Routledge.

- Banks, J. A. (2013). The construction and historical development of multicultural education 1962-2012. *Theory Into Practice*, 52(1), 73-82. doi: 10.1080/00405841.2013.795444
- Banks, J. A., & McGee-Banks, C.A. (2010). *Multicultural education: Issues and perspectives* (7th ed.). New York, NY: Wiley/Jossey Bass.
- Barnes, C. L. (2006). Preparing preservice teachers to teach in a culturally responsive way. *The Negro Educational Review*, 57(1-2), 85-100.
- Barton, P. E., & Coley, R. J. (2010). *The black-white achievement gap: When progress stopped*. Princeton, NJ: Educational Testing Service. Retrieved from: <https://origin-www.ets.org/Media/Research/pdf/PICBWGAP.pdf>
- Beauchamp, L., Klassen, R., Parsons, J., Durksen, T., & Taylor, L. (2014). *Exploring the development of teacher efficacy through professional learning experiences*. Retrieved from Alberta Teachers' Association website: <https://teachers.ab.ca>.
- Becker, D. (2013). The impact of teachers' expectations on students' educational opportunities in the life course: An empirical test of a subjective expected utility explanation. *Rationality and Society*, 25(4), 422-469. doi: 10.1177/1043463113504448
- Bennett, C., Niggle, T., & Stage, F. (1990). Preservice multicultural teacher education: Predictors of student readiness. *Teaching and Teacher Education*, 6(3), 243-254.
- Bennett, C., Okinaka, A., & Xiao-yang, W. (1998, April). *The effects of a multicultural education course on pre-service teachers' attitudes, knowledge, and behavior*. Paper

presented at annual meeting of the American Educational Research Association, New Orleans, LA.

Bennett, M.M. (2008). Understanding the students we teach: Poverty in the classroom. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 81(6), 251-255.
<https://doi.org/10.3200/TCHS.81.6.25256>

Booker, K. C., Merriweather, L., & Campbell-Whatley, G. (2016). The effects of diversity training on faculty and students' classroom experiences. *International Journal for the Scholarship of Teaching and Learning*, 10(1), 1-7.
<https://doi.org/10.20429/ijstol.2016.100103>

Borg, C., Buttigieg, J., & Mayo, P. (Eds). (2002). *Gramsci and Education*. New York, NY: Rowman & Littlefield Publishers, Inc.

Brand, B. R., & Glasson, G. E. (2004). Crossing cultural borders into science teaching: Early life experiences, racial, and ethnic identities, and beliefs about diversity. *Journal of Research in Science Teaching*, 41(2), 119-141.

Burns, B. A., Grande, M., & Marable, M. A. (2008). Factors influencing teacher candidates' participation in a paid field experience with urban students. *Issues in Teacher Education*, 17(2), 101-116.

Capella-Santana, N. (2003). Voices of teacher candidates: Positive changes in multicultural attitudes and knowledge. *The Journal of Educational Research*, 96(3), 182-190.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Cho, G., & DeCastro-Ambrosetti, D. (2006). Is ignorance bliss? Preservice teachers' attitudes toward multicultural education. *High School Journal*, 89(2), 24-28.

Colby, S. L., & Ortman, J. M. (2015). *Projections of the size and composition of the US population: 2014 to 2060. Population estimates and projections*. Retrieved from U.S. Department of Commerce U.S. Census Bureau website:
[https://census.gov/content/dam/Census library/publications/2015/](https://census.gov/content/dam/Census/library/publications/2015/)

Cole, D., & Zhou, J. (2013). Do diversity experiences help college students become more civically minded? Applying Banks' multicultural education framework. *Innovative High Education*, 39(2), 109-121. doi: 10.1007/s10755-013-9268-x

Coleman, J.S. (1966). *Equality of educational opportunity* (Report No. OE-38001). Washington: U.S. Department of Health, Education, and Welfare, Office of Education.

Council for the Accreditation of Educator Preparation (CAEP). (2015). *CAEP accreditation standards*. Washington, D.C. Retrieved from: <http://caepnet.org/standards/standard-1>

Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Darling-Hammond, L. (2007). A Marshall plan for teaching. *Education Week*, 26(18), 28-48.

Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111-131.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Erikson, E.H. (1994). *Identity: Youth and crisis*. (Original work published 1968) New York, NY: W.W. Norton.

Every Student Succeeds Act (ESSA) of 2015. Public Law No. 114-95, S1177, 114th Cong.(2015). Retrieved from <https://www.congress.gov/114/plaws/publ95/plaw-114publ.pdg>

Forgacs, D. (2000). *The Antonio Gramsci reader: Selected writings 1916-1935*. New York University Press.

Fowler, F.J. (1993). *Survey research methods*. (2nd ed.). Newbury Park, CA: SAGE Publishers.

Feuer, M. J., Floden, R. E., Chudowsky, N., & Ahn, J. (2013). *Evaluation of teacher preparation programs: Purposes, methods, and policy options*. Washington, DC: National Academy of Education, p. 13. Retrieved from: <https://naeducation.org/wp-content/uploads/2016/11/028489-Evaluation-of-Teacher-prep.pdf>

- Fish, R.E. (2017). The racialized construction of exceptionality: Experimental evidence of race/ethnicity effects on teachers' interventions. *Social Science Research, 62*, 317-334. doi: 10.1016/j.ssresearch.2016.08.007
- Frankenberg, E., & Siegel-Hawley, G. (2008). *Are teachers prepared for racially changing schools? Teachers describe their preparation, resources, and practices for racially diverse schools*. Retrieved from The Civil Rights Project at: <https://civilrightsproject.ucla.edu>
- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Cambridge, MA: Westview Press.
- Fylkesnes, S. (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity. *Teaching and Teacher Education, 71*, 24-33. doi: 10.1016/j.tate.2017.12.005
- Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson.
- Gao, W., & Mager, G. (2011). Enhancing preservice teachers' sense of efficacy and attitudes toward school diversity through preparation: A case of one US inclusive teacher education program. *International Journal of Special Education, 26*(2), 92-107.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2),106-116. Retrieved from: <http://jte.sagepub.com>
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd edition). New York: Teachers College Press.
- Gay, G. & Howard, T. (2000). Multicultural teacher education for the 21st century. *The Teacher Educator*, 36(1),1-16. Retrieved from: <https://doi.org/10.1080.08878730009555246>
- Georgia Governor's Office of Student Achievement. (2017). *Georgia Milestones End-of-Grade (EOG) Assessments (by grade)* [2016-2017]. Retrieved from: <https://gosa.georgia.gov/downloadable-data>
- Georgia Governor's Office of Student Achievement. (2017). *Certified Personnel Data*. Retrieved from: <https://gosa.georgia.gov/report-card>
- Georgia Governor's Office of Student Achievement (2017). *Student and School Indicators and Demographics*. Retrieved from: <https://gosa.georgia.gov/report-card>
- Georgia Governor's Office of Student Achievement (2018). *Consolidated student performance summary by subgroup*. Retrieved from <https://gaawards.gosa.ga.gov/analytics/saw>.
- Gershenson, S., Holt, S.B., & Papageorge, N.W. (2016). Who believes in me? The effect of student-teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209-224. <https://doi.org/10.17848/wp15-231>
- Gibson, S. & Dembo, M. H. (1984). Teacher efficacy: A construction validation. *Journal of Educational Psychology*, 76(4), 569-582.

- Giroux, H.A. (2007). Democracy, education, and the politics of critical pedagogy. In P. McLaren & J. Kincheloe (Eds.), *Critical Pedagogy: Where are we now?* (pp.1-5). New York, NY: Peter Lang.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Education Research Journal* 37(2), 479-507. doi: 10.3102/00028312037002479
- Gorski, P.C. (2013). Building a pedagogy of engagement for students in poverty. *Phi Delta Kappan*, 95(1), 48-52. Retrieved from: www.sai-iowa.org/PDK-Pedagogy-of-Engagement.pdf
- Grant, C., & Sleeter, C. (1998). *Turning on learning: five approaches for multicultural teaching plans for race, class, gender, and disability*. Upper Saddle River, NJ: Prentice-Hall.
- Grant, C., & Sleeter, C. (2007). *Doing Multicultural Education for Achievement and Equity*. New York, NY: Routledge.
- Grant, C., & Sleeter, C. (2010). Race, class, gender, and disability in the classroom. In J. Banks and C.M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (pp. 59-80). New York, NY: John Wiley & Sons.
- Gray, C.D. & Kinnear, P.R. (2012). *IBM SOSS Statistics 19 Made Simple*. New York: Taylor & Francis Group.

- Guyton, E.M., & Wesche, M.V.(2005). The multicultural efficacy scale: Development, item selection, and reliability. *Multicultural Perspectives*, 7(4), 21-29. doi: 10.1207/s15327892mcp0704_4
- Harmon, D. A. (2012). Culturally responsive teaching through a historical lens: Will history repeat itself? *Interdisciplinary Journal of Teaching and Learning*, 2(1), 12-22. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1056428.pdf>
- Harvey, K.E., Suizzo, M.A., & Jackson, K.M. (2016). Predicting the grades of low-income-ethnic-minority students from teacher-student discrepancies in reported motivation. *The Journal of Experimental Education*, 84(3), 510-528. doi: 10.100/0022093.2015.1054332
- Hatchfield, A., Hanh, A., Schroeder, S., & Anders, Y. (2015). Should teachers be colorblind? How multicultural and egalitarian beliefs differently relate to aspects of teachers' professional competence for teaching in diverse classrooms. *Teaching and Teacher Education*, 48, 44-55. doi: 10.1016/j.tate.2015.02.001
- Hollis, E. R. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education* 62(4), 395-407. doi: 10.1177/0022487111409415
- Howard, J. C. (2001). Powerful pedagogy for African American students: A case of four teachers. *Urban Education*, 33(2), 179-202. doi: 10.1177/0042085901362003
- Hussar, W. J., & Bailey, T. M., (2017). *Projections of Education Statistics to 2025* (NCES 2017-019). U.S. Department of Education, Washington, D.C.: National Center for Education Statistics. Retrieved from: <https://nces.ed.gov/pubs2017/2017019.pdf>

Irizarry, Y. (2015). Selling students short: Racial differences in teachers' evaluations of high, average, and low performing students. *Social Science Research*, (52), 522-538. doi: 10.1016/j.ssresearch.2015.04.002

Irvine, J.J. (2010). Culturally responsive teaching. *Education Digest*, 75(8), 57-61. Retrieved from: <https://eric.ed.gov/?id=EJ880896>

Irvine, J. J., & Armento, B. J. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. New York, NY: The McGraw Hill Companies, Inc.

Klassen, R. M., & Chiu, M. M. (2010). Effects of teachers' self-efficacy and job satisfaction: teacher, gender, years, of experience and job stress. *Journal of Educational Psychology*, 102(3), 741-756. doi: 10.1037/a0019237

Khong, T.D.H., & Saito, E. (2014). Challenges confronting teachers of English language learners. *Education Review*, 66(2), 210-225. doi: 10.1080/00131911.2013.769425

Knoblauch, D., & Woolfolk Hoy, A. (2008). Maybe I can teach those kids. The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education*, 24, 166-179. Retrieved from: <https://www.sciencedirect.com/journal/teaching-and-teacher-education/vol/24/issue/1>

Kose, B.W., & Young Lim, E. (2010). Transformative professional learning within schools: Relationship to teachers' beliefs, expertise, and teaching. *Urban Review*, 43(2), 196-216. Retrieved from: <https://eric.ed.gov/?id=EJ922709>

- Kumar, R., & Hamer, L. (2012). Preservice teachers' attitudes and beliefs toward student diversity and proposed instructional practices: A sequential design study. *Journal of Teacher Education, 64*(2), 162-177. doi: 10.1177/0022487112466899
- Kyles, C., & Olafson, L. (2008). Uncovering preservice teachers' beliefs about diversity through reflective writing. *Urban Education, 43*(5), 500-518. doi: 10.1177/0042085907304963
- Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass Publishers.
- Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 159-165. doi: 10.1080/00405849509543675
- Ladson-Billings, G. (1995b). Towards a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491. doi: 10.3102/00028312032003465
- Larke, P.J. (1990). Cultural diversity awareness inventory: Assessing the sensitivity of preservice teachers. *Action in Teacher Education, 12*, 23-30. doi: 10.1080/01626620.1990.10734396
- Li, G. (2013). Promoting teachers of culturally and linguistically diverse (CLD) students as change agents: A cultural approach to professional learning. *Theory Into Practice, 52*, 136-143. doi: 10.1080/00405841.2013.770331
- Locke, S. (2005). Institutional social and cultural influences on the multicultural perspectives of preservice teachers. *Multicultural Perspectives, 7*(2), 20-28. doi: 10.1207/s15327892mcp0702_4

- Lucas, T. (2011). Language, schooling, and preparation of teachers for linguistic diversity. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 3-17). New York, NY: Routledge.
- Martin, R. J., & Dagostino-Kalniz, V. (2015). Living outside their heads: Assessing the efficacy of a multicultural course on the attitudes of graduate students in teacher education. *Journal of Cultural Diversity*, 22(2), 43-49. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/26245009>
- Massey, D.S., Charles, C. Z., Lundy, G. F., & Fischer, M. J. (2006). *The source of the river: The social origins of freshmen of American's selective colleges and universities*. Princeton, NJ: Princeton University Press.
- Matias, C. E. (2013). Check yo'self before you wreck yo'self and our kids: Counterstories from culturally responsive white teachers? ...to culturally responsive white teachers? *Interdisciplinary Journal of Teaching and Learning*, 3(2), 68-81. Retrieved from: http://www.academia.edu/20272804/Matias_C._E._2013_Check_Yoself_Before_You_Wreck_Yoself_and_Our_Kids_IJTL_Vol_3_No._2_Summer_2013_pp._68-81_
- McLaren, P., & Kincheloe, J.L. (Eds.). (2007). *Critical pedagogy: Where are we now?* New York, NY: Peter Lang.
- McGrady, P. B., & Reynolds, J. R. (2013). Racial mismatch in the classroom: Beyond black-white differences. *Sociology of Education*, 86(1), 3-17. doi: 10.1177/0038040712444857
- Merryfield, M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural

and global educators. *Teaching and Teacher Education*, 16(4), 429-443. Retrieved from:
<https://eric.ed.gov/?id=EJ609038>

Milner, R.H., Flower, L. A., Moore, E., Moore, J. L., & Flowers, T. A. (2003). Preservice teachers' awareness of multiculturalism and diversity. *The High School Journal*, 87(1), 63-70. doi: 10.1353/hsj.2003.0018

Musu-Gillette, L., Robinson, J., McFarland, J., Kewal Ramani, A., Zhang, A., and Wilkinson - Flickers, S. (2016). *Status and Trends in the Education of Racial and Ethnic Groups 2016* (NCES 2016-007). U.S. Department of Education. National Center for Education Statistics. Washington, D.C. Retrieved 1/9/2018 from <https://nces.ed.gov/pubsearch>.

Nadelson, L.S., Boham, M.D., Conlon-Khan, L., Fuenealbe, M. J., Hall, C. J., Hoetker, G. A., ... Zenkert, A. J. (2012). A shifting paradigm: Preservice teachers' multicultural attitudes and efficacy. *Urban Education*, 47(6), 1183-1208. doi: 10.1177/0042085912449750

National Council for the Accreditation of Teacher Education, NCATE (2008). *Candidate knowledge, skills, and professional dispositions* (Standard No.1). Retrieved from:
<http://www.ncate.org/~media/Files/caep/accreditation-resources/ncate-standards-2008.pdf?la=en>

National Council for Education Statistics, IES (2017). *The Nation's Report Card: 2015 Mathematics and Reading Assessments* (NCES 2018017). Retrieved from:
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015136>

- Nel, J. (1993). Preservice teachers' perceptions of the goals of multicultural education: Implications for the empowerment of minority students. *Education Horizons, 71*(3), 120-125. Retrieved from: <http://www.jstor.org/stable/42925001>
- Neville, H.A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist, 66*, 455-466. doi: 10.1037/a0033282
- Neville, H.A., Lilly, R.L., Duran, G., Lee, R.M., & Browne, L. (2000). Construction and initial validation of the colorblind racial attitudes scale (COBRAS). *Journal of Counseling Psychology, 47*(1), 59-70. doi: 10.1037//0022-0167.47.1.59
- Noddings, N. (2007). *Philosophy of education*. Cambridge, MA: Westview Press.
- Parajes, F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332. doi: 10.3102/00346543062003307
- Piaget, J. (1985). *The equilibration of cognitive structures: The central problem of intellectual development*. Chicago, IL: University of Chicago Press. (Original work published 1975).
- Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2000). Understanding curriculum as racial text. *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses* (pp.315-357). New York: Peter Lang.
- Pohan, C. A. (1996). Preservice teachers' beliefs about diversity: Uncovering factors leading to multicultural responsiveness. *Equity and Excellence in Education, 29*(3), 62-69. doi:10/1080/106656896029030

Pohan, C.A. & Aguilar, T.E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. *American Educational Research Journal*, 38,159.

doi:10.3102/00028312038001159

Ponds, J. C. (2008). *Case study of culturally responsive training influence on teachers' self-efficacy and instructional strategies regarding their low-income, minority students*

(Doctoral dissertation). Retrieved from ProQuest. (Order No. 3315145).

Siwatu, K.O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 1086-1101. Retrieved

from: <https://eric.ed.gov/?id=EJ770309>

Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-106.

doi:10.1177/0022487101052002002

Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562-584. doi: 10.1177/0040285911431472

Sleeter, C.E. & Owuor, J. (2011). Research on the impact of teacher preparation to teach diverse students: The research we have and the research we need. *Action in Teacher Research*,

35, 524-536. doi: 10.1080/01626620.2011.627045

Smith, R. M. (2000). The influence of teacher background on the inclusion of multicultural education: A case study of two contrasts. *The Urban Review*, 32(2), 155-176. Retrieved

from <https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=f8a0dcbb-8161-44b7-bf86-1f9a6e62e470%40sessionmgr4009>

- Snyder, T.D., de Brey, C., & Dillow, S.A. (2018). *Digest of Education Statistics 2016* (NCES 2017-094). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved from <https://nces.ed.gov/pubs2017/2017094.pdf>
- Strand, S. (2014). School effects and ethnic, gender and socioeconomic gaps in educational achievement at 11. *Oxford Review of Education, 40*(2), 223-245.
doi:10.1080/03054985.2014.891980
- Stephens, N.M. & Townsend, S.S.M. (2015). The norms that drive behavior implications: Implications for cultural mismatch theory. *Journal of Cross Cultural Psychology, 46*(10), 1304-1306. doi: 10.1177/0022022115600264
- Tenenbaum, H.R. & Ruck, M.D. (2007). Are teachers' expectations different for racial minority than for European-American students? A meta analysis. *Journal of Educational Psychology, 99*(2), 253-273. doi: 10.1037/022-0663.99.2.253
- Thys, S. & Van Houtte, M. (2016). Ethnic composition of the primary school and educational choice: Does the culture of teacher expectations matter? *Teaching and Teacher Education, 59*, 383-391. <http://dx.doi.org/10.1016/j.tate.2016.06.011>
- Trumbull, E. (2005). Language, culture, and society. In E. Trumbull & B.Farr (Eds.). *Language and learning: What teachers need to know* (pp. 32-72). Norwood, MA: Christopher-Gordon.

- Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive concept. *Teaching and Teacher Education, 17*, 783-805. doi: 10.1016/50742051X(01)00036-1
- Tschannen-Moran, M. & Woolfolk-Hoy, A. (2006). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944-956. doi: 10.1016/j.state.2006.05.003
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research, 68*(2), 202-248. Retrieved from www.jstor.org/stable/1170754.
- Tucker, R.C. (Ed.).(1978). *The Marx-Engels reader*. New York, NY: Norton.
- Tucker, C. M., Porter, T., Reinke, W. M., Herman, K.C., Ivery, P. D., Mack, C. E., & Jackson, E. S. (2005). Promoting teacher efficacy for working with culturally diverse students. *Preventing School Failure, 50*(1), 29-34. Retrieved from <https://eric.ed.gov/?id=EJ726489>
- U. S. Census Bureau (2011). *Population distribution and change: 2000 to 2010* (Report No. C2010BR-01). Washington, DC: U.S. Government Printing Office. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf>
- Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education, 53*(1), 20-32. doi: 10.1177/0022487102053001003

- Vittrup, B. (2016). Early childhood teachers' approaches to multicultural education and perceived barriers to disseminating anti-bias messages. *Multicultural Education, 3/4*, 37-41. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1119398.pdf>
- Walker-Dalhouse, D., & Dalhouse, A. D. (2006). Investigating white preservice teachers' beliefs about teaching in culturally diverse classrooms. *The Negro Education Review, 57*(1,2), 69-84. Retrieved from <https://eric.ed.gov/?id=EJ751106>
- Wells, A.S. (2014). Seeing past the color-blind myth of education policy: Why policy makers should address racial and ethnic inequality and support culturally diverse schools. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/seeing-past-the-colorblind-myth>
- Whitworth, B.A., & Chiu, J.L. (2015). Professional development and teacher change: The missing leadership link. *Science Teacher Education, 26*, 121-137.
doi: 10.1007/s10972-014-9411-2
- Winfield, L. F. (1986). Teacher beliefs toward academically at-risk students in inner urban schools. *The Urban Review, 18*(4), 253-267.
- Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: Their relation and association to teaching experience and academic level. *Journal of Education Psychology, 99*(1), 181-193. Doi: 10.1037/0022-0663.99.1.181
- Wood, G. H. (1988). Democracy and the Curriculum. In L.E. Beyer & M.W. Apple (Eds.), *The Curriculum: Problems, politics, and possibilities* (pp.166-187). Albany, NY: State University of New York Press.

- Woolfolk-Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education, 21*, 343-356. doi: 10.1016/j.tate.2005.01.007
- Wong, C., Indiatsi, J., & Wong, G.K.W. (2016). ESL teacher candidates' perceptions of strengths and inadequacies of instructing culturally and linguistically diverse students: Post clinical experience. *Journal of Cultural Diversity, 23*(2), 57-64. Retrieved from <https://repository.eduhk.hk/en/publications/esl-teacher-candidates-perceptions-of-strengths-and-inadequacies--5>
- Yang, Y., & Montgomery, D. (2013). Gaps or bridges in multicultural teacher education: A Q study of attitudes toward student diversity. *Teaching and Teacher Education, 30*, 27-37. doi: 10.1016/j.tate.2012.10.003
- Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self analysis of their efficacy change. *Journal of Teacher Education for Sustainability, 18*(1), 84-94. doi: 10.1515/jtes-2017-0007

Appendix A

Multicultural Efficacy Scale

Guyton & Wesche, 2005

Appendix A

MULTICULTURAL EFFICACY SCALE

Directions:

Step 1. Demographic information

Fill out the demographic information. This information is necessary to the research study, and it will be kept confidential.

Gender (Check One): Male Female

Age: _____

Birthplace: City _____ State _____ Country _____

Education: Highest degree completed _____ Institution _____

Year _____

Racial/Ethnic Background: Please describe)

Approximate Socio-Economic Status (Please check one in each column)

As a Child	As an Adult (Current)	Corresponding Household
Annual Income		
Lower <input type="checkbox"/>	Lower <input type="checkbox"/>	\$0-19,999
Lower Middle <input type="checkbox"/>	Lower Middle <input type="checkbox"/>	\$20,000-\$39,999
Middle <input type="checkbox"/>	Middle <input type="checkbox"/>	\$40,000-59,999
Upper Middle <input type="checkbox"/>	Upper Middle <input type="checkbox"/>	\$60,000-\$79,999
Upper <input type="checkbox"/>	Upper <input type="checkbox"/>	\$80,000+

Have your social, athletic, religious, and educational experiences involved diverse groups? (Please check what applies in each column)

As a Child	As college student	Currently
Clubs <input type="checkbox"/>	Clubs <input type="checkbox"/>	Clubs <input type="checkbox"/>
Athletic teams <input type="checkbox"/>	Athletic teams <input type="checkbox"/>	Athletic teams <input type="checkbox"/>
Religious Organizations <input type="checkbox"/>	Religious Organizations <input type="checkbox"/>	Religious Organizations <input type="checkbox"/>

Please list any diversity training or professional development you have had during your career as an educator:

Please enter the number of years you have been an educator: _____

Additional Self-Description and/or Comments:

SECTION A

Definition: The authors intend the terms “diversity” and “people different from me” to include people of different races, ethnic groups, cultures, religions, socio-economic classes, sexual orientations, and physical abilities.

Directions: Please choose the word that best describes your experience with people different from you by selecting one of the choices.

- 1) As a child, I played with people different from me.
A) never B) rarely C) occasionally D) frequently
- 2) I went to school with diverse students as a teenager.
A) never B) rarely C) occasionally D) frequently
- 3) Diverse people lived in my neighborhood when I was a child growing up.
A) never B) rarely C) occasionally D) frequently
- 4) In the past, I chose to read books about people different from me.
A) never B) rarely C) occasionally D) frequently
- 5) A diverse person was one of my role models when I was younger.
A) never B) rarely C) occasionally D) frequently
- 6) In the past, I chose to watch TV shows and movies about people different from me.
A) never B) rarely C) occasionally D) frequently
- 7) As a teenager, I was on the same team and/or club with diverse students.
A) never B) rarely C) occasionally D) frequently

SECTION B

Directions: Respond to each statement by choosing one answer that best describes your reaction to it. Since we are simply trying to get an accurate sense of your opinions on these matters, there are no right or wrong answers.

Key: A) agree strongly B) agree somewhat C) disagree somewhat D) disagree strongly

- 8) Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.
- 9) Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.
- 10) Discussing ethnic traditions and beliefs in school leads to disunity and arguments between students from different cultures.
- 11) Children should be taught mostly by teachers of their own ethnic and cultural background.
- 12) It is essential to include the perspectives of diverse groups while teaching things about American history that are common to all Americans.
- 13) Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.
- 14) The classroom library should reflect the racial and cultural differences in the class.

SECTION C

Directions: To the best of your knowledge, self-assess your own ability to do the various items listed below.

Key: A = I do not believe I could do this very well.
B = I could probably do this if I had to, but it would be difficult for me.
C = I believe I could do this reasonably well, if I had time to prepare.
D = I am quite confident that this would be easy for me to do.

- 15) I can provide instructional activities to help students to develop strategies for dealing with racial confrontations.
- 16) I can adapt instructional methods to meet the needs of learners from diverse groups.
- 17) I can develop materials appropriate for the multicultural classroom.
- 18) I can develop instructional methods that dispel myths about diverse groups.

- 19) I can analyze instructional materials for potential stereotypical and/or prejudicial content.
- 20) I can help students to examine their own prejudices.
- 21) I can present diverse groups in our society in a manner that will build mutual respect.
- 22) I can develop activities that increase the self-confidence of diverse students.
- 23) I can provide instruction showing how prejudice affects individuals.
- 24) I can plan instructional activities to reduce prejudice toward diverse groups.
- 25) I can identify cultural biases in commercial materials used in teaching.
- 26) I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.
- 27) I can get students from diverse groups to work together.

Key: A = I do not believe I could do this very well.

B = I could probably do this if I had to, but it would be difficult for me.

C = I believe I could do this reasonably well, if I had time to prepare.

D = I am quite confident that this would be easy for me to do.

- 28) I can identify school practices that may harm diverse students.
- 29) I can identify solutions to problems that may arise as the result of diversity.
- 30) I can identify the societal forces which influence opportunities for diverse people.
- 31) I can identify ways in which various groups contribute to our pluralistic society.
- 32) I can help students take on the perspective of ethnic and cultural groups different from their own.
- 33) I can help students view history and current events from diverse perspectives.
- 34) I can involve students in making decisions and clarifying their values regarding multicultural issues.

Note the following item is different from the others in this section.

35) Choose the position which most closely reflects your strongest beliefs about teaching:

A= If every individual learned to accept and work with every other person, then there would be no intercultural problems.

B=If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America.

C=All cultural groups are entitled to maintain their own identity.

D=All cultural groups should be recognized for the strengths and contributions.

E=Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

Appendix B

Recruitment e-mail

Appendix B

My name is Donna Strickland, and I am a doctoral candidate at Georgia Southern University. For my dissertation, I will examine how teachers' years of teaching experience, professional development in diversity, and personal experiences with diversity relate to teachers' multicultural self-efficacy and multicultural attitudes. The sample of the population that I plan to use for the study includes the teachers in the school systems of the First District RESA. The sample will include approximately 8,600 teachers.

The instrument used is a 35-item Likert scale survey named the Multicultural Efficacy Scale (MES) developed by Guyton and Wesche, (2005). The survey also contains six demographic questions and three questions related to the variables in the study. Completing the survey can take between 15 and 30 minutes. The data from the survey will be collected through a program called Qualtrics (online survey). The statistical procedure that will be performed will be a multiple regression analysis to determine the strength of the relationship between the independent variables and the teachers' multicultural self-efficacy and multicultural attitudes. I will share the results with the school systems that have agreed to participate in the study.

If you agree to participate in this research study, please complete the survey at this link: https://georgiasouthern.co1.qualtrics.com/jfe/form/SV_1LC6yUBc5urTTSZ

Sincerely,
Donna Strickland
Doctoral Candidate, Georgia Southern University
dstrick8@georgiasouthern.edu

Appendix C

Figure A . Scatterplot of Correlation Between Multicultural Efficacy and Multicultural Attitudes

