A COMPARATIVE ANALYSIS OF THE ATTITUDES AND BELIEFS OF
PRESERVICE TEACHERS
TOWARDS ISSUES OF EQUITY AND SOCIAL JUSTICE

DISSERTATION

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Requirements for the Degree Doctor of
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By

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* * * * *

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DEDICATION

To the many generations of my family who struggled to be somebody, especially my guardian angels the late Allie Crump Holt and her husband Julian Alphonso Holt.
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CHAPTER I.

INTRODUCTION

Creating educational or learning communities based on the tenets of democracy, equity, and social justice, has long been a goal of education. In a speech two centuries ago addressing this issue Jefferson stated, "a democratic society requires educational excellence and educational equity. If quality education is only for some, democracy cannot survive" (Sadker & Sadker, 1991, p.468). Actualization of this goal however is problematic given the contradictory nature and multiple purposes of schooling. Schooling has been identified in the literature as a vehicle for the maintenance of a stratified work force and the status quo, which assists in perpetuating hegemonic relations and social reproduction (Apple & Weis, 1983; Carnoy & Levin, 1985; Giroux, 1981). Specifically, those who become teachers tend to be educated and socialized in ways that reinforce "culturally insular" beliefs and attitudes (Zimpher & Ashburn, 1992). At the center of the educational enterprise is a teacher force, whose formative years often have not prepared them to foster or promote
egalitarian or multicultural beliefs (Holmes Group, 1986). Thus, often the nature of those who teach also makes realization of these goals even more difficult.

What do we know about the prospective teachers who have been entrusted with the intellectual, social, and moral development of our children? What are their beliefs as they relate to issues of ethnicity, gender, equity, and social justice? The over-arching purpose of this study was to examine attitudes and beliefs of preservice teachers as they relate to social and political issues. Further, the study sought to establish baseline data on these attitudes at points of entry and exit from professional education coursework in two initial teacher preparation programs.

**Objectives for the Study**

The study sought to: (1) identify student beliefs regarding ethnicity, gender, equity, and social justice issues; (2) further document teacher education students' participation in political activities such as student government, community work and being a registered voter; and (3) gain insight into how both selected life experiences, such as formal and informal social affiliations, and the formal teacher preparation curriculum are perceived to have an impact on these beliefs.

The study examined the perceptions of two populations of prospective teachers, one located in a predominantly and
historically white midwestern university and the other in a predominantly and historically black midwestern university. The names of the institutions and the participating students have been withheld to ensure confidentiality and to comply with a pre-condition for gaining entre to the study site required by one of the institutions. Although the specific distinguishing characteristics of each institution have been withheld to protect institutional anonymity, it is important to note the distinctive features of each midwestern school that make comparisons between the two most interesting.

The predominantly and historically white site referred to in this text as majority-cultured (MC) institution had a largely commuter older student population. Almost fifty percent of students represented first generation college attenders for their families. Most grew up in towns within a sixty mile radius of the campus.

While the predominantly and historically black site referred to in this text as historically black (HB) was primarily residential and three times smaller in student population, more than forty percent of the sample reported being the first generation of college attenders in their families. Three-fourths of the student body were of African-American descent; however, a quarter of the student population represented African, Caribbean and European backgrounds.
The ethnic proportion was the exact opposite for the two institutions in the study groups. At the majority-cultured site, ninety-six percent characterized themselves as "White" and four percent as "ethnic minority." The ethnic proportion is reversed at the historically black site, where ninety-six percent of these students characterized themselves as "ethnic minority" and four percent as "White". More detail on the characteristics of both schools will be presented in later chapters.

**RATIONALE**

For well over a decade, the literature concerned with the initial preparation of teachers has indicated that there is a need for studies to assist in understanding the beliefs and attitudes that preservice teachers bring to their programs, especially beliefs and attitudes held on such critical issues as equity and social justice (Freeman, 1982; Grant, 1977; Larke, 1990; Paine, 1990; Tatum, 1992). A better understanding is needed of which beliefs are desirable, as well as what factors influence those beliefs (Brousseau, B., Book, C., & Byers, J.; 1988).

Several studies reveal that many prospective teachers are unwilling or reluctant to teach in urban or multicultural settings and that they are under-prepared in their teacher training programs to do so (Banks, 1992; Grant & Kosekla, 1986; RATE, 1990; Sleeter & Grant, 1987). Thus,
the necessity for programmatic intervention is apparent. Howey & Zimpher (1989) suggested that much more work is needed in teacher preparation to offset the negative effects of parochialism and "to open the closed-loop of conservatism" (p. 237) if teachers are to meet the demands and challenges of the culturally diverse population of this nation's schools. Zimpher & Ashburn (1992) advance the view that teacher education candidates are "culturally insular" which may be a function of limited access to diversity and their intolerance toward the cultural differences of others. They further suggest that if "teacher education is to increase teacher candidates' exposure to differences, we must draw a value perspective on diversity that has the potential of countering perceived parochialism" (p.48). Moreover, teacher educators must work toward "developing diversity-sensitive dispositions toward teaching that can be imbued in teacher candidates" (p.49). Teachers are often under prepared to "acknowledge the cultural differences and educational inequities that school perpetuates" (Larke, 1990, p.24).

According to Sadker & Sadker (1988), the quest for excellence which is central to educational reform, will remain an illusive goal without greater attention to educational equity. Further, they point out that the quest for equity is even more problematic when examining this issue as it relates to many sub-groups within the general
population. They cite gender as an example, suggesting that "in the dialogue surrounding educational reform gender equity remains a national blindspot" (p.24).

There is a pressing need to create equity for all students in schools; more specifically, equity across gender, ethnicity and social class lines. One formidable task is the challenge of restructuring schools into learning communities that acknowledge and nurture diversity, in addition to the traditional goal of intellectual development. No where is this need more evident than in the creation of a more equitable educational system, in which sexism and sexual bias is eliminated from schools. The first step in this process is one of awareness on the part of teachers. "When teachers become aware of the nature and cost of sex bias in schools, they can make an important difference in the lives of their students" (Sadker & Sadker, 1989; p.121).

Equally as important are the negative costs associated with bigoted attitudes toward school-age members of ethnic minorities and the 'lower class' strata. Hence, it is imperative that teacher education programs become "fertile ground" for assisting the preservice teacher in developing diversity-sensitive dispositions (Grant, 1977).
James (1991) insists that in order to create a viable renaissance in education, teacher education programs must develop teachers who are sensitive and understanding of diverse cultures. She advocates that "teacher education programs must systematically articulate the need for a culturally sensitive perspective in all aspects of the college education system" (p. 19). Given that our society is both multicultural and multi-racial, the teaching profession must reflect that picture (Cruz, 1991). Eitzen (1992) points to the "changing racial landscape" as further justification for developing teachers who understand the socio-cultural context of the classroom. "American society is becoming more racially and ethnically diverse. Recent immigration (both legal and illegal), especially by Latinos and Asians, accounts for most of this change. If current trends continue, Latinos will surpass African-Americans as the largest racial minority by the year 2020" (p. 587).

Perhaps greater attention to the attitudes and beliefs of perspective teachers related to sensitive cultural issues will provide a more complete picture of what personal issues or "baggage" people are bringing to the teaching profession. Goodson (1981) points out that "in understanding something so intensely personal as teaching, it is critical we know about the person the teacher is" (p. 69). He refers to our
lack of knowledge in this area as a "manifest indictment". Britzman (1991) argues that central to teachers' reflections and decision-making schemes are "how their everyday actions challenge or support various oppression and injustices related to social class, race, gender, sexual preference, religion and numerous other factors" (p.12). Ginsburg & Clift (1990) suggest that the lack of emphasis and limited attention in the explicit university curriculum for preservice teachers to social issues such as class, gender, and race conveys the message that these issues are unimportant for prospective teachers. All educational systems, from pre-Kindergarten through post-secondary, must begin to take a more proactive role in developing cultural sensitivity and broadening the multicultural perspectives of their clientele.

Banks (1987) noted that among the leading factors that help perpetuate the negative sentiments toward multicultural approaches to schooling and curriculum and in some cases their failure, are the "ambivalent teacher attitudes towards ethnic diversity" (p. 537). He goes on to argue that the dominant assimilationist ideology has prevented multicultural perspectives from meaningfully permeating school curriculum in the United States. Citing the national motto of "e pluribus unum," Banks makes a salient point regarding the suppression of diversity to force assimilation into a White Anglo-Saxon Protestant culture. . . this coerced
assimilation does not work very well. An imposed unum is not authentic, is not perceived as legitimate by non-mainstream populations, does not have moral authority, and is inconsistent with democratic ideals. To create an authentic, democratic unum with moral authority and perceived legitimacy, the pluribus (diverse peoples) must negotiate and share power. (p.4)

The impact of assimilationist ideology is still manifested in colleges and universities where prospective teachers are prepared without the benefit of substantive multicultural coursework. Thus, an insidious cycle of neglect to issues of diversity and cultural pluralism serves to hamper the development of teacher candidates who have an information base which prepares them to work effectively with culturally different children and diverse learners in the classroom.

Concerns about "at-risk" children--those who drop out, tune out, and fall behind--cannot be addressed without teachers who are prepared to understand and meet the needs of students who come to school with varying learning styles, from diverse family situations, and with differing beliefs about themselves and about what school means for them. (Darling-Hammond, 1993; p.755)

Preservice teachers should be aware that students bring with them beliefs and ideas informed by their individual experiences and cultural backgrounds which may be and often are quite dissimilar from their own. Programmatic interventions must begin early in the preservice coursework and extend throughout the entire teacher preparation program. Avenues for professional development and inservice education should provide undergirding support structures for connecting the teacher to research-based strategies and
methods that strengthen and inform their classroom practice. Banks (1993) points out the need for an equity pedagogy, in which teachers are trained to utilize techniques and teaching methods that facilitate the academic success of culturally diverse students. Banks (1994) also suggests an alternative transformation approach be used in content integration when structuring curriculum. This approach, "changes the structure, assumptions, and perspectives of the curriculum so that subject matter is viewed from the perspectives and experiences of a range of groups. The transformation approach changes instructional materials, teaching techniques, and student learning" (p.6).

He cites the following advantages for incorporating this multicultural or transformation approach in knowledge construction for the student as: "(1) it brings content about currently marginalized groups to the center of the curriculum; (2) it helps students understand that how people construct knowledge depends on their experiences, values, and perspectives; (3) it helps students learn to construct knowledge themselves; and (4) it helps students grasp the complex group interactions that have produced the American culture and civilization" (p.6).

It is this researchers' belief that the onus of success or failure of multicultural education in classrooms lies with the teacher. Nell & Sherritt (1992) stress the importance of assisting preservice teachers [especially
about currently marginalized groups to the center of the curriculum; (2) it helps students understand that how people construct knowledge depends on their experiences, values, and perspectives; (3) it helps students learn to construct knowledge themselves; and (4) it helps students grasp the complex group interactions that have produced the American culture and civilization" (p.6).

It is this researchers' belief that the onus of success or failure of multicultural education in classrooms lies with the teacher. Nell & Sherritt (1992) stress the importance of assisting preservice teachers [especially those of non-visible ethnic heritage] develop a commitment to multicultural education that may foster positive classroom interactions, attitudes and behaviors. They contend that upward of ninety percent of the teachers who will have to implement the principles of multiculturalism in public schools in the twenty-first century will have a Eurocentric ethnic and cultural background.

Since such a large percentage of our teacher corps come from white mainstream America, and since this disproportion between minority students and minority teachers is expected to grow, it is unrealistic to think that educational change will be brought about by teachers whose skin color, social class, or language background are similar to the students whom they will be teaching. The empowerment of minority students will thus largely be left in the hands of white teachers, and this will not happen, to any significant extent, if individual teachers are not genuinely concerned about alleviating the educational difficulties of minority students. (p.35)
They further assert that preservice teacher resistance to diversity must be addressed in ways that build bridges and increases commitment to the value and tenets of cultural pluralism, social justice, and equal opportunity for all children.

Preservice teachers also need to be aware of the potential for gender and ethnic biases in textbooks and curriculum materials (Ramsey, 1987). They must understand the powerful effect of the classroom environment as it relates to fostering or inhibiting diversity issues. The prevalent forms of bias in curriculum materials and the classroom environment that affect minority students have been identified (Grayson & Martin, 1985; Sadker et. al. 1989). They are linguistic bias, invisibility, stereotyping, imbalance/selectivity, unrealistic presentation, and fragmentation/isolation.

McLaren (1993) points out that the issue of difference and diversity needs to be conceptualized in ways that "can deepen and extend existing debates over multiculturalism, pedagogy and social transformation" (p. 121). He suggests that new strands of post-modern critique emphasize the construction of emancipatory politics, a politics of difference. McLaren stresses that both teachers and students need to realize that justice does not exist simply because laws exist; his assertion is that "justice needs to
be continually created, and constantly struggled for" (p. 126).

Zeichner & Gore (1989) call for more critical investigations into class, gender, and race relations given the historical and contemporary alienation of particular groups. They contend that, "a central purpose of critical approaches is bringing to consciousness the ability to criticize what is taken for granted about everyday life" (p.5). Further, they point out the need for more studies that explore the influence of prior informal experiences on teaching conceptions and practices. Investigations into the effect of life experiences such as schooling patterns, public versus parochial; social affiliations, clubs and organizations and parental attitudes towards ethnic groups may provide a context for understanding the influence of informal life experiences.

While the broader problem of ineffective multicultural preparation is documented in preservice teacher preparation, researchers have not sufficiently studied preservice teachers' attitudes, beliefs and views related to equity and social justice issues. The data base on prospective teachers' attitudes and beliefs and how they are mediated by the formal curriculum in teacher education is underdeveloped. In this regard, critical scrutiny is lacking that could serve to inform practice in teacher preparation programs. It is largely unclear what beliefs
preservice teachers bring into their professional preparation programs and eventually to their teaching. More importantly, there is thin description in the literature as to how teachers' views on issues of equity and social justice serve to impede or assist their classroom relationships, and subsequent teaching.

Paine (1990) asserts that prospective teachers bring approaches to diversity that have the potential for reproducing inequality and which reflect larger social and historical dilemmas. Additionally, she concludes that, "people are drawn to and socialized into teaching in ways that tend to emphasize continuities with the familiar" (p. 6). They tend to see diversity issues as decontextualized. Simply stated, preservice teachers tend to exhibit a colloquial mentality, preferring interactions within a familiar environment.

The Research About Teaching Project (RATE, 1992) data reinforces this conclusion. Nearly four in ten (39.3%) students reported that they would not consider teaching "anywhere nationally", while only 11.3% reported teaching nationally as a preference. Slightly less than three in ten (29.8%) reported a preference toward working within a historically under-represented cultural setting.

Given these documented concerns, this study sought to extend prior investigations by comparing preservice teachers in two different racial and cultural contexts. It was
designed to provide data which could be enlightening, in terms of what factors have an impact on students' beliefs and behaviors.

**RESEARCH QUESTIONS**

The study was situated at the individual education student level, in an attempt to determine what variables in these preservice teachers' lives might influence them or have an impact on their beliefs related to multicultural, equity, and social justice issues. Additionally, the study sought to compile baseline data on these students' attitudes towards and beliefs about these issues. The specific research questions investigated were:

1. What is the extent of the relationship between ethnicity, age, and gender and the respondents' beliefs and attitudes on equity and social justice issues?
2. What potential relationships are there in terms of the amount of preservice coursework completed and their attitudes and beliefs on these issues?
3. Is there a relationship between the extent of participation in ethnically mixed social activities on or off campus and preservice teachers' attitudes and beliefs toward issues of equity and social justice?
4. Are there statistically significant differences between the two college types (HB and MC) on the five major categories of questionnaire statements: gender
statements, ethnicity statements, social justice statements, social class statements, and egalitarian schooling statements?

5. How do education faculty and administrators at the two institutions views on the quality of preparing these students to address diversity issues compare with the students' perceptions of their level of preparation related to these issues?

DEFINITION OF TERMS

To clarify the terminology used in this study the following definitions are listed:

**Attitude:** A state of mind or feeling; one's disposition toward a person, place, thing or idea.

**Assimilationist Ideology:** That system of belief that imposes through overt and tacit means, the cultural behaviors and values of the dominant group; wherein the minority group gives up elements of their home culture by accepting and adapting to the macro or dominant group.

**Belief:** Psychological acceptance of or a conviction in the truth or actuality of something. Something accepted as true, especially a particular tenet or a body of tenets accepted by a group of persons.

**Cultural Pluralism:** Cultural diversity; the existence of many different cultures within a group; encouraging
different cultures to maintain their distinctive qualities within the larger society.

**Enculturation:** The process of acquiring a culture; acquisition of a cultural heritage through both formal and informal educational means.

**Educational Equity:** Refers to educational policy and practice that are just, fair, and free from bias and discrimination.

**Equity Pedagogy:** Training in approaches, techniques and teaching methods that facilitate the academic success of culturally diverse students.

**Preservice teacher:** A person enrolled in a prescribed set of teacher preparation classes leading to certification and licensure as a teaching professional.

**Multiculturalism:** "A layered concept that includes not only the experiences of particular individuals and groups but also their shared interests and relationships, which in turn are embedded in the interconnectedness of all peoples of the world" (Garcia & Pugh; 1992; p.218).

**Multicultural Education:** A means through which diversity is nurtured, preserved, and extended. It is an active, personal, and political process designed primarily to promote opportunity to overcome injustices and inequities within the educational system based on race, ethnicity, language, religion, gender, sexual orientation,
socioeconomic status, or exceptionality (College of Education, Idaho State University; 1990).

**Social Justice:** The upholding of what is right and lawful, especially fair treatment or punishment in accordance with impartial standards or laws for all members of the community.
SIGNIFICANCE OF THE STUDY

Preservice teachers' attitudes and beliefs toward issues of equity and social justice appear to be related to how they teach and influence their students (McLaren, 1993). Teacher educators need to know more about these attitudes and beliefs, how they are formed, and how they can be further influenced. Investigation into preservice teachers' attitudes and beliefs related to issues of equity, gender, and ethnicity could unveil precursors to some of the maladies that hinder productive student/teacher relationships. It can also provide information helpful in reshaping curriculum and programs in teacher education for the benefit of both teachers and their pupils.

LIMITATIONS

The study was limited to describing the data collected from one-hundred and eighty students who were enrolled in teacher preparation programs at two mid-western universities in the Spring 1993 academic year.

ORGANIZATION OF THE DISSERTATION

Chapter I of this study includes: (1) an introduction to and rationale for the investigation, (2) the objectives of the study, (3) the significance of the study, (4) the research questions, (5) definition of terminology, (6)
limitations of the study, and (7) the organizational structure of the dissertation.

Chapter II reviews the literature germane to this investigation under the following sub-headers: (a) socialization issues, (b) the preservice teacher profile, (c) the impact of the teacher, (d) the K-12 student profile, (e) multicultural education for the preservice teacher, and (f) selected studies on preservice teachers' multicultural attitudes.

Chapter III delineates the quantitative and qualitative methods used in the data collection phase of the study. The last portion of this chapter outlines the data analyses procedures.

Chapter IV presents findings derived from analyses of the data including: (a) a demographic profile of the four respondent groups, (b) the analysis of data collected through questionnaires, (c) an analysis of the interview responses, (d) a discussion of the findings from the researchers' point of view, and (e) a summary.

Chapter V of the study includes: (a) a summary of the study, (b) a summary of the major findings, (c) possible implications for practice derived from the data by the researcher, and (d) a conclusion that discusses the implications as they relate to recommendations for further research.
The final portion of the thesis lists the bibliographic references. Appendices of the instruments and documents used in this study are also included.
CHAPTER II.

LITERATURE REVIEW

This review provides a rationale for and guidance to this study. Socialization issues which may influence the development of students' beliefs are examined. Demographic characteristics of those enrolled in teacher preparation programs are given as a background for better understanding of those who are entering the teaching profession. A summary of the K-12 student profile is also offered to provide insight into the circumstances surrounding the classroom of the 1990's and the students who fill them. The final portion of this chapter examines literature that focuses on preservice teachers' attitudes and beliefs as they relate to multiculturalism.

Teachers need to be assisted in the acquisition and development of skills that encourage positive interaction among students of different ethnic and cultural backgrounds. A teacher needs to acquire the ability to "analyze the nature and quality of his/her action in a monocultural and multicultural setting" (Grant, 1977, p. 109). Grant also maintains that the teacher education program is fertile ground for the planting, nurturing, and development of
multicultural perspectives. In some instances it is the last chance for the preservice teacher to acquire, in a non-threatening and safe climate, experience and exposure to strategies and techniques that promote cultural diversity.

Socialization Issues.

O'Donnell & Gallegos (1992) utilized a Social Identity Model [based on the work of Bailey Jackson, University of Massachusetts: Social Issues Project] to illustrate how racism, sexism and classism are manifestations of social issues that have become entrenched. It also describes how socialization affects the way prejudices and stereotypes become learned behaviors. This model/matrix shows how individual, institutional and cultural factors are linked and form the basis for ones interactions and predispositions for biases and bigoted behaviors. The following are aspects from the Social Identity Model, shown to clarify the dynamics of how 'social context' assists in developing behaviors:

1. Through our interpersonal interactions we operate from attitudes and behaviors that we have learned.
2. In our experiences in institutions such as school, we learn information that informs us about the world.
3. Often these learnings are reinforced in other institutions such as the media--television, movies, books, and advertisements. The prescribed expectations, values or behaviors are manifested in the dominant culture of which we are members. (p.49)

The social identity model outlines development related to socio-cultural attitudes and behaviors. Operating on two
levels, unconsciously and consciously, these mediating factors influence and have an impact on how one views the world. Individual, institutional and cultural factors include: "Societal values and norms, language, beauty norms, housing, employment, education, media, religion, health services and government" (p.49).

At both the unconscious and conscious level these factors define and to some extent are used as a way to measure where the individual and others "stack-up" against normative standards.

Harro (N.D.) further explains the dynamics of social identity and the social context for many as a "cycle of oppression". This cycle, which begins at birth, socializes the newborn into the present system that has discriminatory practices and ideologies which perpetuate the gender, ethnic, and class biases within the system. "Central to the cycle is the emotional turmoil, pain and guilt that an individual may experience when their held beliefs clash with the prescribed social behaviors of the system, creating dissonance. Also, within the center is the blind, accepting ignorance of the prescribed social behaviors that leads to reproduction and perpetuation of the system" (p.50). This dissonance may move the individual from reproduction to resistance and "possible movement toward actions to redefine the status quo" (p.51). The counter-part term that psychologists use is disequilibrium. Woolfolk (1987)
provides clarification of how the concept is employed within the classroom. "Disequilibrium is often set in motion quite naturally when the teacher or another student suggests a new way of thinking about something" (p.69).

More specifically, according to Tabachnick & Zeichner (1984), there is great debate in the literature focusing on how teacher socialization is influenced by various individual and institutional factors. Teacher socialization is viewed as a negotiated and interactive process wherein "student teachers for the most part, were able to control the direction of their socialization" (p. 34). Generally speaking, however; there has been little systematic study of how prospective teachers are formally socialized. Some contend that in most instances in preservice preparation asocialization occurs (Howey & Zimpher, 1986).

Nonetheless, recent studies of teacher education students reveal a demographic pattern that serves to underscore the need for a systematic, carefully articulated curriculum designed specifically to increase the sensitivity and awareness of the preservice teacher to multicultural issues and perspectives.

The Preservice Teacher Profile.

Researchers from the Research About Teaching Project (RATE) annually collect data on preservice teachers, their faculties and the institutions in which they learn and
teach. It is sponsored by the American Association of Colleges of Teacher Education (AACTE). Ninety AACTE member institutions, their preservice teachers and professors are randomly selected and surveyed by RATE.

Zimpher's 1989 report of the RATE data, delineates the following demographic profile of teacher education students. In the RATE I and II surveys, 3 out of 4 (75%) respondents were female. In the RATE III survey, this figure rose to 93 percent. The ethnic distribution of students across all strata in RATE III was 93 percent White, 3.7 percent Black, 2.2 percent Hispanic, less than one percent Asian or Pacific Islander, and less than one percent American Indian or Alaskan Native (p.27).

The RATE data analyses suggests a preservice teacher profile that reinforces the notion of cultural insularity. Zimpher reported that the students responding to the RATE survey were:

- essentially monolingual with limited geographic aspirations. Of the almost one-third who indicated any familiarity with another language, only five percent consider themselves fluent in that language. More than half (57%) of the RATE III sample would prefer to teach in suburbia. Another one-fourth prefer to teach in rural areas, and only 15 percent prefer to teach in urban areas (up from 9% for RATE II but the same as for RATE I). (p. 29)

Howey & Zimpher (1989) in a case study of teacher preparation at six midwestern colleges and universities, found a similar pattern in the preservice teacher demographics. "Students are largely white, middle or
working class, frequently first or second generation college students, and often from small-town or rural backgrounds. As elementary majors, they are typically female and have had limited exposure to cultural diversity" (p.235).

In analyzing the RATE data related to diverse cultures in the classroom, similarly disturbing responses are given by both faculty and students (Howey, 1989). When asked to rate students' ability to teach in culturally diverse settings or with 'at risk' students compared to their general ability to teach as an entry level teacher, Howey found that seven in ten faculty members surveyed rated their students preparation to teach at entry-level as above average to excellent. However, a third of the faculty rated these preservice teachers' preparation to teach in culturally diverse settings as inadequate. While almost half of students surveyed indicated that they felt inadequately prepared to teach in such settings.

The Impact of The Teacher.

In the early 80's, the typical American teacher fit the following profile: "She is almost forty years old, married with children, white, politically inactive, and teaches in a suburban elementary school staffed largely by women. She has taught an average of twelve years and has acquired enough graduate credits from the local college or university for a masters degree" (Feistritzer, 1983; p.1) The economic
and cultural backgrounds of children in schools today, as we just examined, are vastly dissimilar to those who will teach them. This striking discontinuity between teacher and student diversity continues to increase (Grant & Secada, 1990; RATE, 1990;). In addition, schools of education and those professionals teaching in them are ill-prepared to promote diversity-sensitive dispositions. "For the foreseeable future the teaching force will be predominantly white and female. Schools of education, themselves predominantly white and male, will be required to prepare this increasingly homogeneous teaching force to teach a student population that is becoming increasingly diverse in terms of race, class, language, and sex-role socialization patterns" (Grant & Secada, 1990; p.404).

The disparity between those who teach and their clientele in the schools in many instances seemingly has an adverse impact on student/teacher relations (Grant & Secada, 1990). More importantly, it may have negative repercussions on the learning environment and student academic success. Research on teacher interaction patterns also highlight a salient inequity in gender-relations issues, indicating that many teachers engage male and female students quite differently in the classroom. Although boys are reprimanded more often and punished more harshly, they are given attention, talked to, and listened to more often than their female peers. A study by Sadker & Sadker (1986) revealed
that: (a) teachers interact more frequently with male students; (b) white male students were asked questions most frequently; and, (c) minority females received the fewest number of questions. A most alarming finding was that no matter the ethnicity or gender of the teacher, "the same patterns of boys being given the opportunity to answer more questions persisted" (p. 463).

The K-12 Student Profile.

According to the 1992 Children's Defense Fund "State of America's Children" Report, the dramatic rise in child poverty during the 1980's continues. "Nearly one in four children (21.8%) younger than six are poor" (p. 25). In 1991, the total number of poor children reached 14.3 million, which is 4 million more than in 1979. Additionally, poor children are "more likely than other children to have untreated health problems that interfere with learning and are less likely to attend good quality child care and preschool programs" (p. 42). Green (1992) cites the U.S. Department of Education findings as evidence to support his argument that one of the many effects of poverty is diminished success and defines the children of poverty as "severely handicapped" in the educational arena. "The effects of poverty on children's education is well documented. Low achievement, high dropout rates, and poor
educational performance are highly correlated with poverty" (U.S. Department of Education, 1991).

According to the National Center for Education statistics, twenty percent of all children in the United States lived in poverty in 1992. Forty-six percent of African-American children lived in poverty, thirty-nine percent of Hispanic children while less than two in ten (16%) of White children were at or below poverty level (1994, p.6). Many of these youngsters live in urban and rural settings where as was discussed previously, prospective teachers are reluctant to teach.

In a recent study conducted by the National School Boards Association, a key finding was that unequal educational opportunities continue to persist and mitigate against the achievement of poor and minority students in school. According to this study, big city school systems became increasingly segregated during the 1980's. "Eighty percent of Latino students in the South and Northeast now attend schools that are predominantly minority. Half of all African-American students in the Northeast attend schools with fewer than 10 percent White, and one-third attend schools that are at least ninety-nine percent minority" (Children's Defense Fund Report, 1992, p. 45). These schools typically have far fewer resources and much weaker academic programs than schools with more white and higher income students. Only half of the schools whose enrollment
was ninety percent minority offered even one section of calculus, compared with eighty percent of mostly white schools.

The Children's Defense Fund Report also revealed the following statistics on the disparity between ethnic minority and White students' achievement and educational opportunities while in school:

Across all American schools, almost twice as many black eighth-graders as white eighth-graders take no science classes. Latino eighth-graders are almost two-and-a-half times as likely to take no science classes.

Poor and minority students who attend wealthier urban schools are often tracked into nonacademic courses. Eighth-graders who rank in the bottom twenty-five percent in socio-economic status are eight times less likely than those in the top quartile to perform at the advanced level in mathematics.

White eighth-graders out perform black twelfth-graders in science and in writing. In reading and math, black and Latino high school seniors score slightly higher than white eighth-graders but significantly lower than white seniors. (p.45)

Green (1992) reported that almost half of all black eighth-graders in 1988 came from single-parent families. Fifty percent of those students' families earn less than $15,000 per year. Moreover, "because of these circumstances, forty-four percent of all black eighth-graders had two or more of the risk factors associated with poor performance in school, compared to only 14 percent for white eighth-graders" (p. 5). The six risk factors identified by the U.S. Department of Education, that correlate with poor school performance are:
(1) single-parent household; (2) parents without a high school diploma; (3) limited English proficiency; (4) income less than $15,000; (5) having a sibling who has dropped out of high school; and (6) a child being home alone for more than three hours per day (p. 25).

Recent studies also reveal that students of multiethnic backgrounds are faced with both educational and economic challenges that make the issue of equity and social justice an essential consideration, especially in the classroom. Sadker & Sadker (1991) illustrate the dilemma faced by various ethnic groups: "since the 1950's the unemployment rate for blacks has been approximately twice that for whites. The unemployment rate for blacks in 1984 was twice that for blacks in 1948. During the 1980's more than 40 percent of black teenagers were unemployed" (p.440).

In addition, the academic achievement of ethnic minorities as compared with majority culture students is indicative of the disparity between the two groups:

The average black 17-year-old reads at the level of the average white 13-year-old. Native American children score lower at every grade level in achievement than do White pupils. The longer Native American Students stay in school, the farther behind they fall. Twenty-five percent of Native American children starting school cannot speak English.(p.452)

According to the National Center for Education Statistics (1992), many more students are from homes where English is not spoken and have difficulty speaking English in 1990 than ten years previously. In 1980, 1.9 million
school-age children were in this category, while the rise was to 2.4 million in 1990. "A likely indication that even more read only a little and write not at all in English" (1994, p. 8). These students are disproportionately clustered in California (33%), Texas (16%) and New York (10%) putting an increasingly higher economic burden on already fiscally strained educational systems to accommodate the needs of these children.

The data of Huelskamp (1993) supports the notion that ethnic minority youth continue to do less well academically than their white peers, especially as achievement is measured by standardized test scores. Black students, along with Mexican-Americans, Puerto Ricans, and Native Americans have on average, the lowest achievement scores among the nation's major racial/ethnic groups. "In spite of a fifty point improvement over the past decade in their average SAT score, black students still average nearly 200 points lower than whites. Similarly, the scores of Hispanic and Native American students trail the scores of whites by more than 100 points" (p.719).

Further exacerbating the lack of educational opportunity, is the highly controversial practice of tracking. Tracking which was instituted as the Harris plan in St. Louis in 1867, has been found to be pervasive since it was reincarnated in the late 1950's (Persell, 1989). Persell suggested that its reinstatement was a way to
"identify and educate the gifted" and manage the increase of migrant, immigrant and rural Blacks migration to northern urban schools.

Oakes (1985) defines tracking as, "the process whereby students are divided into categories so that they can be assigned in groups to various kinds of classes, on the basis of their scores on achievement or ability tests" (p. 3). Her 1985 study of 297 classrooms revealed that poor and minority students suffer the most from tracking. She also suggested that the learning opportunities that teachers provide to students are influenced by the students' academic abilities and placement within high, average or low ability groups or tracks. Additionally, these data indicated that students in high-track heterogeneous classes consistently have a more positive and supportive relationship with their teacher and with their classroom peers. "At least 83% of the classes where slower students were mixed with others they [the slower students] had markedly more positive relationships with their teachers; in at least 56% of the classes they had substantially more positive relationships with their peers" (p.197).

The correlation between student dropout rate and academic success further strengthens the argument for ensuring positive classroom interactions between teachers and their students both academically and socially. The dropout rate looms at about one in ten for white students,
three in ten for African-American students, four in ten for Hispanic students (Teacher Magazine, 1990). Fifty percent of Native American students do not complete the requirements for high school graduation.

The marked disparity in student academic success on the basis of gender, socio-economic status, and ethnicity as evidenced by the previous data, underscores the need for strategic intervention to insure equity in instructional program delivery; and for the programmatic inclusion of multicultural teaching strategies, methods and curricula for the preservice teacher.

**Multicultural Education for the Preservice Teacher.**

Student resistance to multicultural coursework and diversity issues have been well documented in teacher education literature (Ahlquist, 1991; Brown & Kysilka, 1994; Larke, 1990; Nel & Sherritt, 1992; Reed, 1993; Ross, 1988; Washington, 1981). Ahlquist (1991) reported that students enrolled in her multicultural foundations course were hostile and became less open to the precepts of multiculturalism. She attributed their resistance to feelings of guilt and shame, denial, passivity and powerlessness. Students felt "guilty, ashamed or angry as if they were being held responsible for all inequities in society" (p. 161).
Nel & Sherritt (1992) asserted that perhaps a major reason for the surfacing of resistance in multicultural education classes is the "dire lack of instructional models for faculty to use and the dearth of research studies on multicultural education" (p. 36). They found that the following strategies and activities "appeared to arouse minimal resistance and cause an increase in preservice teacher sensitivity and commitment" to multicultural education:

1. Experiential learning: learning in such a manner about changing demographics, statistics about poverty and hunger, disproportionate minority dropout rates, disability grouping in schools, conditions in inner city schools, social problems, racism, prejudice, discrimination, and scapegoating in American society appears to have a sobering effect on students.

2. Knowledge of ethnic groups: Extensive readings of research studies as well as selected documentaries are used to provide knowledge about distinctive cultural systems, cultural values, heritages, alternative lifestyles, socialization patterns, philosophical and psychological orientations, and their educational implications.

3. Emphasis on the plight of children in our society: To reach the goal of informed empathy, pre-service teachers must be guided into developing the necessary sensitivity to imagine themselves in the position of others different from themselves.

4. Stories of immigrant and minority children: Carefully chosen readings and films are used to illustrate the human stories of immigrant and minority students. This strategy appears to be effective in stimulating reflective thinking and personal commitment to solve problems and obstacles faced by certain groups of children in our schools.

5. Interviewing ethnic minorities: All students are required to interview a person culturally or racially different from themselves. Care is taken that this is not done before students have demonstrated a basic
understanding of the pluralistic nature of American society, a degree of empathy with culturally different and/or minority students, and a sense of the pervasiveness of inequity in society.

6. Role-playing and simulations: As a part of the curriculum, students are subjected to a half-hour lesson presented in a foreign language with different cultural expectations.

7. Guest speakers: Presentations by persons representing different cultural/ethnic groups are essential to help students clarify misconceptions and have the readings personalized and confirmed. (pp.36-38)

Selected studies on preservice teachers' multicultural attitudes.

A study using the Bogardus Social Distance Scale to analyze the attitudes of preservice teachers was conducted by Law & Lane (1987). The Bogardus Social Distance Scale measures a person's willingness to recognize, live near or be associated with people from different groups. The survey was descriptive and recorded the various increases and decreases in acceptance of various racial, ethnic and national groups.

Law & Lane (1987) surveyed the attitudes of 141 white teacher education students towards 32 ethnic/national groups. The findings revealed that white preservice teachers had more negative attitude responses toward these groups than did teachers in the previous 60 years of the national survey. The findings indicated that preservice teachers ready to enter the classroom were more intolerant of various ethnic groups than the national samples spanning
six decades. In fact, "the prospective teachers' mean attitude ratings toward five of the groups are less accepting than the mean attitude rating obtained in any of the prior studies" (p. 5). The ethnic groups in which the mean rating was less accepting than in any of the previous studies are as follows: African-Americans, Armenians, Chinese, Czechs, Filipinos, Greeks, Indians (India), Italians, Japanese, Japanese-Americans, Jews, Koreans, Mexicans, Poles, Russians, Spanish, and Turks. (p.7)

Using a revised version of the Bogardus Social Distance Scale, Grottkau & Nickolai-Mays (1989) investigated the extent to which on-going multicultural college education experiences were capable of reducing cultural bias. A total of 122 subjects were selected: 31 senior English majors, 20 freshman English majors, 35 business majors and 36 Ministry majors. The findings suggested "that prolonged exposure to cultural diversity, which results from a comprehensive curricular and experiential program format, is capable of producing attitude change in teacher education students" (p. 27). This study supported a long-term, programmatic approach to the infusion of multicultural theory and practical experiences.

Hadaway & Flores (1987) administered a fourteen item questionnaire to one hundred and twenty-five preservice teachers. Their purpose was to ascertain information in three areas: actual coursework concerned with multicultural
issues; individual attitudes toward and previous background experiences in a multicultural setting; and perceptions related to the adequacy of the multicultural coursework. The questionnaire data revealed that "the students' previous experiences in culturally pluralistic settings were limited. The coursework provided was very fragmented. There was not a set sequence of multicultural courses and there was great variability in the quality and quantity of information provided in the courses that were offered" (p.27).

A Minority Mentorship Project (Larke & Wiseman, 1987; Wiseman, Larke & Bradley, 1989) was developed to provide experiences for preservice teachers to work with culturally diverse students over time as a part of their teacher education programs and to provide minority students with both academic support and 'social/mentoring' over the three-year project. Twenty-four prospective teachers enrolled in a one-hour multicultural class or seminar per semester for five semesters. These courses were designed to "broaden their pedagogical knowledge-base, sharpen teaching skills and modify their attitudes, values and beliefs" (p.6). Additionally, supervisory support, guidance and a variety of methods designed to utilize guest speakers, forums, and other instructional modalities were employed. A pre-assessment was administered to the mentor-prospective teachers before they met their mentees (sixth grade African and Mexican-American students). After a year in the
Minority Mentorship Project they were administered the post-assessment instrument.

The pre-assessment and post-assessment measure indicated that the experiences in the Minority Mentorship Project changed in a statistically significant manner the attitudes and views of the preservice mentors. In the pre-assessment, these data strongly indicated that the majority of preservice teachers originally had negative perceptions and poor attitudes towards their pupil-mentees. For example, of the 51 different perceived personality characteristics that the prospective teachers selected from the assessment instrument, 81% were identified as negative attitudes. However, the results of the post-assessment reflected a marked and positive change in their attitudes and perceptions. "Many of the words used to describe their mentee reflected a personal warmth" (p. 7). At this time, of the 73 different perceived personality characteristics listed by the prospective teachers, 84% of the characteristics were positive—a profound change. The study's major finding was that cross-cultural mentoring, multicultural education and human relations training can be used to enhance the attitudes of preservice teachers who work with culturally diverse students.

Larke et al. (1990) studied 51 female preservice teachers (46 Anglo-Americans and 5 Mexican Americans) who had completed three years of undergraduate coursework and
had taken one multicultural education course. The findings indicated that these teachers were not prepared to acknowledge the cultural diversity and differences of students. The findings, which are in keeping with other related studies (Banks, 1987; Gollnick & Chinn, 1986; Sleeter & Grant, 1988) revealed the following:

43% reported they would prefer to work with students who share their cultural background; 68% agree they would feel uncomfortable with people who have different values from their own; 45% of the respondents reported being uncomfortable with people who spoke non-standard English; 76% accepted the use of ethnic jokes/phrases by children; 47% reported they sometimes ignore racial statements (p.9).

When asked if cultural knowledge can affect a teachers expectations of students 39% agreed while 49% disagreed.

These researchers suggested three activities as pre-requisites for assisting preservice teachers in developing more positive attitudes toward other cultural groups: "A self-review of their feelings; a cultural knowledge-base that shares understandings about diversity; and quality positive experiences that are obtained through personal interactions between them and students from other cultures" (p.10). Recommendations were also made by these scholars to increase the level of cultural sensitivity, which included the development of a field-work component to reinforce the multicultural education courses and methods courses; the development of mentorship programs between preservice teachers and culturally diverse students; and
fully raising the sensitivity levels of the professors through required and or voluntary seminars" (p. 28).

Grant (1981; 1986) has examined the extent to which preservice students implemented multicultural concepts in their field experiences. In the earlier study, Grant found a high correlation between the use of these concepts and the attention given to these concepts by the cooperating teachers and university supervisors. Otherwise the implementation of multicultural concepts and skills learned at the university was not given serious attention during the field experience (p.198). A finding in the later Grant & Koskela (1986) study also indicated that multicultural concepts that were learned on campus, were not readily integrated into the school curriculum by the students (p.203).

Similar secondary findings by Kennedy (1991) support the premise that students exposed to multicultural perspectives in their preservice preparation are still unable to make linkages in school settings which enhance their teaching of diverse pupils. Even though almost all the programs studied by Kennedy included coursework designed to expose preservice teachers to cultural diversity and multicultural perspectives in teaching, the courses did not enhance the student's ability to teach children of diverse backgrounds. "The courses tended not to discuss pedagogical implications of cultural differences among children, nor did
they discuss teaching strategies for use in classrooms with members of the numerous different [cultural] groups" (p.15).

Ross (1988) observed that preservice teachers' perspectives about teaching and learning can take into account a broad range of factors. Those factors include: the teacher candidate's background, beliefs and assumptions; the contexts of the classroom and the school; and how these elements are interpreted by them. His study investigated the perspectives of twenty-one preservice students representing each of the four major phases of a teacher education program:

(a) The freshman early field experience program;
(b) The sophomore level general pedagogy and educational psychology course sequence;
(c) The senior level secondary social studies methods courses; and
(d) Student teaching.

His data supported the hypothesis that preservice teacher perspectives are the product of a dialectical process of professional socialization. In other words, student attitudes and perspectives are the product of individual and institutional experiences which are a manifestation of their prior formal and informal socialization. With regards to shaping coursework within the teacher education program that may provide growth and changes in the perspectives or attitudes of preservice teachers, Ross points out that
contrasting orientations can be employed. He suggests that a model of teacher socialization could be developed that challenges the deterministic character of the functionalist view of socialization, by emphasizing the interplay between individuals and institutions. "This dialectical model provides a comprehensive theory of socialization by acknowledging the constraints of social structures, while not overlooking the active role individuals play in the construction of their own identities" (p. 102).

A key finding in his research was that the influence of social structure forces, such as teacher education coursework and field experiences, was marginal and did not produce deep internal changes in the belief systems of the respondents. Preservice teachers were active in their resistance to coursework and information which was not consistent with their own personal beliefs.

Another more recent study however, challenges to some extent the major finding in Ross' research. Tatums' (1992) findings revealed that race-related content in college courses often generate emotional responses in the student "ranging from guilt and shame, to anger and despair" (p. 1). The discomfort associated with these emotional responses could or did lead to students resisting learning the information, which is consistent with the Ross study. However, based on utilizing and applying racial identification theory in her course on the psychology of
racism, she identifies three major sources of student resistance, along with strategies to overcome this resistance. The three sources of student resistance were identified as:

1. Race is considered a taboo topic for discussion, especially in racially mixed settings.

2. Many students, regardless of racial-group membership, have been socialized to think of the United States as a just society.

3. Many students, particularly White students, initially deny any personal prejudice, recognizing the impact of racism on other people's lives, but failing to acknowledge its impact on their own (p.5).

While acknowledging that racial identity development is a long-term process which may not occur during the time-span of the course, semester or even the preservice teacher education program, Tatum identified four strategies that were useful in countering or reducing prospective teacher resistance such as that found in the Ross study and promoting development of less racially-incumbered attitudes. They were:

1. The creation of a safe classroom atmosphere by establishing clear guidelines for discussion;
2. The creation of opportunities for self-generated knowledge;
3. The provision of an appropriate developmental model that students can use as a framework for understanding their own process; and
4. The exploration of strategies to empower students as change agents. (p. 18)

McDiarmid (1992) studied teacher trainee views of stereotypes and of teaching culturally diverse children before and after a series of fifteen multicultural workshop
presentations. According to McDiarmid, the presentations appeared to have little effect on how teachers think about these issues. The Teacher Trainee Program (TTP) participants were people who earned baccalaureate degrees with twenty credits in a major and had passed the National Teachers Examination in the subject they intended to teach as well as the California Basic Educational Skills Test. The two-year study followed a cohort of 110 trainees from their entrance into the program through their second year of teaching. They were administered a three-hundred six item questionnaire at the beginning of the program, at the end of their first year of teaching, and again during the second year. Additionally, twelve teachers were randomly selected and interviewed. The twelve were also observed a minimum of two times in their classrooms. The findings revealed little change in baseline perceptions of culturally different children, specifically in the area of teacher expectations and differentiated goal setting for students, and most of these teachers continued to support tracking.

Moore & Reeves-Kazelskis (1992) examined the effects of formal instruction about multicultural education on preservice teacher beliefs on a sample of thirty-one Caucasian females. A pretest-posttest design was employed to determine whether formal instruction on the topic would produce changes in student beliefs about basic concepts related to multiculturalism. The instruction included
lectures and oral dialogue between two ethnically different professors. An eighteen-item survey instrument Likert-type response scale was used for the survey. The results of correlated t-tests indicated significant differences between pre and post scores. These researchers believe that team-teaching by professors of different gender and ethnicity were important factors in bringing about changes in the students' beliefs. Of the six items which differed significantly from pre-to-posttest four of the items dealt with students' beliefs about curriculum and teaching practices in which these data suggest that the instructional sessions helped preservice teachers on some aspects of multiculturalism. However, on two items of the survey related to their beliefs about African-Americans there was no change from pre-to-posttest.

Diaz (1994) found that when students who had completed a multicultural education course for preservice teachers were canvassed, twenty-three of the twenty-five items on the survey instrument reflected positive movement (at .001 or higher) in their affective dispositions. The responses derived from his survey instrument revealed that the course had a significant positive influence on how these students felt about equity and diversity issues. Although his data indicates statistically significant growth related to multicultural attitudes, it is not clear whether the changes were due to the effect of individual student attributes such
as prior knowledge and ethnicity, or due to the information presented in the class.

In examining the impact of a multicultural education program developed to assist preservice teachers in understanding and incorporating multicultural concepts, Reed (1993) found that the Caucasian students enrolled in the program had little contact with African-Americans previously. Results from a field test of the multicultural unit revealed that the program did not change the preservice teachers' deep-seated basic feelings about multicultural issues and their personal relationships with minorities.

Sultana (1993) conducted an investigation of one-hundred and fifteen student teachers at Eastern Kentucky University to identify the level of attainment, the degree of sophistication, and the extent to which these preservice teachers were aware of, understood, appreciated, respected and valued multicultural education. The students were asked to write a comprehensive definition of multicultural education. Their responses were compared to a definition adopted by the State Board of Elementary and Secondary Education. The State Board definition had been analyzed, levels of depth and sophistication were identified and quality indicators were given a numeric value. The data analysis of student responses indicated that multicultural education had been addressed in the teacher preparation program. However, the depth and breadth of that information
was at best questionable. Thirty-five percent of the students polled reported being aware of cultural differences; almost two in ten (19%) reported no multicultural understanding, and only ten percent reported having an understanding of diversity issues. It was concluded that to prepare preservice teachers to function effectively in a multicultural society, current efforts needed to be improved.

According to Fuller & Ahler (1992) the monocultural teachers who lack the experience and knowledge to deal with cultural diversity threaten the self-concept of students whose cultures are different from that of the teacher. Their study focused on three sections of a multicultural course for preservice teachers at the University of North Dakota. The responses from the three groups indicated that over ninety percent had no to very limited cross-cultural experiences. The course included sharing written letters, art work, pictures and videotapes with minority students of Hispanic, African-American and Native American elementary school children. In addition, each preservice teacher was involved in at least three multicultural field activities within an elementary school site.

The preservice teachers indicated an increased comfort over time in their interactions with the ethnic/cultural group at the field site. Many reacted with surprise upon learning of commonly shared characteristics and behaviors
between themselves and the children in the site groups. The post study evaluations suggested the following preservice teacher outcomes: "(1) increased understanding of others and (2) more risk taking behaviors which expanded their horizons" (p. 39).

Sparks & Verner (1993) conducted a study to compare the effects of two different multicultural intervention strategies on the knowledge base and attitudes of preservice physical educators (n=228). One was an integrated model, the other was subject-specific and presented in a coursework format. Pre and post-test assessments were administered to four treatment groups utilizing an instrument designed to assess the knowledge and attitudes of these students related to multicultural issues. Results suggested that preservice teacher attitudes can be enhanced through both discipline-specific and integrated courses. Field base experiences were not found to be significantly effective in assisting the preservice teacher to gain a higher tolerance level related to multicultural issues, which is contrary to most studies.

PROTEACH is an elementary teacher education program at the University of Florida-Gainesville. The purpose of this program is to prepare preservice teachers "to meet the challenges of an increasingly diverse student population and to be good teachers to all children" (p. 56). Bondy, Schmitz & Johnson (1993) studied four sections of students
enrolled in the PROTEACH Research in Elementary Education course. Some students were involved in tutoring diverse children and had concurrent field work in addition to the course; while others were just involved with tutoring without taking the research course. The study revealed that field work alone, even when a part of direct work with diverse children was insufficient. Isolated field experiences did not change the preservice teachers (tutors) beliefs about the causes and consequences of being different. Tutoring was found to be counterproductive for those preservice teachers who did not take the research course concurrently while tutoring in the field. The data did indicate that the research course taken while tutoring "appeared to play an important role in mediating what preservice teachers learned in providing a undergirding support structure from the tutoring experience" (p. 61). This conclusion supports the Grant & Secada (1990) premise that suggests field experiences are useful but cannot be used in isolation because student teachers need support mechanisms and context to interpret their experiences in meaningful ways.

Sia & Mosher (1994) found that preservice teachers who had not developed their awareness, knowledge, and skills for working with diverse populations were inadequately prepared to meet diversity issues in their classrooms. They surveyed forty-five students from methods classes at California State
University, Northridge, and Pacific Lutheran University. All groups of students had experienced multicultural concepts in their preservice program. Respondents indicated a high degree of cultural sensitivity in both pre-and post-administration of the survey. Teacher education students in this study, attributed their perception of being seldom biased/prejudiced on the belief that all people have value and worth as individuals. Multicultural education was viewed as a vehicle to learn about, respect, and accept all cultures. They conceptualized multicultural education as both a reformative and an additive process. They perceived an effective multicultural teacher as one who recognizes the individualities of students and meets their unique diverse needs. Eighty percent, however, were more concerned with teacher control issues than student needs.

SUMMARY

The paucity of research that examines the attitudes and beliefs of preservice teachers regarding minority groups, especially as they relate to multicultural and equity issues, reinforces the need for further investigation into this area. Also, teacher educators are often unclear about the effectiveness or lack there of strategic programmatic interventions designed to engender the development of positive multicultural beliefs, understandings and attitudes. Moreover, they are even less clear as to how
preservice teachers' beliefs and attitudes mitigate against creating an environment for learning that acknowledges and values the "cultural capital" of those students who, because of their visible ethnic identity, are not considered members of the majority-culture.

Multiculturalism and multicultural teacher education continue to have a variety of meanings, definitions, and connotations. To reiterate the views of multicultural education that drive this study, the following definitions are offered. Multiculturalism is viewed as "a layered concept that includes not only the experiences of particular individuals and groups but also their shared interests and relationships, which in turn are embedded in the interconnectedness of all peoples of the world" (Garcia & Pugh, 1992, p. 218). The Northeast Consortium for Multicultural Education operationalizes a lifelong process of learning and development in their definition. Further, their major premise is that education that is multicultural "promotes mutual respect, excellence, and achievement for all by confronting historical and current inequities, fostering responsibility, productivity, and active participation in a diverse and evolving society" (New Jersey Department of Education Guidelines, 1993, p. 4).

More specific to this study, however, is its impact and ramifications on the educational process and preservice teacher preparation. To this end, the definition of
multicultural education by Banks (1989) further illuminates the concept:

A reform movement designed to change the total educational environment so that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from each social class group will experience equal educational opportunities in schools, colleges and universities. A major assumption of multicultural education is that some students, because of their particular racial, ethnic, gender, and cultural characteristics, have a better chance to succeed in educational institutions as they are currently structured than do students who belong to other groups or have different cultural and gender characteristics (p. 328).

Illustrating the significance of multiculturalism to the professional preparation of college students is the position taken by Idaho State University School of Education (1990) in their definition: "A means through which diversity is nurtured, preserved, and extended. It is an active, personal, and political process designed primarily to promote opportunity to overcome injustices and inequities within the educational system based on race, ethnicity, language, religion, gender, sexual orientation, socioeconomic status, or exceptionality" (p. 7).

Focusing on the issue of diversity, McLaren (in press) suggests a perspective of "critical or resistance multiculturalism" (p. 10) in which diversity is not the primary goal. He argues that "diversity must be affirmed within a politics of cultural criticism and a commitment to social justice" (p. 11). Resistance multiculturalism in this context is positioned to represent the larger social
struggles of race, class, and gender. "It must be attentive to the notion of 'difference.' Difference is always a product of history, culture, power, and ideology. Differences occur between and among groups and must be understood in terms of the specificity of their production" (p.11).

Whatever the definition or the subsequent issues and problems surrounding its infusion, a viable programmatic approach to multicultural teacher education is warranted. To do so is to take a proactive stance in the responsibility for increasing the information base and nurturing of the affective dimension in preservice teachers. Simply stated, much more work remains to be done, especially as is related to the issues addressed in this study.
CHAPTER III.

METHODOLOGY

This chapter describes the research design that guides the study. The site and subject selection process is also outlined. Explanations of the conceptual underpinnings of the study, justifying the utilization of specific quantitative and qualitative procedures and methods are given. Finally, the data collection and analyses techniques are discussed.

The Research Design

The study was designed to be descriptive. That is to say, the descriptive statistical method was used to summarize, organize, and simplify the data. As the data were aggregated for analysis, cross-site comparative methods were employed to observe what relationships existed in the subject groups on key variables. To analyze the quantitative portion of this study, descriptive and cross-tabular statistics were used. Most of the data presented in this study were set up in two-by-four contingency tables where the frequency of response to each questionnaire item from the four subject groups were tabulated for comparison.

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The research design employed was a comparative, cross-sectional approach through the collection of survey and interview data. Four subject groups [two at each site] of preservice teachers were identified based on where the students were in the coursework of their teacher preparation programs. The purpose of the research was to ascertain both an entering and exiting student profile from each institution, it making it necessary to first identify preservice student populations by the type [introductory versus senior seminar] of courses they were engaged in during the data collection process. Since each university only offered one entry and one exit section, all students in these courses were sampled.

Purposive sampling technique was utilized to extract information from the field site. To some degree, all sampling is purposive, in that the "purpose almost always is to define a sample that is in some sense representative of the population to which it is desired to generalize" (Lincoln & Guba, 1985, p. 200). The primary methods used to gather the data were questionnaires and interviews.

Multiple data sources were drawn from in the study, as suggested by Bogdan & Biklen (1992), Lincoln & Guba (1985), and Miles & Huberman (1984), and Interviews, for
example, were used to verify survey data and to probe contextual layers not evident in the survey. Triangulated sources were used in both the data collection and in the subsequent analysis of the data. Patton (1990) identifies triangulation as an important way to strengthen a study design. Essentially, triangulation means to combine methodologies using both qualitative and quantitative approaches to data collection and analyses within a given study.

no single method ever adequately solves the problem of rival causal factors...Because each method reveals different aspects of empirical reality, multiple methods of observation must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation. (Denzin, 1978; p.28)

This study employed both data and methodological triangulation; qualitative and qualitative assessments were used to analyze and draw meaning from the data. Along with a statistical measure of the questionnaire responses and comparison between groups, the interview served to contextualize issues--providing a thicker description and adding richness to the quality of the data. According to Patton (1990), "Studies that use only one method are more vulnerable to errors linked to that particular method (e.g., loaded interview questions, biased or untrue responses) than studies using multiple methods in which different types of data provide cross-data validity checks" (p.188).
The data analyses were expanded from the original descriptive design; as it became evident, that more sophisticated procedures were needed. The additional analysis methods will be detailed later in the issues related to the content validity portion of this chapter.

To control for instrumentation effects in the study, the same questionnaire and interviewer were used in the survey and interview segments of the study. To control for differential selection effects, an assessment of each subject group was done prior to administering the questionnaire. This assessment consisted of data acquired from the Directors of Student Teaching and from professors in the professional education classes. Specifically, these data included the number of professional education classes each student had taken, total credit hours completed, and their enrollment classification. These data confirmed that the students to be sampled were similar in the level of coursework taken. Moreover, a review of these data suggested that the groups were roughly equivalent in terms of age, gender and GPA. Notable differences between the HB and MC groups included ethnicity and commuter versus on-campus residence.

External validity is "the approximate validity with which we infer that the presumed causal relationship can be generalized to and across different types of persons, settings, and times" (Lincoln & Guba, 1985, p. 291).
There are four threats to external validity (LeCompte & Goetz, 1982; Lincoln & Guba, 1985). A brief discussion of these threats and attempts to control for them in this study follows:

**Selection effects:** The fact that constructs being tested are specific to a single group, or that the inquirer mistakenly selects groups to study for which the constructs do not pertain. To control for selection effects the subject groups were assessed for their compatibility with the focus of the study prior to their selection. The fact that the purpose of the study was to ascertain what preservice teachers' beliefs were related to issues of equity and social justice, the findings may only be generalizable to similar groups.

**Setting effects:** The fact that results may be a function of the context under investigation. To control for this effect, the questionnaire was administered in the subjects' regular classrooms, creating similar conditions across both sites. Also, the researcher prefaced the survey with explanatory comments and humor to foster a more relaxed, less threatening environment.
History effects: The fact that unique historical experiences may mitigate against comparisons. The findings are categorically broken down to report comparisons between and across field sites in an effort to distinguish responses that can be attributed to the site context.

Construct effects: The fact that constructs studied may be peculiar to the studied group. Since the groups were not randomly selected, specific selection criteria were designed to control for differential selection effects. This researcher acknowledges that the extent of generalizability of the findings are limited to groups possessing similar characteristics of the subject groups.

The Subjects and Selection Process

The selection factors involved were: comparable subject groups, proximity, and accessibility for the researcher to the field sites. Comparability of the field sites was determined through examination of school brochures, program catalogues and phone interviews with persons knowledgeable of the prospective institutions and their preservice teacher composition. Both institutions had also undergone recent
curricular reform in their teacher education programs in response to national and state reform initiatives.

The subject selection process was driven by the research design strategy which required identification of students at both sites who were: (a) in their first entry level professional education course and (b) those who were completing the final course before exiting the teacher preparation program. The Director of Teacher Education at each of the institutions assisted in the determination of which classes would be appropriate for administering the questionnaire and the subsequent interviews.

Two groups of students were identified at each institution fitting the above respondent selection criteria. Permission had been granted by each institutions' Human Subjects Research Committee, the Directors of Teacher Education, and the professors' who taught these classes. Additionally, before administering the questionnaire, the students were informed that their participation was voluntary and given the opportunity to leave if they did not wish to participate in the study. A total of one-hundred and eighty students volunteered to participate in the questionnaire portion of the study, representing a participation rate of 98% from each class selected. Seventy-three students were from the historically-black institution; and the other one-hundred and seven subjects were from the majority-cultured institution. Ten percent of
the subject pool (N=18) volunteered and participated in the interview segment of the study, nine from each school. Additionally, the four faculty members teaching these classes were interviewed. One administrator from each institution participated in the interview portion of the study.

The Questionnaire

The primary source of information was the survey questionnaire. The questionnaire was derived from items related to issues of equity and social justice, many of which were adapted from the Educational Beliefs Inventory used in the Michigan State University study by Brousseau et al. (1988) on the culture of teaching. The instrument was originally developed by Freeman (1982). Items from the Ohio State University study (1986-87) Preservice Teachers' Attitudes on Multicultural Education were also used. Finally, statements were developed by this researcher to include gender and equity issues not addressed by the other two inventories. For example: "Affirmative action is unfair to the majority population"; and "women tend to be too emotional for high-leadership roles".

In addition, some items were modified or revised in response to possible cultural insensitivities that this researcher perceived might have been reflected in the original statements. The complete questionnaire is provided
in Appendix A. The questionnaire consisted of items/statements which represented eight major categories of questions:

1. Demographic background;
2. Educational equity;
3. Cross-cultural communication and understanding;
4. Commitment to the empowerment of "others;"
5. Political action;
6. Biased beliefs and attitudes related to ethnicity and gender issues;
7. Egalitarian beliefs and attitudes related to ethnicity and gender issues; and
8. Commitment to multiculturalism.

The following section describes each of the questionnaire categories.

The first category of questions identified the demographic characteristics of the two sample populations.

The second category of questions, educational equity, focused on respondents' beliefs about access, opportunity, and parity issues. The third category of questions, cross-cultural communication and understanding, focused on respondents' understanding and sensitivity related to gender and ethnicity issues in the classroom. The fourth category of questions, commitment to the empowerment of others, focused on respondents' belief in the need to empower students for leadership roles in their educational
development. The fifth category of questions, political action, focused on the respondents' involvement and participation in overt political actions and their sensitivity to the political aspects of schooling. The sixth category of questions, biased beliefs and attitudes, focused on the respondents' belief in inherent inequality related to class, ethnicity, or gender. The seventh category of questions, egalitarian beliefs and attitudes, focused on the respondents' belief in inherent equality of related to class, ethnicity or gender. The eighth category of questions, commitment to multiculturalism, focused on the respondents' commitment to incorporating or infusing multicultural approaches in their teaching and acknowledgement of the historical contributions of the many cultures that make up the American mosaic.

Representative statements from each category are given below to illustrate each categories' distinctiveness:

Category 1: "What is your racial or ethnic origin?"

Category 2: "To provide equal educational opportunities, schools must allocate more funds to the disadvantaged."

Category 3: "I find it difficult to talk with people of another race."

Category 4: "I believe teachers should: Develop activities that increase the self-confidence of minority students."

Category 5: "It is my belief that: Teachers should be political activists for equality in access and opportunity for all children."
Category 6: "A primary reason Appalachian children can't do better in school is that their families don't value education."

Category 7: "An important factor for promoting high achievement is the teacher's belief that all students can learn."

Category 8: "I believe teachers should: Provide instructional activities that show how mainstream Americans have adopted food, clothing, language, etc. from other cultures."

Students were asked to respond to each category using the following Likert scale rating: 1. Strongly disagree (SD), 2. Disagree (D), 3. Uncertain (U), 4. Agree (A), and 5. Strongly Agree (SA).

Content Validity Issues

Establishing content validity was a major concern after the initial development of the survey questionnaire. This involved review of the questionnaire statements to ensure clarity, accuracy, and to provide a check for potentially culturally offensive wording within the text. Two professors with multicultural issues expertise from The Ohio State University College of Education reviewed the questions and provided valuable input recommending changes where necessary. Another concern dealt with how students would react to culturally sensitive (potentially offensive) questions and if the statements were clear and understandable to prospective survey respondents. The questionnaire was field-tested in February, 1993 on two
classes of students [N=43] enrolled in a professional education introductory course at The Ohio State University. Participation was voluntary for these students and they received detailed information on the significance of their role to the study. Directions were given to circle or place question marks beside words or statements that lacked clarity. The students were also encouraged to comment on how statements were worded, especially if the statement was considered to be offensive. The students were timed so that the researcher could obtain an estimate of respondent burden for the survey. After review of the field-tested questionnaires, wording was changed in some instances (e.g. "do you attend church" was changed to "do you attend religious services") to reflect sensitivity to students whose religious services are not held in a traditional church setting. Also the number of statements were shortened by discarding the three most problematic statements in each category of statements--which were those that received the most unfavorable comments from the student reviewers.

As noted previously, respondents completed the survey at the two sites during their regular class time. Upon completion of the questionnaire, students placed the instrument on a desk at the front of the room. They were specifically instructed not to sign their name or reveal their identity on the survey. Those who volunteered to be a part of the interview segment of the study then signed-up on
a sheet at the same front table. The sheet indicated available times and dates to accommodate their schedules. The researcher then placed a code on each survey indicating the subject group (MC or HB) and whether the respondent was classified as an entry (B) or exit (A) level student.

The Interview

Dexter (1970) defines the interview as "a conversation with a purpose" (cited in Lincoln & Guba, 1985; p. 268). The primary purpose of the interview portion of this study was to unearth issues, concerns and other pertinent information not readily evident from the questionnaire responses. The interview also provided further insight from an insider's perspective into the field sites.

According to Lincoln & Guba (1985) interviewing can be the source of:

- *here-and now constructions* of persons, events, activities, organizations, feelings, motivations, claims, concerns, and other entities; *reconstructions* of such entities as experienced in the past; *projections* of such entities as they are expected to be experienced in the future; verification, emendation, and extension of information (constructions, reconstructions, or projections) obtained from other sources, human and nonhuman (*triangulation*); and verification, emendation, and extension of constructions developed by the inquirer (*member checking*) (p.268).

They also suggest that interviews may also be categorized by "their degree of structure, degree of overtness, and the quality of the relationship between the interviewer and the respondent" (p.268). Patton (1990) defines the standardized
open-ended interview as, "A set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words" (p.280).

Thus, the interview portion of this study was both structured and open-ended in an effort to guard against leading the responses. The structured format was employed to provide consistency and direction in the interview process over the two field sites. Although the same set of questions were asked each group, the questions were open-ended by design. Patton suggests that this approach to interviewing is useful in minimizing variation in the questions posed to the interviewees. Also it reduces the "possibility of bias that comes from having different interviews for different people, including the problem of obtaining more comprehensive data from certain persons while getting less systematic information from others" (Patton, 1990; p.281). The major drawback of this approach is that it reduces flexibility in the probing. Moreover, respondent spontaneity is reduced. Appendix B gives a complete summary of the interview questions for faculty and students.

Ten percent of the subject pool (N=18) volunteered and participated in the interview segment of the study, nine from each school. Additionally, the four faculty members teaching these classes were interviewed. One administrator
from each institution participated in the interview portion of the study.

**Student Interview Questions**

The student interview questions, as previously mentioned, were structured to elicit open-ended responses from those who were interviewed. The questions were designed to incorporate issues related to equity and social justice. In addition, the students were asked their perception of the strengths of their teacher preparation programs. The statements related to students' preservice preparation focused on how they believed the program would help or assist them in dealing with diversity issues in the classroom. The following is an example from the student interview questions; the complete set of interview questions is provided in appendix B.

Interviewer: How effective do you think your teacher education program has been [on a scale of 1-5, with 5 representing the highest] in helping you to understand how you as a teacher can play a part in helping schools to be more equitable and to promote the concept of social justice?

Interviewer: To expand on the question I just asked, can you give me brief concrete examples of coursework or field experiences that have:
- prepared you to teach in urban or inner city schools?
- prepared you to work with learners with disabilities or special needs?
- broadened your understanding of individual and cultural differences?
**Faculty Interview Questions**

The faculty interview questions were also structured to elicit open-ended responses from those who were interviewed. The questions were designed to incorporate issues related to equity and social justice in terms of how these issues were being addressed in the teacher preparation curriculum. In addition, the faculty respondents were asked their perception of the strengths of their teacher preparation programs. The statements related to their preparation of preservice teachers focused on how they believed the program helped or assisted students in dealing with diversity issues in the classroom. These were the same set of statements asked of the students in an effort to make comparisons of the two groups' perceptions on the quality of the teacher education program related to these issues. The following is an example from the faculty interview questions.

**Interviewer:** Can you cite specific examples of courses or field experiences [that are offered in the program] designed to help the preservice teacher understand the part they play in promoting equity and social justice in the classroom?

**Interviewer:** In your estimation to what extent [from 1-5, with 5 representing the highest] has this current teacher education program helped students to:
- work with learners with disabilities or special needs?
- broaden their understanding of individual and cultural differences?
- prepared them to deal with racial conflicts in the classroom?
The administrators who participated in the interview portion of the study were asked the same questions that were asked of the faculty participants. This was done in an effort to compare the perceptions of professors whose work in the academy might afford them a differing perspective on the quality and strengths of the teacher education program. The responses from the three groups interviewed is provided in Chapter IV.

Data Analysis Procedures

Responses from the instrument were coded and entered into a mainframe computer for analysis, using the SAS statistical program. The Educational Services and Research Center at The Ohio State University and The Information Technology and Computer Services Center at the University of Louisville provided assistance in the development of a coding scheme and format for the data entry and processing. The primary statistical procedure employed for analyzing the data was cross-tabular analysis. This analysis is appropriate when the goal is to examine and compare the responses of two or more groups.

Data analyses plans were developed to explore the collected information on a variety of levels. The first series of analyses consisted of uni-variate descriptive procedures mainly frequency distributions, means, medians and standard deviations. These analyses were conducted to
obtain a fuller understanding of the responses. Moreover, uni-variate statistics were used to define recoding schemata, to suggest areas for developing composite constructs, and to eliminate certain variables that displayed limited variability. For example, ninety-seven percent of respondents were either of Caucasian or African-American descent; further investigations involving ethnicity used a dichotomy of White and ethnic minority. Level of extracurricular high-school activity was a composite construct formed by the addition of several separate activities. Ninety-nine percent of all respondents' native language was English but, lacking variability, the information was deleted from further analyses.

A second phase of the analyses investigated the ability of the questionnaire to operationalize selected theoretical constructs. As noted previously, eight distinct domains regarding social equity were envisioned. To investigate domains, scale reliability measures were performed as measured by Cronbach's alpha. Alternative reliability measures, primarily split-half, were investigated but rejected given the small number of items thought to be associated with several domains. The researcher is cognizant of the fact that several statistical techniques exist, notably factor analysis, that present excellent alternative exploratory and confirmatory methodologies. These were not pursued initially given the primary research
objectives of providing descriptive and exploratory information concerning assessment of the beliefs of preservice teachers related to social justice and equity issues. A factor analysis was subsequently done when it was discovered through the Cronbach statistical analysis that several of the items were totally inconsistent. A factor analysis was performed on the four sets of student responses to each item in the questionnaire. The purpose of this analysis was to test the construct validity of the instrument. On the basis of the results from the factor analysis five recurring themes emerged and the eight original categories were then collapsed to represent the five recurring ones. This will be discussed in detail in Chapter IV.

A third phase of the analysis which consisted of bivariate techniques including t-tests and contingency tables analyses was conducted. These procedures became necessary as was warranted from the second phase of analysis, although the study was originally designed to be exclusively descriptive. Using domain scales and composites of these scales as dependent variables, several demographic, educational history, extracurricular involvement, and intracurricular involvement variables were tested for their ability to define sub-groups. Throughout these analyses, the a priori standard for statistical significance was .05.

To analyze the interview responses thematic content
matrices were developed using the same major categories related to equity and social justice issues investigated in the study. This information was then synthesized into a narrative which was used in embellishing the findings in Chapter IV of the study.

**SUMMARY**

The first part of this chapter described the design of the study and the methods/approaches used in the data collection process. The researcher then discussed the methodology to provide an account of the theoretical underpinnings which justified the use of specific qualitative and quantitative techniques and methods. A discussion of validity issues followed which included how the study was designed or conducted to control for confounding effects. A description of the subjects and their selection procedure was given. The questionnaire, interview and document analysis process were described. The chapter concluded with a discussion of the data analysis procedures employed in the study.
Chapter IV.

Findings

Demographic Profile of Respondents

Given the primary focus of understanding selected biases in relation to preservice college type and preservice educational level, group comparisons among demographic characteristics were limited to age, ethnicity, and gender by college type and level of preservice education. These latter two variable were treated as dichotomous: historically black (HB) versus majority-cultured (MC) college type, and entry-level versus exit-level preservice educational level.

Almost one-third (31.7%) of respondents were male; while 7 in 10 (68.3%) were female. Respondents' gender was significantly related to college type with a higher presence of males among HB students.

Respondents' ages ranged from 18 to 45, with a mean of 22.5 years. Forty-eight percent (n= 86) were between the ages of 21 and 23. When plotted on a graph the ages clustered tri-modally at 21 years [Fx=30, representing seventeen percent of the subjects]; 22 years [Fx=29,
representing sixteen percent of the subjects]; and 23 years [Fx=27, representing sixteen percent] of the subjects respectively. College type but not educational level significantly differentiated the students. Respondents at the historically Black college tended to be younger (mean= 23.9) than respondents at the majority-culture college (mean= 25.8).

The following is the nine ethnic categories used in the survey:

1). African American
2). Caucasian [not of Hispanic origin]
3). Puerto Rican
4). Mexican American
5). other Hispanic
6). Native American
7). Native Alaskan
8). Asian
9). Pacific Islander

In terms of ethnicity, almost 6 in 10 (59.2%) identified themselves as Caucasian. Nearly 4 in 10 (37.4%) identified themselves as African-American. Six individuals (3.3%) characterized themselves as being from 'other' racial/ethnic groups. Race/ethnicity was strongly associated with college type. Only 3 HB students identified themselves as White, and only 4 MC students identified themselves as ethnic minorities. While it would have been interesting to compare the differential impact of college type by ethnicity of students, such comparisons are not possible given these highly skewed distributions. Race/ethnicity and educational level were independent of one another.
Approximately one-half (51.7%) were employed. Among those employed, hours worked averaged 10 with a range of 1 to 51 hours per week. Employment status was not significantly related to either college type or educational level.

Approximately 7 in 10 (71.1%) were currently unmarried; while 26.1% were married. Six respondents (3.3%) did not respond to this item. Marital status of respondents was significantly related to college type with the highest presence of married individuals among MC students. Marital status was independent of educational level.

Thirty-seven (20.6%) of respondents reported being a child care provider. Child care was not significantly related to either college type or educational level.

Overall, educational level was found to be independent of gender, race/ethnicity, age, marital status, providing child care, and employment status. Conversely, college type was significantly related to each of these demographic variables, with the exceptions of: Being a principal child care provider and employment status.

High School Background Information

Educational Achievement.

Slightly over half of the respondents (fifty-three percent) reported a 'B' high school grade average. High school average grades of 'A' and 'C' were reported by
twenty-six percent and nineteen percent of respondents, respectively. By cumulative high school class ranking, eighteen percent reported being in the top tenth, fifty-four percent were in the top quarter, and seventy-one percent were in the top third. Only six percent reported being in the bottom half of their high school class.

Respondents current GPA's ranged from 2.0 to 4.0 with a median grade point average of 3.1.

Extra-curricular activities

Students reported participation levels in high school extra-curricular activities were as follows: Athletics (66%), foreign language/science/art clubs (52%), and music/orchestra/band (47%). The average number of activities participated in was 3.57. HB students reported more participation in extra-curricular activities (mean = 3.97) than MC students (mean = 3.30).

College Background Information

Extra-curricular activities

Collegiate participation in extra-curricular activities is provided in Table 1. Overall, students reported their participation as follows: Intramural sports (31%), future teachers/teachers organizations (17%), and athletics (17%). Relatively few students reported participation in
debate/forensics (3%), international clubs (4%), or serving as class officers (5%). The average number of activities participated in was 1.53. Students from the historically black (HB) site reported significantly more participation in extra-curricular organizations (mean = 2.10) than students from the majority-cultured (MC) site (mean = 1.15). The amount of participation was moderately associated with college type. Principle areas of difference were the higher levels of participation reported by historically Black college students as class officers, in theater/drama, international clubs and ethnic associations.
<table>
<thead>
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<th>ACTIVITY</th>
<th>Historically Black College (n= 73)</th>
<th>Majority Culture College (n= 107)</th>
<th>Overall (n= 180)</th>
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<td>11</td>
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<td>22</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Intramural</td>
<td>29</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>MEAN (p= .0006, eta=.25)</td>
<td>2.10</td>
<td>1.15</td>
<td>1.53</td>
</tr>
</tbody>
</table>
Type of college was modestly associated with number of activities. While minor variations in percentage of participation were found, no striking differences were noted with the exception of the large difference in participation in ethnic associations. Both groups (HB and MC) reported fewer extra-curricular activities while in college versus high school.

**Domicile: segregated versus desegregated.**

Questionnaire item #7 asked students to report their "current living arrangement and their preferred living arrangement" in terms of "segregated" on/off campus and "desegregated" on/off campus. One-quarter (twenty-five percent,) reported currently living in housing where members of other ethnic backgrounds were absent and twelve percent indicated a preference for "segregated" housing. Almost half [forty-six percent, reported currently living in desegregated off-campus housing. Thirty-five percent indicated a preference for off-campus "desegregated" housing; while less than 1 in 10 (four percent), preferred desegregated on campus housing. Cross-tabular analysis of this question revealed that slightly more than one in ten [N=11] students from the historically Black (HB) institution preferred segregated housing; while over three times as many, almost four in ten students from the majority-cultured
(M-C) institution N=38 reported a preference for segregated housing.

Voting status

The overwhelming majority of students from both sites reported being registered voters. Ninety-three percent of the students from the historically Black site indicated yes to being registered to vote; while ninety-one percent of students from the majority cultured site indicated being registered.

On/off campus activities

The last section of the questionnaire statements asked students about their level of involvement in on and off campus activities related to political activism, cross-cultural socialization, participation in interracial organizations and attendance/participation in religious services. Students were asked to describe their level of participation on the following scale: (1) Never (2) Seldom (3) Sometimes (4) Often and (5) Always.

Twenty-five percent of students from the historically Black college site reported never participating in "on campus activities intended to address current social problems and issues." Twenty percent reported their participation level as seldom. Over three in ten (thirty-seven percent) reported "sometimes" as their participation
level. Thirteen percent indicated that they "often" participate in these types of activities; while only 3 students (four percent) reported "always" participating in these types of on campus activities. In stark contrast over twice as many students from the majority cultured site, six in ten [sixty-two percent] reported never participating in "on campus activities intended to address current social problems and issues". Twenty-two percent reported their participation level as seldom. Less than two in ten (fifteen percent) reported their participation level as sometime, while only two students indicated that they often participate in these types of activities. None of these students reported "always" participating in these types of on campus activities.

The same question was asked about their off-campus participation in the previously mentioned type of activities. Thirty-five percent, of students from the historically Black site reported never participating in "off-campus activities intended to address current social problems and issues". Twenty percent reported their participation level as seldom. Three in ten (thirty percent) reported their participation level as sometime. Nine percent indicated that they often participate in these types of activities while only 4 students (six percent) reported always participating in these types of off-campus activities.
Almost one-third (thirty percent) of students from the majority-cultured site report never participating in "off-campus activities intended to address current social problems and issues". Another third (thirty-one percent) reported their participation level as seldom while thirty percent reported their participation level as sometimes. Eight percent indicated that they often participate in these types of activities while only 1 student reported always participating in these types of off-campus activities.

Slightly less than half (forty-eight percent) of students from the historically Black site reported never participating in "campus-based outreach programs (homeless project, working with the elderly, etc.)"; twenty-one percent reported their participation level as seldom; twenty-one percent reported their participation level as sometimes. Seven percent indicated that they often participate in these types of activities while only 2 students (three percent) reported always participating in these types of off-campus activities. More than seven in ten (seventy-two percent) of students from the majority-cultured site reported never participating in "campus-based outreach programs (homeless project, working with the elderly, etc.)"; thirteen percent reported their participation level as seldom; nine percent reported their participation level as sometimes. Four percent indicated that they often participate in these types of activities while only 2
students reported always participating in these types of off-campus activities.

Almost four in ten (38%) of students from the historically Black site report never participating in "off-campus clubs and organizations that are interracial". Eighteen percent reported their participation level as seldom; twenty-eight percent reported their participation level as sometimes. Eleven percent indicated that they often participate in these types of activities while only 3 students (four percent) reported always participating in these types of off-campus activities. Almost four in ten (thirty-eight percent) of students from the majority-cultured site reported never participating in "off-campus clubs and organizations that are interracial". Twenty percent reported their participation level as seldom while twenty-three percent reported their participation level as sometimes. Seventeen percent indicated that they often participate in these types of activities while only 2 students (1.9%) reported always participating in these types of off-campus activities.

Over half, fifty-six percent of the students from the historically Black site reported never participating in "on-campus clubs and organizations that are interracial". Fifteen percent reported their participation level as seldom; 13.9% reported their participation level as sometimes. Ten percent indicated that they often
participate in these types of activities while only 4 students (six percent) reported always participating in these types of on-campus activities. Almost 6 in ten (fifty-nine percent) of the students from the majority-cultured site reported never participating in "on-campus clubs and organizations that are interracial". Nineteen percent reported their participation level as seldom; 11.2% reported their participation level as sometimes; nine percent indicated that they often participate in these types of activities; only 2 students (1.9%) reported always participating in these types of on-campus activities.

Twenty-three percent of students from the historically Black site reported always socializing with people from other cultures and ethnic groups while on campus. Twenty-seven percent reported often socializing with people from other cultures and ethnic groups on campus. Over three in ten (thirty-two percent) reported sometimes socializing with them. Thirteen percent reported seldom; while only four students (5.6%) reported never socializing with people from other cultures and ethnic groups while on campus. Almost sixteen percent (15.9%) of students from the majority-cultured site reported always socializing with people from other cultures and ethnic groups while on campus. Four in ten (43%) reported often socializing with people from other cultures and ethnic groups on campus. Almost three in ten (27.1%) reported sometimes socializing with them. Slightly
over one in ten 11.2% reported seldom; while only three students (2.8) reported never socializing with people from other cultures and ethnic groups while on campus.

Twenty-three percent of students from the historically Black site reported always socializing with people from other cultures and ethnic groups when off campus. Twenty-seven percent reported often socializing with people from other cultures and ethnic groups off campus. One-quarter (26.8%) reported sometimes socializing with them. Fourteen percent reported seldom while only seven students (9.9%) reported never socializing with people from other cultures and ethnic groups when away from campus. Two in ten (21.5%) of students from the majority-cultured site reported always socializing with people from other cultures and ethnic groups when off campus. Almost half (44.9%) reported often socializing with people from other cultures and ethnic groups off campus. Twenty-two percent reported sometimes socializing with them. Eight percent reported seldom while only three students (2.8%) reported never socializing with people from other cultures and ethnic groups when away from campus.

The majority of students from both sites who were members of sororities and fraternities reported that their Greek organizations were racially desegregated. Twice as many students from the majority-cultured site reported having racially desegregated Greek organizations than did
students at the historically Black site. Three-quarters (N=57) of the students at the majority-cultured site, who reported attending religious services, indicated that their services were desegregated. While more than half (51.1%) of the students at the historically Black site, who reported attending religious services, indicated that their services were segregated.

**Questionnaire: Item Analysis**

The questionnaire items represented eight major categories of questions related to the respondents' attitudes and beliefs on equity and social justice issues. A complete description of each of the categories were given in Chapter III. The categories were: 1. (DB) Demographic background, 2. (EE) Educational equity, 3. (CC) Cross-cultural communication and understanding, 4. (CE) Commitment to the empowerment of "others", 5. (PI) Political involvement/action, 6. (BBA) Biased beliefs and attitudes, 7. (EBA) Egalitarian beliefs and attitudes, and 8. (CM) Commitment to multiculturalism.

Since no existing instrument could be located that measured these specific constructs, testing was done to assess the developed instruments' reliability and validity. A brief discussion and assessment of the validity and reliability testing performed on the instrument is appropriate here. To examine the reliability of the
questionnaire instrument, Cronbach reliability tests were performed. It was discovered that several of the seven categories were not sufficiently reliable; that is to say the Cronbach alpha statistic was well below .7. Equally problematic was the fact that very diverse results were generated across sub groups. For example, the Cronbach alpha statistic among entry level students for the EBA category scale was .20 while the alpha statistic was .31 for the exit level. Also when examining College type, HB students versus MC students the Cronbach statistic revealed that several of the items were totally inconsistent. This researcher surmised that students' individual interpretation of what the key words meant in the statements were greatly varied, thus definition overlapping was a real concern as a confounding variable.

A factor analysis was performed on the four sets of student responses to each item in the questionnaire. As previously mentioned these more advanced procedures were not originally envisioned in the methodology design for the study; however these procedures became warranted as the study progressed. The purpose of this analysis was to test the construct validity of the instrument. On the basis of the results from the factor analysis five recurring themes emerged.

The initial eight categories were then collapsed after the validity testing [based on ANOVA] revealed a definition
overlapping that might have proven problematic and possibly confounded the validity of the findings. The five reoccurring issues/themes identified from the factor analysis within the questionnaire statements became the basis for the five categories used in questionnaire statement groupings. The following Table (2) illustrates the five subsequent categories of survey statements:

**TABLE 2. Categories of Survey Statements**

<table>
<thead>
<tr>
<th>SURVEY STATEMENTS</th>
<th>STATEMENT TYPE: + OR -</th>
<th>TOTAL #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender statements</td>
<td>both + and -</td>
<td>6</td>
</tr>
<tr>
<td>2. Ethnicity statements</td>
<td>both + and -</td>
<td>16</td>
</tr>
<tr>
<td>3. Social justice statements</td>
<td>both + and -</td>
<td>16</td>
</tr>
<tr>
<td>4. Social class issues statements</td>
<td>both + and -</td>
<td>9</td>
</tr>
<tr>
<td>5. Schooling statements</td>
<td>both + and -</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = 63</td>
</tr>
</tbody>
</table>

Figure 2.

Again students were asked to respond to each category using the following Likert scale rating: 1. Strongly disagree (SD), 2. Disagree (D), 3. Uncertain (U), 4. Agree (A), and 5. Strongly Agree (SA).

Responses to questionnaire statements related to respondents' **attitude or beliefs about egalitarian schooling** revealed that 19.4%, slightly less than two in ten indicated
a high (5) level of belief or strongly agreed about the value of egalitarian schools. Seven in ten respondents (73.9%) indicated a substantial (4) level of belief while less than 1 in ten (6.7%) reported a neutral (3) level of belief in egalitarian schooling. Figure 1 in Appendix C represents the combined responses on statements related to egalitarian school issues from both sites.

Responses to questionnaire statements related to respondents' beliefs or attitudes related to gender equity (see Figure 2 in Appendix C) reported that one quarter (25.1%) strongly agreed with statements related to gender equity. Slightly over half (52%) indicated a substantial level of belief in gender equity. Two in ten (20.7%) reported a neutral or uncertain level while less than one in ten (2.2%) reported disagreement with positive gender equity statements.

Responses to questionnaire statements related to respondents' belief in social class equity (see Figure 3 in Appendix C) revealed that less than one in ten reported a high level (strongly agree) belief in social class equity issues. Almost half (48.3%) indicated a substantial (agree) level of belief. A similar percentage of respondents (45.6%) reported themselves as neutral or uncertain while less than one in ten (3.9%) reported disagreement with positive statements related to social class equity.
Responses to questionnaire statements related to respondents' belief in ethnic equity (Figure 4 in Appendix C) revealed that less than 2 in ten (16.7%) strongly agreed with positive statements related to ethnic equity. Almost seven in ten respondents (68.3%) reported a substantial level (agree) of belief in ethnic equity; while 15% indicated a neutral or uncertain stance on these statements.

Responses to questionnaire statements related to respondents' belief in social justice issues (see Figure 5 in Appendix C) reported that slightly over half (58.7%) indicated substantial agreement (4) with these statements. A full third (33.5%) reported uncertain or neutral (3) response to these statements; while 2.2% indicated disagreement with positive statements related to social justice issues. Figure 6 in Appendix C. represents the exit level students' responses to the five major categories of statements within the questionnaire. These five "outcomes" represented by bar graph illustrate the exit level students' perception or belief in the quality of their preservice teacher preparation programs in addressing and developing their commitment to the issues under scrutiny in the survey.

Sub-Group Comparisons

The following Table 3. is a summary of the comparisons of responses on major category variables using ANOVA t-test analysis between and within groups on the questionnaire items.
Table 3. Significance level of major variables compared by means at .05 alpha level.

<table>
<thead>
<tr>
<th>MAJOR ISSUES STATEMENTS:</th>
<th>RB vs MC</th>
<th>MALE vs FEMALE</th>
<th>ENTRY vs EXIT</th>
<th>ETHNIC MINORITY vs WHITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Equity</td>
<td>3.83 / 4.11(*.01)</td>
<td>3.63 / 4.17(*.00)</td>
<td>3.97 / 4.02 (.68)</td>
<td>3.87 / 4.08 (.06)</td>
</tr>
<tr>
<td>Ethnic Equity</td>
<td>3.98 / 4.03 (.55)</td>
<td>3.87 / 4.08(*.02)</td>
<td>4.01 / 4.02 (.95)</td>
<td>4.01 / 4.02 (.95)</td>
</tr>
<tr>
<td>Social Justice Issues</td>
<td>3.88 / 3.53(*.00)</td>
<td>3.66 / 3.68 (.89)</td>
<td>3.71 / 3.63 (.38)</td>
<td>3.94 / 3.49 (*.00)</td>
</tr>
<tr>
<td>Social Class Equity</td>
<td>3.60 / 3.41(*.03)</td>
<td>3.45 / 3.50 (.62)</td>
<td>3.51 / 3.46 (.55)</td>
<td>3.66 / 3.36 (*.00)</td>
</tr>
<tr>
<td>Egalitarian Schooling</td>
<td>3.98 / 4.22(*.00)</td>
<td>4.00 / 4.18(*.01)</td>
<td>4.12 / 4.12 (.96)</td>
<td>4.01 / 4.20 (*.00)</td>
</tr>
</tbody>
</table>

(*)= statistically significant
This table compared the means of sub-group respondents on the variables of college type, gender, entry and exit level coursework, and ethnicity. The respondents did not vary significantly between sites in terms of their level of belief in gender equity statements [alpha = .69]. They also did not vary significantly by their level of coursework completed [mean = 3.98 entry level versus mean = 4.02 exit level]. However there was statistically significant variance in the responses between male and female respondents related to these issues; females were higher in their level of belief in these statements, mean = 4.17 while the mean for males was 3.63. The significance level between the two groups reported responses on gender equity issues questionnaire items was .00. There was no significant variance between the groups or within groups on this issue when the variable of marital status was compared.

The respondents did not vary significantly between sites in terms of their level of belief in ethnic equity statements. They also did not vary significantly by their level of coursework completed [mean = 4.01 entry level versus 4.02 exit level]. There were statistically significant [alpha = .02] different responses between the two gender groups of respondents. Females from the both sites or groups of subjects reported a higher level of belief in those statements, mean = 4.08 as compared to a mean value of 3.88 for male respondents.
There was significant difference or variance between groups or college types in their level of belief in social justice issues. The historically black college students reported a higher level of belief in these issues embedded in questionnaire items than their "white" counterparts at the majority - cultured institution.

Statistically significant differences between the two groups responses to questionnaire items related to social class equity were reported. By college type or site, the significance was at the .04 alpha level; where the higher level of belief in those statements was reported by the historically black institution respondents. Those who classified themselves as ethnic minority students reported a significantly higher level of belief; between the two groups the significance was at the .00 alpha level. Additionally, between the two groups those respondents who categorized themselves as single indicated a higher level of belief in those issues than those "not single".

Statistically significant differences between the two groups responses to questionnaire items related to egalitarian issues were reported. Across all cross-tabulated variables on questionnaire items related to these issues, majority-cultured respondents reported a higher level of belief in these statements. The alpha significance level was .00 between the two groups based on college type. The significance level was .01 comparing the responses by
gender, with females from both sites reporting a higher level of belief in these issues than males from both sites. The alpha significance between groups was at the .01 level, with the white respondents indicating a higher level of belief.

Perception of the Teacher Preparation Programs' Effectiveness

There were eight Teacher Education Outcome statements at the end of the questionnaire. Respondents were asked their opinion of the extent to which their preservice program had increased, prepared or broadened their understandings related to the five major categories reflected in the survey statements.

Figure 6 Teacher Education Program Outcomes, located in Appendix C. is a bar graph representation of the five previously mentioned categories. As is indicated through the graph, the only category in which the respondents were in agreement \( [X = 4.0] \) was that their preservice preparation program had "increased, prepared or broadened" them relative to egalitarian schooling issues. The respondents disagreed \( [M = 2.9] \) that their preservice programs had "increased, prepared or broadened" them relative to ethnic equity issues. The respondents were undecided as to whether their preservice programs had "increased, prepared or broadened" them relative to gender equity \( [M = 3.0] \) and
social justice issues \([M = 3.4]\). Although the sum of the mean score for their responses to class equity issues was in the undecided category; it was closer to agreement level of 4.

**Comparative Analysis of Teacher Education Outcomes**

On question #63 respondents were asked to what extent they felt their preservice program: "Prepared you to deal with gender conflicts in the classroom." There was statistically significant variance in their responses when comparing the following variables:

1. Site or COLLTYPE
2. Level of coursework completed or STULOC
3. Gender
4. Ethnicity
5. Completion of student teaching

Students at the Historically Black institution had a higher mean score \([3.54 \text{ reflecting Undecided}]\); than those at the Majority-cultured institution \([\text{mean} = 2.61]\) whose score reflects solid disagreement with the statement. Students at the exit level of their program disagreed to a greater extent \([\text{mean} = 2.73]\) than those at the entry level, whose mean response \([3.27]\) reflected "Undecided." Across the entire population of respondents, females reported a higher level of disagreement \([\text{mean} = 2.83]\) with this statement; while males reported \([\text{mean} = 3.27]\) at the "Undecided" level.
Those respondents of ethnic minority reported a higher level of agreement [mean = 3.47] with this statement than did those who categorized themselves as White [mean = 2.65]. Those respondents who had completed student teaching reported a higher level of agreement [mean = 3.50] than did those who had not completed student teaching [mean = 2.92]. On question #62 respondents were asked to what extent they felt their preservice program: "Prepared you to deal with racial conflicts in the classroom." There was statistically significant variance in their responses when comparing the following variables:

1. Site or COLLTYPE
2. Level of coursework completed or STULOC
3. Gender
4. Ethnicity
5. Completion of student teaching

Students at the Historically Black institution had a higher mean score [3.59, reflecting Undecided]; than those at the Majority-cultured institution [mean = 2.43] whose score reflects solid disagreement with the statement. Students at the exit level of their program disagreed to a greater extent [mean = 2.55] than those at the entry level, whose mean response [3.28] reflected "Undecided." Across the entire population of respondents, females reported a higher level of disagreement [mean = 2.71] with this statement; while males reported [mean = 3.28] at the "Undecided" level.
Those respondents of ethnic minority reported a higher level of agreement [mean = 3.51] with this statement than did those who categorized themselves as White [mean = 2.48]. Those respondents who had completed student teaching reported a higher level of agreement [mean = 3.45] than did those who had not completed student teaching [mean = 2.81].

Questionnaire items #56, #57 and #60 formed the "social justice" outcome statements. Students were asked to what extent they believed their preservice program assisted their development related to social justice issues. Students at the Historically Black institution had a higher mean score [3.68] than those at the Majority-cultured institution [mean = 3.25], although both scores are in the undecided category. Students at the exit level of their program reported a mean score of 3.16 while those at the entry level, mean score of 3.73. While both groups responses were in the "Undecided" category the mean score for those at entry were significantly higher. Those respondents of ethnic minority reported a higher mean score [3.63] with this statement than did those who categorized themselves as White [mean = 3.29].

Questions #59 and #61 were the "class" outcome statements. There was statistically significant variance in their responses when comparing the following variables:

1. Site or COLLTYPE
2. Level of coursework completed or STULOC
3. Marital status
4. Ethnicity

Those students at the Historically Black institution had a higher mean score [3.99] than those at the Majority-cultured institution [mean = 3.56]. Students at the exit level of their program reported a mean score of 3.47 reflecting undecided; while those at the entry level, mean score of 4.03 which reflects agreement. Those respondents of ethnic minority reported a higher mean score [3.96] with this statement than did those who categorized themselves as White [mean = 3.58] although both scores were in the undecided category, those students of ethnic minority were almost at the level of agreement [4.0] with the statement.

Qualitative Analysis

Student Interview Summary

The student interview questions, as previously mentioned were structured to elicit open-ended responses from those who were interviewed. The questions were designed to incorporate issues related to equity and social justice. In addition, the students were asked their perception of the strengths of their teacher preparation programs.

Question # 1. was a general debrief question to ascertain if there was any affective dissonance or emotional discomfort associated with responding to items in the questionnaire.
The statement asked: What were your thoughts after completing the questionnaire? Did the instrument affect you in any way?

Representative samples from the majority-cultured institution responses are as follows:

"It made me think in depth on a personal level about what was asked...probably for the first time in my life."

"Happy to be heard and get my views down."

"The questions made me think. I hadn't ever really addressed some of these issues before."

Representative samples from the historically Black institution responses are as follows:

"Curious about some of the questions...and [sic] do my answers make a difference to anybody."

"It was a lot of stuff I had thought about. It pisses me off that those questions still have to be asked and answered."

"Not really...I'm used to being on the defense."

Question 2. was designed to try to ascertain whether the interviewees had an operational understanding of key concepts in the questionnaire. The statement asked: What words, symbols or mental pictures does the terms equity and social justice evoke to you? What comes to mind at the mention of these terms? Representative samples from the majority-cultured institution responses are as follows:
"Equality, people treating each other with respect and fairness. Everybody's opinion being accepted. Ying and Yang."

"People of different races and cultures together in the same environment. All races being treated equally and having the same opportunity."

"Living without being looked down upon. A very integrated accepting society...accepting people at face value. Civil rights and people holding hands together with the same goals.

Representative samples of the historically Black institution responses are as follows:

"Equality among different races."

"It's not set up that way. It's not meant for Blacks to have social justice in this country."

"A photograph of four Black men being lynched. There is none for people in this country. I mean Black people...no justice.

Question 3. had the students rate the quality of their teacher preparation programs in helping them to understand and promote the concept of social justice when they become teachers. The statement asked: How effective do you think your teacher education program has been [on a scale of 1-5, with 5 representing the highest] in helping you to understand how you as a prospective teacher can play a part in helping schools to be more equitable and to promote the
concept of social justice? Students at both sites responses indicated agreement with this aspect of their preparation. The mean of the responses to this statement by college type is as follows: majority-cultured institution 4.0 and the historically Black institution 4.5 respectively.

The second portion of this question asked the students to rate their preparation program in areas addressed in the questionnaire statements (#56-63) and to substantiate their rating with concrete examples of coursework and field experiences. There was only minor variance between the responses and the ratings for the two interview groups therefore the responses were combined and summarized as follows:

Statement A. Increase your sensitivity to the moral and ethical aspects of teaching. Rating of effectiveness: 3.5.
Courses/fieldwork identified: Foundations of Education.
Responses: "Not much. It's been addressed but not focused on. Not really other than the Philosophy paper we wrote."

Statement B. Broaden your understanding of individual and cultural differences. Rating of effectiveness: 4.5.
Courses/ fieldwork identified: Sociology, Children's Literature, Children's books by Black and Hispanic women. Responses: "Phase I. placements in urban
schools, a paper on observing a Black student, a couple of videotapes."

Statement C. Prepared you to teach in Urban or inner city schools. Rating of effectiveness: 3.0. Courses/fieldwork identified: Field experiences in the public schools, Art, Phase I. field experience (60 hrs). Responses: "They introduced me but I'm not really prepared. The only thing that addressed this was the field experiences.

Statement D. Prepared you to deal with racial conflicts in the classroom. Rating of effectiveness: 2.5. Courses/fieldwork identified: Introduction to Education, field experiences in inner city schools. Responses: No, I'm definitely not prepared. I wouldn't know what to do...they told us in the multicultural class not to touch the kids. No way, they say its out there but they don't tell you how to deal with it. Coming from a mayonnaise school I know I'm not ready."

Statement E. Prepared you to work with learners with disabilities or special needs. Rating of effectiveness: 2.5. Courses/fieldwork identified: Foundations of Education, Math Curriculum class. Responses: "We were introduced in Foundations to some information on
special classes. I remember an activity to sensitize us as to how it feels to be handicapped. In Math Curriculum class we had Algebra tiles.

Prepared you to deal with gender conflicts. Rating of effectiveness: 1.5 Courses/fieldwork identified: Communications for Teachers, Human growth and Development, Introduction to Education. Responses: "It was mentioned in Intro but not dealt with. Kind of indirectly. Not really...Communication for Teachers was helpful."

Since students at exit level were taking their last coursework, a question which was developed to examine these students' synthesis of information from their teacher education preparation programs; in an attempt to ascertain what impact if any the multicultural and diversity information from their prior classes has been thoughtfully processed. The question was:

Non-Caucasian children are expected and implicitly required to be bi-cultural and bi-lingual if they want to be successful in school. Should Caucasian children be held to this same level of expectation [that is being bi-cultural] why or why not?

Responses: "I think they should be taught information using multicultural perspectives".
"Definitely. For too long we've expected everyone to adapt to our culture, but it shouldn't be separated out of the curriculum. It needs to be a part of everything they learn".

"Yes, it would be beneficial".

"They should be taught different perspectives to they can understand their classmates better. So they can know them better as people".

In the last portion of the interview students were asked to respond to the following classroom scenario:

A small Asian girl comes before her 9th grade Civics classmates to share her summer visit back to mainland China. A class loud mouth starts with Kung Fu racial jokes and the class laughs. When the girl begins to recount the trip, relating ethnic customs and how good it is to be back in America, another class mate blurts out. He tells her to stop referring to how great America and democracy is and to look at the injustice of the Rodney King case. He also points out how his friends who had good grades couldn't get into the magnet school because the White parents with money get all the slots for their kids. At this point the class erupts into a series of small arguments and discussions.

After listening to the scenario students were told, "as the teacher, take charge here. Are there culprits? Give direction to the class".

There were distinct differences in the type of responses given by level of course work but not by school type. Students at entry level focused more on the immediate need of the teacher to control the disruptions and less on the larger issues. Students at entry level also were quick to identify the "culprits" and their responses related to
classroom control issues. Some of their responses were as follows:

"Make everyone be quiet".
"Get to the root of the problem".
"Bring the guy who made the racial jokes in front of the class to explain".
"Make him apologize to the girl and the class".

Students at exit level were clearly more thoughtful and although they were concerned with regaining immediate control, their responses went beyond control issues. Some of their responses were as follows:

"First quiet everyone, put an end to the conflict and let the girl finish. Then address the issues".
"Restore order, allow the Asian to finish and then open a discussion on respect".
"Silence the class...take control. Ask a series of questions to get at the cause of the outrage".

The second portion of the scenario was also addressed in very different ways by the level of coursework completed. The composite responses from the entry level respondents reflected a lack of confidence in their ability to respond to the issue of class. The opportunity for "all the white parents with money" to place their children in magnet schools was responded to at the surface level by the entry level respondents. Some of their responses were as follows:
"I think it's true. I believe it's all about money in this country".

"The boy was right, we saw what they did to Rodney...then they told us he [Rodney] was the violent one. I mean please".

"I've heard of the same thing with the magnet schools, it's not just the Blacks that get the shaft. Money talks."

In contrast the exit level respondents went further in their responses to try to assist the students' in the hypothetical scenario's understanding of class issues. Additionally, they appeared to have a fuller understanding of the issue. Some of the responses were as follows:

"We've discussed Kozol so I know this stuff is real. I want to be real too, so I'd bring in some information and let the class decide based on the facts".

"Most White people hated what the police did. I can't speak for us all, but those I know felt bad...we are stereotyped too".

"Make it a class project to explore whether this is an open pluralistic society. I really can't say about the magnet schools, but if it has to do with money the rich will always get it ... a better education".
Faculty Interview Summary

The faculty who were the instructors of the students respondents in this study, were asked their perception of the strengths of their teacher preparation programs. The statements related to their preparation of preservice teachers focused on how they believed the program helped or assisted students in dealing with diversity issues in the classroom. These statements were identical to those asked of the students in an effort to make comparisons of the two groups' perceptions on the quality of the teacher education program related to the critical issues of the study.

The faculty responses indicated that they perceived the quality of their program to be higher than the rating given by the students respondents. The ratings for the faculty across both sites were combined since there were only slight deviations and statistically insignificant differences in their perceptions. The summary of their responses are as follows:

Statement A. Increased students' sensitivity to the moral and ethical aspects of teaching. Rating of effectiveness: 4.0.

Statement B. Broadened students' understanding of individual and cultural differences. Rating of effectiveness: 4.75.

Statement C. Prepared students' to teach in urban or inner city schools. Rating of effectiveness: 4.0.
Statement D. Prepared students' to deal with racial conflicts in the classroom. Rating of effectiveness: 3.0.

Statement E. Prepared students' to work with learners with disabilities or special needs. Rating of effectiveness: 3.0.

Prepared students' to deal with gender conflicts. Rating of effectiveness: 3.5.

It's interesting to note that while faculty members consistently rated the quality of preparation higher in each category, both students and faculty responses reflected an awareness of the lack of preparation in the same statements.

Faculty were also asked a set of questions which addressed their perception of their school's commitment to multicultural education, programmatically and in its hiring practices. The first of these questions asked:

Having taught, do you find the institutions' general [liberal studies] curriculum reflects an on-going commitment to the goals of multicultural education across all discipline areas? Are some disciplines more sensitive/aware of the need to foster pluralistic perspectives? What are they and why do you think that is?.

The responses for the faculty across both sites were distinctively different and as such were summarized by institution. The Majority-cultured institution responses are as follows:
"Suppose to be interwoven throughout the curriculum but it's really based on the competence and comfort level of individual faculty in identifying those issues".

"In general the Humanities, English and the Social Sciences are more sensitive. The science and math people are less sensitive...less aware. Perhaps sciences deal with things while the other disciplines deal with people".

"Historically this institution has not had affirmative practices. The Human Services appears to be responsive".

The historically Black institutions' faculty responses were:

"Oh yes, it's a part of all we teach. I'm not naive, some faculty...the white folk, think they can come here and ignore our traditions".

"The Language Arts and Reading methods faculty stress language patterns. In Literature, reading materials are by and about minorities in addition to the so called Great Books".

"It's part of our [the university] mission. Education faculty do a better job with it. I think they understand the ramifications if students are not prepared to view the world as a global village. Western culture is so arrogant. We [African-American faculty] strive to help our children embrace all the
people...all the cultures. I'm sure some of them [White faculty] do too".

Another question asked the faculty at both sites to rate on a scale of one to five, with five representing the highest, the following:

What do you think is the level of commitment this university has to:

A. Promoting cultural diversity in hiring?
B. Making the contributions of non-Europeans known?
C. Promoting egalitarian attitudes and values among its' students, faculty and staff?

The responses from both sites were as follows:

A. Promoting cultural diversity in hiring?

Majority-cultured institution: "Monetary incentives are awarded to Departments who successfully hire ethnic minorities, especially African-Americans". "We are a young institution and over the past six years the new Dean has brought in more [sic] affirmativeness...I think that's a word. Rating: 5.

Historically Black institution: "We try to hire the best based on qualifications, NCATE is a real watchdog".

"Of course we recognize students even at this level, need faculty role-models that look like them and understand the culture...Black culture". Rating: 4

B. Making the contributions of non-Europeans known?
Majority-cultured institution: "There is an assumption that we [White faculty] respond and gear our teaching to the Western traditions, it's a fallacy to make that assumption".

"General Education has a clear, distinct, non-Western segment (two classes)". Rating: 4.

Historically-Black institution: "It's really interwoven here because the African-American faculty know that if we don't tell these children the real story, it won't get told".

"My colleagues in the sciences, talk about Egypt and its' contributions to geometry and the zero to mathematics, the English Literature folks are heavy into African, Caribbean, and African -American writers". Rating: 5.

C. Promoting egalitarian attitudes and values among its' students, faculty and staff?

Majority-cultured institution rating: 4.

Historically Black institution rating: 3.

It is interesting to note that the faculty from both sites failed to elaborate their response to this question beyond a numeric rating.
Administrators' Interview Summary:

A Dean and the Teacher Education Coordinators from both sites in this study were asked their perception of the strengths of their teacher preparation programs. In this document they are referred to as "administrators" to distinguish them from the traditional faculty ranks. These statements were identical to those asked of the students, and faculty, in an effort to make comparisons of the three groups' perceptions on the quality of the teacher education program related to the critical issues of the study.

The administrators responses indicated that they perceived the quality of their programs to be higher than the rating given by the students respondents, and slightly higher except in two categories, than the faculty respondents. The ratings for administrator's across both sites are reported separately. The summary of their responses are as follows:


Statement D. Prepared students' to deal with racial conflicts in the classroom. Rating of effectiveness: Majority-cultured institution: 3.0. Historically-Black institution: 3.5.

Statement E. Prepared students' to work with learners with disabilities or special needs. Rating of effectiveness: Majority-cultured institution: 4.5. Historically-Black institution: 3.5.


Another question asked the administrator's at both sites to rate on a scale of one to five, with five representing the highest, the following:

What do you think is the level of commitment this university has to:

A. Promoting cultural diversity in hiring?
B. Making the contributions of non-Europeans known?
C. Promoting egalitarian attitudes and values among its' students, faculty and staff?

The responses from both sites were as follows:

A. Promoting cultural diversity in hiring?
Majority-cultured institution: "This is a young university, recently there has been a conscious effort to increase the diversity of our faculty". "Although there are no minority deans, we do have two Black chairpersons". Rating: 4.0.

Historically-Black institution:

"We are obliged to find the best our money can buy". Can we compete with the big research-institutions? Sometimes people are attracted to us for other reasons and they apply."

"We labor under the Bakke ruling, so yes, we do fill slots on a racial breakdown when we need to". Rating: 3.5.

B. Making the contributions of non-Europeans known?

Majority-cultured institution: "There's less commitment from the faculty ranks than from administration".

"Faculty tend to be myopic and come at it from their content areas point of view". Rating: 3.0.

Historically-Black institution: "It's a part of our raison d'etre".

"In the sciences they [faculty] are stretching to do this. There is an assumption that before Western culture...there was none, at least some would have you believe that lie. In the Human Services and Education,
it's always been more clear, what people of color have contributed". Rating: 5.

C. Promoting egalitarian attitudes and values among its' students, faculty and staff?

Majority-cultured institution: "This institution has spoken out strongly with open letters to the student body and during Unity Week".

"When there have been negative [racist] materials placed in students' boxes on campus the administration got to the bottom of the problem quickly". Rating 3.5.

Historically-Black institution: "Power concedes nothing, we constantly struggle with the academy ideologues".

"The politics and tension between students, faculty and administration is counter-productive. How can we level the playing field is the larger question, but...we do strive toward this goal".

Rating: 3.0.

It is interesting to note the responses indicated that both faculty and administrators at both sites, believed their programs to be effective in addressing moral and cultural issues. However, these groups rated at lower levels their institutions' ability to prepare students to deal with racial and gender conflicts or to teach in urban schools, with the lowest rating at the majority-cultured site.
Discussion

This researcher found many areas of interest after analyzing these data. The next section of the thesis will discuss the researchers' views on possible meanings in two areas of the data collected. The first area examined will be in response to the between and within group analyses of questionnaire major categories of statements. Next, the perceptions of the students, faculty and administrators will be discussed.

As Table 3. illustrated, there was statistically significant variance between the majority-cultured site and the historically Black site in terms their level of agreement with those questionnaire statements related to gender equity issues. Respondents from the MC institution indicated a higher level of agreement, than did the respondents from the HB institution whose responses indicated at the undecided level.

It was interesting that there was significant variance along gender lines. The females reported a higher level of agreement statements then did their male counterparts. These data reinforce predominant conclusions of research in counseling and the social sciences that females seemingly hold higher empathy level than do males. Belenky, Clinchy, Goldberger, and Tarules' (1986) research on "women's ways of knowing" found that women are predominantly connected
knowers; while males are predominately separate knowers. According to them, connected knowledge is grounded in personal experience. Their major argument being "the most trustworthy knowledge comes from personal experience rather than on the pronouncement of authorities" (p.113). Women were found to use intuition and empathy to understand and reconstruct ideas and information on a personal level, providing ways to value others. Contrastingly, males were categorized as separate knowers. As such they tend to be removed from the personal subjective self. Rules and procedures served to guide them and their views of others. Abell (1989) asserts that a positive aspect of being a connected knower is being able to view others in their own context, valuing differences and having a level of awareness. In this regard experiences and equity issues related to gender, ethnicity, social class would be more easily valued and empathized with by females, as was the case in of the female respondents in this study.

There was no significant variance by level of coursework completed across the five categories of statements. This finding suggests that the number of courses that students take is not the singular critical factor in determining their knowledge and understanding of concepts; specifically, those concepts related to equity in schooling and multicultural issues. Perhaps the greatest mediators may be the attitudes, knowledge base and
instructional strategies employed by those preparing the preservice teacher.

The responses from faculty and administrators at both sites related to their perception of how to integrate equity and multicultural perspectives within the curriculum were uneven at best. An administrators' response to the interview question of what he perceived his institutions' commitment to making the contributions of non-Europeans known, best captures the major problematic. The administrator responded, "faculty tend to be myopic and come at it from their content areas point of view." Expanding on this point, it is this researchers view that faculty teach out of their own individual knowledge and value systems. Thus, positionality has a major impact on the depth and subsequent quality of the knowledge shared by individual instructors. Teaching from ones comfort zone rather than from a systematic, more standardized content base perhaps is the greatest hinderance to cohesive curricular objectives and conceptual frames in preservice teacher education programs. According to Hall (1991) "you have to position yourself somewhere in order to say anything at all". (p.18) Herein is the conundrum, the "positions" or locations of faculty are vastly dissimilar as related to gender, ethnicity, and social class background. This researcher submits that preservice teachers are continuously exposed to conflicting information in the academe. They are left to
decipher from these disparate view points what is meaningful, appropriate and useful as they begin their teaching careers.

The responses from students on the questionnaire and interview questions suggest a high level of uncertainty regarding the issues under scrutiny in this thesis. Across the five categories of statements, the area about which respondents were most in agreement was that of egalitarian schooling. As Table 3. illustrated social justice and social class issues were responded to with significant variance in the means by college type. Although both groups scores represented being undecided, respondents from the HB site reported a level of agreement closer to the agreement level than did respondents from the MC site. Perhaps the concepts of positionality and "connected knowers" again plays a significant role. Respondents personal experiences with injustice and all "isms" (sexism, racism, etc.) may have more impact on their attitudes and beliefs than what is taught in classes. Especially, if teacher education courses do little to challenge and create cognitive dissonance with students prior assumptions and belief systems.

Summary

The first portion of Chapter IV. examined the data from measures of central tendency. The demographic profile of each site was given. Next, student responses to
questionnaire items in five categories related to social justice and equity were reported. Students' perception of the quality of their preservice preparation was quantified. Then the interviews from students, faculty and administration were analyzed and compared. This researchers' interpretation of what these data might mean is discussed.

The last section of this chapter responds to the research questions which guided the study. In this section each research question is analyzed to compare the responses within and between the groups of the sample population. The following is an account of those responses as they relate to the specific variables identified in the questionnaire.

1. What is the extent of the relationship between ethnicity, age, and gender and the respondents beliefs and attitudes on equity and social justice issues?

   Majority-cultured students scored higher mean values across four of the five domains, indicating a slightly higher belief in those statements, however; level was not statistically significant. Ethnic minorities reported a higher mean level in their beliefs about social justice issue statements, than did those who categorize themselves as White. There was no statistical significance between White and ethnic minority responses on the gender equity statements. Although, the White respondents responses to these items on the questionnaire indicated a higher mean
4.1 level of belief in these statements; while the ethnic minority mean was 3.9. Since College type was highly related (alpha = .04) with ethnicity a comparison between the two sites is appropriate and will be discussed in the response to question 4, which will occur later in this portion of the thesis.

There was statistically significant variance in the responses between male and female respondents. Females were higher in their level of belief across the five domains. In gender equity statements the mean for females was 4.2 while the mean for males was 3.7. Females were also higher in their level of belief in the ethnic equity issue statements. The mean for females was 4.1 compared with a mean of 3.9 for male respondents. Females also reported a higher level of beliefs in statements related to egalitarian schooling issues. Females reported only slightly higher mean values related to social justice and social class issues.

This researcher found no statistical relationship between the independent variable of age and respondent beliefs either positive or negative in equity and social justice issues. There was no apparent relationship between age and respondents level of agreement or disagreement on questionnaire items.

2. What potential relationships are there in terms of the amount of preservice coursework completed and their attitudes and beliefs on these issues?
There was no statistically significant variance in the responses from respondents at both sites related to the amount of coursework completed. Additionally, when examining the sub populations of statements (gender equity, social justice, etc.) no statistical significance was found in terms of the amount of coursework completed and their attitudes and beliefs on these issues. There were slightly higher mean values however, in the exit level beliefs related to gender equity and ethnic equity issues although these values were not statistically significant.

3. Is there a relationship between the extent of participation in ethnically mixed social activities on or off campus and preservice teachers' attitudes and beliefs toward issues of equity and social justice?

Respondents from the historically Black site reported significantly higher participation levels in interracial on and off-campus activities. It could not be determined however in the scope of the analyses used in which direction (positive or negative) the level of participation related with preservice teachers' attitudes and beliefs towards these issues.

4. Are there statistically significant differences between the two college types (HB and MC) on the five major categories of questionnaire statements: gender statements, ethnicity statements, social justice
statements, social class statements, and egalitarian schooling statements?

Statistically significant differences were found. MC respondents reported a higher level of agreement than did HB respondents on gender equity issues. MC respondents also reported statistically higher mean value on egalitarian schooling issues than did HB respondents. In contrast, HB respondents reported higher levels of agreement than did MC respondents on social justice and social class issues.

5. How do education faculty and administrators at the two institutions views on the quality of preparing these students to address diversity issues compare with the students' perceptions of their level of preparation related to these issues?

Both faculty and administrators consistently rated the quality of their programs higher than did the student respondents. There were only slight deviations between the sites and the variances were statistically insignificant. Faculty and Administrators perception of students preparation to deal with diversity issues was at the agreement level (4.0 or higher) in all but three areas, those were: preparing students to deal with racial conflicts in the classroom (3.0), preparing students to work with learners who have disabilities (3.0), and preparing students
to deal with gender conflicts (3.5). In these areas their responses indicated "undecided."
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a summary of the study and major findings. Additionally, a discussion of their implications for practice and recommendations for further research is given.

Summary of the Study

The major purpose of this study was to examine and compare the attitudes and beliefs of preservice teachers as they relate to social and political issues. An additional purpose was to generate baseline data on these attitudes at points of entry and exit from professional education coursework in two initial teacher preparation programs, one traditionally White, termed majority-cultured throughout this thesis; and the other institution, historically Black.

The study identified student beliefs regarding ethnicity, gender, equity, and social justice. Also, the study documented teacher education students' participation level in political actions such as voter registration, student government, and community work. A third purpose, which was to gain insight into how both selected life experiences, such as formal and informal social affiliations, and the formal teacher preparation curriculum might have an impact on these beliefs was also undertaken.
The review of the literature was divided into six parts and was undertaken to provide a conceptual frame for the study. The first literature examined the role of socialization and how it appears to function in identity formation. It also provided a basis for understanding how the predisposition for biases and bigoted behaviors may occur. The second review examined the research on preservice teacher demographic characteristics. A third review looked at how teacher behaviors towards culturally and gender different children seemingly mitigates against equity in learning opportunities for these children. The fourth review provided a demographic profile of K-12 students in public school, as a backdrop for understanding their plight. Also, to reinforce the significance of programmatic inclusion of multicultural teaching strategies, methods and curricula for the diverse learners that fill today's schools. The fifth review documented preservice resistance to multicultural coursework presented in the literature. The sixth review examined selected research done on preservice teachers that attempted to ascertain their attitudes and beliefs as they relate to multiculturalism in preservice preparation.

The study was limited to describing the data collected from one-hundred and eighty students who were enrolled in teacher preparation programs at two mid-western universities in the Spring 1993 academic year.
The research design employed was a comparative, cross-sectional approach through the collection of survey and interview data. Four subject groups [two at each site] of preservice teachers were identified based on where the students were in the coursework of their teacher preparation programs. Cross-site comparative methods were used to observe what relationships if any, existed in the subject groups on key variables. To analyze the quantitative portion of this study, descriptive and cross-tabular statistics were used. Chapter III. provides a detailed description of the various methods employed by the researcher in an effort to address validity issues.

The primary methods used to gather the data were questionnaire and interview. The questionnaire was administered to one-hundred eighty preservice teachers. The interviews were conducted with ten percent of the students, two faculty, and at least one administrator from each site. Along with a statistical measure of the questionnaire responses and comparison between groups, the interview served to contextualize major issues investigated in the study.

Major Findings

Five research questions provided direction for the study in examining key variables related to the attitudes and beliefs of preservice teachers. The first question
asked: What is the extent of the relationship between ethnicity, age, and gender and the respondents beliefs and attitudes on equity and social justice issues? The results from this investigation indicated that the gender of the respondent related at higher levels and in a positive direction consistently and significantly across the five domains under scrutiny. The domains were: gender equity issues, ethnic equity issues, social justice issues, social class issues and egalitarian school issues statements. Female respondents across both sites responses indicated a higher level of belief in those statements than did their male counter parts. The mean of female responses indicated solid agreement with gender equity, ethnic equity and egalitarian schools issues statements. Across the five domains males reported only one area of solid agreement which were the statements related to egalitarian schools. On the other four domains the male mean score value indicated an "undecided" level of agreement with those statements.

Ethnicity did not relate at statistically significant levels with the preservice teachers' beliefs about these issues. It is interesting to note that the White students indicated a higher level of belief in gender equity, and egalitarian schooling than did the ethnic minority students. The White students reported a solid agreement with these statements. Ethnic minorities reported solid agreement with
two of the five domains, ethnic equity statements and egalitarian schools. Their responses to other three domains indicated an "undecided" level of agreement with those statements. There was no evidence of relationship between age and the preservice teachers' level of belief in equity and social justice issues.

The second question dealt with the extent of coursework taken and the influence these courses might have on preservice teacher beliefs. The question asked: What potential relationships are there in terms of the amount of preservice coursework completed and their attitudes and beliefs on these issues? No relationship was found between the amount of preservice coursework and respondents beliefs about equity and social justice issues. Although there was slight variance, these values were not statistically significant between the two groups, entry versus exit level. Exit level respondents however, reported a higher level of agreement with the two domains of gender equity issues and ethnic equity issues. Entry level students were clearly "undecided" on statements related to gender equity, social justice and social class issues.

The third question asked: Is their a relationship between the extent of participation in ethnically mixed social activities on or off campus and preservice teachers' attitudes and beliefs toward issues of equity and social justice? This researcher found no statistical relationship
between or within the two groups responses and their attitudes and beliefs on these issues.

The fourth question asked: Are there statistically significant differences between the two college types (HB and MC) on the five major categories of questionnaire statements: gender statements, ethnicity statements, social justice statements, social class statements, and egalitarian schooling statements. There were significant differences between college types on the five major categories of questionnaire statements. MC respondents reported a higher level of agreement than did HB respondents on gender equity issues. MC respondents also reported statistically higher mean value on egalitarian schooling issues than did HB respondents. HB respondents reported higher levels of agreement than did MC respondents on social justice and social class issues statements.

The fifth question asked: How do education faculty and administrators at the two institutions views on the quality of preparing these students to address diversity issues compare with the students' perceptions of their level of preparation related to these issues?

Examination of the qualitative data sub-set provided a richer, contextual description of student, faculty and administrator's perceptions at both sites. The interviews that were conducted with ten percent of the respondent groups from each site served as a member check to compare
and reinforce questionnaire responses. The interview responses were generally consistent with the responses reported in the questionnaire by the students across both sites. The interviews also revealed contextual information that could not be unearthed in a questionnaire format. Most noteworthy are two particular findings from comparison of the interviews. It was found that students generally rated the quality of their preservice programs lower than did faculty or administrator's. Students responses indicated a lack of preparation in critical areas, their ability to deal with gender and racial conflicts in the classroom and their ability to work with learners with disabilities.

Although faculty and administration responses indicated that they perceived their programs' overall effectiveness of student preparation to be at a higher level in these areas, their responses also indicated a lack of preparation in these same areas. Generally speaking, administrators were more optimistic about the quality of their programs and their institutions' commitment to the infusion programmatically of multiculturalism and addressing diversity issues. While administrators spoke of the university in a more comprehensive, larger frame; faculty focused on their niche within the context of the Schools of Education at each site and to a lesser extent the university as a whole. Students responses indicated a more self-
absorbed quality and as such related their responses to how they perceived it affected them personally.

The other interesting finding from the interview segment dealt with collegiality, or the lack there of. A tension seemingly existed between faculty of color and White faculty. There was an obvious "us versus them" mentality that surfaced, whenever they made reference to each other and their work in the academy.

**Implications for Practice and Future Research**

The findings in this study suggest several implications for improved practices in the delivery system of teacher preparation. Specific improvements in multicultural curriculum infusion in preservice preparation, socialization strategies, strengthening of student-faculty and faculty relations, and suggested future research will be discussed in this section.

The research base on preservice teachers attitudes is an area which needs major expansion. Although over the past decade, researchers are increasingly conducting studies addressing this topic, as was indicated in the review of literature in Chapter II. Studies which focus on the affective dimension of preservice teacher preparation can provide insight into the nature of those who are coming into the profession as well as baseline data for future inquiry. Information from studies such as these may also challenge
the notion that little can be done to substantively mediate prior socialization (Lortie, 1975; Tabachnick & Zeichner, 1984). This researcher suggests that such studies be constructed to yield both quantitative and qualitative data. The vast majority of studies focusing on socialization issues currently use a descriptive design. A broader more robust research methodology would perhaps be quasi- or experimental in design. Investigations utilizing such designs would allow the researcher to follow study groups and test over time such critical mediating factors as cohort arrangements, mentorship programs and the impact of clinical and field experiences. Greater attention to the process of formal and informal socialization is warranted.

Strengthening the multicultural knowledge base of teachers in training is also indicated. Both questionnaire and interview responses in the study reinforce this conclusion. Although students reported awareness of diversity issues in the classroom, they were unsure or undecided about their ability and specific approaches to enhance learning in diverse settings. Although courses with multicultural education are required to comply with standards for program certification by state and extraordinary approval agencies, specifically NCATE. Examination of multicultural coursework in teacher preparation programs in this study revealed a great unevenness in their quality and quantity across programs.
Add on and piece meal courses that reflect diversity issues in a variety of stereotypical and non-cohesive ways have been the traditional standard fare. Additionally, the interview responses in the study indicated that students valued the field experiences and could connect actual encounters with what was had been taught in university classes. Much is needed, however; to make consistent the quality of multicultural courses in preservice teacher programs.

The equity pedagogy approach suggested by Banks (1994) appears to hold promise as a way to develop a sensitivity to diversity issues and multicultural perspectives in teacher candidates. This approach would change in substantive ways the content as well as conceptual underpinnings that frame the information base that preservice teachers are made privy to. Preservice teachers would be allowed to view differently the contributions of other cultures and taught to examine the socio-political ramifications of their actions in classroom setting. Additionally, transforming curriculum and content integration of multicultural perspectives across disciplines and subject matter vastly changes teaching techniques and instructional materials to enhance student learning.

Concurrent with this approach, this researcher recommends more in depth field experiences in diverse community and agency sites. As was discussed earlier in
this thesis, field experiences should be designed to connect the theoretical with authentic, practical application. Grant & Gomez (1996) suggest that carefully constructed field experiences can provide a foundation for the preservice teacher which may "reconstruct their perspectives to support greater equality and multiculturalism." (p.374) To this end service learning as an instructional reform strategy is highly recommended. Service learning actively involves the preservice teacher in applying academic knowledge acquired in college classes and critical thinking skills to address local community needs. According to the Kentucky Department of Education (1994) this strategy affords students the opportunity to develop humanitarian skills and develop strong attachments with the respective communities that are in the service areas of the university. The key attributes of service learning are: active participation in organized service activities, enhancement of the academic curriculum, collaboration with local agencies and schools, promotion of civic responsibility and altruistic dispositions, and providing structured time for debrief and reflection of field experiences. Strengthening field experiences with service learning provides authentic interface with diverse children and communities as well as connecting theory into practice.

As previously mentioned in the interview portion of the study, students valued the field experiences in their
preservice preparation. An increased collegial relationship with area schools is recommended. To this end, Professional Development School partnerships serves to greatly enhance the quality of local school engagement for the preservice teacher. There is a need for PDS networks that are integrated into the preservice practicum experiences. PDS arrangements ideally undergird teacher development both preservice and inservice. The need to create genuine collaborations was highly evident given the responses from the survey population in this study. These collaborations can serve to assist students in becoming more reflective of teaching and learning from a process standpoint. In this regard PDS arrangements could assist the preservice teachers' multicultural development. Practicum experiences that are based in local and diverse settings may have more impact on mediating the prospective teachers' attitudes and beliefs about children related to their ethnicity, gender or socio-economic status.

Zeichner (1992) suggests that preservice teachers be inducted into a "community of teachers" (pg.299), as a way to expose them to the other aspects of school life. Strengthening practicum arrangements perhaps will serve to reinforce preservice teachers' understanding of the work and dynamics of schools; as well as increasing their level of authentic engagement with teachers, school administrators and most importantly the children.
Strengthening and in some cases developing cohort arrangements is also recommended. Longitudinal studies which follow and document the "shared ordeal" especially as it related to preservice teachers dispositions towards diversity issues are needed. Pre-post test designs would provide a data base illustrating which courses and experiences are more effective in mediating prior socialization experiences, in terms of preservice teachers' attitudes and beliefs. Information yielded from this methodology would perhaps make more evident the relationship between specific professional education courses and students attitudes and beliefs towards equity, social justice and diversity issues.

Clearly drawn lines of demarcation were evident from the interview process in this study, related to collegial relationships between the White faculty and the faculty of color. Further research into how this tension may have an impact on the students they teach and program delivery as it relates to multicultural infusion in curriculum is needed. Research into this area may provide key information on how to better counter the "attitudes and values of what is at present the majority population who dominate teacher preparation programs, not only as students but as faculty." (Howey & Zimpher, 1994; pg. 19).

The greatest goal for studies such as the one described here, is to bring into the stream of teacher preparation
consciousness, the idea of empowerment through broadening the multicultural knowledge base of those who would be teachers. Structuring curricular offerings and experiences to assist prospective teachers to deal with diversity issues and the challenges of a multicultural teaching environment is no longer an amenity, it is a necessity. The luxury of monolithic values, and Eurocentric middle-class beliefs, will be of little benefit to teachers in twenty first century classrooms, given the demographic trends described earlier. The ethnic mosaic that this nation has become demands teachers educated and well-prepared to traverse the cultural waters of today's schools. This study makes a strong case for developing diversity-sensitive dispositions in prospective teachers through multicultural education, which this researcher believes to be a pressing agenda in preservice teacher preparation.
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APPENDIX A.

QUESTIONNAIRE
A SURVEY OF THE ATTITUDES, BELIEFS AND PERCEPTIONS OF STUDENTS
IN TEACHER EDUCATION PROGRAMS
ON ISSUES RELATED TO EQUITY AND SOCIAL JUSTICE

You have been selected to complete this survey because of your present status in an initial teacher preparation program. The purpose of this instrument is to gather information about preservice teachers’ attitudes and beliefs related to issues of equity and social justice. You should be able to complete the survey in approximately 15 minutes or less. Your responses will only be used to formulate the data base of my dissertation study. Your responses in this survey will be treated confidentially so please be sure to respond to each item on the survey as honestly as you can. Data will not be reported by institutional name. Thank you for participating in this important project.

A. BACKGROUND DATA:

1. Age: _____

2. Gender:
   ( ) Female
   ( ) Male

3. Marital Status:
   ( ) Single
   ( ) Married
   ( ) Other

4. What is your racial or ethnic origin?
   ( ) African-American
   ( ) Caucasian, not of Hispanic origin
   ( ) Puerto Rican
   ( ) Mexican American
   ( ) Other Hispanic
   ( ) Native American
   ( ) Native Alaskan
   ( ) Asian
   ( ) Pacific Islander
   ( ) Other

5. Is English your native language?
   ( ) No
   ( ) Yes

6. Do you speak a language or languages other than English?
   ( ) No
   ( ) Yes. If yes, at what proficiency?
   ( ) Conversational, what language(s)
   ( ) Fluently, what language(s)
7. What is your current living arrangement? What do you prefer? (current) (prefer) (or) (check)
   Racially segregated on-campus housing ( ) ( ) ( ) no preference
   Racially desegregated on-campus housing ( ) ( ) ( )
   Racially segregated off-campus housing ( ) ( ) ( )
   Racially desegregated off-campus housing ( ) ( ) ( )

8. Are you:
   ( ) a full-time student?
   ( ) a part-time student?

9. Did either of your parents graduate from college?
   ( ) No
   ( ) Yes

   If not, did they receive other post-secondary education?
   ( ) Business school
   ( ) Trade school
   ( ) Other

10. During your K-12 years of schooling, how would you describe your family's general income level?
    ( ) low
    ( ) low to middle
    ( ) middle
    ( ) middle to high
    ( ) high

11. The racial composition of your neighborhood when you attended high school was approximately:
    ( ) more than 95% white
    ( ) between 95% - 75% white
    ( ) 50% minority/50% white
    ( ) less than 50% white
    ( ) more than 95% minority
    ( ) between 95% - 75% minority
    ( ) less than 50% minority

12. Do you have a job? (EXCLUDING summers and athletic or other scholarships)
    ( ) No
    ( ) Yes (If yes, approximately how many hours do you work per week?

13. Are you the primary caretaker for one or more children?
    ( ) No
    ( ) Yes
8. CAREER AND PRIOR SCHOOLING DATA:

14. Your average grade in high school was:
   ( ) A
   ( ) B
   ( ) C
   ( ) D
   ( ) F

15. Your high school rank was:
   ( ) top 10%
   ( ) top 25%
   ( ) top 33%
   ( ) top 50%
   ( ) lower 50%

16. Your current G.P.A. is:_______

17. In what area are you planning to teach?
   ( ) Early Childhood Education
   ( ) Elementary Education
   ( ) Secondary Education
   ( ) Special Education
   ( ) Bilingual Education
   ( ) Vocational Education
   ( ) Other __________________________

18. Specialty area/Concentration:________________________

19. Where are you currently in your teacher education program?
   ( ) 1st semester/quarter AFTER admission into teacher education.
   ( ) 2nd semester/quarter " " " "
   ( ) 3rd semester/quarter " " " "
   ( ) 4th semester/quarter " " " "
   ( ) 5th semester/quarter " " " "
   ( ) 6th semester/quarter " " " "
   ( ) 7th semester/quarter " " " "

20. Present classification:
   ( ) Freshman
   ( ) Sophomore
   ( ) Junior
   ( ) Senior
   ( ) 5th year certification program
   ( ) other ______________________________

21. Are you presently student teaching?
   ( ) No
   ( ) Yes
22. Have you completed student teaching?
   ( ) No
   ( ) Yes

23. Check which of the following activities you engaged in while in high school and college:

<table>
<thead>
<tr>
<th>Activity</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>class officer</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>committee, school governance</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>foreign language, science, art clubs, etc.</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>debate/forensics</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>athletics</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>counseling of peers</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>theater/drama</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>music/orchestra/band</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>international clubs</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>political activist groups</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>future teachers/teachers organization</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>intramurals</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

24. After graduation, do you intend to teach?
   ( ) Yes
   ( ) No (If you checked NO, please indicate what you intend to do after graduation):
   ( ) work in a related field
   ( ) work in a field unrelated to education
   ( ) attend graduate school
   ( ) undecided
   ( ) other (please specify) ____________________________
C. YOUR VIEWS ON STUDENTS AND THEIR ABILITIES:

This portion of the questionnaire asks you to examine your own personal belief system. There are no right or wrong answers only YOUR opinion so please be as candid and open in your responses as possible. Again, your responses in this survey will be treated confidentially. Data will not be reported by individual respondent or by institutional name.

DIRECTIONS: Rate each statement according to how you generally perceive it. Although a statement may not reflect your exact perceptions, respond to each item in the way that seems most nearly expresses your opinion. The response scale range from:

<table>
<thead>
<tr>
<th>1. Strongly Disagree (SD)</th>
<th>2. Disagree (D)</th>
<th>3. Uncertain (U)</th>
<th>4. Agree (A)</th>
<th>5. Strongly Agree (SA)</th>
</tr>
</thead>
</table>

STATEMENT:  

1. An important factor for promoting high achievement is the teacher’s belief that all students can learn.  
2. A teacher who generally believes minority students to be academically weak, will likely have the students performing that way in school.  
3. Anyone can be successful in the U.S., regardless of race or color if (s)he is willing to work hard.  
4. Negative behaviors by minority children are more likely to be generalized  
5. The “melting pot” concept has helped Native Americans, Blacks and other ethnic minorities move into the mainstream of American life.  
6. Black crime rates can in large part be attributed to their disregard for the laws of this country.  
7. Black crime rates can largely be attributed to the political and economic deprivation of Black Americans.  

I Believe Teachers Should:  

8. Present materials on various groups in our society in a manner that will build respect across groups.  
9. Develop activities that increase the self-confidence of minority students.
10. Provide instructional activities that show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.

11. Plan instructional activities that reduce prejudice toward other cultural groups.

12. Create a learning environment that acknowledges alternative styles of learning and teaching.


It Is My Belief That:

14. Busing is harmful for majority students.

15. Busing is harmful for minority students.

16. A primary reason Appalachian children can't do better in school is their families don't value education.

17. Minorities in the U.S. are disadvantaged because schools and other social institutions do not serve them well.

18. Affirmative action requires employers to hire unqualified people.

19. Inner city people are mostly black.

20. Failure to act against injustice to minorities is a racist act.

21. Teachers should be political activists for equality in access and opportunity for all children.

22. Curricula and textbooks generally ignore the contributions of minorities.

23. Teachers should be required to take coursework to make them aware of potential racist attitudes.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (SD)</th>
<th>Disagree (D)</th>
<th>Uncertain (U)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>Most of the able-bodied, unemployed minority persons could find jobs if they really wanted to.</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>25.</td>
<td>Races in this country would best be kept separated.</td>
<td>( )</td>
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<tr>
<td>26.</td>
<td>I have never held a personal conversation with a Black person (if White respond to this statement).</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>27.</td>
<td>I find it difficult to talk with people of another race.</td>
<td>( )</td>
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<tr>
<td>28.</td>
<td>I would be apprehensive to visit a home in an inner city area.</td>
<td>( )</td>
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<tr>
<td>29.</td>
<td>Usually, Blacks want to be given something for nothing.</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>30.</td>
<td>Busing is necessary to help large numbers of minority students get a good education.</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>31.</td>
<td>Race relations would be better if minorities were taught to act the way most people do.</td>
<td>( )</td>
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<tr>
<td>32.</td>
<td>Ethnic jokes don't hurt anybody.</td>
<td>( )</td>
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<tr>
<td>33.</td>
<td>I would not visit a home in an inner city area.</td>
<td>( )</td>
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</tr>
<tr>
<td>34.</td>
<td>I have never held a personal conversation with an Hispanic person.</td>
<td>( )</td>
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<tr>
<td>35.</td>
<td>I do not wish to teach in an inner city school.</td>
<td>( )</td>
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</tr>
<tr>
<td>36.</td>
<td>Affirmative action is unfair to the majority population.</td>
<td>( )</td>
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</tr>
<tr>
<td>37.</td>
<td>I have never held a personal conversation with an Appalachian person.</td>
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<tr>
<td>38.</td>
<td>Women tend to be too emotional for high-level leadership roles.</td>
<td>( )</td>
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<tr>
<td>39.</td>
<td>Usually, Hispanics have no respect for time.</td>
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</tbody>
</table>
1. Strongly Disagree (SD)  2. Disagree (D)  3. Uncertain (U)  
4. Agree (A)  5. Strongly Agree (SA)  

40. Minority children typically can't do as well in school as majority children.  

41. Usually minority children are not appreciative of getting extra help in school  

42. Women are not included in the history books as often as men because they haven't contributed as much as men.  

43. Children must be taught clearly-defined gender roles or they will be sexually troubled as adults.  

44. Men should bear the majority of responsibility for supporting a family.  

45. Most welfare families are Black.  

46. A long term goal of multicultural education is to create a society where justice and fairness are very important values.  

47. I have no difficulty talking with members of ethnic minority groups.  

48. Teachers should help minority children with their self-image.  

49. The government should promote equality by helping those groups who are discriminated against in society.  

50. Teachers should function as agents to empower students to overcome inequities in society.  

51. To provide equal educational opportunities, schools must allocate more funds to the disadvantaged.  

52. Schools can reduce racism among students.  

53. It is a teacher’s responsibility to identify and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.
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<td>4. Agree (A)</td>
<td>5. Strongly Agree (SA)</td>
</tr>
<tr>
<td>54. Teachers should offer special encouragement to girls to do well in science and math.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>55. It is unfair to &quot;regular&quot; students for teachers to devote more time and attention to mainstreamed students.</td>
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<tr>
<td>To What Extent Do You AGREE or DISAGREE that your teacher preparation program has helped you to:</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>56. Increase your sensitivity to the moral and ethical aspects of teaching.</td>
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<tr>
<td>57. Broaden your understanding of individual and cultural differences.</td>
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<tr>
<td>58. Broaden your understanding of alternative approaches to schooling, teaching, and learning.</td>
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<tr>
<td>59. Broaden your understanding of the legal, political, and economic dimensions of schooling.</td>
<td>( )</td>
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<tr>
<td>60. Prepared you to work with learners with disabilities.</td>
<td>( )</td>
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<tr>
<td>61. Prepared you to teach in urban or inner city schools.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>62. Prepared you to deal with racial conflicts in the classroom.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>63. Prepared you to deal with gender conflicts in the classroom.</td>
<td>( )</td>
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<tr>
<td>D. ON AND OFF CAMPUS ACTIVITIES.</td>
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<tr>
<td>64. I am a registered voter:</td>
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<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Strongly Disagree (SD) 2. Disagree (D) 3. Uncertain (U) 4. Agree (A) 5. Strongly Agree (SA)

54. Teachers should offer special encouragement to girls to do well in science and math. ( ) ( ) ( ) ( ) ( )

55. It is unfair to "regular" students for teachers to devote more time and attention to mainstreamed students. ( ) ( ) ( ) ( ) ( )

To What Extent Do You AGREE or DISAGREE that your teacher preparation program has helped you to:

56. Increase your sensitivity to the moral and ethical aspects of teaching. ( ) ( ) ( ) ( ) ( )

57. Broaden your understanding of individual and cultural differences. ( ) ( ) ( ) ( ) ( )

58. Broaden your understanding of alternative approaches to schooling, teaching, and learning. ( ) ( ) ( ) ( ) ( )

59. Broaden your understanding of the legal, political, and economic dimensions of schooling. ( ) ( ) ( ) ( ) ( )

60. Prepared you to work with learners with disabilities. ( ) ( ) ( ) ( ) ( )

61. Prepared you to teach in urban or inner city schools. ( ) ( ) ( ) ( ) ( )

62. Prepared you to deal with racial conflicts in the classroom. ( ) ( ) ( ) ( ) ( )

63. Prepared you to deal with gender conflicts in the classroom. ( ) ( ) ( ) ( ) ( )

D. ON AND OFF CAMPUS ACTIVITIES.

64. I am a registered voter:

____ No  ____ Yes
APPENDIX B.

INTERVIEW QUESTIONS
Faculty and Administration Interview Questions

Interviewer: "I am taping our conversation today just to make sure I record all of your responses. Is this okay with you?"

1. How long have you been employed in your present position?
2. How many people of color are teaching in this teacher education program?
3. Having taught, do you find the institutions' curriculum reflects an on-going commitment to the goals of multicultural education across all discipline areas? Are some disciplines more sensitive or aware of the need to foster pluralistic perspectives? What are they and why do you think that is?
4. What policies or programs have been put into place to insure that your students are prepared to work and live along side culturally diverse people? What has been the response to these if any initiatives by students, faculty and staff?
5. Can you cite specific examples of courses or field experiences that help the preservice teacher understand the part they play in promoting equity and social justice in the classroom?

6. On a scale of 1-5, with 5 representing the highest, what do you think is the level of commitment this university has:
   - to promoting cultural diversity in hiring?
- to make the cultural contributions of non-Europeans known?
- promoting egalitarian attitudes and values among its students, faculty and staff?

7. In your estimation to what extent from 1-5, with 5 representing the highest, has this current Teacher Education Program helped students to:

- increase their sensitivity to the moral and ethical aspects of teaching?
- broaden their understanding of the legal, political and economic dimensions of schooling?
- prepared them to work with learners with disabilities
- broaden their understanding of individual and cultural differences?
- prepared them to teach in urban, inner-city schools?
- prepared them to deal with racial conflicts in the classroom?
- prepared them to deal with gender conflicts in the classroom?
Interviewer: "This session will be taped, is that okay with you? You have taken the questionnaire part? Do you understand that your participation in this study is entirely voluntary and that you may choose to end this interview at any time? Do you understand that this study poses no risk or threat to its participants and that the data collected will not be reported either by institution or individual respondent? Do you understand that you will receive no monetary inducement or grade for your participation?"

1. What were your thoughts after completing the questionnaire? Did the instrument affect you in any way?
2. What words, symbols or mental pictures do the terms equity and social justice evoke to you? What comes to mind at the mention of these terms?
3. How effective do you think you T.E. program has been [on a scale of 1-5, 5 representing the highest] in helping you to understand how you as perspective teacher can play a part in helping schools to be more equitable and to promote the concept of social justice?

To expand on the question I just asked, can you give me brief concrete coursework or field experiences that have helped you to:

- increased your sensitivity to the moral and ethical aspects of teaching?
- broadened your understanding of the legal, political and economic dimensions of schooling?
- prepared you to work with learners with disabilities
- broadened your understanding of individual and cultural differences?
- prepared you to teach in urban, inner-city schools?
- prepared you to deal with racial conflicts in the classroom?
- prepared you to deal with gender conflicts in the classroom?

Interviewer: "Well that's basically it. Do you have any questions for me, or is there anything else you want me to know? Thank you for participating in this research project."
APPENDIX C.
RESPONDENTS BELIEF STATEMENTS GRAPHS
Belief in Egalitarian Schooling Issues (Percentages).

Figure 1.
Belief in Gender Equity Issues (Percentages).

Figure 2.
Belief in Gender Equity Issues (Percentages).
Belief in Social Class Equity Issues (Percentages).

- Strongly Agree: 2.2%
- Agree: 48.3%
- Uncertain: 45.6%
- Disagree: 3.9%

Figure 3. Belief in Social Class Equity Issues (percentages).
Belief in Ethnic Equity Issues (Percentages).

Figure 4.

Belief in Ethnic Equity Issues (Percentages).

- Strongly Agree: 16.7%
- Agree: 68.3%
- Uncertain: 15%
Belief in Social Justice Issues (Percentages).

Figure 5.
Belief in Social Justice Issues (Percentages).
Belief in Preservice Education Preparedness.

Figure 6.

Belief in Preservice Education Preparedness