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The perceived competency of Hispanic teachers in teaching classes of diversity is a function of demographic and personality traits

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University of Texas-Pan American

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THE PERCEIVED COMPETENCY OF HISPANIC TEACHERS IN

TEACHING CLASSES OF DIVERSITY IS A FUNCTION OF

DEMOGRAPHIC AND PERSONALITY TRAITS

A Dissertation

By

MELISSA C. MACHESKA MARTINEZ

Submitted to the Graduate School of
The University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

DOCTORATE OF EDUCATION

May 2005

Major Subject: Educational Leadership

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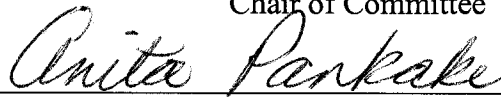
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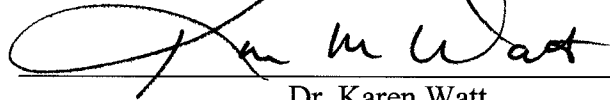Approved as to style and content by:

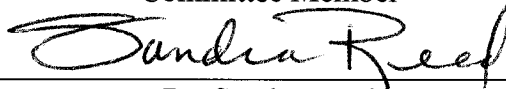_____
Dr. Ralph Carlson
Chair of Committee

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Dr. Anita Pankake
Committee Member

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Dr. Karen Watt
Committee Member

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Dr. Michael Guerrero
Committee Member

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Dr. Sandra Reed
Committee Member

May 2005

ABSTRACT

For the past three decades, multicultural education has remained a focal point in the culture wars that United States education has encountered. Multicultural education is an educational reform movement that continues to evolve as ethnic minorities make their educational concerns and needs known. The forces driving the reform effort extend beyond linguistic and cultural diversity to include issues of academic diversity, gender, social class and sexual orientation (Wilhelm, 1998). How do educators address these needs, and how does the interaction among these diverse groups impact students and society?

The purpose of this paper is to determine the perceived competency of Hispanic teachers to teach diverse students. Without identifying the competency of teachers in South Texas to teach diverse students, leaders in education are unable to address the needs of teachers in order to educate all students successfully. It is the obligation of educators to serve all students equitably.

The methods used for data analysis are both exploratory and confirmatory, which are used side by side (Tukey, 1977). The study is examining teachers from 11 elementary campuses located in South Texas. Data are gathered through the use of three survey instruments developed to measure a teacher's perceived competency to teach diverse students as well as acculturation and authoritarian personality.

It was found from this study that Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, age, educational background, language(s).

The findings of this study have implications for school district personnel who work in the area of staff development as well as teacher hiring. Interview questions can be geared toward identifying areas that are a function of perceived competency as well as formulating staff development that will ultimately assist all students educationally.

DEDICATION

TO

My three precious children: Ryan Michael, Aaron Matthew and Brittany Rose. Their support, sacrifices and dedication to my completion of this project were immeasurable. I am fortunate to have had their love and understanding through the late nights and missed games and activities due to classes I was attending.

My mother, Carole Macheska, father, Walter Macheska and grandmother, Helene Bleibdrey whose high expectations and unconditional love helped me to persevere. Due to the countless hours it took to complete this program, at times I was a mother missing in action. They stepped in without hesitation as a parent to my children in my absence.

ACKNOWLEDGEMENTS

Completing a dissertation takes guidance, encouragement, and inspiration from a multitude of people. I am blessed to have been surrounded by caring people who gave me consistent support and motivation during this challenge.

Dr. Ralph Carlson, Dr. Anita Pankake, Dr. Karen Watt, Dr. Michael Guerrero and Dr. Sandra Reed comprised my committee. I want to thank them for their dedication to reading and rereading as well as correcting what seemed to be a never-ending book. They provided me with positive reinforcement and were truly dedicated to seeing me complete this process. They reassured me that this endeavor would lead to success and that persistence and perseverance would pay off. I would especially like to thank Dr. Carlson, the backbone of this paper, who dedicated a multitude of hours assisting me through this process. His willingness to tutor and support me through this whole dissertation can never be repaid. My gratitude for his guidance, support and assistance will be never-ending. Dr. Pankake and Dr. Watt provided the structure I needed for a task that was truly unstructured. They provided steps and goals that made the completion of this dissertation attainable. Dr. Reed, my superintendent, provided the constant daily support that any doctoral student would need. She read this paper more than any other member and was consistently open-minded. She was a sounding board who kept her door open at all times just to listen to my ideas. Dr. Guerrero provided an insightful twist to the understanding of certain components of this paper. He spoke a language that

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frustrated and stressed students could clearly understand. THANK YOU TO THIS WONDERFUL COMMITTEE.

Connie de la Rosa and Teresa played critical roles in the completion of what seemed to be an endless trail of paperwork. Their knowledge of the program and ability to schedule numerous appointments made this task achievable. They had the sympathy and endurance to assist students who worked full time and did not have the chance to visit the campus during office hours.

Romie Maciel, my program partner, was the shoulder that provided me strength. I would have never made it through this program without her unconditional friendship. She accompanied me through the entire program, sharing meals, study nights, semester celebrations and patiently listening to my complaints, alternately sympathizing and then providing that pep talk that kept me persevering. She held my hand every step of the way and was truly my "rock". A thank you to Maria Elena Rodriguez, who willingly agreed to read my five chapters with an English teachers birds-eye view. She dedicated her time to find any grammatical and structural errors I may have made during the process.

There were so many other friends who encouraged me, enlightened me, redirected me and helped move me through this process. I want to thank my boss Alicia Madrigal, Leslie Guerrero, Nita Thompson, Migdalia Trevino, Patty Ramirez, Donna Charkow, Gaby Trevino, Tina Ramos, Rainer Clover, Dora Gonzalez, Karen Meadors, Beth Henry and Sharyland ISD for providing the time needed to complete this project.

Last but not least, I want to thank my husband, Ronnie Martinez for the pride that he showed for this accomplishment his wife was striving towards.

The magnitude of this project required the collaboration of many people, both named and unnamed, to whom I am most grateful. Without their selflessness and assistance, this dissertation would not exist.

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CHAPTER I

INTRODUCTION

Multicultural education has existed for more than 25 years, but the teaching of

and learning about multiculturalism in a global world is still relatively new (Thornton &

McEntee, 1998). People tend to perceive multicultural education as only necessary for

students of color. This belief stems from the root of multicultural education, which grew

out of the civil rights and equal education movements of the 1960s. At that point, the

primary objective of multicultural education was to address the needs of students who

historically had been most neglected or miseducated by the schools (primarily students of

color). Those who promoted multicultural education at that time thought that education

should attain more of a balance in the curriculum that reflected student histories, cultures,

and experiences (Nieto, 2004).

In today's classrooms, teachers are faced with diversity and issues that can impact

the learning process. As Nieto (2004) has found, teachers' pedagogy is influenced by

their lack of knowledge concerning the diversity of their students. In many cases, they

are unaware of how cultural and language differences can affect learning. Teachers tend

to teach to the norm and do not deviate for others who need alterations in order to be

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successful. "Few teachers are prepared for the numerous cultures, languages, lifestyles, and values they will face in their classrooms" (Nieto, 2004, p. 107). They fall prey to the assumption that "equal means the same," ultimately treating all students the same. The same methods and approaches perceived as appropriate for "the typical" student become what is used for all students (Nieto, 2004).

An obstacle to implementing multicultural education lies with the teachers themselves. Many are unconvinced of multicultural educations value for developing academic skills. Even those teachers who are more accepting of multicultural education are skeptical about its actual implementation into the curriculum (Gay, 2004a). Another challenge that multicultural education experiences is the shortage of trained personnel from a multitude of multicultural backgrounds. In South Texas, though, there is a plethora of teachers who are Hispanic, but few from other nationalities. Are Hispanic teachers also apt to have difficulties working with the current diversity found among South Texas students?

Sixty-eight percent of the teachers surveyed by Futrell, Gomez, and Bedden (2003) felt unprepared to teach a diverse student population (Futrell et al., 2003; Holloway, 2003a). Wieseman (1982) studied practicing teachers' attitudes toward multicultural issues and concluded that they felt insecure in dealing with racial and ethnic issues (Wieseman, 1982; Schroth, Miller & Miller, 2004). In an investigation of preservice teachers' attitudes, Moultry (1988) found a lack of empathy with minority problems. Teachers reported having little confidence in the ability of the educational system or politics to change teacher attitudes and beliefs (Miller, Miller & Schroth,

1997). What is being done or not being done to cause this concern? Are teachers lacking in teacher preparation, experience, or exposure?

Miller et al. (1997) stated that "it may be the lack of exposure and experience with individuals of diversity that is a contributing factor to teachers' unfamiliarity with racial and ethnic issues" (p. 2). Therefore, becoming a multicultural teacher means first becoming a multicultural person. Without a person's own internal transformation,

> any attempts at developing a multicultural perspective will be shallow and superficial. Therefore, we simply need to learn more. We need to be involved in activities that emphasize pluralism. We need to confront our own racism and biases. It is impossible to be a teacher with a multicultural perspective without going through this process. Becoming a multicultural person means learning to see reality from a variety of perspectives. It means a dramatic shift in our worldview (Nieto, 2004, p. 383-384).

Statement of the Problem

As the schools in the United States experience changes - demographics, social conditions and political influences - educators must adapt by taking on a new dimension of teaching, multicultural education. Some of the past influences education has encountered include critical events such as Sputnik, *A Nation At Risk*, and high stakes testing. Recently, as the nation experienced the trauma of 9/11, the responsibilities of education have increased just as the needs of students entering schools have increased. Religion and ethnicity have become important concepts in the realm of education. As we reach a level of global interdependence related to immigration and domestic diversity in American schools, examining the mixture of cultural, ethnic, linguistic and religious backgrounds in the community is necessary to create classrooms that allow issues to be examined from multiple perspectives (Gay, 2004a; Nieto, 2004).

Immigrants from Asia, the Middle East, Latin America, Eastern Europe, and Africa differ greatly from earlier immigrants who came primarily from western and northern Europe. "These unfamiliar groups, cultures, traditions, and languages can produce anxieties, hostilities, prejudices, and racist behaviors among those who do not understand the newcomers or who perceive them as threats to their safety and security" (Gay, 2004a, p. 30). These challenges should lead educators to reexamine the instructional programs and curricula issues at all levels of education in order to positively impact this diverse student population (Gay, 2004a).

As cultural and linguistic diversity expands in America, traditional educational procedures no longer fulfill the needs of present day students. For example, only 1 in 10 children in United States schools in 1982 was Hispanic. This ratio will approach one in four by the year 2020 (Gersten, Brengelman & Jimenez, 1994). Currently, more than one third of public school students are minorities, yet only 13 % of their teachers are considered minorities, based on ethnicity (Gomez, 2002). With classrooms reaching this level of ethnic diversity, are teachers prepared to work in multicultural classrooms?

Teachers must first develop an awareness of multicultural education and then attain multicultural competence. Teachers must learn the differences existing among students within their classrooms, their school, and their community. To become facilitators in a multicultural classroom, teachers should have the multicultural competence to identify the differences existing between and among students and themselves. Furthermore, they must be willing to embrace strategies conducive to learning. Students come with different experiences, knowledge, and expectations that impact their learning. The failure of school personnel to understand the cultural

behaviors of minority children often results in conflicts that affect the children's capacity to adjust and learn (Gersten et al., 1994). This lack of multicultural competence causes educators to make poor decisions that impact minority students' learning.

Research suggests that minority students perform at a lower level then anglo students (Ferguson, 2001). Therefore, with the increasing diversity of the U.S. student population educators and policy makers need to reform teacher education programs. In South Texas, these questions remain, are teachers prepared to work with students from diverse backgrounds? Not only are they prepared, but do they believe they are competent as well as sensitive to the issues found in diversity? Educational leaders must identify where teachers are and what develops that perceived competency.

Specific Problem Area (Research Question)

Is the perceived competency of Hispanic teachers to teach students from diverse backgrounds a function of attitude toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, age, educational background, and/or language(s)?

Purpose Statement

This study examines Hispanic teachers' perceived competency to teach diverse students. South Texas is unique in that its population has consisted of predominantly a minority culture. In South Texas, there is a greater number of Hispanics than any other ethnicity. However, South Texas is experiencing a shift in its population from purely Hispanic with a small percentage of Anglos to a population that now includes some

Asian, African-American and Europeans. Before determining the type of teacher training or educational programs that will benefit teachers and positively impact the students of South Texas, identifying which variables are explaining or accounting for the variance in teachers' perceived competency is the key. Data derived from this study may suggest dimensions that could be included in additional comparative research which includes personnel management, staff development and higher education.

The research hypothesis presented in this study is as follows: $H_1 1$: Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, educational background, and/or language(s).

Methods

The study was conducted at eleven elementary campuses located in South Texas. The schools were selected using stratified random sampling, and the teachers were selected using proportional random sampling. To collect data, the study incorporated three survey instruments as the primary means: a subscale of the *California F Scale, The Acculturation Survey* and *The Teacher Multicultural Attitude Survey.* The data are self-reported. Regression analysis is used to account for or explain variance on the criterion variable. The null hypothesis for the full model is tested with the F distribution at the .05 level of significance.

Definition of Terms

The following terms are defined for the purpose of this study:

Assimilation is the process by which groups adopt or change the dominant culture. Cultural patterns that distinguished the two groups disappear; their distinctive cultural patterns become part of the dominant culture or a combination of the two occurs (Gollnick & Chinn, 2002, p.14).

Cultural Competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross–cultural situations (Cross, Bazron, Dennis & Isaacs, 1989; Isaacs & Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis, 1997). The construct of cultural competency in the present study is derived through factor analysis.

Culture consists of values, traditions, social and political relationships, and world views created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, religion or other shared identity (Nieto, 2004, p.146).

Discrimination (whether based on race, gender, social class, or other differences) denotes negative or destructive behaviors that can result in denying a group's life necessities as well as the privileges, rights, and opportunities enjoyed by other groups. Discrimination is usually based on prejudice, causing the attitudes and beliefs of certain individuals regarding an entire group of people. These attitudes and beliefs are generally, but not always, negative (Nieto, 2004, p.2).

Diversity is a representation of groups of individuals from different classes, religions, and native languages. The people differ in gender, sexual orientation, age, and physical and mental abilities (Gollnick & Chinn, 2002, v).

Equality means considering the skills, talents, and experiences that students of all backgrounds and conditions bring to their education as valid starting points for further schooling. Equity is a more comprehensive term because it suggests fairness and the real possibility of equality of outcomes for a broader range of students (Nieto, 2004, p.146).

Institutional Discrimination refers to how people are excluded or deprived of rights or opportunities as a result of the normal operations of the institution. Although the individuals in the institution may not be prejudiced or have any racist intentions, or even awareness of how others may be harmed, the result may nevertheless be racist (Nieto, 2004, p. 37).

Interethnic is the description of a population becoming increasingly heterogeneous in its ethnic composition, culture, and way of life because of economic and social internationalization, growing international and intrastate migration, and a rise in mixed marriages. The state of interethnic relations depends on the evolution of identity within various social, territorial, and ethnic groups (Kolosov, Galkina & Krindach, 2002).

Multicultural Education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups will have an equal chance to achieve academically in school (Banks & Banks, 2001, p. 1).

Prejudice is a set of rigid and unfavorable attitudes toward a particular individual or group that is formed without consideration of facts. Prejudice is a set of attitudes that often leads to discrimination, the differential treatment of particular individuals and groups (Banks & Banks, 2001, p. 436).

Professional Development is the ability to stay abreast of and incorporate best practices into teaching, learning, and leadership. Through professional development, administrators want to make sure school/district policies and practices support actual professional development implementation for staff in schools. In addition, administrators must ensure that resources are available to organize and implement professional development. Ultimately, they want to make professional development part of everyday life at school (Hassel, 2004).

Social Justice is an element of democracy. It speaks to the care of those persons in society who are not as advantaged as others. In schools, social justice requires that schools provide equal access to and equal receipt of a quality education for all students (Gollnick & Chinn, 2002, p. 26).

Sociocultural Factors include poverty, ethnicity, low level of parental education, weak family support systems, and students' reactions to discrimination and stereotyping. One school-related factor is low expectations, particularly in schools that serve students who are both poor and from ethnic and racial minority backgrounds (Nieto, 2004, p.3).

Teacher Preparation as defined by the State Board of Educator Certification (SBEC) encourages educator preparation coursework that, to the greatest extent possible, integrates the subject matter knowledge with classroom teaching strategies and

techniques in order to maximize the effectiveness and efficiency of coursework required for certification.

Limitations

The present study is limited to a stratified random sample consisting of eleven elementary schools located in South Texas. The overall population in schools in South Texas includes 96.3% Hispanic, 3.0% Anglo, 0.2% African American, 0.4% Asian/Pacific Islander and 0.0% American Indian/Alaskan. The population in this area limits diversity based on ethnicity. There are schools in this area that have a larger amount of diversity based on ethnicity. To ensure some diversity based on ethnicity, the schools from this study are selected based on the criterion that the student population must not exceed 85% in any ethnicity, thus limiting the ability to generalize to other populations.

Another limitation is the assumption that the measures have fidelity with the phenomenon. This study utilizes self-reporting inventories which can lead to problems of response sets where the individual gives socially acceptable responses; they share what they think the researcher wants to hear.

Significance of the Problem

According to Sheets (2003), the bulk of the diversity that literature addresses is about anglo preservice teacher candidates' perceptions, attitudes, and descriptions of their poignant struggles to become "multicultural". There is a gap in the research from the perspective of minority teachers. Studies do not identify the ability of Hispanic teachers

to deal with issues of diversity nor do they address their preparation to educate in multicultural settings.

The study examines teachers' perceived competency to teach multiculturally diverse students. With South Texas having a population of teachers who are primarily Hispanic, the study examines their perceived competency to teach in multicultural settings. Diversity in this study will include ethnicity, language, socio-economic status, gender, culture, and family background.

Epistemology/Theoretical Perspective

In the late 1980s and 1990s, the merger of critical pedagogy and multicultural education resulted in an educational reform movement. This movement is referred to as multicultural education. Many supporters of this ideology believe in transforming school policies in order to support equal access and social justice in schools (Sheets, 2003).

Many multicultural theorists ground their analysis of curriculum and culture in the work of critical theorists including the Brazilian educator Paulo Freire, the Italian Marxist Antonio Gramsci, the Frankfurt School of philosophers, and British and French post-modernists (Wilhelm, 1998; Sleeter & Bernal, 2004).

Students need to become critical thinkers, and they need to learn to view events and situations from a variety of perspectives. Critical pedagogy values diversity and encourages critical thinking, reflection, and actions. According to Banks and Banks (1997), the main goal of a multicultural curriculum is to help students develop decision-making and social-action skills. When students learn to view situations and events from a variety of viewpoints, critical thinking, reflection, and action are promoted. This is true

among teachers. Teachers must model what they would expect students to do. Critical pedagogy acknowledges cultural and linguistic diversity instead of suppressing it (Banks & Banks, 1997).

Critical pedagogy encourages students to take risks, to be curious, and to question, rather than expecting students to regurgitate what the teacher presents. It expects them to seek their own answers through the guidance of their teachers (Gaedke & Shaughnessy, 2002). The teacher becomes a facilitator and the students become actively engaged in the learning process.

Critical theory supplies many of the ideas necessary to examine social structures and power relations as they currently exist in the classroom (Thornton & McEntee, 1998). It "deals with practice and perspective, understanding and control, and the dialectical relationship between theory and practice" (Gay, 2004a, p. 31). What multicultural education wants to eventually gain is human emancipation. Its goals are to expose contradictions in culture, explain how conventional curriculum and instruction maintain the socioeconomic exploitation present in society at large and how it creates more social equality in schools (Gay, 2004b).

Freire (1993) related critical pedagogy with a redistribution of power in the attempt to achieve social justice. He argued that "one of the tasks of the progressive educator, through a serious, correct political analysis, is to unveil opportunities for hope, no matter what the obstacles may be" (Valenzuela et al., 2000, p. 118). McLaren (1999) asserted that Freire introduced the idea of hope as a necessary drive to initiate change. Freire (1994) also declared that hope alone is not sufficient but it is necessary to obtain social justice (Valenzuela et al., 2000).

Multicultural education values diversity and encourages critical thinking, reflection, and action. Critical pedagogy acknowledges rather than suppresses cultural and linguistic diversity. It is not simply the transfer of knowledge from teacher to students, but the engagement of both parties.

> Because critical pedagogy begins with the experiences and viewpoints of students, it is by its very nature multicultural. The most successful education is that which begins with the learner and, when using a multicultural perspective, students themselves become the foundation for the curriculum. However, a liberating education also takes students beyond their own particular and, therefore, limited experiences, no matter what their background (Nieto, 2004, p. 360).

Critical explanations are used to determine why educational systems should be changed to be more representative of and responsive to ethnic and cultural diversity (Gay, 2004b). Therefore, having a critical perspective means opening one's mind, rather than closing it (Gaedke & Shaughnessy, 2002).

Teachers play such a critical role in the kinds of educational opportunities students receive in classrooms, their knowledge of multicultural education is fundamental to providing educational equality. They need to understand the differences in cultural values and behavioral codes between themselves and their students. Teachers cannot begin to treat students equitably until they accept that they all have comparable human worth and that differences do not automatically mean inferiorities. Teachers are fundamental to improving the quality of educational opportunities and outcomes for all students (Banks & Banks, 1997).

Summary

Multicultural education is a critical component to the education of all students. Chapter II, Review of Related Literature, will discuss the following pertinent areas: background information, schools and multicultural education, teacher preparation, community involvement, approaches toward diversity and summary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Education should reflect the ideals of democracy by providing an equal playing field for all participants. Not only do schools want student success, they want equity in educational opportunities. Educators do not simply want to meet state expectations; they want all students to excel. To educations' dismay, "our schools have consistently failed to provide an equitable education for all students. The complex interplay of student differences, institutional racism and discrimination, teachers' biases that lead to low expectations, and unfair school policies and practices all play a role in keeping it this way" (Nieto, 2004, p. 53).

A nationwide study on intergroup relations in the United States was commissioned by the National Conference for Community and Justice (NCCJ) called *Taking America's Pulse II: A Survey of Intergroup Relations*. The Princeton Survey Research Associates was selected to conduct the 2000 study. *Taking America's Pulse II* investigated intergroup relations. Seventy percent of the respondents surveyed believed "racial, religious, and ethnic tension" was a very serious or somewhat serious problem in the United States, and only 29% were satisfied with "how well groups in society get along with each other" (Smith et al., 2001). One implication formulated from this study is the possibility of increasing public support for curricula that can help sensitize issues of prejudice and social justice.

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Clearly, more Americans than ever seem aware of interethnic tension and the lack of equal opportunity in American society. From the people who were surveyed, Smith, Batiste and Echols (2001) estimate that roughly half of the public is aware of the lack of equal opportunity in education; yet, the other half either is unaware of or denies the existence of the gross inequality in the educational system.

"The achievement of educational equity and social justice requires the development of a multidimensional theoretical paradigm that is sufficiently comprehensive to address the issues of power, discrimination, and status within today's educational system" (Valenzuela et al., 2000, p. 118). There needs to be an understanding in all facets of education (policy, teacher preparation, administrative support) in order to gain educational equity.

This chapter will present the review of literature as follows: background information (historical data, diversity/demographics, race/prejudice), schools and multicultural education (definition, schools without multicultural education, schools incorporating multicultural education, barriers to multicultural education), teacher preparation (teacher education programs and certification, teacher experience and cultural awareness), community involvement (school culture, education as a partnership), and approaches toward diversity (assimilation, acculturation, hero-heroine-ritual approach, models developed to address multicultural education).

Background Information

The 2002 census reveals that minorities now represent nearly one-third of the U.S. population and half the population of Texas (U.S. Census Bureau, 2002a; Zirkel &

Cantor, 2004). Projections are that minority groups will represent more than half of the total U.S. population by the 100th anniversary of *Brown v. Board of Education*. Consequently, racial and ethnic integration in schools is part of today's society, and must be addressed because the future will continue to change (Zirkel & Cantor, 2004).

South Texas has a student population that is quite diverse from the state of Texas. South Texas encompasses a large number of minority students. The student population according to the Texas Education Agency (2005) is African American 0.2%; Hispanic 96.3%, Amglo 3.0%, Native American 0.0% and Asian/Pacific Islander 0.4%. The population of campuses identified for this study was quite diverse compared to the areas overall population. The Texas Comptroller of Public Accounts (1998) found that by all economic indicators, the Texas Border (including South Texas) has been growing rapidly since the early 1980's.

With this growth, educational challenges persist for border districts. The Texas Comptroller of Public Accounts (1998) cites that a lag between improved funding and students' performance is evident. They find that if the region is to make the transition to a high-skill, high-wage economy, educators and community leaders should not be satisfied with merely doing better than before (Texas Comptroller of Public Accounts, 1998). Academically, South Texas is experiencing lower test scores as well as graduation rates compared to the rest of the state. For example, in 2003, the state of Texas graduated 84.2% of the students but in South Texas, only 80.5% of the students graduated while the Hispanic population achieved a graduation rate of 79.9% (Texas Education Agency, 2005). In addition, students are tested with the SAT/ACT to determine college entrance. The state of Texas had 62.4% of the student population take

this entrance exam, while only 55.4% of the student population in South Texas took this exam and only 52.5% of the Hispanic population took either an SAT or ACT. The state identifies the student population that scores at or above the criterion score for college entrance exams. Twenty-seven percent of the students in the state of Texas received high scores while only 10.2% of South Texas accomplished this level and only 8.0% of the Hispanic population was able to produce high scores (Texas Education Agency, 2005). A shift in educational practices must be considered to reach the levels of high expectations accomplished by other students.

Historical Data

Multiculturalism goes back as far as the 1890s. In the *Annual Report of the Superintendent of Instruction* published in New York in 1893, "the state defended multicultural education in the assumption that culturally disadvantaged children do not make for optimally participating citizens. Since that time the U.S. has taken several steps backwards on the issue" (Llanes, 1992, p. 1). For example, during the early 1900s, the United States experienced the influx of large numbers of immigrants from southern, central and Eastern Europe. They were searching for economic stability through the promise of the "American Dream". The United States experienced what Banks (2004b) called the "nativist paradigm", i.e. researchers documented ways in which the new immigrants differed from the northern and western Europeans and how they were a threat to American democracy and to the survival of the Anglo-Saxon race (Banks, 2004b).

The Dillingham Commission in 1911 (a Congressional committee created in 1907) investigated immigration. It issued a report that validated and reinforced the views

of the nativists. Finding that the new and the old immigrants were different, reinforced the dominant prejudices of mainstream groups in the United States. At this time, the nativists and the assimilationists were victorious because they were able to convince the immigrants themselves to surrender their ethnic culture and language to gain full inclusion into American society (Banks, 2004b).

These assimilationist philosophies were mirrored in the nation's schools, colleges and universities. In the 1930s, an educational movement emerged in the United States to help immigrant students adapt to American life, maintain aspects of their ethnic heritage and identity, and become effective citizens of the commonwealth. This movement was called the Intercultural Educational Movement. New York City, which received large numbers of immigrants, became an important site for the Intercultural Education Movement (Banks, 2004b).

There were numerous studies that emerged during the Intercultural Educational Movement. One of these studies was *The Authoritarian Personality* conducted by Adorno, Frendkel-Brunswik, Levinson and Sanford, 1950. This study made substantial contributions to methodology and to theory development in race relations research. In addition, there were numerous curriculum interventions that were conducted by researchers to determine the effects of teaching units, lessons, multicultural materials, role-playing activities, and other kinds of simulated experiences on the racial attitudes of students. The studies during this period indicated that curriculum interventions could help students develop more positive racial attitudes (Banks, 2004b).

As social scientists focused on issues of ethnicity and education, they felt that the *Brown v. Board of Education* decision held several strengths: (a) the decision highlighted

the human suffering caused by racism and its correspondent racial segregation; (b) it clarified that state sponsored segregation was inherently more harmful than segregation that occurred without the force of law; (c) it articulated the central role that education had come to play in modern life and concluded that the opportunity for all required an end to racial segregation in education; and (d) many argued that *Brown v. Board of Education* and its aftermath provided the fuel and the encouragement necessary to further the civil rights work of the 1960s, which in turn led to the Civil Rights Acts and related legislation. It served as a symbolic turning point, and could no longer be ignored (Zirkel & Cantor, 2004).

In addition to *Brown v. Board of Education*, another turning point for education occurred in the 1970s. According to Nieto (Gaedke & Shaughnessy, 2002; Sheets, 2003; Powers, 2001), the beginning of multicultural education can be found in the early 1970s. It began as an outgrowth of the Civil Rights Movement and as a call for equal educational opportunity for African American students. The Civil Rights Movement brought a new interest in ethnic studies, discrimination, and intergroup relations. Racial and ethnic pride emerged from oppressed groups, creating a demand for African American and other ethnic studies programs in colleges and universities across the country (Gollnick & Chinn, 2002). In the fall of 1969, San Francisco State University established the first ethnic studies department in the country (Sheets, 2003).

"Those who fought for multicultural education recognized that African American children were being systematically deprived of a high quality education based on the inequality they experienced because of their race, and without the education they deserved, the 'American Dream' was out of reach for most youngsters" (Gaedke &

Shaghnessy, 2002, p. 479). Since then, multicultural education has evolved to include many more children, languages, nationalities and differences (Gaedke & Shaghnessy, 2002). Some additional groups that have suffered from institutional discrimination include women, families from low socio-economic status, the disabled, English language learners, and the elderly. Therefore, educators responded by incorporating multiethnic education into the concept of multicultural education (Gollnick & Chinn, 2002).

Related legislation that occurred after the Civil Rights Act of 1964 included Title IX of the Elementary and Secondary Education Act in 1972. This act made sex bias in education illegal. Public Law 94-142 in 1975, The Education for All Handicapped Children Act, required free public education and nondiscrimination for all students with disabilities (Banks, 2004b). Each of these legislative acts has addressed some issues of multicultural education, but new issues have arisen since the 1970s that must be considered.

Diversity/Demographics

Cultural diversity in America's public schools is continuing to grow. The U.S. Department of Education (2003a) found that in 2000, 38.8% of public school students were minorities, up from 29.6% in 1986. In addition, the number of students who spoke a language other than English at home rose from 6.3 million in 1979 to 13.7 million in 1999 (U.S. Department of Education, 2003b; Holloway, 2003a).

Only one in ten children in United States schools in 1982 was Hispanic (Gersten et al., 1994). In 2000, the Texas population was approximately 53% Anglo, according to Steve Murdock; by the year 2040, it is anticipated that only 24.2% of the Texas

population will be Anglo. In Texas, the Hispanic population is expected to double,

growing from 32% in 2000 to 59.1% in 2040; the "Other" category is expected to nearly

triple, growing from 3% in 2000 to 8.8% in 2040 (Murdock, 2004).

Projected Percent of Texas Public Elementary and Secondary Enrollment by Race/Ethnicity in 2000 and Projections for 2040
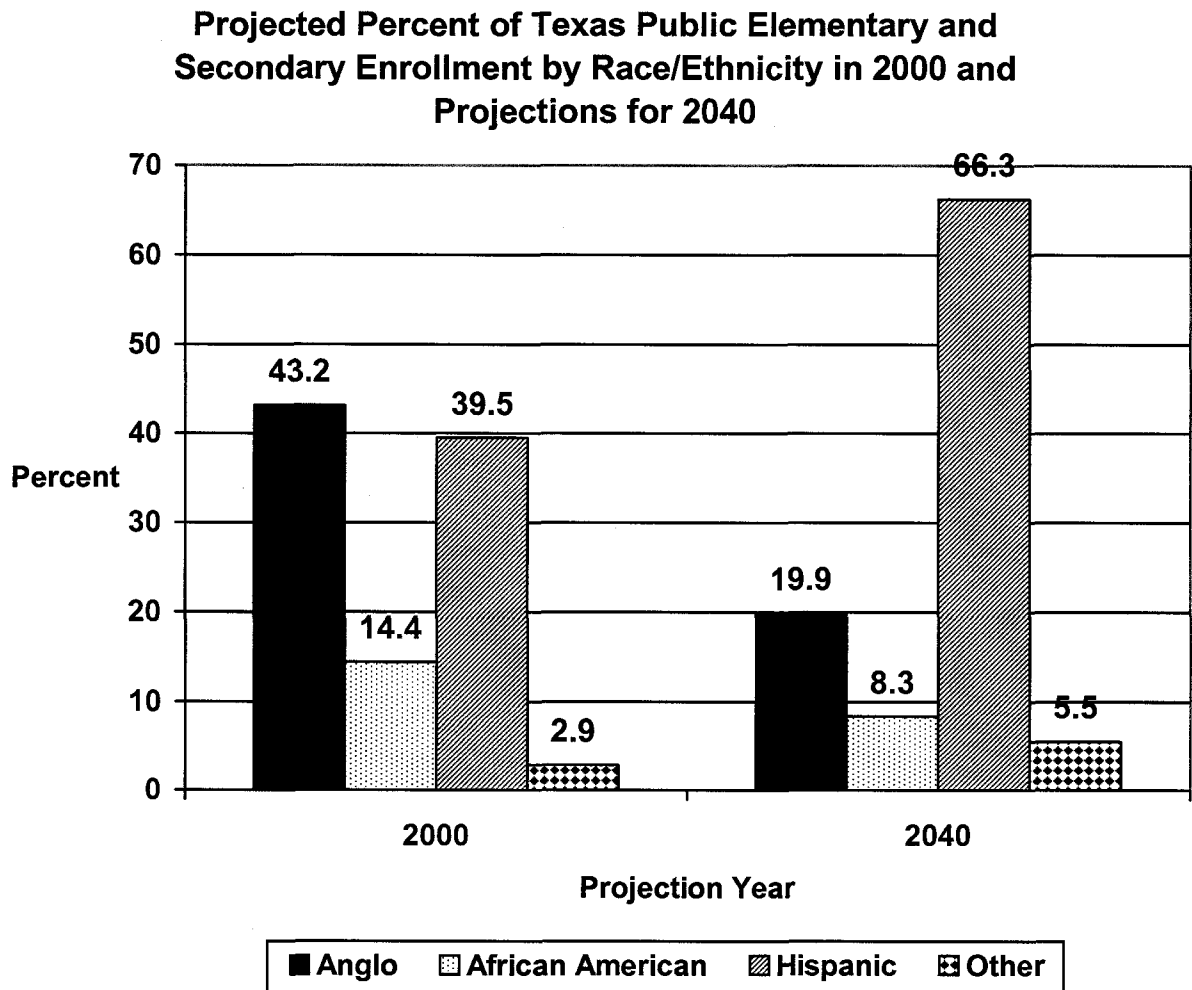
Figure 1. Projected Percent of Texas Public Elementary and Secondary Enrollment by Race/Ethnicity in 2000 and Projections for 2040.

From "The population of Texas: Historical patterns and future trends affecting education," by S. Murdock, 2004, *Institute for Demographic and Socioeconomic Research: College of Business at The University of Texas at San Antonio.*

As noted earlier, nationally there are more than one third of public school students who are of color; however, only 13 % of their teachers are considered minorities based on race (Gomez, 2002). According to Murdock (2004), the percentage of Hispanic children attending Texas public elementary and secondary schools will increase by 195.7% between the years 2000 and 2040, while the Anglo population will experience a decrease of 19.2%. These demographic changes are creating diversity in linguistic backgrounds as well as in economic and family patterns. These changes are what Banks (1991) refers to as the "demographic imperative," a situation which requires classroom practitioners to be more responsive to an increasingly diverse population (Pettus & Allain, 1999). These statistics underscore the urgent need that public school teachers must acquire multicultural competence, sensitivity, knowledge, and skills if they are to effectively teach students in classroom environments that are free from bias and that respond to unique learning needs (Miller et al., 1997).

As cultural and linguistic diversity expands in American society, traditional educational procedures no longer fulfill the needs of incoming students. With classrooms reaching this level of diversity, teachers must be prepared to work in multicultural classrooms. Teachers need to develop awareness and then attain multicultural competence for the differences existing between and among students and to incorporate strategies that are conducive to all students' learning and teaching.

Race/Prejudice

Prejudicial attitudes based on racism and ethnocentrism can affect the relationship between teachers and students, teachers and parents, students and students, and teachers

and the community. Their perceptions and beliefs about themselves and others is influenced by their particular racial group (Tettegah, 1996). According to Foster (1993), educational researchers have shown that many of the problems regarding student achievement and opportunity to learn are due to what is typically called the "cultural mismatch" between teachers and students, a mismatch that can be more accurately tied to racial/ethnic differences (Tettegah, 1996). Racism and other forms of discrimination are based on the perception that one ethnic group, class, gender, or language is superior to all others. Unfortunately, discrimination based on perceptions of superiority is part of the structure of schools, the curriculum, the education most teachers receive, society, public policy, and the interaction among teachers, students, and the community (Nieto, 2004).

According to Indicators of School Crime and Safety (1999), about 13 % of students ages 12-18 during the past six months had been victims of derogatory remarks related to their race, ethnicity, religion, disability, gender, or sexual orientation (Holloway, 2003b). Teachers must address these issues that students are facing. Effective strategies that can be used in the classroom to address racism include; multicultural or ethnic assemblies and special events, after-school programs and other opportunities for students to mix, conflict-resolution training, recruitment of diverse staff, and teacher-driven professional development on issues of equity and teaming between classrooms (Holloway, 2003b).

Multicultural education can help with the fight against racism/prejudism within the classroom. The prejudice reduction dimension of multicultural education describes the characteristics of children's racial attitudes and suggests strategies that can be used to help students develop more democratic attitudes and values. When reducing prejudice,

one needs to focus on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials (Banks, 2004a). Without an understanding of multicultural education, many times, unintentional discrimination is practiced by well-meaning teachers who fear that discussing race will only exacerbate the problem. As a consequence, most schools are characterized by an absence of discussion about differences in the class, particularly race (Nieto, 2004). While politeness is important, it can be the reason that teachers avoid racially touchy topics that could have a real teaching potential. Too often educators avoid teaching moments relating to race altogether just to escape dealing with the discomfort in the classroom (Prather & Lovett-Scott, 2002).

Advocates of multicultural education recognize the necessity to educate all students with knowledge that may ultimately improve race and ethnic relations in our increasingly diverse society. As America continues to struggle with difficult issues involving race and ethnic relations, education is seen as a vehicle for improving relations among diverse groups (Wills, Lintz & Mehan., 2004).

Schools and Multicultural Education

Multicultural education challenges the total context of education. It impacts schools and the educating of students. Topics that are pertinent to multicultural education include "curriculum, student placement, physical structure of schools, pedagogical strategies, assumptions about student ability, hiring of staff, and parental involvement. In this sense, organizational structures are central to the development of a comprehensive multicultural education" (Nieto, 2004, p. 92).

Multicultural Education Defined

Multicultural education challenged the inequities that students of color were experiencing in school and society. Soon it became a movement for a variety of differences, including race, class, and gender. Within each category of difference, other issues began to emerge: linguistic, ethnic, cultural, sexual orientation, and academic ability (Ladson-Billings, 2004; Baker, 1979). The goal of multicultural education thus strives to revise the structural, procedural, substantive, and valuative components of the educational institutions so that students from diverse groups will experience educational equity (Banks, 2004a; Gay 2004b).

Jack Forbes is one of the pioneers in the usage of the term "multicultural education." In 1969 his writing was recognized as one of the most explicit contributions to the concept. In 1972, "the American Association for Colleges of Teacher Education (AACTE), through its newly formed Commission on Multicultural Education, adopted a statement on multicultural education which has served as the foundation for much of the work in the area of teacher education". AACTE has defined multicultural education as (Baker, 1979):

> Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major educational institutions should strive to preserve and enhance cultural pluralism (p. 254).

How does a school address issues of diversity at all levels in the educational setting? In the area of curriculum, according to Banks (2004), four approaches are used

to integrate ethnic content into the curriculum. The "contributions approach" focuses on heroes and heroines, holidays, and discrete cultural elements. When using the "additive approach," teachers just add ethnic content, themes and perspectives to the curriculum without changing its basic structure. In the "transformation approach," which is designed to help students learn how knowledge is constructed, the structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of various ethnic and cultural groups. In the "social action approach" students make decisions on important social issues and take action to help solve them. One promise of multicultural education is the promotion of critical and constructive dialogue on race, gender, class, sexual orientation, citizenship, other issues offering students and educators the opportunity to explore the construction of cultural identity, the situations of various societal groups, the foundations of privilege and oppression, and the methods activists use to promote change (Hyde & Ruth, 2002). These approaches grow in depth and complexity and begin to truly meet the expectations of multicultural education.

Schools Without Multicultural Education

According to John Ogbu, minority children receive an inferior education through what occurs inside the schools and inside the individual classrooms. "Among the mechanisms discovered that affect minority education adversely, none is more important than teachers' low expectations" (Gersten et al., 1994, p. 1). These low expectations set by a teacher can be attributed to a lack of competence in multicultural education, ultimately hindering a child's academic performance (Gersten et al., 1994).

For example, Gersten et al. (1994) found that language-minority students taught by an untrained monolingual teacher with a basal curriculum fail to learn. This failure is due, in part, to the teachers often treating students like slow learners, when in reality the students could often know the answers but cannot express them fluently in English (Gersten et al., 1994). Teachers, who have never experienced being placed in a situation where their language is not the primary language spoken, have difficulty understanding how challenging it is for students to respond to questions in a second language.

An additional barrier for educators is the choice of teaching materials. Educators must always remember that textbooks and other teaching materials do not routinely portray minorities in nonstereotypical ways. Teachers must make an effort to "seek out and incorporate materials that reflect the world's diversity and to develop curriculum that consistently incorporates and respects minority perspectives in ways that are not merely for show or that serve to single out cultural minorities as either heroes or victims of discrimination" (Miller, 2002, p. 346).

The failure of school personnel to understand the cultural behaviors (such as participation, language, student-teacher relationships) of minority children often results in conflicts that affect the children's capacity to adjust and learn (Gersten et al., 1994). It is this lack of multicultural competence, not necessarily awareness, that causes educators to make poor decisions that impact minority students' learning.

Children of different racial, ethnic, and social class backgrounds enter school with different types and levels of preparation, resulting in achievement gaps. This pattern becomes cyclical, and teachers learn to expect children from minority races to have a deficit. Although there are many exceptions, African American and Hispanic children

tend to rank academically lower than Anglo and Asian children. Statistics show that minorities tend to be less educated than the white middle class. According to Steve Murdock (2004), in 2000, 50.7% of Hispanics in Texas over 25 years of age did not receive a high school diploma compared to only 12.7% of Anglos. In 2040, it is projected that 32.1% of the Hispanic population will not receive a high school diploma. A factor found to positively impact children is those whose parents are better educated tend to do better and be better prepared for school (Ferguson, 2001).

Stereotyping can cause teachers to have preconceived notions on the academic ability of students. These academic gaps found by race/ethnicity and social class exist within schools and among schools. The limited understanding of teachers unfamiliar with a child's home culture and language causes them to misjudge the children's ability and to teach them inappropriately. As they grow older, children tend to accept this stereotypical assumption and usually perform poorly in comparison to other groups. Believing that achievement differences correlate with group characteristics hinders individual potential (Ferguson, 2001).

Schools Incorporating Multicultural Education

Creating equitable classrooms for a multicultural school population is a fundamental educational goal. Students should not only appreciate the differing perspectives and cultures of their classmates but should also feel that they are on an equal playing field intellectually and academically. How can this environment be provided? According to Cohen and Lotan (2004), a number of key features are found in a multicultural classroom. First, teachers and students view each student as capable of

learning both basic skills and high-level concepts. All students have equal access to challenging learning materials, the teacher does not deprive certain students of tasks demanding higher-order thinking because they are perceived as "not ready", and classmates readily share instructional materials. Teachers create opportunities for students who do not read at grade level or understand the language of instruction to complete activities successfully. Secondly, the interaction among students is equal-status. All students are active and influential participants, and their opinions matter to their fellow students.

Additionally, teachers do not allow the wide variation in previous academic achievement to impact learning in the classroom. The instruction in an equitable classroom does not produce differences in learning outcomes among students. Although the more academically successful students continue to do well, the less successful students are not far behind. They are closely clustered to the achievement level of the entire classroom rather than finding a huge gap between groups. Thus, there is a higher mean and a lower variance of achievement scores in a classroom that works with multicultural education (Cohen & Lotan, 2004).

Corbin and Ledford (2002) found that it is important that educators make their classrooms culturally comfortable for all students including families, visitors and educators. The first step is inviting all stakeholders into the educational process at a level of acceptance and equality. Manning and Baruth (1996) found that multicultural education must teach learners to recognize, accept and appreciate all differences including cultural, ethnic, social class, religious and gender in order to develop a sense of

responsibility and a commitment to work toward the democratic ideals of justice and equality (Corbin & Ledford, 2002; Nieto, 2004).

Classroom instruction must be culturally affirming, responsive, and accommodating to the diverse characteristics found among learners. To implement effective teaching strategies for diverse students, it is imperative that professionals believe all students can succeed, and that they communicate this belief in classroom contexts that enable students to feel valued and successful (Ladson-Billings, 1990; Utley, Delquadri & Obiakor, 2000). Incorporating these expectations found at the heart of multicultural education will certainly enhance the student's ability to enter a global society on their own.

Ethnically diverse educational environments, combined with multicultural curricula and/or interventions designed to connect students across ethnic groups, can have profoundly positive effects on students' development and on improving an awareness of issues of race in society. Multicultural education can boost the academic relevance of the curriculum for students of color and also improve the attitudes toward and relations between ethnic groups and create valuable learning experiences for all (Zirkel & Cantor, 2004).

Given the lack of preparation for diversity, competency of educational leaders along with teachers, students, parents and the community must be developed (Schroth, 1998). All must become partners in the absorption of multicultural education to enhance the classroom.

> Touching lives, our own and those with whom we become involved, requires not only persevering commitment to clear and continuously refined goals and visions, but it also demands a critically informed, practiced understanding of structural inequalities and an understanding of why and how taking social action is

inextricably bound to caring. If educators have not looked at, and critically examined, what structural inequalities exist in their own lives and within the larger social, political, and economic pictures of schools, then fully functioning and self-actualizing processes are impeded (Thornton & McEntee, 1998, p. 2).

What is gained from developing responsive multicultural classrooms is greater success for all students in and outside the classroom walls.

Barriers to Multicultural Education

"As a consequence of structural inequalities in access to knowledge and resources, students from racial and ethnic 'minority' groups in the United States continue to face persistent and profound barriers to educational opportunity" (Darling-Hammond, 2004, p. 607). Without the understanding that students experience very different educational realities, policies will be based on the presumption that it is students that are the sources of unequal educational attainment (Darling-Hammond, 2004).

There is also the perception that multicultural education is a separate content that includes information about ethnic groups that educators must add to existing curricula. Such is not the intent of multicultural education. It is more than content; "it includes policy, learning climate, instructional delivery, leadership, and evaluation" (Gay, 2004a, Banks, 2004a).

Another barrier deals with the instructional materials used in the classroom. Textbooks and the traditional curriculum tend to reinforce stereotypes rather than challenge perspectives (Bacon & Kischner, 2002). Curriculum is the organized environment for learning and needs to build on, not neglect, the experiences the students bring to school. This approach would broaden the education of all students. However, because only a tiny fraction of the vast array of available knowledge finds its way into

textbooks and teachers' guides, the curriculum is never neutral. It represents what is perceived to be necessary knowledge, generally by those who are part of the majority (Nieto, 2004).

Schroth et al. (2004, p. 2) questioned why schools are not providing an appropriate environment for all children and found these contributing factors:

1. Race: Practicing teachers who are predominantly white, female and middle class often lack knowledge, understanding and experience with students from cultures other than their own and engage in biased behavior (Valli, 1995).

2. Gender: Teachers frequently have different standards for males and females, with males receiving more attention than females (Cartledge, 1996).

3. Social Class: Teachers tend to decrease expectations for students of low socioeconomic status (Slavin, 1993).

Teacher Preparation

Schools are dealing with new teachers entering the classrooms and experienced teachers who may lack the experience or exposure to classrooms that are diverse. Students are sometimes being taught by teachers who are not fully certified or who have minimal exposure to classrooms other than through their own education. Poor teacher preparation is a dilemma across the United States that both universities and school districts are trying to correct through teacher preparation programs, staff development and personal experience.

Teacher Education Programs and Certification

There is currently a shortage of teachers in Texas as more educators retire and fewer potential teachers enter the profession. With the lack of teachers, poor and minority students are considerably more likely than other students to have uncertified teachers (Haycock, 2003). Teachers in poor urban schools tend to have less experience and are inadequately prepared and ill-qualified when compared to their colleagues who teach in schools that serve primarily European American and middle-class students (Nieto, 2004; Darling-Hammond, 2004). This problem is due to funding inequities, distribution of local power, and the conspiring of labor market conditions to produce teacher shortages (Darling-Hammond, 2004).

"If we acknowledge the unfair distribution of talented teachers and the pivotal role that teacher quality plays in learning, how can we be surprised that poor and minority students continue to lag behind?" (Haycock, 2003, p. 13). The devastating results of inequities in teacher quality can be found in national measures of student achievement (Haycock, 2003).

Barry and Lechner (1995) reported that although preservice teachers are aware of issues related to multicultural education, they are undecided about their competence to teach culturally diverse students (Artiles & McClafferty, 1998). There is something missing in their background that causes them to realize they have not reached the level of competency needed to teach multicultural education.

"In 1859, Horace Mann stated, staff-development as self-development, guided by critical questions and practiced within critical frameworks, can lead to meeting the needs of all persons involved in the learning process" (Thornton & McEntee, 1998, p. 10).

Teacher education is an important component toward meeting the needs of a multicultural society. This is one tool that can be used to impact all parties involved in the educational process.

With the increasing diversity of the U.S. student population, along with its poor school performance, many parents, educators, and policy makers look toward teacher education programs to meet the academic needs of this diverse population (Artiles & McClafferty, 1998; Artiles, Trent, Hoffman-Kipp, Lopez-Torres, 2000). A critical goal of multicultural education is to prepare teachers to teach diverse learners (Artiles & McClafferty, 1998; Miller et al., 1997) along with breaking the stereotypical molds that are found in teachers' repertoires. Although multicultural teacher education programs have been in existence for quite some time, discrepancies in academics among minorities, economically disadvantaged and middle/upper class students still exist (Artiles et al., 2000).

According to Baker (1979), in a response to racial discontent that occurred in public schools during the early seventies, the Ann Arbor Michigan Public School System adopted a mandate that specified the incorporation of multiethnic content, concepts, and principles throughout the entire education system. They developed a policy that stated (Baker, 1979):

> Beginning in the 1972-73 school year, no student teacher shall be accepted by the Ann Arbor Schools unless he can demonstrate attitudes necessary to support and create the multiethnic curriculum. Each such student teacher must provide a document or transcript which reflects training in or evidence of substantive understanding of the multiethnic or minority experience (p. 258).

Even after policies were formed in the 1970s, Sue, Arredondo and McDavis (1992) cited that during the 1980s most of the training in the U.S. was monocultural. The

result has been the minimizing of success among minority children (Kocarek, Talbo & Batka, 2001). "Few educators today are unaware of the formidable educational challenges presented by the changing linguistic and ethnic composition of the nation's public school population" (Wilhelm, Cowart & Hume, 1996, p. 48). Teacher education programs, as established, are still not meeting the needs of the nation's diverse population.

According to Artiles et al. (2000), the goal of promoting teacher awareness about student diversity has led to educators identifying "typical cultural features of different ethnic groups" such as values, customs, and traditions and lumping them together. Paradoxically, preservice teachers are encouraged to individualize their work and to avoid stereotyping ethnic minority students (Artiles et al., 2000). The goal is to educate students based on their individual needs not based solely on their ethnic background.

The increasing demographic disparity between the teaching force and the public school student population has prompted both teacher education programs and public school districts to reconsider the knowledge they are gaining regarding multicultural education and how to cultivate cultural sensitivity in the classroom (Wilhelm et al., 1996). Ewing (1995) found that traditional teacher education programs and professional development are critical to the quality of education ultimately provided to multicultural students who come from diverse races, cultures, and language groups. Ewing (1995) stated that schools, colleges, and departments of education should ensure that knowledge and information applicable to culturally based learning and behavioral styles, teaching styles, culturally sensitive proactive educational practices, and family and community values are incorporated in teacher education programs" (Utley et al., 2000, p. 98).

In their study Miller et al. (1997) concluded that teachers attending preservice programs experienced the following: (a) preservice programs failed to adequately address issues of race, gender, sexual orientation, and social class and their impact on teaching and learning in the classroom; and (b) preservice programs failed to adequately discuss problems caused by cultural differences or to examine consequences of these problems.

Zirkel and Cantor (2004) cite the need for training in issues of diversity for all faculty members, not just teachers, so that they can understand the social context of their interactions with students. They also cite that there is an empirical background for understanding why recruiting and retaining diverse faculty would be an essential aspect of creating a multicultural learning environment. Research conducted by Schroth et al. (2004) on teacher preparation programs indicates that principals as well as teachers are "ill prepared to deal with academic, social and behavioral problems brought about by student differences" (p. 1). Only when teachers, parents, students and administrators embrace student diversity and work together to encourage change in the staff's beliefs, attitudes, and behaviors will truly successful schools be found.

Tettegah (1996) found that "teacher education programs would be well served to develop more courses that properly evaluate and process the racial attitudes of prospective teachers. Such programs would lend vital support to efforts aimed at assisting and speeding the elimination of racism, preferential treatment, and discrimination in our nation's schools. Universities would have to stop ignoring the issue by pretending that simply providing white prospective teachers with direct experiences in multicultural school settings can eliminate these future educators' prejudices" (p. 160).

"Sometimes we do not even realize we hold certain biases or stereotypes about a group or groups until we are allowed to examine issues of power and oppression, attitudes toward particular cultures or languages, and our own levels of tolerance" (Romo, 2002, p. 22). Sometimes it is one's ability to experience different cultures and beliefs that truly impact ones own perceptions.

Teacher Experience and Cultural Awareness

It has been reported that multicultural teacher education programs have little or mixed effects on preservice teachers' learning (Artiles et al., 2000). Teachers construct, transform, and develop their knowledge according to their own prior and current experiences and the social context in which they work (Artiles & McClafferty, 1998). The most effective way for an educator to understand a multicultural classroom is through actual experience. Awareness is the beginning step but experience leads to multicultural competence, which is the ultimate goal. Without multicultural competence, one cannot truly become an optimal teacher for minority children.

One of the major findings in the study conducted by Paccione (2000) was that particular life experiences are cited more frequently as factors contributing to the development of a commitment to multicultural education. She found that 44% of the respondents identified initiative from job situation impacted them most while 36% identified influences of family/childhood experiences and discrimination due to minority status. The result of this study suggests that educators develop a commitment to multicultural education through a variety of developmental life experiences.

Personal experiences are the key to understanding. For minority students, moving to a country where a foreign language is spoken and where values and expectations differ from what they grew up with is a difficult task. These children are then placed in an educational setting that promotes these differences in attitude and are taught by teachers who do not understand what it is like to be different. Trained in multicultural teacher education programs, these teachers have developed an awareness, but the understanding and limitations of their own experiences can hinder students' growth. "Experiences increase one's cultural knowledge. People develop a broader range of experiences, information, and 'texts' that we are able to bring to bear in our own teaching and learning that they did not previously possess" (Dillard, 2002, p. 391).

Those educators who have limited experiences and who bring to the classroom that which is taught in teacher education programs must attempt to make conscientious decisions about how to teach minority students. According to Gersten et al. (1994), teachers should try to explain ideas or concepts several times, with slight variations in terminology and examples for students. Unfortunately, examples that link material in the story to students' backgrounds are rarely provided. There are limited connections for student learning and their own real life experiences. "Teaching requires balancing a systematic strategy and skill development to promote comprehension. Teachers must ensure that all students experience academic success daily while also pushing students slightly beyond their current level of knowledge" (Gersten et al., 1994, p. 14). This combination requires teacher expertise and understanding of multicultural education.

Wertsch's (1991) review of Vygotsky's work discussed the idea that an individual's development of advanced thought processes is rooted in his or her own

personal sociocultural history and experience. Educational theorists and researchers have employed these tenets to explain what Wertsch and Sohmer (1995, p.3) stated as "the relationships between human mental functioning on one hand, and the cultural, institutional, and historical situations in which this functioning occurs, on the other" (Valenzuela et al., 2000, p. 112). Their past impacts the way people perceive, react, and function in today's world, impacting even American classrooms.

When preservice and novice teachers (who mostly come from white middle-class families with little cross-cultural experience) work in urban schools where the majority of students are poor and in the ethnic minority, they may use their experiences to confirm their deficit based preconceptions about these schools and students (Artiles et al., 2000). According to Frye (1992), most people lack and need deep and subtle understandings of the complexities of culture. Many need some profound encounters with particular cultures beyond their own. Found in a study conducted by McAllister and Irvine (2002), teachers thought that direct contact with someone from a different culture, rather than learning through secondary information, was "another way to overcome cultural prejudice," and it was "rewarding to just get in there and learn firsthand."

Locke (1988) emphasized that when teachers are unaware of the culture of their students, they interact with students in a manner that is in agreement with the teacher's culture not the culture of the students. Locke identified six awareness levels in the Cross-Cultural Awareness Continuum that lead to teaching effectiveness with culturally diverse students. The levels include self-awareness, awareness of one's own culture; awareness of racism, sexism, and poverty; awareness of individual differences; awareness of other

cultures; and awareness of diversity (Locke, 1988; Marshall, 1996). Teachers need to advance through the continuum to have positive effects on students.

Marshall (2002) states that first teachers must see themselves as cultural beings and understand how personal views and values influence the teaching process. Second, teachers must learn more about the cultures of their students in order to connect better with them. Third, teachers must have a vast knowledge of techniques and strategies to promote personal and academic success for all students. Finally, teachers must have an understanding of how schools, as sociopolitical systems, meet the needs of all families served (Corbin & Ledford, 2002; Marshall, 2002).

To begin building global communities, teachers must understand the needs of culturally different families and how these needs affect the teacher/learner relationship. Teachers must also have a vast knowledge of techniques and strategies to promote personal and academic success for all students (Corbin & Ledford, 2002). According to Julia (1996, p. 2), "culture is the fabric of meaning through which humans interpret their experiences and guide their actions. It provides the external sources of information the individual needs in giving meaningful cues to the larger environment and social system".

It is imperative that professionals become culturally sensitive and knowledgeable about characteristics such as gender identities, family structure, parenthood, religious practices, language, and education. "By acknowledging these influences of culture on the teaching-learning process and the role culture plays in determining attitudes and beliefs from culturally diverse groups, educators can understand the implications of cultural diversity for teaching multicultural students" (Utley et al., 2000, p. 103).

Within cultural groups, are subcultures. One example of a subculture found in South Texas is the Hispanic culture. Hispanic-Americans are a very diverse group and include distinct subcultures that differ significantly as to customs, values, and educational orientation (Griggs & Dunn, 1996). Considering a typical South Texas school, recent immigrants have a culture that can be different from the Hispanic-Americans that can be different from the Anglos. Even within a culture, diverse differences in expectations, student-adult relationships, and relationship building are found.

Students have individual differences, even though they may appear to be from the same cultural group. These differences extend beyond intellectual and physical abilities that are easily observed. Students bring different historical backgrounds, religious beliefs, and daily rituals. These experiences impact the way students behave in school. If the teacher fails to understand the cultural factors that affect student learning and behavior, student learning is hindered (Gollnick & Chinn, 2002).

Cultural groups define success quite differently from one another and quite differently from the definition of success used in U.S. schools. Understanding various perspectives is important because cultural differences can influence how teachers view the behaviors of students in classrooms, how children interact with teachers and other adults in the schools, and how parents perceive that school staff are treating their children (Romo, 2002).

In the home, the child appears to be bright, motivated, and a quick learner. In the classroom, he appears to lack motivation and does not participate in activities. Without an understanding of cultural differences, lack of participation might be interpreted

negatively by the teacher. The teacher's lack of understanding of these cultural differences causes the child to miss important learning opportunities (Romo, 2002).

Therefore, teachers need to celebrate diversity, accept different types of behavior in a classroom and not make assumptions about students' abilities without thoroughly knowing each student's cultural background and experiences. Teachers must get to know their students' home and community cultures and appreciate diverse ways of teaching and learning that might be found in their students' cultures (Romo, 2002) Research has shown that students are capable of crossing cultural boundaries. This is not necessarily so when it comes to adults. Those children who develop the skills to do so are more successful in school and in their communities than those who do not develop such skills (Romo, 2002).

Community Involvement

Building a cultural acceptance that includes the school, teachers, parents, and community members is very important to the success of the student. The development of an understanding of needs, goals, ambitions and expectations will only help all children entering the educational system. Many times children encounter the struggle of understanding what is expected in the classroom, what is expected in the school, what is expected in the home and what is expected in the "neighborhood." These expectations do not necessarily match. They are caught between multiple expectations and end up not clear on any.

School Culture

Irvine (1990) found that among the greatest challenges in multicultural education is the absence of harmony between the culture of schools and the culture many students bring to schools. He identified this particular phenomenon as being a salient factor in school failure among many African American students. The absence of cultural synchronization for students also presents anxiety among teachers and concerns in regards to the educational process (Marshall, 1996). The lack of congruence between home and school cultures has been identified as one of the leading causes for problems that students from marginalized groups experience (Nieto, 2004).

If teachers and schools are unaware of these differences and the impact they can have on learning, the result may be cultural conflict that leads to school failure. "School failure in this case can be understood as the product of miscommunication between teachers and students and a rational adaptation by students who are devalued by schools" (Nieto, 2004, p. 152). Unless changes are made in the learning environments, school failure is almost inevitable (Nieto, 2004).

The clash between school culture and home culture is actualized in at least two ways. When a significant difference exists between the student's culture and the school's culture, teachers can easily misunderstand the student's aptitudes and abilities as a result of the difference in styles of language use and culture. Secondly, when such cultural differences exist, teachers may utilize styles of instruction that are inappropriate for the student (Delpit, 1995; Gollnick & Chinn, 2002).

United States schools need to empower school culture.

Valenzuela (1999) defined empowering school culture as the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, language, and social-class groups will experience education equality and cultural empowerment. Creating an empowering school culture for students of color and low-income students involves restructuring the culture and organization of the school (Banks, 2004a, p. 6).

Education as a Partnership

Education is a process that consists of teamwork. It is not solely the responsibility of the teacher, but includes the parents and community. There is a realization that educators need to listen to members of minority communities. They should not assume that any particular approach is capable of meeting the needs of all minority students, especially "without authentic dialogue and meaningful interaction with members of those communities" (Gersten et al., 1994). It is through the community, school, and family networks, that teachers of culturally and linguistically diverse students can begin to understand and work together to meet the diverse needs of these students (Gersten et al., 1994). Educators should work at being accepted and trusted by students and their parents, particularly if the community views them as outsiders. When they do approach parents and community members for help, they need to make sure that what they ask them to do has significance (Miller, 2002). Trying to learn their language in order to communicate more effectively is a good faith effort. Making parents feel important and accepted bridges the gap between minority parents and majority teachers. When they work together, they will improve the knowledge of the educator and

community, develop understanding and a willingness to accept for all parties, and gain power to educate all students to be successful.

Home-school collaborations are becoming more important as a means of improving education for culturally diverse students. Research also is beginning to show the potential role of siblings whose knowledge of English, as well as knowledge of relevant aspects of the community, often surpasses that of their parents. Older siblings represent a valuable resource to school personnel. The school staff's assumptions about the students' families often hinder home-school communications. Assumptions that parents do not value academic achievement can result in minimal attempts by the school staff to build home-school collaborations. Parents typically are contacted only when problems arise or when grade-level retention is being considered (Gersten et al., 1994). On the other hand, building positive relationships through the strengths of their children is an excellent tool in multicultural education. When teachers do not speak the home language, they have a tendency to stay away from the parents unless a concern arises. Schools need to become more sympathetic to the plight of barriers within and among languages. Being placed in a country where the educational system is founded in another language is not an easy task for the parents. Perceptions and communication can become muddled, resulting in detrimental results for the student.

Approaches Toward Diversity

Throughout the history of education, there have been numerous approaches to dealing with children from different backgrounds. There was a period when people believed assimilation was the best method. Others opted to consider acculturation. There

was the Hero-Heroine-Ritual Approach that was used by teachers. Others have opted to consider the concept of multicultural education as a necessity and have formulated models to develop their programs and classes. In the following sections these topics will be discussed: assimilation, acculturation, hero-heroine-ritual approach, and models developed to address multicultural education.

Assimilation

What schools attempted to do was assimilate all children into the dominant culture and eliminate the need for home cultures in the educational process. The assimilation approach reflects the early days in the United States when many immigrant people came to this country. It presents the nation as a "melting pot" where all lose their particular cultural individuality and become part of a multicultural "stew". This assumes that all adapt to the dominant culture's values, language, and rituals to function in all systems. The assimilation approach is based on the belief that the dominant culture is superior and that those who are different are inferior (Rheam & Gallagher, 1995). In order to uphold the existing social structure and power relations, assimilation is set to accept differences while promoting the dominant culture (Grant, Elsbree & Fondrie, 2004).

According to Rheam and Gallagher (1995), assimilation is an educational answer to diversity. It is a way of resolving not only academic challenges but also social and economic problems. As late as 1991, teacher education programs have ignored multicultural education as being necessary for prospective teachers. Although educators may support the value of multicultural education, they do not support cultural diversity as

being of educational significance. Few educational institutions have reformed their curricula to be inclusive of multicultural education (Rheam & Gallagher, 1995; Ladson-Billings, 1991).

Apparently some educators are unwilling to do anything more than maintain the status quo and assume that everything is working as it is supposed to. Unfortunately, this only exacerbates problems for both the majority culture and the minority cultures. Now there is not only a lack of assimilation, but students seem to be becoming more isolated from the main group. This isolation is producing a lack of educational success. "This leads to internalized racism, poverty, hopelessness, violence, and substance abuse" (Rheams & Gallagher, 1995, p. 6).

Acculturation

Parker in 1914 began studying the concept of what happens to people from diverse cultures and languages when they come into contact with one another. It was the process by which newcomers learned to accommodate the dominant culture (Padilla & Perez, 2003; Gibson, 2001). Padilla and Perez (2003) defined acculturation as the internal processes of change that immigrants experience when they come into direct contact with members of the host culture. "Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups" (Cabassa, 2003). Acculturation can be observed as both an individual and group phenomenon. It affects the culture of a group as well as changing the psychology of an individual (Cabassa, 2003).

Some individuals surrender to acculturation through either volunteerism or are forced to acculturate (Cabassa, 2003). Either way, as individuals begin to acculturate, they lose aspects of their original culture. The change from one cultural orientation to another can be "selective," and persons involved can decide what elements of their culture they wish to surrender and what cultural elements they want to incorporate from the new culture. Acculturation includes changes in material traits, behavior patterns, norms, institutional changes, and values (Padilla & Perez, 2003). The process enables individuals to effectively function in a society by distancing their culture and accepting a host country's beliefs and customs (Valentine, 2001).

According to Exposito and Favela (2003), during the initial period of acculturation, it is imperative that teachers provide students with support to help them open up to the new, while also retaining their heritage culture. Teachers can make a positive difference in the lives of children by engaging them in learning that builds on their assets (culture, language, and funds of knowledge).

Hero-Heroine-Ritual Approach

Another approach to multiculturalism is the inclusion of heroes and heroines from cultures other than the dominant one into the curricula. Some approach this as a way of improving the self-image of students of color by studying people of their own heritage at a superficial level. Although the hero-heroine ritual approach to multicultural education is more positive than the assimilation approach, it is lacking in comprehensiveness both in terms of teacher preparation and in terms of student achievement through relevant activities (Rheams & Gallagher, 1995).

With the idea that multicultural education promotes awareness about student diversity, teacher educators identify "typical" cultural features of different ethnic groups rather than delving deeply into topics and looking at different perspectives and views. This practice implies a slanted (just tip of the iceburg) view of culture. Paradoxically, what is needed are teachers who individualize their work to avoid stereotyping ethnic minority students (Artiles et al., 2000). Unfortunately, this approach includes the utilization of classroom materials which often contribute to cultural stereotypes. They tend to ignore the contributions of people of color and support ethnocentric positions based on the dominant culture.

"When multicultural education is mentioned, many people first think of lessons in human relations and sensitivity training, units about ethnic holidays, education in inner-city schools, or food festivals" (Nieto, 2004, p. 345). The potential for substantive change in schools is severely diminished if educators limit themselves to these issues. Multicultural education can have a great impact on students' attitudes and behaviors when educators truly consider and implement the concept (Nieto, 2004).

Models Developed to Address Multicultural Education

One model developed by Rheams and Gallagher (1995) is called Cultural, Experiential, Skill Building (CES). In the first phase of CES, students study the history and cultural ethos of several cultures in order to understand the meaning of each culture. This is broken down so that culture is studied from the perspective of each group's philosophies of life, political systems, economic systems, and religious practices, as well as education, government, and family practices. This knowledge base gives preservice

teachers the opportunity to become insightful on how the histories preceding immigration relate to the kinds of experiences, problems, and events that occur in the lives of all people.

The second phase of the CES model is called the experiential phase. It provides opportunities for preservice teachers to observe and participate in events and activities from various cultures. Students are given opportunities to attend lectures, plays, churches, social gatherings, museums, festivals, and other cultural events within the community. They meet parents and children from different racial/ethnic groups through their field experiences in the schools. The value of the second phase of the CES model is that it presents an opportunity for affective change and an opportunity to grow in appreciation of cultural diversity (Rheams & Gallaghan, 1995).

The third and final phase of the CES model is skill building. Student teachers and other prospective educators demonstrate their understanding of how children's cultures influence their learning, emotional makeup, behaviors and social interaction. This phase shows students that when traditional subjects are taught, multicultural aspects related to the content should be infused into the curriculum, not taught separately (Rheams & Gallaghan, 1995).

Another example of how to prepare teachers is through the following seven stage staff development approach provided by Schroth (1998) which affords a lasting change in education. The first stage is called "Getting Started." The principal and faculty commit to collaboratively examining issues surrounding diversity in their school. Stage two is called "Assessment" which deals with teachers and the principal examining attitudes, beliefs, and behaviors regarding race, gender, sexual orientation, and social class within

the school. Stage three is called "Awareness." This is where educators must realize that color, culture, gender, and social class do make a difference in the classroom. Administrators and teachers not only examine their own cultural history but that of others. The fourth stage known as "Knowledge" is set in order to gain specific knowledge about diverse groups represented in the school and learn what constitutes effective teaching for those groups. Stage five entitled "Skills" is the stage when teachers and principals develop the specific skills necessary to communicate with different populations and exercise intervention skills on behalf of students. "Integration," the sixth stage, is putting what is known to work in every classroom so that diversity is not isolated. Stage seven is called "Evaluation" and allows ongoing, formal and informal evaluation to ensure continuous growth and development, and is based on actual needs of students and teachers.

Summary

Students need challenges, and teachers must maintain high standards and expectations. The students need ways to deal with pent-up emotions resulting from living in a society they believe has not appreciated them. Teachers who refuse to deal with these issues are leaving these students "voiceless" (Gersten et al., 1994). For example, when students and teachers do not speak the language, they are already missing a voice, and when the teacher does not protect them, they ultimately become powerless.

Some educators will treat all students the same in an effort to promote equality for all. However, treating everyone the same way will not necessarily lead to equality; rather, it may end up perpetuating the inequality that already exists. Learning to affirm

differences rather than deny them is the multicultural perspective. What are the educational implications of "Equal is not the same"? First, it means acknowledging the differences that children bring to school, such as their gender, race, ethnicity, language, social class, and sexual orientation. Second, it means admitting the possibility that students' identities may influence how they experience school and how they learn. Third, accepting differences also means making provisions for them (Nieto, 2004). This is an issue that is becoming more prevalent in the United States as dramatic shifts in student populations occur. Diversity is an issue that must be met at the forefront. The teacher's ability to work in a multicultural setting is the key to the success of students. Do teachers believe they are prepared to meet this challenge?

CHAPTER III

RESEARCH METHODS

The purpose of this study is to examine Hispanic teachers' perceived competency to teach diverse students. The study was conducted at eleven elementary campuses located in South Texas.

The research question for the study is: Is a teacher's perceived competency to teach diverse students a function of attitude toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background, languages? The research methods presented below will include the following: population and sample, instrumentation (dependent/criterion variable, independent/predictor variables, factor analysis, item analysis, reliability coefficient estimates), internal-consistency reliability, research hypothesis, data collection procedures, data analysis procedures (exploratory analysis, descriptive statistics, regression analysis), and summary.

Population and Sample

The study was conducted at eleven elementary campuses located in South Texas. The schools were selected using stratified random sampling. There are 288 elementary campuses in the South Texas area. The researcher identified the population of all

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campuses located in South Texas. Campuses considered for this study needed to have a

population of Hispanic students not to exceed 86%.

Table 1

Student Demographics from Selected Campuses for this Study

Campus	Enrollment by Ethnicity in 2003-2004					Eco. Disadv.	Total St. Pop.
	White	Hispanic	Black	Asian/Pacific Islander	Am. Ind./ Alaskan		
South Texas	3.0%	96.3%	0.2%	0.4%	0.0%	84.4%	718
01	13.1%	85.1%	0.1%	1.7%	0.0%	64.9%	846
02	20.7%	71.3%	0.9%	7.1%	0.0%	28.1%	890
03	18.1%	78.5%	1.0%	2.2%	0.1%	57.0%	148
04	20.3%	79.7%	0.0%	0.0%	0.0%	85.1%	1,032
05	12.3%	83.2%	0.7%	3.7%	0.1%	47.8%	766
06	16.2%	83.2%	0.5%	0.1%	0.0%	56.9%	736
07	13.3%	83.3%	0.8%	2.3%	0.3%	41.8%	546
08	15.6%	83.5%	0.4%	0.5%	0.0%	87.2%	821
09	11.8%	83.8%	1.1%	3.2%	0.1%	55.4%	665
10	13.8%	84.8%	0.6%	0.6%	0.2%	63.8%	815
11	9.9%	85.9%	1.0%	3.2%	0.0%	44.8%	341,813

This allowed for diversity among the student population, based on ethnicity. This stratified sampling was important due to the fact that South Texas is predominantly Hispanic. A shift in population is occurring as can be seen by the student populations from the selected campuses for this study as compared to the total student population for South Texas.

Fourteen campuses met this criterion. Eleven campuses are randomly selected. A letter is then generated to the superintendent of each school district that had a campus selected. Permission was obtained from the district superintendent to contact the campus principal. Campus principals are then contacted, and permission is requested to administer the survey instrument developed for the study at the campus. Out of the eleven campuses randomly selected, two were unable to grant access. Two new campuses from the generated list are randomly selected to replace those two campuses. All teachers in the participating campuses are administered the survey instrument. Once data are collected, the teachers are separated by ethnicity. From the Hispanic teachers who filled out the survey, 80% are randomly selected to be included in the data set from each campus.

Three hundred eighty-eight surveys are collected. Two hundred twenty-five of the surveys collected are from Hispanic teachers. Eighty percent of the surveys from the Hispanic teachers are used in this study. The surveys used in this study are randomly selected from each campus, yielding a sample size of 180 teachers.

Table 2

Campus Teacher Data for Study

Campus	Total # of Teachers	# of Hispanic Teachers	# of Anglo Teachers	# of Other Teachers	# of Teachers Surveys Randomly Selected for Study
01	42	28	13	1	22
02	40	20	19	1	16
03	4	2	1	1	2
04	27	19	7	1	15
05	38	16	20	2	13
06	29	10	18	1	8
07	34	21	11	2	17
08	46	33	12	1	26
09	42	29	13	0	23
10	44	22	20	2	18
11	42	25	15	2	20
Total	**388**	**225**	**149**	**14**	**180**

Instrumentation

The present study utilized three survey instruments that are used as the primary means to collect data. The data are self-reported and are collected from the teachers participating in this study. The survey instrument also includes items that determined teachers' age, number of languages spoken and educational background.

Critical to any quantitative study are the issues of instrumentation and measurement. Based on the results found in Pettus and Allain's (1999) study, it was concluded that a survey questionnaire offers one method of assessing the attitudes of

teachers about multicultural issues as they relate to education. The instrument must have fidelity with the phenomena in the research question. This research involves a survey questionnaire; therefore, subscales/total score must reliably assess how the sample population evaluates the items (Padilla, 2004). After reviewing several instruments that are designed to measure attitudes toward diversity and awareness in multicultural education, *The California F Scale* subscales measuring authoritarian aggression and authoritarian submission, *The Teacher Multicultural Attitude Survey* (TMAS),and The Acculturation Survey are selected. The three surveys selected are comb9ined into one instrument. The questions are intermingled within the survey. Table 3 identifies the survey question number to the phenomenon measured.

The California F Scale was developed by Adorno, Frenkel-Brunswik, Levinson and Sanford in 1950. The study that was conducted, which included the development of *The California F Scale,* was supported and sponsored by the American Jewish Committee. Created in the aftermath of Nazi anti-Semitism, the purpose of *The California F Scale* was to reveal the personality and social conditions that caused individuals to become anti-Semitic. Their research indicated that certain individuals, because of their early childhood experiences, have insecure personalities and need to dominate and feel superior to other individuals (Banks, 2004b).

The California F Scale has been widely accepted and used as a research instrument. Approximately 60 studies involving the F scale, reported from 1950 through 1955, derived from the scale concepts of prejudice, leadership, rigidity, adjustment, and group behavior (Titus & Hollander, 1957). The mean reliability found in the study conducted with *The California F Scale* was .74, which is within the range ordinarily

regarded as adequate for group comparisons. The instrument was then revised and questions were eliminated. After several revisions, the final F Scale obtained an average reliability coefficient of .90. The scale had now been developed to a point where it meets rigorous psychometric properties (Adorno et al., 1982).

The Teacher Multicultural Attitude Survey (TMAS) was developed by Ponterotto, Baluch, Greig, and Rivera (1998). This instrument was designed to measure teachers' perceived awareness of, comfort with, and sensitivity to issues of cultural pluralism in the classroom. The survey contains 20 items written to reflect general multicultural awareness, appreciation, and tolerance. Initial items were written by a four-member research team diverse in gender, race, ethnicity, and nationality. A total of 50 items were initially written. These items were then reviewed and items that were unclear, confusing or redundant were eliminated, leaving 31 items in the scale. Items were written in both a positive and a negative direction to control for response set. The items were then reviewed by a 10 member team of advanced graduate students which resulted in 10 items being rewritten and 2 discarded. Two focus groups were administered the instrument. The team's goal in developing the instrument was to present an instrument that could be utilized by researchers, trainers and evaluators. Consequently, the team conducted a second study of the instrument to look for reliability and validity of scores on the revised TMAS. Therefore a new sample was obtained to assess the reliability of the instrument's scores, construct validity and criterion-related validity. It was found that internal consistency measures, incorporating both coefficient alpha (.86) and theta procedures (.89) indicated high levels of internal consistency for the TMAS scores

Table 3

Criterion and Predictor Variables Aligned to Phenomenon and Measures

Variables	Phenomenon to be Measured	Measures	Survey Ques. #'s
Dependent/ Criterion	Perceived competency to teach diverse students	Teacher Multicultural Attitude Survey	10, 18, 19, 27, 36
Independent/ Predictor	Attitudes toward multicultural pluralism	Teacher Multicultural Attitude Survey	3, 5, 8, 33
Independent/ Predictor	Sensitivity to issues of cultural pluralism	Teacher Multicultural Attitude Survey	13, 21, 23, 25, 29, 31
Independent/ Predictor	Acculturation	Acculturation Survey	11, 22, 26, 30, 35
Independent/ Predictor	Authoritarian personality	California F Scale	1, 2, 4, 6, 7, 14, 16, 20, 28, 37
Independent/ Predictor	Gender	Coded as: Female: 1 Male: 2	
Independent/ Predictor	Age	Coded as: 20 - 30: 1 31 - 40: 2 41 - 50: 3 51 and over: 4	
Independent/ Predictor	Educational background	Coded by Educational Attainment: Bachelors Degree: 1 Masters Degree: 2 Doctorate: 3	
Independent/ Predictor	Language(s)	Coded by Number of Languages Spoken: 1 language: 1 2 languages: 2 more than 2 languages: 3	

(Ponterotto et al., 1998). Permission was granted by Dr. Ponterotto on July 14, 2004 via telephone to use his instrument in the present study.

The Acculturation Survey was developed by Ralph Carlson (2004). This is an unpublished scale that has been utilized in numerous independent studies conducted by the developer and other researchers. This instrument was developed to measure a persons level of acculturation. Reliability values derived during these independent studies ranged from .68 to .86. Permission was granted by Dr. Ralph Carlson on August 12, 2004 via personal communication.

Dependent/Criterion Variable

The following is the criterion variable in this study: Hispanic teacher's perceived competency to teach diverse students.

Independent/Predictor Variables

The following are considered the predictor variables in this study: gender, educational background, language(s), age, authoritarian personality, attitude towards multicultural pluralism, sensitivity to issues of cultural pluralism, and acculturation. Table 3 identifies the instruments used to measure the above variables.

Research Hypothesis

The research hypothesis presented in this study is as follows:

H_11: Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural

pluralism, acculturation, authoritarian personality, gender, age, educational background, language(s).

Data Collection Procedures

The Institutional Review Board (IRB) at The University of Texas Pan American and the district superintendents granted permission to conduct the study. Superintendents and principals signed an informed consent form prior to the data collection. Principals from each of the campuses selected were contacted prior to the administration of the survey to the teachers. The procedures to be handled at the campus were discussed and a copy of the survey was accessible for review. A date and time was agreed upon by the campus principal and researcher to administer the survey during a faculty meeting. Only one campus did not allow the survey to be conducted during a faculty meeting. That principal was provided copies of the survey and informed consent forms to be completed during grade level meetings. Teachers completed the surveys under the guidance of the principal. Surveys were returned to the researcher within 2 days.

All teachers on each campus completed the survey using the adapted version of existing survey instruments. The surveys utilized were developed to measure an individual's awareness of multicultural education. Surveys were completed during the months of August, September, October and early November of 2004.

Psychometric/Observational Scales

Psychometric properties of measures included deriving underlying theoretical/construct validity, item analysis, that is, item distribution and discrimination indices, and measurement error due to content sampling error.

Exploratory Factor Analysis/Construct Validity

In exploratory factor analysis, one seeks to describe and summarize data by grouping together variables that are correlated. The variables themselves may or may not have been chosen with potential underlying processes in mind. Exploratory factor analysis is usually performed in the early stages of research, when it provides a tool for consolidating variables and for generating hypotheses about underlying phenomena being observed/measured. (Tabachnick & Fidell, 2001).

Exploratory factor analysis is used to derive the underlying theoretical/construct validity in given scales. Factor analysis is a statistical technique applied to a single set of variables when the researcher is interested in discovering which variables in the set form coherent subsets that are relatively independent of one another. Variables that are correlated with one another but largely independent of other subsets of variables are combined into factors. Factors are thought to reflect underlying phenomena that have created the correlations among variables. Factor analysis has considerable utility in reducing numerous variables down to a few factors (Tabachnick & Fidell, 2001).

Prior to utilizing exploratory factor analysis, one method of analysis that is used is Box Whisker Plots. Tukey (1977) devised a simple but highly informative graphical method for displaying the spread of scores in a distribution. The box plot illustrates both

the central tendency and the dispersion of scores. The box plot can also be used to identify outliers which are any unusual scores in the distribution (Tukey, 1977).

Stem-and-Leaf Plots are used in this study. These plots are one useful strategy for "exploring" distributions of data. These displays were developed by Tukey (1977). Stem-and-leaf plots provide the data analyst with a quick way to illustrate a distribution of scores while maintaining the actual scores in the displays. These displays are most often used in the preliminary exploration of data (Hoaglin, Masteller, & Tukey, 1983).

Item Analysis

Quantitative analysis includes principally the measurement of item distribution and item discrimination (Anastasi & Urbina, 1997). When considering item distribution, an average difficulty level of .50 will yield three important psychometric properties: (1) the scale will maximize the detection of individual differences, (2) the true variance will not be correlated with the measurement error variance, (3) the total score distribution will be normally distributed (have interval level scaling) (Carlson, 2004). Item discrimination refers to the degree to which an item differentiates correctly among test takers in the behavior that the test is designed to measure. The items may themselves be evaluated and selected on the basis of their relationship to the same external criterion (Anastasi & Urbina, 1997).

Reliability Coefficient Estimates

The reliability coefficient estimates used in this study will be conducted using Cronbach's Alpha. Thus, source of measurement error addressed in the present study was content sampling error.

It is important for researchers to establish the reliability estimates of their instruments whenever they conduct a study. Reliability refers to the consistency of scores obtained by the same persons when they are re-examined with the same test on different occasions or with different sets of equivalent items or under other variable examining conditions. The concept of reliability has been used to cover several aspects of score consistency. Test reliability indicates the extent to which individual differences in test scores are attributable to "true" differences in the characteristics under consideration and the extent to which they are attributable to measurement errors (Anastasi & Urbina, 1997).

Derived from a theory, the researcher develops a set of items/observations that appear to measure the attitudes toward multicultural education and authoritarian personality. The items are then formatted into an objective questionnaire and arranged using a four point Likert scale; respondents are instructed to check whether they agree with each item on the continuum, which is arranged from "strongly agree" to "strongly disagree." The instrument is administered to a large number of respondents and the data analyzed by means of a factor analysis. Factor analysis is a data-analytic procedure for arriving at the variance explained by a set of factors and established latent traits and underlying dimensions (Padilla, 2004).

There are several methods of factor analysis, but the one most commonly used in the literature is principal components factor analysis with varimax rotation. The important thing about this statistical procedure is that it produces clusters of items that are statistically independent of each other. The researcher is then able to examine the items within a cluster and determine whether they fit the construct the researcher has in mind. Those items that contribute to (or load on) a factor using the criterion level of .40 or higher are then retained and those that do not are discarded. In this way, scales are developed that can be refined further to determine whether they measure the construct in question (Padilla, 2004).

Exploratory and Descriptive Statistics

Two methods of descriptive statistics that are used in this study are skewness and kurtosis. According to Hinkle et al. (1998), skewness is the degree to which the majority of scores in a frequency distribution are located at one end of the scale of measurement with progressively fewer scores toward the opposite end of the scale. Kurtosis identifies the degree of peakedness in a symmetric distribution (Hinkle et al., 1998).

Regression Analysis

In Regression analysis one is concerned with accounting for or explaining variance in the criterion or dependent variable. Regression methods that are used when analyzing the data is the full model, backward elimination procedures (for amount of unique variance explained) and all-possible procedures (for model of "best" fit). Backward elimination regression and all-possible procedure methods are conducted

through manual entry on independent/predictor variables. Assumptions made when using regression analysis include random variables with a probability distribution that has a finite mean and variance, observations are statistically independent of one another, linearity, homoscedasticity, normality of dependent variables have a fixed correlation and independent variable is normally distributed.

The null hypothesis for the full model is tested with the $\underline{F}$ distribution at the .05 level of significance.

Summary

The present study was designed to measure Hispanic teacher's perceived competency to teach diverse students. Eleven schools are selected for this study using stratified random sampling. All schools have at least 15% cultural diversity in their student population. Teachers are selected through proportional random sampling. The variance explaining the criterion variable is analyzed through the full model and ultimately all-possible procedure. Chapter IV presents the results of data analysis.

CHAPTER IV

DATA ANALYSIS AND RESULTS

The purpose of the present study is to examine Hispanic teachers' perceived competency to teach diverse students. The study will evaluate the relationship between perceived competency to teach diverse students and attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, educational background, language(s).

Psychometric properties of measures included deriving underlying theoretical/construct validity, item analysis, that is, item distribution and discrimination indices, and measurement error due to content sampling error. Exploratory and confirmatory analysis was used side by side in analyzing the data (Tukey, 1977). One method of exploratory analysis used was Box Whisker Plots. The box plot illustrates both the central tendency and the dispersion of scores. The box plot was used to identify outliers which are any unusual scores in the distribution (Tukey & Hoaglin, 1991). Stem-and-Leaf Plots were also used in this study.

Among methods of descriptive statistics that is considered in this study are skewness and kurtosis. Regression analysis is used to regress the dependent/criterion variables on the independent/predictor variable(s). Models that are used when analyzing the data are the full model, manually derived backward elimination procedures (for amount of unique variance explained) and all-possible procedure (for model of "best"

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fit). Assumptions made when using regression analysis include random variables with a

probability distribution that has a finite mean and variance, observations are statistically

independent of one another, linearity, homoscedasticity, normality of dependent variables

have a fixed correlation and independent variable is normally distributed. The null

hypothesis for the full model is tested with the $\underline{F}$ distribution at the .05 level of

significance.

Exploratory Factor Analysis

Table 4

Factors and Questions that Load onto the Factors to Identify Scales

Factor 1 Sensitivity		Factor 2 Attitudes		Factor 3 Acculturation		Factor 4 Auth. Person.		Factor 5 Perc. Comp.	
Ques.#	Load	Ques#	Load	Ques.#	Load	Ques.#	Load	Ques.#	Load
13	.469	3	.706	11	.490	1	.706	10	.736
21	.727	5	.750	22	.651	2	.586	18	.712
23	-.623	8	-.616	26	.620	4	.281	19	.551
25	.694	33	.627	30	.650	6	.565	27	.826
29	.670			35	.648	7	.613	36	.439
31	.797					14	.453		
						16	.591		
						20	.494		
						28	.460		
						37	.432		

Exploratory factor analysis was utilized to derive the underlying dimensions of scales for the present study. Table 4 provides the factors and questions that load onto those factors from the adapted survey administered to teachers.

Reliability of Scales

Reliability estimates are derived for content sampling measurement error in each subscale (variable). The reliability identifies the extent to which an instrument's scores are consistent in measuring what it actually is measuring. Internal consistency (content sampling or item specificity) is derived through using Cronbach's alpha coefficient (Carlson, 2004b). Cronbach's alpha is used for each subscale and yielded values ranging from .43 to .78 as shown in Table 5. Cronbach's alpha calculated for the subscales include the following: sensitivity at a .78, attitudes at a .64, acculturation at a .57, authoritarian personality at a .70 and perceived competency at a .43.

Table 5

Reliability of Scales for the Multicultural Attitude Survey, California F Scale and Acculturation Survey

Scales	Number of Items	Cronbach's Alpha
Sensitivity	6 items	.78
Attitudes	4 items	.64
Acculturation	5 items	.57
Authoritarian Personality	10 items	.70
Perceived Competency	5 items	.43

Descriptive Statistics

Descriptive statistics is used to classify and summarize numerical data. Table 6

presents information on each variable in the study including mean, 5% trimmed mean,

variance, standard deviation, range, skewness, kurtosis and respective standard errors.

Further analysis of the data identifies that the variables are all normally distributed.

Normal distribution is determined by evaluating the skewness and kurtosis which are all

close to zero, except for subscale Language. The kurtosis index shows that it is

leptokurtic which can be due to the restriction in variance which was a .10. In addition,

the researcher used the Kolmogorov one sample case test for normality of distribution

(Kolmogorov, 1933).

Table 6

Descriptive Statistics for Variables

Vari-able	Mean	Std Error	5% Trim-med Mean	Vari-ance	Std. Dev.	Range	Skew-ness	Std. Error	Kurt-osis	Std. Error
Per Comp	16.34	.23	16.34	4.18	2.04	10	.20	.27	.13	.54
Att	13.19	.23	13.30	4.13	2.03	10	-.59	.27	.65	.54
Sens	20.23	.28	20.23	6.02	2.45	9	.30	.27	-1.22	.54
Accul	17.29	.22	17.32	3.72	1.93	6	-2.72	.27	-1.19	.54
Author	25.08	.47	25.00	17.12	4.14	21	.242	.27	-.09	.54
Age	2.42	.11	2.41	.99	.10	3	.03	.27	-1.03	.54
Lang	2.03	.04	2.01	.10	.32	2	.56	.27	7.32	.54

Exploratory Analyses

Exploratory analyses are conducted to detect atypical data and distributions in the study (Tukey, 1977). One method of analysis used is Box Whisker Plots. The box plot illustrates both the central tendency and the dispersion of scores. The box plot can also be used to identify outliers which are any unusual scores in the distribution (Tukey, 1977). After analyses of the data, no outliers are found in age, authoritarian personality, acculturation, and sensitivity. Only one to two outliers were found in attitude, perceived competency, and language. After further analysis of the data attributed to the outliers, the researcher found that the data did not require special consideration or transformation.

Bivariate Correlation Analysis

The data in Table 7 indicate that perceived competency to teach diverse students is a function of sensitivity to issues of cultural pluralism ($r = -.55$; $p < .01$) as measured by the Teachers Multicultural Attitude Survey. The data also indicate a relationship between perceived competency to teach diverse students and attitudes toward multicultural pluralism ($r = .32$), acculturation ($r = .27$), authoritarian personality ($r = .30$) and language(s) ($r = .21$) at the .01 level of significance. In addition, the data suggest a relationship between perceived competency to teach diverse students and age ($r = -.20$) at the .05 level of significance.

Table 7

Correlation Coefficients Between Subscales for Perceived Competency to Teach Diverse Students (Per Comp) and Attitudes Toward Multicultural Pluralism (Att), Sensitivity to Issues of Cultural Pluralism (Sens), Acculturation (Accul), Authoritarian Personality (Author), Gender, Age, Education, and Language(s) (Lang)

Sub-Scales	Sens	Att	Accul	Author	Per Comp	Gender	Age	Educ	Lang
Sens	1.00	-.43**	-.52**	-.03	-.55**	.02	.20*	-.19*	-.16*
Att		1.00	.15	.28**	.32**	-.14	-.17*	.17*	-.16*
Accul			1.00	-.06	.27**	-.08	.01	.01	.21**
Author				1.00	.29**	.01	-.02	-.05	-.001
Per Comp					1.00	-.01	-.20*	.13	.21**
Gender						1.00	-.04	.02	.13
Age							1.00	.04	.12
Educ								1.00	.17*
Lang									1.00

**$p<.01$
*$p<.05$

Regression Analyses

The research question that guides the present study and the null hypothesis tested

is the following:

Is a Hispanic teacher's perceived competency to teach diverse students a function

of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism,

acculturation, authoritarian personality, gender, ethnicity, age, educational background,

language(s)?

$H_0 1$: Hispanic teacher perceived competency to teach diverse students is not a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background, language(s).

The derived multiple regression coefficient for the full model (.62) is significant ($p < .01$) as shown in Table 8. These data reject the null hypothesis, therefore, suggesting that Hispanic teacher's perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, authoritarian personality, age, language(s). Gender and education were removed from the independent/predictor variables because they were not significant within the correlations of the full model. The R^2 derived in the analysis suggests that 38% of the variance is explained by the independent variables.

Table 8

Full Model Regression Analysis

Model	R	R^2	Adjusted R^2	F
Per Comp	.62	.38	.33	7.41

Predictors: sensitivity to issues of cultural pluralism, attitudes toward multicultural pluralism, acculturation, authoritarian personality, ethnicity, age, language
Dependent Variable: perceived competency to teach diverse students
df: 6, 72, $p<.05$

Table 9 provides the standardized regression coefficients between perceived competency and predictor variables. The variable found to be statistically significant includes authoritarian personality ($p=.00$).

Table 9

Standardized or Beta Coefficients Between Perceived Competency and Predictor
Variables

Model	Standardized /Beta Coefficients	$\underline{t}$	p
		1.14	.26
Age	-1.58	-1.67	.10
Languages	.08	.84	.41
Attitudes Toward Multicultural Pluralism	.14	1.37	.17
Acculturation	.20	1.54	.13
Authoritarian Personality	.30	3.06	.00
Sensitivity to Issues of Cultural Pluralism	.24	1.78	.08

Dependent Variable: perceived competency to teach diverse students

Table 10

Backward Regression Analysis

Steps	Predictor Removed	R	R^2	Adjusted R^2	$\underline{F}$	p
I	Authoritarian Personality	.58	.34	.31	12.07	.00
II	Acculturation	.60	.36	.32	8.37	.00
III	Sensitivity	.58	.34	.29	7.48	.00
IV	Attitudes	.59	.35	.31	8.26	.00
V	Age	.60	.36	.31	8.13	.00
VI	Language	.61	.38	.33	8.79	.00

For further analysis of data, the researcher looked for the unique variance explained by the predictor variables. Table 9 presents analyses of backward regression.

Table 11 provides the unique data between the full model and the predictor variable removed. The data explains the unique variance.

Table 11

Unique Variance between Full Model and Predictor Removed

Predictor Removed	R^2 Full Model	R^2	Unique Variance
Authoritarian Personality	.38	.34	.04
Acculturation	.38	.36	.02
Sensitivity	.38	.34	.04
Attitudes	.38	.35	.03
Age	.38	.36	.02
Language	.38	.38	.00

In order to find the most parsimonious model of regression, the researcher obtained the model of best fit. Over 50 models could be considered in this study. The researcher selected the three most parsimonious models to be presented in this paper. Tables 12 through 17 are all models of best fit.

The derived multiple regression value between the model of best fit and perceived competency (R = .55) in Table 12 is found to be significant (df: 1, 139; $p < .05$). Sensitivity to issues of cultural pluralism explains the greatest amount of variance. Thirty percent of the variance is explained by sensitivity to issues of cultural pluralism compared to 38% found in the full model. The other variables explain the following

amounts of variance: age (3.9%), languages (4.2%), attitudes toward multicultural

pluralism (10.3%), acculturation (7.3%) and authoritarian personality (8.6%). In order to

consider the true relationship between perceived competency and sensitivity to issues of

cultural pluralism, the researcher did disattenuate the data from Table 12 assuming that

the information is perfectly reliable. When the regression coefficient is disattenuated for

measurement error in both independent/predictor variable and dependent/criterion

variable, the amount of variance explained or accounted for in the dependent/criterion

variable (Y) by the independent/predictor variable (X) is 89% (Lord & Novick, 1968).

Therefore, a regression coefficient of .94 was obtained.

Table 12

All Possible Regression Analysis for Model of Best Fit Between Perceived Competency
and Sensitivity to Issues of Cultural Pluralism

Dependent Variable	R	R^2	Adjusted R^2	F	p
Per Comp	.55	.30	.29	59.06	.00

Predictors: sensitivity to issues of cultural pluralism
Dependent Variable: perceived competency to teach diverse students
df: 1, 139, $p<.05$

Table 13 provides the standardized regression coefficients between perceived

competency and sensitivity to issues of cultural pluralism. The variable found to be

statistically significant includes: sensitivity to issues of cultural pluralism (p=.00).

Table 13

Standardized or Beta Coefficients Between Perceived Competency and Sensitivity to Issues of Cultural Pluralism

Variables	Standardized/Beta Coefficients	$\underline{t}$	p
		5.38	.00
Sensitivity to Issues of Cultural Pluralism	.55	7.69	.00

Dependent Variable: perceived competency to teach diverse students

The derived multiple regression value between the model of best fit and perceived competency (R = .56) in Table 14 is found to be significant (df: 2, 138; $p < .05$).

Sensitivity to issues of cultural pluralism and language explains 32% of the variance.

Table 14

All Possible Regression Analysis for Model of Best Fit Between Perceived Competency and Sensitivity to Issues of Cultural Pluralism and Language

Dependent Variable	R	R^2	Adjusted R^2	$\underline{F}$	p
Per Comp	.56	.32	.31	31.67	.00

Predictors: sensitivity to issues of cultural pluralism, language
Dependent Variable: perceived competency to teach diverse students
df: 2, 138, $p<.05$

Table 15 provides the standardized regression coefficients between perceived competency and sensitivity to issues of cultural pluralism and language. The variable found to be statistically significant includes sensitivity to issues of cultural pluralism ($p=.00$).

Table 15

Standardized or Beta Coefficients Between Perceived Competency and Sensitivity to Issues of Cultural Pluralism and Language

Variables	Standardized/Beta Coefficients	t	p
		3.76	.00
Sensitivity to Issues of Cultural Pluralism	.53	7.48	.00
Language	.13	.18	.07

Dependent Variable: perceived competency to teach diverse students

Table 16 represents the model of best fit and perceived competency with a derived multiple regression value of (R = .56) and statistically significant (df: 2, 80; $p <$ .05). Sensitivity to issues of cultural pluralism and authoritarian personality explains 33% of the variance.

Table 16

Regression Analysis for Model of Best Fit Between Perceived Competency and Sensitivity to Issues of Cultural Pluralism and Authoritarian Personality

Dependent Variable	R	R^2	Adjusted R^2	F	p
Per Comp	.56	.33	.30	18.26	.00

Predictors: sensitivity to issues of cultural pluralism, authoritarian personality
Dependent Variable: perceived competency to teach diverse students
df: 2, 80, $p<.05$

Table 17 provides the standardized regression coefficients between perceived competency and sensitivity to issues of cultural pluralism and authoritarian personality.

The variable found to be statistically significant includes the following: sensitivity to issues of cultural pluralism ($p=.00$), authoritarian personality ($p=.00$).

Table 17

Standardized or Beta Coefficients Between Perceived Competency and Sensitivity to Issues of Cultural Pluralism and Authoritarian Personality

Variables	Standardized/Beta Coefficients	t	p
		2.30	.02
Sensitivity to Issues of Cultural Pluralism	.47	5.06	.00
Authoritarian Personality	.30	3.24	.00

Dependent Variable: perceived competency to teach diverse students

Summary

The purpose of the present study is to examine Hispanic teachers' perceived competency to teach diverse students. The study evaluates the relationship between perceived competency to teach diverse students and attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, educational background, language(s). Exploratory and confirmatory analysis are used side by side in analyzing the data. One method of exploratory analysis used is Box Whisker Plots. Stem-and-Leaf Plots are also used in this study. Two methods of descriptive statistics that are considered in this study were skewness and kurtosis. Regression analysis is used to determine the relationship between and among the variables. Models analyzed include The Full Model, Backward

Elimination Procedures (for amount of unique variance explained) and All-Possible

Procedure (for model of "best" fit).

Table 18

Summary of Analyses

Question/Hypothesis	Decision	Conclusion
Research Question 1: Is Hispanic teachers' perceived competency to teach diverse students a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, ethnicity, age, educational background, language(s)?		
H_01: Hispanic teachers' perceived competency to teach diverse students is not a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background, language(s).	Reject H_01	Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background, language(s).

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Principal Hypothesis

The principal research hypothesis for the study is: Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background, language(s).

Discussion

The study found that Hispanic teachers' perceived competency to teach diverse students is a function of attitudes toward multicultural pluralism, sensitivity to issues of cultural pluralism, acculturation, authoritarian personality, gender, age, educational background and language.

The classrooms in the U.S. are becoming interwoven with people of diverse cultures and ethnic groups (Moore-Hart, 2002). Schools are experiencing a shift in student population that increases the need for teachers to become aware of multicultural issues as well as develop the knowledge to adjust teaching styles to work in multicultural settings. Meeting the needs of a diverse student body is one of the most persistent and daunting challenges facing educators at all levels (Futrell, Gomez & Bedden, 2003). The teachers' ability to work with diverse students begins with their own perceived

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competency. They must first believe that there is a need for multicultural education, and then they need to believe that they have the ability, tools and resources to provide an opportunity for all students to receive an equal education. A study conducted by NSDC Standards for Staff Development (2001) found that only 32% of preservice teachers could address the needs of students from diverse cultural backgrounds (Futrell, Gomez & Bedden, 2003). This will not meet the needs of the student population educators are working with.

After analysis of the data collected, the researcher found that the independent/ predictor variable that explained the most variance in the dependent/criterion variable was sensitivity to issues of cultural pluralism. Thirty percent of the variance was accounted for or explained by sensitivity to issues of cultural pluralism at $p < .05$. When the data was disattenuated, the variance explained increased to 89%. In addition, it was significant at the .00 level.

This conclusion is consistent with the research of Nieto (2004). The study indicates that students remember those teachers who had affirmed them, whether through their language, their culture, or their concerns. Teachers who affirmed their students' linguistic skills or cultural knowledge to teach them were most often known as "teachers who cared." Students noted that the teachers who made a difference had learned the students' language, were knowledgeable about and comfortable with their culture, or they were simply sensitive to the concerns of young people. Darling-Hammond found that expert teachers are much more sensitive to their students' needs and individual differences, they are more skilled at engaging and motivating students, and they can call upon a wider repertoire of instructional strategies for addressing student needs (2004).

McAllister and Irvine (2000) found that students who had caring relationships with their teachers were more motivated and performed better academically than students who did not. Empathy appeared to build and foster positive relationships (Foster, 1995; Gay, 2000).

A teacher's awareness and sensitivity to issues of cultural pluralism has a definite impact on their perceived competency to work with students in a multicultural setting. When the number of languages a person speaks is added, the variance explained increases to 32%. Wills, Lintz and Mehan (2004) found that language patterns dramatically affected Puerto Rican students. The language patterns used in the classroom signaled a social relationship between teacher and students that was closer to an instructional conversation. This was more consistent with the conversational patterns in everyday Puerto Rican life. They found that students in classrooms where teachers implicitly incorporated the taken-for-granted features of culturally familiar speech events in classrooms, including rhythmic language, rapid intonation variation in pace, scored significantly higher on standardized reading tests than students in classrooms where teachers used other styles.

In studying the themes that emerged from elementary teachers' perceived competency towards multicultural education, one key facet stood out, sensitivity. Exposito and Favela (2003) found in their research that teachers who are sensitive to the needs of those students who are recent immigrants, do not accept deficit views of these students or try to deny and strip them of their cultural and linguistic richness. These teachers, who truly value their students, can create classroom environments that help

children feel welcomed by honoring their language and culture and by using these assets effectively.

Educational leaders can begin to design and enhance staff development opportunities for teachers that will improve a teacher's ability to work in multicultural classrooms. There is a need for multicultural education, but the teacher must first be prepared to open that door. Understanding the factors that impact teachers' perceived competency is a step in the right direction. We may now begin to understand how to prepare educators for the task they face in their classrooms.

Limitations of the Study

The present study is limited to a stratified random sample consisting of eleven elementary schools located in South Texas. The population in South Texas is predominantly Hispanic. This limits student diversity based on ethnicity. Therefore, schools are selected based on the criterion that the student population must not exceed 85% in any ethnicity. The criterion set limits the ability to generalize to other populations. Another limitation is the assumption that the measures have fidelity with the phenomenon. The present study utilizes self-reporting inventories which can lead to problems of response sets where the individual gives socially responsible responses; they share what they think the researcher wants to hear.

In addition, after conducting the study, it is found that subjects did not enter data for some questions in the survey. There was no pattern in absence of subject responses, but they tend to not answer certain questions found in the California F Scale.

Recommendations for Practitioners

Teachers must develop a fundamental understanding of the issues found in multicultural education. They must have adequate knowledge about diverse cultures and the ability and willingness to interact with students and parents whose cultural backgrounds are likely to be different from their own (Barry & Lechner, 1995). As educators, examining teachers' beliefs and expectations for all students is a crucial component to student success. Educators want to ensure that all teachers are culturally competent. To prepare them to plan, develop, and use instructional strategies that will produce positive academic outcomes for all students is necessary (Utley et al, 2000).

Teachers must encourage students to take risks, to be curious, and to question, rather than expecting students to regurgitate what the teacher presents. Students must seek their own answers through the guidance of their teachers (Gaedke & Shaughnessy, 2002). Multicultural education will allow teachers to become facilitators and all students will ultimately become actively engaged in the learning process. In addition, teachers must fully acknowledge the social structures that have been built in education and develop the understanding that human emancipation must be reached for all students (Thornton & McEntee, 1998). Some of these structures must be torn down to allow students to fully develop. For this to occur, teachers must have the tools necessary to provide these opportunities.

Terrill and Marks (2000) found in their examination of preservice teachers' expectations for children of color that (a) conducting this type of study helps identify and document the profile of candidates accepted in programs and their specific expectations, strengths, and limitations, (b) service learning opportunities in diverse settings must be

offered and (c) teacher educators and their students require strategies to explore their cultural, linguistic, and racial identities before they can explore their particular biases toward others and appreciate different worldviews (p. 154). Several studies cited by Barry and Lechner (1995) concluded that preservice teachers are not receiving preparation to deal with the challenges of multicultural education. The teachers feel inadequate to deal with either cognitive or effective aspects of multicultural education.

Moore-Hart (2002) found that the need to heighten preservice teachers' sensitivity to cultural issues so that they might apply this cultural knowledge within their teaching and learning is imperative for the school system. In order to become effective teachers in a culturally diverse society, preservice teachers need to be culturally sensitive and need to then apply their knowledge about differences among students so that they may enhance student success for all (Moore-Hart, 2002; Banks, 2001). Barry and Lechner (1995) found that students believed that cultural diversity in education is important because society is diverse and they felt that they could not be effective teachers in a culturally diverse society unless they recognize and deal with this diversity through education.

In addition, educators must protect students and take a stand against intolerance of differences when it appears in the speech or actions of students, faculty, or staff within schools. A policy and a plan must be in place for dealing with issues of racism, including the often ignored bullying, name calling, and teasing that takes place in the schools (Miller, 2002). Teachers must model acceptance of societal differences and provide learning opportunities to promote cultural differences. "We should make a deliberate and conscientious effort to sit together in culturally mixed groups at meetings and at the

faculty lunch table, and while there we need to have conversations about diversity issues. Teach about it, talk about it, do it" (Miller, 2002, p. 347).

Students need to be engaged in culturally relevant activities and assignments by helping students to recognize stereotyping and bias in textbooks, magazines, newspapers, trade books, and popular culture. School should be a place where ideas are studied along with facts, so that they can prepare students to be active and contributing members of society (Miller, 2002).

Universities need to insure that all "teacher education faculty successfully complete a comprehensive, university-sponsored and competency-based course of training designed to enhance multicultural awareness, increase knowledge of multicultural issues related to teaching and learning, and develop teaching skills for working with a culturally diverse student population" (Miller et. al., 1997, p. 91). If the professors educating potential teachers lack multicultural competence, how can they prepare these future educators? Higher education needs to provide all teachers with "a stronger understanding of how children learn and develop, how a variety of curricular and instructional strategies can address their needs, and how changes in school and classroom organization can support their growth and achievement" (Darling-Hammond, 2004, p. 625).

"Teachers need to be involved in ongoing professional development, whether this means attending conferences, presenting workshops to their peers, visiting other schools and school systems, participating in inquiry groups, conducting research in their own classrooms, or writing. These are the kinds of activities that make teaching intellectually challenging and invigorating" (Nieto, 2004, p. 413).

In order to transform schools to become multicultural in all aspects, a dramatic shift must occur. The goal to support equal access and social justice in schools is imperative to achieve true multicultural education. Social structures and power relations must be eliminated to obtain equality for all students. What is found in society is a structure in place that supports inequities. This filters into schools as a repetitive cycle.

Experience and set expectations are key to the transformation of schools. Teachers need to encounter experiences that can add to their repertoire of knowledge. Teachers construct, transform and develop their knowledge according to their own prior and current experiences along with the social context in which they work (Artiles & McClafferty, 1998). Districts need to provide experiences to teachers which will benefit all students.

If the opportunities are provided for teachers to gain experience and education, they can ultimately make the entire school multicultural. Both teachers and students will grow. A society will emerge that is accepting of differences and works for the betterment of society as a whole. This will be the beginning of a dramatic shift in a world view (Nieto, 2004). Working with issues related to multicultural education will ultimately begin the process of changing the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups have an equal chance to achieve academically in school (Banks & Banks, 2001). A teacher's perception of competency and the understanding of what explains the variance will only assist educators to begin the transformation needed to truly become a multicultural educational system.

Recommendations for Future Research

This study found that an important element in a teacher's perceived competency to work with diverse students is sensitivity to issues of cultural pluralism. What leads a teacher to develop sensitivity to issues of cultural pluralism? This study could be extended to include what occurred in a teacher's life that led him or her to accept diversity. Was it the experiences that a teacher encountered, the educational background they received, or staff development opportunities provided by the district? Since this study focused on the perceived competency of Hispanic teachers, is there something in their culture that affects their sensitivity to issues of cultural pluralism?

In addition, understanding the levels or degrees of sensitivity to issues of cultural pluralism would be beneficial for future research. Hansman et al (1999) in their research attempted to discover the existing levels of awareness toward issues of race and gender in order to plan more effective programs and classes for graduate students. Using the Quick Discrimination Index Social Attitude Survey (QDI), they were able to identify the level of sensitivity of minority and women's issues. They found that the group they surveyed had a moderate sensitivity to and understanding of women's and minority issues. Therefore, they still lack basic understandings of issues concerning race. Their study included only a small sample of Hispanic educators.

An extension to their research and the study conducted in this research could be identifying the degree of sensitivity to issues of cultural pluralism among Hispanic teachers in South Texas. This information could transform future staff development and educational programs. In addition, this study examined Hispanic teachers' perceived competency to work with student diversity; the next step would be to measure their actual

competency. Do they truly understand the definition of multicultural education and do they practice the ideology in the classroom with students?

Considering that academics are a critical component to multicultural education, future research could be linked to the success of students in schools. A comparison study of student achievement would be beneficial to understanding the successes multicultural education could or could not bring to students.

Conclusions

"Being multicultural teachers demands that we face a lengthy and complex set of issues, beginning with the understanding that good multicultural teaching has the bottom-line goal of helping every child become successful in our classrooms" (Miller, 2002, p. 346). It is through the teacher education programs and experiences that teachers are able to become effective multicultural teachers. Teachers must contemplate, "what are their own prejudices, beliefs, and values? To what extent are assumptions made about students on the basis of their background, socioeconomic status, language differences, physical appearance, health status, and cultural factors (Miller, 2002)?" Critical pedagogy acknowledges cultural and linguistic diversity instead of suppressing it (Banks & Banks, 1997).

Educational equity and excellence for all children would be unattainable without cultural diversity being implemented in all aspects of the educational system. "Curriculum plays a key role in this process; it is a powerful avenue through which multicultural education can penetrate the core of educational systems" (Gay, 2004b, p. 46). Ogbu (1990), notes that where children receive their education in a learning

environment different from the one familiar to them at home, they have difficulty

acquiring the knowledge presented to them.

"Multicultural education may be the solution to problems that currently appear

unsolvable: closing the achievement gap; not leaving any children behind academically;

revitalizing faith and trust in the promises of democracy, equality, and justice; building

education systems that reflect the diverse cultural, ethnic, racial and social contributions

that forge society; and providing better opportunities for all students" (Gay, 2004a, p.

34). Multicultural education is a critical component toward meeting the needs of all

students. Classroom teachers and educators must act responsively to the diversity

encountered in schools by providing a top education that all students deserve (Gay,

2004a).

It is a responsibility of society, parents, teachers, educational administrators and

policy makers to demand that teachers become productive in the area of multicultural

education. Providing opportunities for teachers to experience the role of becoming a

minority and identifying with the differences between cultures is a key component toward

cultural competence in multicultural education. The only way that this educational

system will become truly effective for all children is to take a harsh stance for those

students who are minorities and providing them an education that is geared toward their

needs ultimately leading to their success. The educational system must be transformed

where the structure of educational institutions are changed so that all students have an

equal chance to achieve academically. This can be achieved by demanding positive

educational settings, encouraging and challenging all students despite their race, religion,

ethnicity, and culture.

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APPENDICES

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APPENDIX A

TEACHER SURVEY INSTRUMENT

The purpose of the items shown below is to obtain feedback on the topic of Hispanic teachers' preparation to deal with multicultural education. This information will be used by the researcher to complete requirements for the doctoral program. Please respond to each statement by circling the appropriate number on the four point Likert scale. If you have no opinion or feel that the item is not applicable, circle no opinion or not applicable, respectively. Please indicate your level of agreement with each statement/item by circling a numerical value ranging from 1 (strongly disagree) to 4 (strongly agree).

Demographic Information

1. Gender

   a. female
   b. male

2. Age

   a. 20 – 30 years old
   b. 31 – 40 years old
   c. 41 – 50 years old
   d. over 50 years old

3. Highest educational degree

   a. Bachelors Degree
   b. Masters Degree
   c. Doctorate

4. Number of languages spoken including English

   a. 1 language
   b. 2 languages
   c. more than 2 languages

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5. Verification of ethnicity

    a. Anglo
    b. Hispanic
    c. African-American
    d. Other

Survey Instrument

1. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

2. If people would talk less and work more, everybody would be better off.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

3. I find teaching a culturally diverse student group rewarding.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

4. No sane, normal, decent person could ever think of hurting a close friend or relative.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

5. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

6. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

7. An insult to our honor should always be punished.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

8. Sometimes I think that there is too much emphasis placed on multicultural awareness and training for teachers.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

9. Nobody has ever learned anything really important except through suffering.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

10. Teachers have the responsibility to be aware of their students' cultural backgrounds.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

11. People get a career or a job because they are born lucky or unlucky.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

12. I frequently invite extended family members (e.g., cousins, grandparents, godparents) to attend parent-teacher conferences.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

13. It is not the teacher's responsibility to encourage pride in one's culture.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

14. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

15. I believe that the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

16. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

17. When dealing with bilingual children, communication styles often are interpreted as behavioral problems.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

18. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

19. I can learn a great deal from students with culturally different backgrounds.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

20. Obedience and respect for authority are the most important virtues children should learn.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

21. Multicultural training for teachers is not necessary.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

22. When a person is born, the success or failure that the person will have in life is already determined; and it's better that the person accepts the fact.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

23. To be an effective teacher, one needs to be aware of cultural differences present in the classroom

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

24. Science has its place, but there are many important things that can never be understood by the human mind.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

25. Students should learn to communicate in English only.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

26. Nowadays a person has to live for the present and leave tomorrow to take care of itself.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

27. I am aware of the diversity of cultural backgrounds in my classroom.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

28. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

29. Being multiculturally aware is not relevant for the subject I teach.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

30. People get an education or training because they are born lucky or unlucky.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

31. Teaching students about cultural diversity will only create conflict in the classroom.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

32. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

33. Regardless of the makeup of my class, it is important for students to be aware of multicultural diversity.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

34. Today's curriculum gives undue importance to multiculturalism and diversity.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

35. If a person makes plans, he/she ends up unhappy because ultimately things never turn out the way one plans.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

36. Multicultural awareness training can help me to work more effectively with a diverse student population.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

37. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

38. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.

1	2	3	4	No opinion	Not applicable
strongly disagree	disagree	agree	strongly agree		

APPENDIX B

SUPERINTENDENT LETTER

8008 North 19th Street
McAllen, Texas 78504
956-222-6934
mmartinez@sharyland.k12.tx.us
July 19, 2004

Dr.
Superintendent
South Texas
1234 Anywhere Rd.
South, Texas 12345

Dear Dr.,

Two of your district's campuses (A and B) have been selected through stratified random sampling to participate in a dissertation research study entitled, *Perceived Competency of Hispanic Teachers to Teach in Diverse Classrooms Through Multicultural Education.* The purpose of this study is to examine Hispanic teachers' perceived competency to teach multiculturally diverse students. South Texas is unique in that its population has consisted of predominantly a minority culture. In South Texas, there is a greater number of Hispanics than any other ethnicity. However, South Texas is experiencing a shift in its population from purely Hispanic with a small percentage of Anglos to a population that now includes some Asian, African-American and recent Europeans. Before we can determine the types of teacher training or educational programs that will benefit teachers and positively impact the students of South Texas, we must examine where the variance lies in the differences between teachers' cultural competency. Are teachers prepared to teach in multicultural settings?

All responses to this survey will be strictly confidential. Completion of this survey is voluntary and should take no more than 20 minutes. There are no potential risks in regards to physical or psychological harm and a respondent may withdraw at anytime.

After the surveys have been analyzed, they will be destroyed. The consent forms signed by the respondents will be used for permission purposes only and will be separated from the surveys.

The study is being conducted as a requirement for partial fulfillment of a Doctor of Education in Educational Leadership from The University of Texas Pan American. This study has been approved by the Institutional Review Board of The University of Texas Pan American. Should you have any questions regarding this study and its protection of human subjects, you may contact the Chairperson of the Institutional Review Board of UTPA, Dr. Mark Granberry, at 384-5004. For any further questions, concerns, or a copy of the results of this study, you may contact my dissertation chair, Dr. Ralph Carlson at 316-7173 or Melissa Martinez at mmartinez@sharyland.k12.tx.us.

Your participation is of the utmost importance to me and for the success of this study. Only a small sample of elementary campuses will complete this survey, so your participation is crucial. By allowing me to administer the survey instrument to your teachers, you are making a contribution to a better understanding of the perceived competency of our teachers to teach in diverse classrooms.

I appreciate your time and respectfully ask for the return of the attached informed consent form granting me permission to contact the aforementioned campuses. I look forward to sharing the results of this project with you.

Cordially Yours,

Melissa Martinez
Doctoral Candidate, The University of Texas Pan American
Elementary Curriculum Coordinator, Sharyland ISD

APPENDIX C

PARTICIPANT/ SUPERINTENDENT/PRINCIPAL CONSENT FORM

PARTICIPANT INFORMED CONSENT FORM

I, _____, have been asked to
participate in research being conducted by Melissa C. Martinez. I am one of
approximately 200 participants that have been asked to volunteer for this research on
"Teachers' Perceived Competency in Multicultural Education" [45 CFR Part 46.117].
This research is designed to identify variables that are a function of a teachers' perceived
competency in multicultural education [45 CFR 46.116]. As a participant, I will be
instructed to answer openly and honestly questions about my perceptions of multicultural
education as I participate in the survey.

I understand that there are no risks associated with my participation in this
research investigation [45 CFR 46.116]. There are no direct benefits to participants.
However, participants may benefit indirectly from a better understanding of teachers
perceptions in South Texas in regards to multicultural education [45 CFR 46.116].

This research has been reviewed and approved by the University of Texas Pan
American Institutional Review Board-Human Subjects in Research Committee and by the
equivalent body at the district level. For research-related problems or questions
regarding subject's rights, the Human Subject's Committee may be contacted through Dr.
Mark Granberry, Chair, at (956) 381-5255 [45 CFR 46.116]. Additionally, you may
contact me, Melissa Martinez, at (956) 618-4115 if you have any questions concerning
this research.

_____

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I have read and understand the explanations provided to me and voluntarily agree to participate in this study. If at any point during the research I would like to withdraw from this study I may do so. A copy of this Informed Consent Form has been provided to me.

Signature of Participant _____ Date: _____

Signature of Witness: _____ Date: _____

SUPERINTENDENT INFORMED CONSENT FORM

I, _____, have been asked to participate in research being conducted by Melissa C. Martinez. I am one Superintendent of approximately 5 districts that have been asked to volunteer for this research on "Teachers' Perceived Competency in Multicultural Education" [45 CFR Part 46.117]. This research is designed to identify variables that are a function of a teachers' perceived competency in multicultural education [45 CFR 46.116]. Selected teachers, as participants, will be instructed to answer openly and honestly questions about their perceptions of multicultural education as they participate in the survey.

I understand that there are no risks associated with their participation in this research investigation [45 CFR 46.116]. There are no direct benefits to participants. However, participants may benefit indirectly from a better understanding of teachers perceptions in South Texas in regards to multicultural education [45 CFR 46.116].

This research has been reviewed and approved by the University of Texas Pan American Institutional Review Board-Human Subjects in Research Committee and by the equivalent body at the district level. For research-related problems or questions regarding subject's rights, the Human Subject's Committee may be contacted through Dr. Mark Granberry, Chair, at (956) 381-5255 [45 CFR 46.116]. Additionally, you may contact me, Melissa Martinez, at (956) 618-4115 if you have any questions concerning this research.

I have read and understand the explanations provided to me and voluntarily agree to allow the selected campuses to participate in this study. If at any point during the research the participants would like to withdraw from this study, they may do so. A copy of this Informed Consent Form has been provided to me.

Signature of Superintendent _____ Date: _____

School District _____

PRINCIPAL'S INFORMED CONSENT FORM

I, _____, have been asked to participate in research being conducted by Melissa C. Martinez. I am one Principal of approximately 11 campuses that have been asked to volunteer for this research on "Teachers' Perceived Competency in Multicultural Education" [45 CFR Part 46.117]. This research is designed to identify variables that are a function of a teachers' perceived competency in multicultural education [45 CFR 46.116]. Selected teachers, as participants, will be instructed to answer openly and honestly questions about their perceptions of multicultural education as they participate in the survey.

I understand that there are no risks associated with their participation in this research investigation [45 CFR 46.116]. There are no direct benefits to participants. However, participants may benefit indirectly from a better understanding of teachers perceptions in South Texas in regards to multicultural education [45 CFR 46.116].

This research has been reviewed and approved by the University of Texas Pan American Institutional Review Board-Human Subjects in Research Committee and by the equivalent body at the district level. For research-related problems or questions regarding subject's rights, the Human Subject's Committee may be contacted through Dr. Mark Granberry, Chair, at (956) 381-5255 [45 CFR 46.116]. Additionally, you may contact me, Melissa Martinez, at (956) 618-4115 if you have any questions concerning this research.

I have read and understand the explanations provided to me and voluntarily agree to allow the selected campuses to participate in this study. If at any point during the research the participants would like to withdraw from this study, they may do so. A copy of this Informed Consent Form has been provided to me.
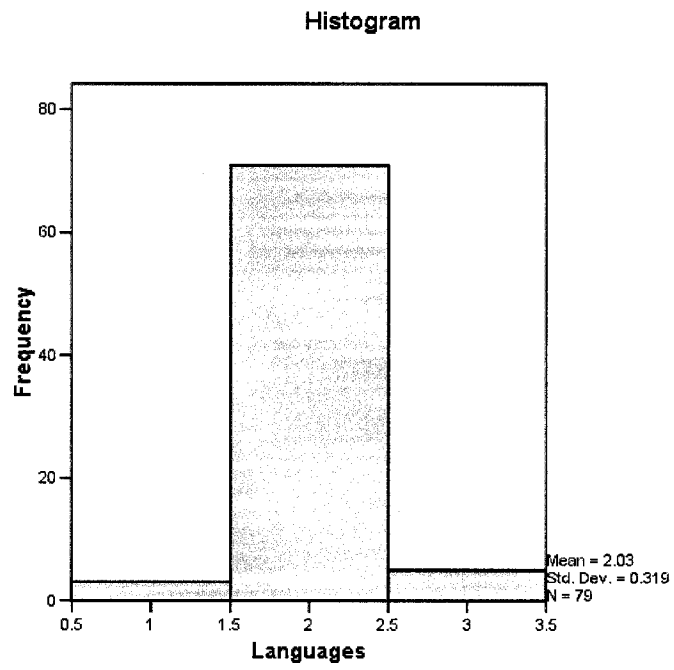

Signature of Campus Principal _____ Date: _____
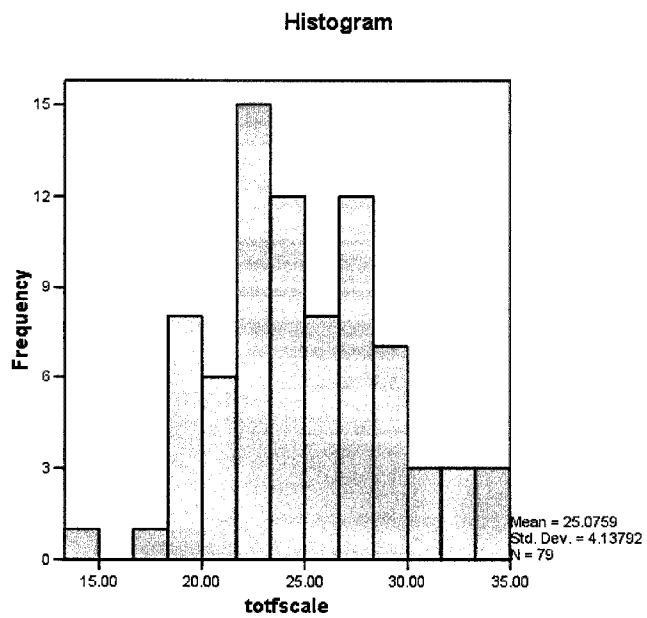

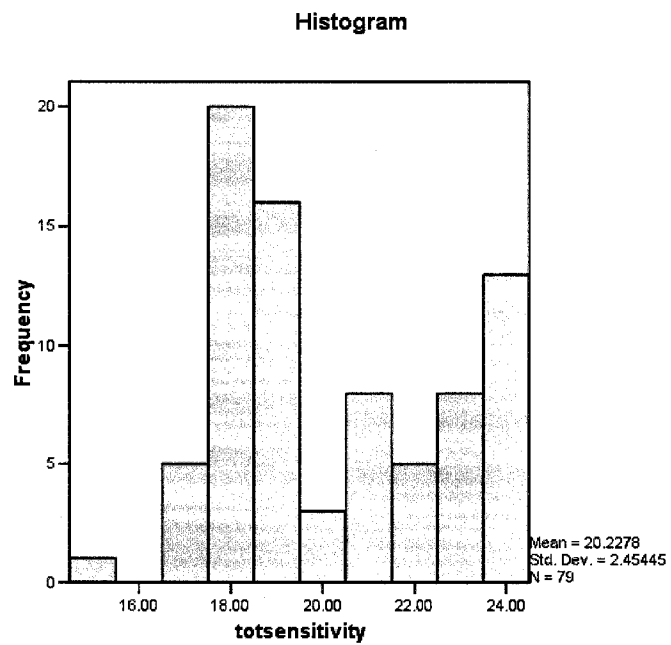Elementary Campus _____

APPENDIX D

HISTOGRAMS

Histogram

Languages

Mean = 2.03
Std. Dev. = 0.319
N = 79

Languages

Authoritarian Personality

Histogram

Mean = 25.0759
Std. Dev. = 4.13792
N = 79

totfscale

122

Sensitivity to issues of cultural pluralism

Histogram

Mean = 20.2278
Std. Dev. = 2.45445
N = 79

Acculturation

Histogram

Mean = 17.2911
Std. Dev. = 1.92921
N = 79

Attitudes toward multicultural pluralism

Histogram

Mean = 13.1899
Std. Dev. = 2.03228
N = 79

totattitudes

Perceived competency to teach diverse students

Histogram

Mean = 16.3418
Std. Dev. = 2.04366
N = 79

totpercomp

Age

Histogram

Mean = 2.42
Std. Dev. = 0.995
N = 79

APPENDEX E

STEM-AND-LEAF PLOTS

Languages

```
Frequency      Stem &  Leaf

    3.00  Extremes     (=<1)
     .00         0 .
   71.00         0 .  2222222222222222222222222222222222222
    5.00  Extremes     (>=3)

Stem width:   10
Each leaf:        2 case(s)
```

Authoritarian personality

```
Frequency      Stem &  Leaf

     .00         1 .
    1.00         1 .  4
     .00         1 .
    3.00         1 .  899
   12.00         2 .  000000111111
   15.00         2 .  222222333333333
   12.00         2 .  444444444455
   14.00         2 .  66666666777777
   11.00         2 .  88888899999
    5.00         3 .  00111
    3.00         3 .  223
    3.00         3 .  445

Stem width:   10.00
Each leaf:        1 case(s)
```

126

Sensitivity to issues of cultural pluralism

```
Frequency     Stem &  Leaf

     1.00      15 .  0
      .00      15 .
      .00      16 .
      .00      16 .
     5.00      17 .  00000
      .00      17 .
    20.00      18 .  00000000000000000000
      .00      18 .
    16.00      19 .  0000000000000000
      .00      19 .
     3.00      20 .  000
      .00      20 .
     8.00      21 .  00000000
      .00      21 .
     5.00      22 .  00000
      .00      22 .
     8.00      23 .  00000000
      .00      23 .
    13.00      24 .  0000000000000

Stem width:       1.00
Each leaf:        1 case(s)
```

Acculturation

```
Frequency     Stem &  Leaf

     8.00      14 .  00000000
      .00      14 .
    11.00      15 .  00000000000
      .00      15 .
     8.00      16 .  00000000
      .00      16 .
    14.00      17 .  00000000000000
      .00      17 .
     8.00      18 .  00000000
      .00      18 .
    21.00      19 .  000000000000000000000
      .00      19 .
     9.00      20 .  000000000

Stem width:       1.00
Each leaf:        1 case(s)
```

Attitudes toward multicultural pluralism

```
Frequency     Stem &  Leaf

    1.00 Extremes      (=<6.0)
    2.00          9 .  00
     .00          9 .
    2.00         10 .  00
     .00         10 .
   10.00         11 .  0000000000
     .00         11 .
   17.00         12 .  00000000000000000
     .00         12 .
   10.00         13 .  0000000000
     .00         13 .
   13.00         14 .  0000000000000
     .00         14 .
   12.00         15 .  000000000000
     .00         15 .
   12.00         16 .  000000000000

Stem width:       1.00
Each leaf:        1 case(s)
```

Perceived competency to teach diverse students

```
Frequency     Stem &  Leaf

    1.00 Extremes      (=<10.0)
    1.00         13 .  0
     .00         13 .
   10.00         14 .  0000000000
     .00         14 .
   18.00         15 .  000000000000000000
     .00         15 .
   20.00         16 .  00000000000000000000
     .00         16 .
    9.00         17 .  000000000
     .00         17 .
    4.00         18 .  0000
     .00         18 .
    7.00         19 .  0000000
     .00         19 .
    9.00         20 .  000000000

Stem width:       1.00
Each leaf:        1 case(s)
```

Age

```
Frequency      Stem &  Leaf

    17.00         1 .  00000000000000000
      .00         1 .
      .00         1 .
      .00         1 .
      .00         1 .
    24.00         2 .  000000000000000000000000
      .00         2 .
      .00         2 .
      .00         2 .
      .00         2 .
    26.00         3 .  00000000000000000000000000
      .00         3 .
      .00         3 .
      .00         3 .
      .00         3 .
    12.00         4 .  000000000000

Stem width:     1
Each leaf:        1 case(s)
```
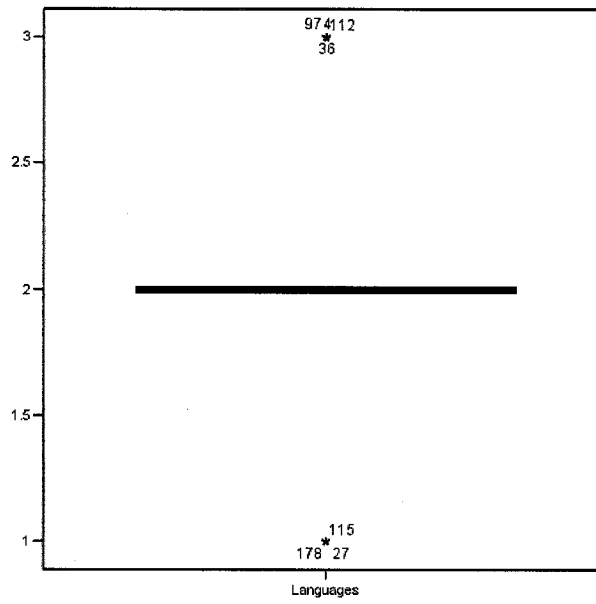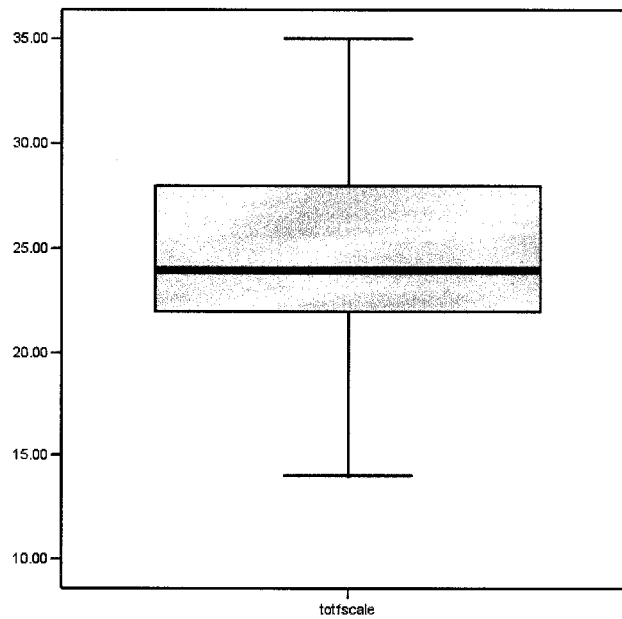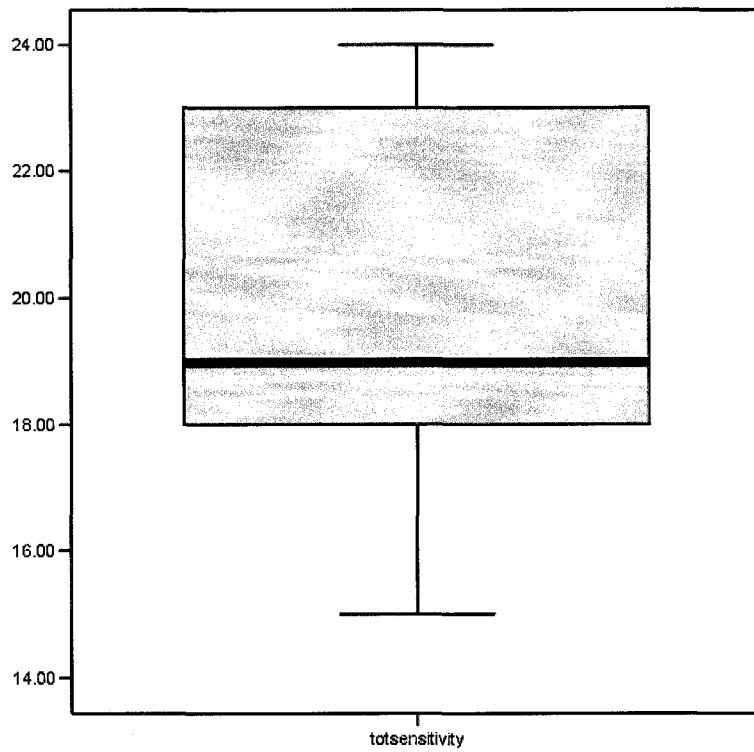
APPENDIX F

BOX WHISKER PLOTS

Languages

Authoritarian personality
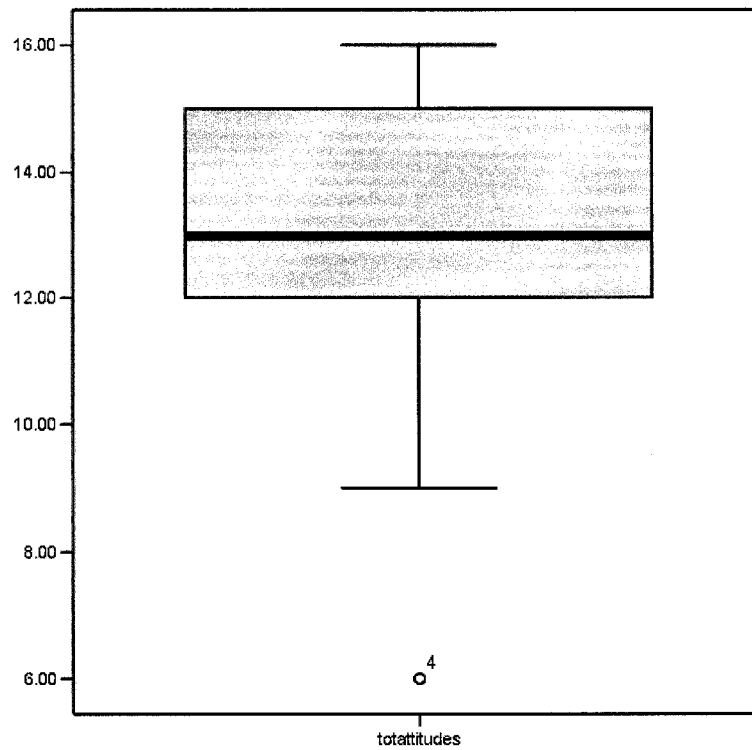

130

Sensitivity to issues of cultural pluralism
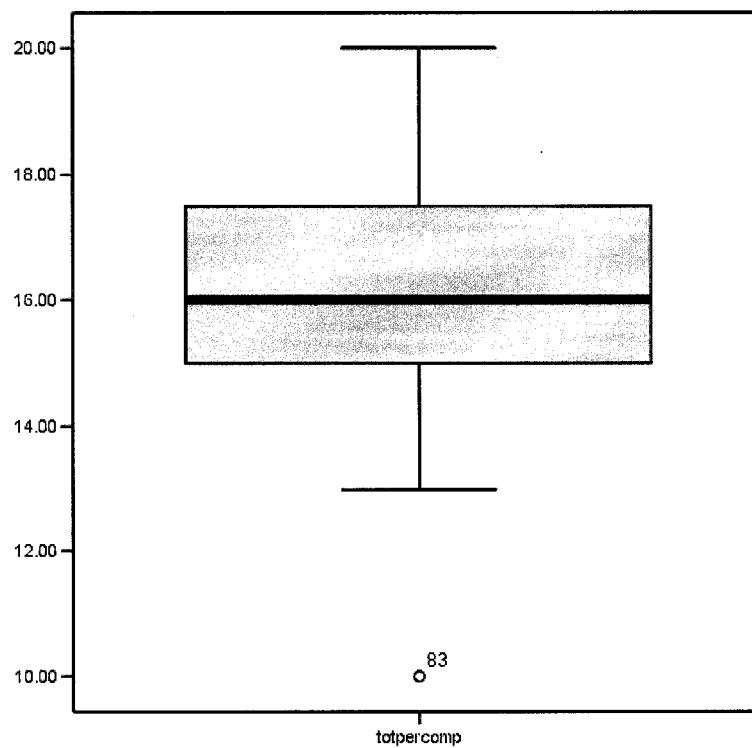

totsensitivity
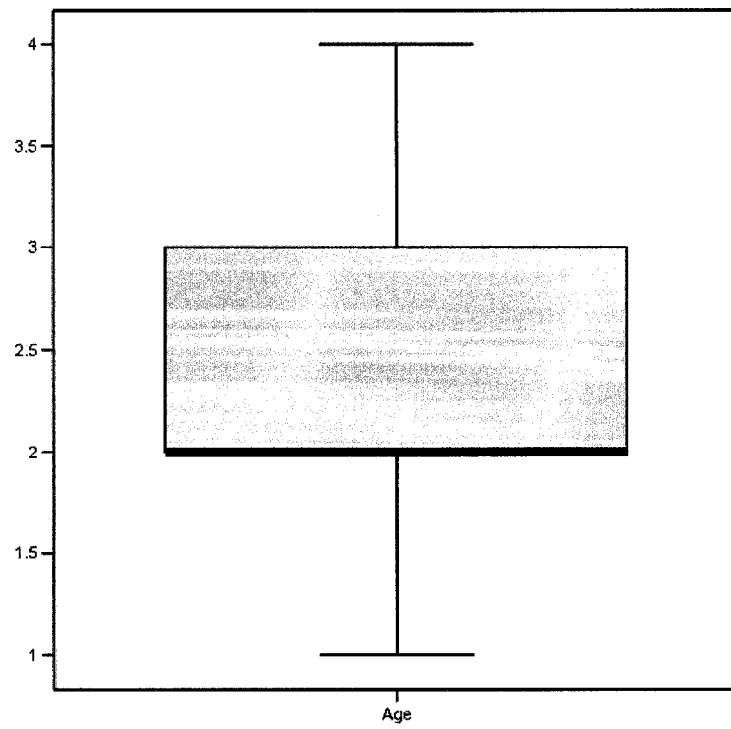
Acculturation

totacculturation
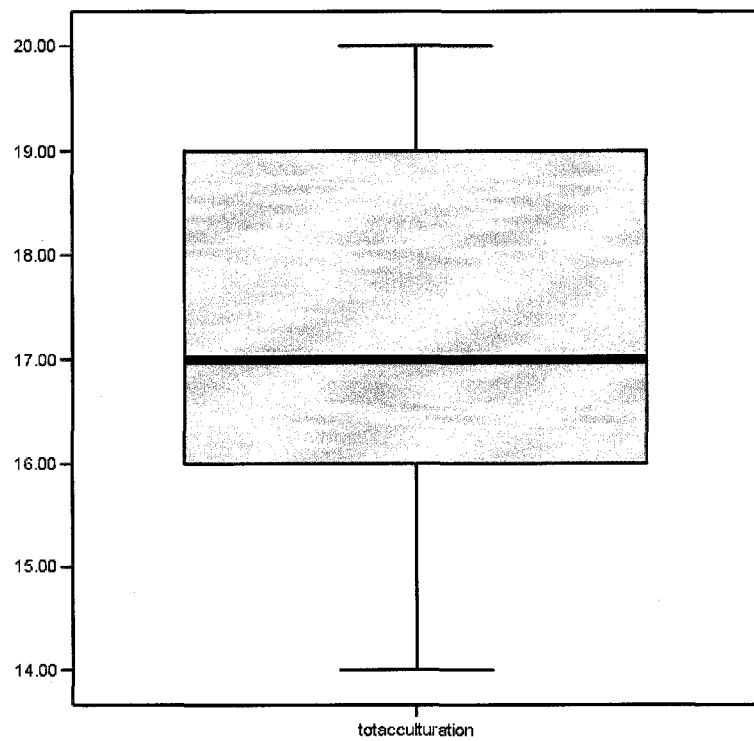
Attitudes toward multicultural pluralism

Perceived competency to teach diverse students

Age

VITA

Melissa C. (Macheska) Martinez was born in Morristown, New Jersey, on July 12, 1969. She is the daughter of Walter and Carole Macheska. She graduated from Edinburg High School in 1987 and continued her education at The University of Texas Pan American. She received a Bachelors of Business Administration, majoring in Economics in 1991. Upon graduation, she taught for five years, receiving her teaching certificate in elementary education with a minor in mathematics. In addition, she completed her Master of Education in Mid-Management. For the past nine years, Melissa has served Sharyland ISD in the capacity of Elementary Curriculum Coordinator. She is a member of Texas Association of Gifted and Talented, Texas Elementary Principal and Supervisors Association and the Association for Supervisors of Curriculum Development. She completed the requirements for the Doctor of Education degree at the University of Texas Pan American in May of 2005.

Melissa currently resides in McAllen, Texas and is married to Ronnie Martinez and has three children, Ryan, Aaron and Brittany.

Permanent address: 8008 North 19th Street, McAllen, Texas 78504