

PERCEPTIONS OF ELEMENTARY SCHOOL PRINCIPALS
AND ELEMENTARY STUDENT TEACHERS
CONCERNING MULTICULTURAL
EDUCATION

By

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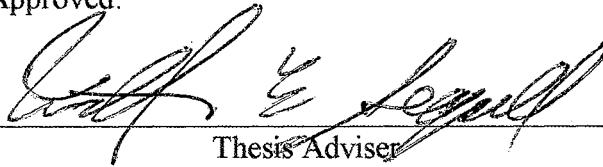
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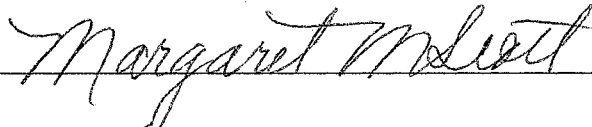
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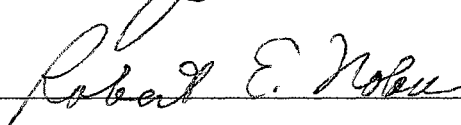
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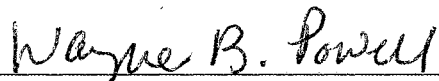


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CHAPTER I

RESEARCH PROBLEM

Background

As we enter the new millennium the preservice teachers have the responsibility of teaching an increasingly diverse community of learners. The public school student population is becoming more diverse while 90 percent of the preservice teachers entering the educational field remain predominately white (Segall & Wilson, 1998). The state of Oklahoma during academic year 1995 had an average enrollment for all grade levels of 611,107 students, excluding alternative schools and special education centers (M. Hesser, personal communication, December 1, 1997), of which 34 percent were of an ethnic group other than Euroamerican (Office of Accountability, 1996; 1997). Also, the report showed an increase of students in public schools in Oklahoma of 1.1 percent as well as a 2 percent decrease in Euroamericans from 1994-95. According to the Annie E. Casey Foundation (1997) it is projected that from 1995 to 2005 Oklahoma will see population increases in children who are African American (11%), Hispanic (19%), and Asian and Pacific Islander (25%) along with decreases in Euroamerican (-7%) and Native American (-4%) children. This compares to the United States projections of increases in children who are African

American (8%), Hispanic (30%), Asian and Pacific Islander (39%), and Native American (6%), while the only decrease projected is with White children at (-3%).

It is noted that 17 percent of the population is living below the poverty level (Office of Accountability, 1997). In Oklahoma, 23 percent of adults age 25 and older have a college degree, 22 percent have some college, but only 30 percent have a high school diploma, and 25 percent have not graduated from high school. This indicates the variety of social economic statuses (Office of Accountability, 1997). Therefore, teaching in Oklahoma requires understanding and knowledge in how to effectively understand how students representing different cultural backgrounds learn. Therefore, it is imperative that Oklahoma prepare preservice teachers for this changing population by understanding how they and the administrators who will hire them perceive multicultural education.

Dees's (1993) study *Perceptions of Ohio Middle and Junior High School Principals Concerning Multicultural Education* developed a survey instrument titled *Perceptions of Ohio Middle and Junior High School Principals Concerning Multicultural Education* that measured the theoretical, negative, and educational values of multicultural education. Modifying the study, Fernandez's (1996) study *Perceptions of Florida Elementary School Principals Concerning Multicultural Education*, added school climate as a fourth value since it is also considered important to multicultural education. Therefore, the four multicultural education values that Fernandez's instrument explores are; theoretical, educational, negative, and school climate.

This study expanded Dees' and Fernandez's original intent of focusing on school principals in two unique ways. First, it examined elementary principals specifically grouped by rural, suburban, and urban settings. Second, it added elementary student teachers'

multicultural education perceptions. Both elementary principals and student teachers are from the same geographical region and are completely independent of each other in this study. The geographical locations for the elementary principals were identified to assist in identifying specific perceptions found in a particular group and how that may relate to the student teacher's perceptions. This particular information provides general knowledge for teacher preparation and professional development. Therefore, this study investigated the differences among Oklahoma elementary principals in rural, urban, or suburban settings and Oklahoma elementary student teachers regarding the four value of multicultural education.

Statement of the Problem

Close to 33 percent of the current national school age population are children of color and this number is increasing (National Center for Education Statistics [NCES], 1995). At the same time close to 90 percent of public school teachers are Euroamerican with little change in this number projected in the future (Segall & Wilson, 1998). Each group brings their personal experiences to the classroom which can influence the learning process. According to Rodriguez and Sjostrom (1995) diversity needs to be a major concern in education.

NCATE has made a commitment to prepare teachers for this diversity through accredited teacher education programs. Research also indicates public school funding and interest in diversity issues are decreasing (Gollnick, 1995). Yet with the changes in population there is a need to prepare teachers for the challenge culturally diverse

classrooms will present. Therefore it is important to investigate how the principals who will be hiring and leading new teachers perceive multicultural education as well as the new teachers. Of equal value is to know the similarities and differences among the groups.

There is little research available concerning principals' and student teachers' perceptions of multicultural education issues. Therefore it is vital we ask: What are the perceptions of rural, suburban, and urban principals, and elementary student teachers concerning multicultural education?

Purpose of the Study

The purpose of this study was to analyze and document the multicultural perceptions of Oklahoma elementary principals of urban, suburban, and rural schools and elementary student teachers regarding the four values of multicultural education as defined by Dees and Fernandez. By organizing the principals by their specific geographical locations a more precise understanding of multicultural education perceptions is attained. Thus the study describes similarities and differences of multicultural education awareness of these specific groups.

The following is a brief listing and explanation of the four values according to Fernandez (1996): The theoretical value provides for understanding the philosophical, social, political, and economic aspects of multicultural education in the school; The educational value addresses the extent to which all students are provided opportunities to learn, achieve, and progress to their fullest capacities; The negative value addresses whether multicultural education is too diverse, that it over emphasizes differences, and

that too much time is spent teaching about cultural differences; The school climate value addresses whether the school has a climate that reflects an atmosphere of respect, trust, and high morale. The definitions are also included in the Definition of Terms section of this proposal.

Definition of Terms

In this study the following terms shall be defined as follows:

Culture - usually refers to group ways of thinking and living (King, 1995, p. 270). Behavior patterns, symbols, institutions, values, language, and other human components of society of a group that are unique enough that they are distinguished from other human groups (Banks, 1981).

Education unit - the professional education unit is the school, college, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other professional school personnel (National Council for Accreditation of Teacher Education [NCATE], 1997, p. 1).

Educational value - extent all students are provided opportunities to learn, achieve, and progress to their fullest capacities (Fernandez, 1996).

Elementary principal - professional administrator responsible for the management of an elementary school (Dejnoksa & Kapel, 1982) and head or chief officer of the educational institution (Blake & Hanley, 1995).

Elementary schools - basic institution of education which provides education for all young children of the people (Dejnoksa & Kapel, 1982). An education setting/institution/private facility for children in grades (sometimes K) 1-6 or (sometimes K) 1-8 (Spafford, Pesce, & Grosser, 1998).

Macroculture - the larger shared mainstream culture (Banks, 1989b).

Microculture - smaller cultures, which are part of the core culture that interpret and express differently the values, norms, and characteristics of the mainstream culture called macroculture (Banks, 1989b).

Multicultural Education- 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 (Banks & Banks, 1989, p. 328).

Negative value - multicultural education is too diverse, that it over emphasizes differences, and that too much time is spent teaching about cultural differences (Fernandez, 1996).

Preservice teachers - student enrolled in a teacher preparation program at the university level.

Rural elementary school - education that takes place in rural communities or small towns (Dejnoksa & Kapel, 1982). A school district with an average daily attendance of 800 or less (Oklahoma Administrative Code, 1994). For this study rural is defined as a rural community or small town with a ADA of less than 800 and/or a community or small town located in central Oklahoma.

School climate value - climate or environment that reflects an atmosphere of respect, trust, and high morale (Fernandez, 1996).

Student teacher- prospective teacher involved in an extended clinical experience that is usually completed during the final year of the preservice training program. This person is usually assigned to, and understudies a cooperating teacher in a public school (Dejnoksa & Kapel, 1982).

Suburban elementary school - for this study, suburban is defined as communities surrounding Oklahoma City, such as Moore, Mid/Del, and Edmond.

Theoretical value - philosophical, social, political, and economic aspects of multicultural education in the school (Fernandez, 1996).

Urban elementary school - for this study, urban is defined as Oklahoma City.

Significance of the Study

Elementary student teachers, elementary principals, and the general public want effective teachers in the classrooms who will help children, regardless of cultural differences to learn. Because there is little research relating to perceptions of multicultural education of preservice elementary student teachers and elementary principals, it is important the similarities and differences among principals representing urban, suburban, or rural schools and the teachers they may hire be investigated.

Assumptions

In this study the following assumptions were made: Elementary principals in Oklahoma's rural, suburban, or urban schools understand multicultural education as it is a required component of staff development (Teacher Reform Act 1980, 1997). Elementary student teachers in Oklahoma understand multicultural education because teacher preparation programs that are National Council for Accreditation of Teacher Education (NCATE) approved and attempt to meet the 1995 NCATE standards (NCATE, 1997). It is also assumed that through multicultural education, educators can increase the academic achievement of students from culturally diverse groups by creating a total school environment that is sensitive and consistent with students cultural and social learning histories (Banks, 1989b).

Limitations

The study was limited to the specific geographic area of central Oklahoma. The study excludes nonpublic elementary schools. The study included only elementary student teachers who were educated at one specific Oklahoma university.

Research Questions

The following research questions were formulated in order to identify the perceptions of each specific group that similarities and differences could be noted:

1. What are the perceptions of urban Oklahoma elementary school principals regarding the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?
2. What are the perceptions of suburban Oklahoma elementary school principals regarding the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?
3. What are the perceptions of rural Oklahoma elementary school principals regarding the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?
4. What are the perceptions of Oklahoma elementary student teachers regarding to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?

CHAPTER II

Review of the Literature

Introduction

Multicultural education incorporates the idea that all students, regardless of gender, social class, ethnic, racial, or cultural characteristics should have an equal opportunity to learn in school (Banks, 1989b). Education in a pluralistic society according to Banks (1991a) should not only affirm and help students understand their own community cultures but also, help release them from their cultural boundaries. He expressed the idea that multicultural education does not eliminate the Western Canon from the schools. Rather it adds the voices of all the cultures that make up the United States. Sanchez (1996) stated that Multiculturalism belongs within the framework of the existing curriculum.

Changing Student Demography

The 1990 Census indicates that one of every four Americans is a person of color and that by the turn of the century it will become one of every three (Banks, 1992). As of

1993, Euroamericans made up 66.1 percent of the enrolled public elementary and secondary students, African Americans made up 16.6 percent, Hispanic Americans 12.7 percent, Asian/Pacific Americans 3.6 percent, and Native American/ Alaskan Native 1.1 percent (NCES, 1995). The 1995 Digest of Educational Statistics forecasts record levels of enrollment by the late 1990's and it is projected to continue to climb into the next century. It projects that by the year 2000 there will be 34.4 million children in elementary schools in the United States, which is an expected growth of 7 percent.

The National Center of Educational Statistics (1995) reported that in 1993, 82.7 percent of Oklahoma's elementary and secondary students were Euroamerican, 14.9 were African American, 1.3 were Hispanic American, 1.0 were Asian American, and 0.1 were American Indian/Alaskan Native. It also reported as of April 1990 that 75.7 percent of Euroamericans, 70.1 percent of African Americans, 55.9 percent of Hispanic Americans, 68.1 percent of American Indian or Alaskan Native and 76.1 of Asian/Pacific Islanders graduated from high school.

Multicultural Education in the Schools

In a recent study, ("Teachers Want Change," 1993) it was found that 77 percent of all teachers believed their school curriculum addressed provisions concerning issues of race and prejudice and 97 percent were willing to help foster better relationships among students of different races and cultures. Overall, 75 percent of the teachers responding to the poll reported that their state or district had established guidelines for implementing multiculturalism in the classroom.

Banks (1991b) believes that students should be taught that knowledge is a social construction reflecting the perspectives, experiences and values of the people and cultures that construct it. He believes that the restructuring of educational institutions for multicultural education should empower all students and assist them to acquire the knowledge, skills, and attitudes that are needed to function effectively in a culturally and ethnically diverse nation and world (Banks, 1993).

In Oklahoma certified and licensed teachers and administrators are to receive some element of multicultural education in their staff development according to Title 70 of the *Oklahoma Statutes* § 6-194 (Teacher Reform Act 1980, 1997). This requirement was created by The Teacher Reform Act of 1980 (1997), out of House Bill 1706 which established, among other reforms, the first professional development guidelines for career teachers in Oklahoma. In 1990, House Bill 1017 added multicultural education and parental outreach as mandated training components to the professional development program (L. Ruhman, personal communication, January 23, 1998). Ultimately, the law gives the local school district responsibility for meeting the required components. For example, in one Oklahoma school district, this is met by requiring classroom teachers and administrators to attend one workshop in multicultural education during their four year staff development cycle.

Historical and Current Multicultural Education

Banks (1981) identifies the historical development of multicultural education by explaining different movements and their impact on educational policy. Nativism, was a

movement that many of the early Protestant Northern and Western Europeans who settled in the United States prior to the 1900's developed concerning new immigrants. They believed there were cultural differences between the established immigrants and the new immigrants. The established immigrants believed they were natives to North America and were suspicious and distrustful of the new immigrants' loyalties. The nativists perpetuated this ideology in their public school curriculum and climate by ridding outside cultural influence. An example was to prohibit foreign language instruction.

The turn of the century and World War I brought the assimilationist ideology into focus. This was established after the 1908 play, *The Melting Pot*, by Israel Zangwill (1907). According to Banks (1981) there were some cultural exchanges between the cultural groups but the Eurocentric Protestant culture dominated society. School policy during the next fifty years attempted to promote the dominant culture and force ethnic groups to assimilate.

Cultural pluralism was introduced early in the twentieth century by philosophers and writers who felt immigrants should be allowed to maintain their ethnic cultures. It was largely ignored because the current leaders in the United States believed the only way to create a unified nation was by having a common culture. Therefore, the Immigration Act of 1917 and the Immigration Act of 1924 were passed in order to limit the number of immigrants entering the United States. Still there were American leaders, researchers, and educators who did not give up on the pluralism idea and continued to work for change in education (Banks, 1981).

World War II brought many changes to the United States in economic, political, and social arenas. Large numbers of African Americans migrated to the North seeking

different and better paying jobs in large urban northern cities. Their attempt at competing for jobs and housing caused racial tension which escalated into riots between African Americans and Euroamericans. Concerned African Americans and Euroamericans established the intergroup-education movement whose goal was "to reduce racial and ethnic prejudice and misunderstandings" through factual knowledge (Banks, 1981, p. 9). This movement was the first of its kind to experiment with reforming teacher education concerning race relations. Though the projects started with this movement were short lived, 1945-1949, their influence was established. The assimilationist impetus ideology prevailed until it was challenged as African Americans fought for their rights. It was found that even though some African Americans assimilated they were denied participation because of their skin color.

Currently, scholars (Banks, 1981, 1989b; Grant and Ladson-Billings, 1997) believe two social movements assisted in shaping the more recent multicultural education movement. First was the Civil Rights Movement of the 1960's which began with the 1954 *Brown vs. Board of Education of Topeka* decision and led to the 1964 *Civil Rights Act*. The Civil Rights Movement provided opportunity for several marginalized groups to gain equality and equity. *Title VI of the Civil Rights Act of 1964* states:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (p. 252).

The second, was the ethnic studies movement. African Americans and other groups of color demanded equity and equality in the policies and practices of schooling.

Ethnic studies became part of the curriculum and ethnic programs began to emerge and find its place in schools and colleges. Unfortunately, many of the ethnic courses were usually electives and taken predominately by students who belonged to the group that is the subject of the course (Banks, 1989b). Banks and Banks (1989) viewed comprehensive multicultural education as a supplement and not a replacement for specialized studies of ethnic and cultural groups.

Other groups such as African Americans, Hispanic Americans, Native Americans, women, and people with disabilities also initiated movements to reform schools and universities. They used the American democratic ideals expressed in *Brown vs. Board of Education* (1954) to justify and legitimize their push for structural inclusion and end the discrimination and racism found in many of the educational institutions (Banks, 1991a).

Gollnick (1995) found that most federal legislation did not promote multicultural education. Federal funding in the form of grants is usually awarded to the local school district for various programs such as; bilingual education, Native American student's education, or students with disabilities. Gollnick (1995; 1992) reported that by 1990 federal support ceased funding civil rights in education. The state has the responsibility for the education of its children and, therefore, multicultural education and its funding varies from state to state.

Oklahoma addresses multicultural education in the Teacher Reform Act of 1980 (1997) where professional development programs must contain a component for multicultural education. The law from Title 70 of the *Oklahoma Statutes* 6-194 (Teacher Reform Act of 1980, 1997) is as follows:

The local boards of education of this state shall establish professional development programs for the certified and licensed teachers and administrators of the district.... Each program shall include a component on outreach to parents, guardians or custodians of students and multicultural education, which all personnel defined as teachers in section 1-116 of title 70 of the *Oklahoma Statutes* shall be required to complete on a periodic basis (p. 116).

Role of Elementary Principal in Multicultural Education

Latest data found that 65 percent of all principals in the United States are male, 7 percent were less than forty years of age, and 99 percent held a master's degree or above (NCES, 1995). In 1993-94 the U. S. Department of Education (1996) reported that 51.5 percent of elementary principals in the United States were women and 35.4 percent were a member of a racial-ethnic minority group. In Oklahoma as of the 1995-1996 there were 862 elementary principals for 1043 independent or dependent elementary school districts. These principals were responsible for over 16,823 elementary educational assignments (Oklahoma State Department of Education [OSDE], 1997).

According to a study (Metropolitan Life Survey, 1990) 73 percent of new teachers polled, strongly agreed that they expected the school principal to create a learning climate in which students would learn. In a review of the 1984 Northwest Regional Educational Laboratory study on school effectiveness, DuFour and Eaker (1987) identified leadership as an indicator for an effective school. This means having high expectations for quality instruction, emphasizing the importance of learning, clear curriculum goals and objectives,

and parental involvement. These indicators have a positive relation to multicultural education. Therefore, the principal is seen has the crucial role as head learner, thus providing the role model expected by students and teachers (Barth, 1990).

In another study, Sleeter (1992) found that teachers believe their principals' understanding of multicultural education varied widely. For example, half of the principals were mildly to strongly supportive of multicultural education. The teachers who described their principals as unsupportive viewed support in various ways. For example, they looked for ways they could incorporate multicultural education without the principal's support or knowledge. They felt it was frustrating to deal with the principal. Also, Sleeter found principals viewed the multicultural education professional development program involved was only for the individual teachers and not the entire school.

Teacher Preparation in Multicultural Education

Barrett (1993) stated the majority of teachers in the United States are Euroamerican, middle-class women who have little experience or training that prepares them for the challenges of teaching in culturally diverse classrooms. The American Association of Colleges for Teacher Education (1997) reports in 1991 that 84.7 percent of students enrolled in teacher education were Euroamerican, 6.9 percent African American, 3.6 percent were Hispanic American, 1 percent Asian/Pacific Islander, less than 1 percent were Native American, and 3.3 identified themselves as other. All groups showed increases in enrollment since 1989 with Euroamericans experiencing the least change. In the same report it states; 87 percent of all public elementary and secondary school teachers

for the 1993-94 school year were Euroamerican, 7 percent were African American, 4 percent were Hispanic American and less than 1 percent were Asian/Pacific Islander or Native American/Alaskan Native.

The 1995 Digest of Education Statistics reported that 42 percent of the new public school teachers' polled prior to their first teaching assignment 'strongly' believed their preservice training prepared them to teach students from a variety of ethnic backgrounds. This changed to 30 percent after their first year of teaching (NCES, 1995). Grant (1989) suggests that Euroamerican teachers' first choice of teaching assignment be in suburban schools.

Colville-Hall, MacDonald, and Smolen (1995) in a study of a multicultural education core course they taught at the University of Akron during 1992, found this type of student brought attitudes with them that were developed during their previous personal Euroamerican experiences. Therefore, Bennett (1995) is concerned that teachers serving children with various cultural, social, and economic histories may not apply equitably standards or act as cultural and instructional mediators. This means Barrett (1993) wants teachers to acquire new skills and attitudes to help all children gain self-esteem and learn effectively in the American classroom. Preservice teachers, therefore, must be aware of the many difficulties minority students face in the school system (Colville-Hall, MacDonald, & Smolen, 1995).

Daly and O'Dowd (1992) found that beginning in 1969 the American Association of Colleges for Teacher Education (AACTE) emphasized the need to effectively prepare teachers for culturally diverse classrooms. The AACTE published several documents, *Teachers for the Real World* (1969), *No One Model American* (1979), and *Multicultural*

Education Through Competency Based Teacher Education (1974) that influenced teacher preparation programs. The AACTE's contribution towards multicultural, nonsexist education continued through the late 1970's and 1980's. Its Commission on Multicultural Education and adoption of resolutions promoted the infusion of multicultural, nonsexist content in the teacher education curriculum..

The National Council for the Accreditation of Teacher Education (NCATE) is a nationally recognized organization founded in 1954 in order to “provide professional judgment of the quality of the education unit, and to encourage continuous improvement of the unit” (NCATE, 1997, p. 1). It recognizes society's diverse population changes. Therefore, its norms in teacher preparation and licensing are updated to meet the new educational needs. NCATE (1997) states in its tenets that “all children can and should learn” and this is ensured when accredited institutions “commit to preparing teachers for a diverse community of students” (p. 4). Therefore, professional teachers who graduate from accredited institutions should be able to “apply effective methods of teaching students who are at different developmental stages and have different learning styles, or come from culturally diverse backgrounds” (p. 4).

NCATE adopted a statement in 1979 requiring teacher education programs to include a multicultural component. This statement has become the forerunner for a series of standards to ensure the institutionalization of multicultural, nonsexist education (Daly & O'Dowd, 1992) . A significant portion of the NCATE rationale is as follows:

“Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in

courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences” (NCATE, 1982, p. 14).

The 1982 Multicultural education standard 2.1.1:

“The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components” (NCATE, 1982, p. 14).

NCATE no longer has this specific standard, instead it has integrated multicultural education into different standards and criteria (Gollnick, 1992). NCATE (1997) refined their standards in 1995. The 20 new standards and 69 indicators address four categories; Design of Professional Education, Candidates in Professional Education, Professional Education Faculty, and the Unit for Professional Education.

Teacher education programs are attempting to infuse multicultural education. This is met through a variety of means, such as courses, preservice teacher discussion groups, and field experiences, which provide insight for multicultural issues. Ladson-Billings (1995, p. 754) believes that teacher education programs that “immerse” their preservice teachers in the communities they will serve and provide debriefings as well as guided reflections, provides the preservice teachers opportunities to learn about the students they will teach without reinforcing initial prejudices. Therefore, Grant and Tate (1995) note the field experience, which varies among universities, is viewed as one of the most valuable aspects of the preservice program. The field experience can positively influence the preservice teacher’s ability to work with culturally diverse students according to studies by Gomez and Tabachnick (1991) and Cooper, Beare, and Thormon (1990).

Bennett (1995) suggests that teacher education programs incorporate school-university-community programs. Also needed is the establishing of preservice teacher and mentor teacher partnerships working with culturally diverse students and families. She believes that teachers must be informed about cultural diversity and be fair-minded. They must be critical thinkers who genuinely care about the welfare of their students and humankind, and who encourage all students to learn and develop to their highest potential.

Rodriquez's and Sjostrom's (1995) study of a novice student teacher and an experienced teacher addressing diversity in classroom practice for issues of social equity, found that when diversity is part of the teacher preparation, it becomes part of the teacher's practice. Therefore, they believe that cultural diversity needs to be a major and not a minor concern in teacher preparation. In another study, Fry and McKinney (1997), explored the significance of the field experience in an urban setting on preservice teachers' attitudes and teaching practices after preservice training. Ten preservice teachers who were white, middle to upper class and who had little contact with others who were culturally different were used in the grounded theory approach case study. In one aspect of the study, all 10 participants reported in anonymous surveys prior to the field experience, that they did not prefer to teach in an urban, culturally different school, though two would consider it. After the study, 90 percent of the participants, stated they would consider teaching in an urban, culturally different school and two of the participants stated that they preferred it. None of the participants reported they would take urban, culturally different school because they would take a job in any setting compared to the 67 percent who gave that reason from the control group.

Unfortunately, there is a large variance among universities who have effective multicultural education programs or are providing adequate field experiences with culturally diverse and exceptional populations (Gollnick, 1995; Goodwin, 1997). Some universities are experimenting in their teacher education programs with effective multicultural education course studies and field experiences but there are others Daly and O'Dowd (1992, p. 190) note, who follow the "add-on" approach which attaches multicultural issues to the standard curriculum. They go on to conclude the add-on approach does not give a positive impression of the contributions made by diverse members of society.

Ladson-Billings (1995) suggest there is a lag between theory and classroom practice. Based on her research of Banks' typology of multicultural education and its relationship with teacher education she found that less than 25 percent of the multicultural teacher education literature from 1988 to 1992 dealt with knowledge construction. Further, she points out 10 percent dealt with prejudice reduction, 5 percent dealt with equity pedagogy and school culture empowerment, and 36 percent did not relate to any of the previous typologies.

Four Values of Multicultural Education

In the present study, 17 items in the two form survey *Perceptions of Elementary School Principals Concerning Multicultural Education and Perceptions of Elementary Student Teachers Concerning Multicultural Education* will serve as a basis for the identification of the four values which comprise multicultural education. The four values

are based on Dees' (1993) and Fernandez's (1996) doctoral dissertations. They are: theoretical value, negative value, educational value, and school climate value.

Theoretical Value

Presenting only an homogeneous culture in American classrooms and denying students from diverse racial, ethnic, social-class, and cultural groups opportunities to learn about their own culture:

1. Does not teach all students who make up the American school demography.
2. Lowers self esteem of those who are not a part of the Euroamerican culture.
3. Implies one culture is better than another.
4. Does not provide encompassing understanding of the social, political, or economic effects on a culturally diverse community.

James Banks (Banks & Banks, 1995) defined multicultural education as "a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups" (p. xi). Multicultural education's goal is to help provide students the knowledge, attitudes, and skills needed to function in their personal microcultures, other microcultures, the U. S. macroculture, and the global community (Banks, 1989b). This is to be done through the schools by faculties and administrators who understand and positively view the theoretical framework of multicultural education as a means to assist their student's educational and personal growth.

Multicultural education has many definitions and frameworks that produce different educational practices (La Belle & Ward, 1994). Gay (1995) gives several reasons for the eclectic nature for multicultural education theory. First there is a wide variety of disciplinary training and perspectives that bring different interpretations for the purposes and practices of multicultural education. Second, personal beliefs based on personal experiences influence individuals perspectives of multicultural education. Finally, some multicultural groups emphasize their own multicultural education agenda, such as focusing on ethnicity or gender issues. This practice gives the appearance that there is no general agreement on key factors in multicultural education.

Underlying all the various theories in multicultural education there are certain goals that Banks (1989b) believes will benefit all children in this type of educational setting. First, multicultural education provides opportunities for individuals to develop more positive attitudes and enhance their ability to consider perspectives of different cultural groups. This promotes positive self-esteem. Second, it provides all students with skills, attitudes, and knowledge necessary to function in their culture and others. Finally, it empowers students to encourage them to succeed academically and actively influence social, political, and economic institutions.

Based on Grant and Sleeter (1989), Grant and Ladson-Billings (1997) describe five basic approaches to multicultural education. The following is a description of the five approaches.

1. *Teaching the exceptional and culturally different.* This approach affirms the existing Euroamerican ideology (Grant & Ladson-Billings, 1997). Focus is placed on cognitive skills and knowledge found in the traditional curriculum.

- (Grant & Sleeter, 1989). This approach is based on theories of assimilation, human capital, and compensatory education (Grant & Ladson-Billings, 1997).
2. *The single group studies* approach to multicultural education provide opportunities for students to increase their knowledge about the history and culture of a group. The single group studies emphasizes awareness, respect, and acceptance of the group under study (Grant & Sleeter, 1989). This approach believes the groups will be empowered so that their status will have them achieve equality throughout society and to make teaching culturally responsive. It falls under Freire's critical consciousness in that once students learn about their own cultural heritage they participate in a process of self-discovery and growth they realize that can be part of a transforming process which will positively influence their lives. (Grant & Ladson-Billings, 1997).
 3. *The human relations* approach promotes unity, tolerance, and acceptance within the existing social structure using communication (Grant & Ladson-Billings, 1997). This is accomplished through cooperative learning, role playing, and vicarious or real experiences that lead to appreciation of others (Grant & Sleeter, 1989). The approach is grounded in general and social psychology theories (Grant & Ladson-Billings, 1997).
 4. *Multicultural education's* approach believes in social equality and cultural pluralism. This approach looks at reforming the total schooling process, whether the school is homogeneous or not (Grant & Sleeter, 1989, p. 53). This approach overlaps with the human relations approach and the single group studies in that people need to know how to get along with each other and

study multiple perspectives. It also provides curriculum of various cultural perspectives and is culturally responsive to the learning styles of the students.

Cultural pluralism, social learning, and cultural transmission theories guide this approach (Grant & Ladson-Billings, 1997).

5. *Education that is multicultural and social reconstructionist* approach promotes social structure equality and cultural pluralism. It supports some of the ideas from single group studies, human relations, and multicultural education. Grant and Sleeter (1989) believe it extends the multicultural education approach “by educating students to become analytical and critical thinkers capable of examining their life circumstances and the social stratification that keeps them and their group from fully enjoying the social and financial rewards of this country” (p. 54). It views the world as constantly changing. Education is needed so individuals can understand and productively assist society. Therefore all aspects of education should be multicultural with students learning through instruction how to use the tools of democracy in order to become productive citizens (Grant & Ladson-Billings, 1997). This view is grounded in the social reconstructionist theory that culture is a dynamic process and education is the means for social transformation (Stone, 1994).

Within the theoretical multicultural education approach Banks (1995, 1996) identified five dimensions that can assist the implementation of multicultural education programs. They are: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture.

The following is a description of Banks (1996) five dimensions:

1. *Content integration* happens when teachers use a variety of single approaches to integrate cultural content into their curriculum without providing the whole picture.
2. *Knowledge construction process* allows teachers to help students to think critically how they are influenced by how knowledge is constructed within a discipline.
3. *Prejudice reduction* focuses on the reduction of negative racial attitudes and how they can be modified using culturally relevant teaching methods and materials.
4. *Equity pedagogy* exists when teachers modify their teaching so that students from different racial, economic, or cultural backgrounds can learn. This includes using a variety of teaching styles to incorporate the variety of learning styles held by different students.
5. *Empowering school culture* provides a total school approach that allows students from different racial, economic, or cultural backgrounds the opportunity to receive educational equality and cultural empowerment.

Negative Value

Multicultural education grew out of the civil rights movement which had as one of its major goals the elimination of discrimination in public accommodations, housing, employment, and education (Banks, 1989b). Banks explains that the first responses were

not carefully planned because much of the early ethnic celebrations and course developments tended to focus on African Americans. Also compounding efforts were the varying beliefs held by school districts of multicultural education. Thus, debate and criticism during the past twenty years has perpetuated harmful misconceptions about the theory and practice of multicultural education including curriculum and institutional studies (Banks, 1993).

Some scholars believe multicultural education could create divisiveness within the nation by overemphasizing differences among ethnic groups and providing too much instructional learning time discussing cultural differences. Some leaders of these criticisms according to Sleeter (1995) are; Alan Bloom (1989), Diane Ravitch (1990), and Arnold Schlesinger, Jr. (1992). Banks (1993) addresses three of the major misconceptions concerning multicultural education. The misconceptions he has identified are; a) “multicultural education is for the others, b) multicultural education is opposed to the Western tradition, and c) multicultural education will divide the nation” (p. 22-23).

According to Banks (1993) multicultural education “is a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized nation and world” (p. 23), this includes Euroamericans as well.

Davidman and Davidman (1994) also identified six factors that contribute to the multicultural education controversy. They are:

- a) Multicultural education is considered a reform movement which contests the traditional method of instruction, administrative procedure, and curriculum choices.

- b) Multicultural education provides a new multidimensional model of what it means to be an American opposed to the assimilated, melting pot model.
- c) Multicultural education will create a divided, racist, sexist, and economically segregated world based on those who hold a universalistic view.
- d) Multicultural education promotes equity which costs money to train and implement, which means possible money could be taken away from areas that the traditional group supports.
- e) Multicultural education promotes anti-racism which can make some people feel guilty, angry, or looking for someone to blame.
- f) Multicultural education is a multifaceted concept which causes tension and division between the advocates. This in turn, reduces their strength and ability to influence the traditional educational process.

Eldridge (1996) and Diaz (1992) address concerns about the amount of time multicultural education may consume in the already busy classroom. Diaz (1992) believes some educators think the traditional curriculum has priority and multicultural perspectives are considered supplementary. Eldridge (1996) identifies two misconceptions that may lead teachers to think there is too much time spent on diversity, and will de-emphasize the standard curriculum. First, is the view that diversity is different from what teachers are already doing in their classrooms. She recommends that culturally sensitive teachers inspect the curriculum in a new way, not add to it. The second misconception she address is that diversity results in the “watering down” of the curriculum (p. 299). She found that teachers who encompassed one or more of Banks’ (1991b) approaches to curriculum reform did not believe they had watered down their academic programs for diversity but

found that because of their efforts the programs were strengthened and without adding additional time.

Educational Value

The United States Supreme Court decision, *Brown vs. Board of Education* (1954) changed the course of history of the United States' educational system. Separate but equal, as defined by *Plessy vs. Ferguson* (1896) was ruled unconstitutional and thus began the criterion of equal educational opportunity. Unfortunately, many children are still not afforded an equal educational opportunity. Davidman and Davidman (1994) believe teachers and administrators who are attempting to meet educational equity for all students will create equivalent:

a) physical conditions under which students learn, b) the quality and experience of teachers and administrators, c) the opportunity for various types of learners to learn, and d) the educational achievement of various groups of learners within the class, school, and school district (p. 4).

In other studies, Darling-Hammond (1995) found that the quality of instruction determines the outcomes of African American students' achievement. She also found that teachers who provide quality instruction are "much more sensitive to students' needs and individual differences; they are more skilled at engaging and motivating students; and they can call upon a wider repertoire of instructional strategies for addressing student needs" (p. 471). Acheson and Gall (1997) suggest the following definition of effective teaching:

1) the tasks of teaching include providing instruction in academic knowledge and skills; 2) providing an instructional climate that helps students develop positive attitudes toward school and self; 3) adjusting instruction in response to student's ability, ethnic identification, home background, and gender; 4) managing the classroom context so that students are engaged in learning; 5) making sound decisions and plans; and 6) implementing curriculum change (p. 44).

This ultimately reflects an effective teacher who meets the learning needs of all students and encourages a climate of expectation that students can achieve.

Banks (1989a) states that:

A mainstream-centric curriculum has negative consequences for mainstream students because it reinforces their false sense of superiority, gives them a misleading conception of their relationship with other racial and ethnic groups, and denies them the opportunity to benefit from the knowledge, perspectives, and frames of reference that can be gained from studying and experiencing other cultures and groups (p. 189).

Multicultural education goes beyond the traditional curriculum by providing historical copies and perspectives of groups that are normally not addressed. This allows all students to learn new and different ways of solving social problems (Segall & Wilson, 1998). This in turn leads to better communication and interaction between groups.

There have been four approaches to the integration of ethnic content in the curriculum during the past three decades identified by Banks (1989a). The four approaches visit different levels of content integration. The four approaches are not entities, but can be intertwined in curriculum reform. The four levels are called the

contributions approach, the additive approach, the transformational approach, and the social action approach. The following is a description of each approach according to Banks (1989a).

1. *Contributions approach*: This allows the mainstream curriculum to remain unchanged in its structure, goals, and characteristics by adding selected ethnic heroes or cultural artifacts that often represents one view of perspective of the ethnic community. It is considered the easiest to incorporate but has limiting factors. An example of this is celebrating Cinco de Mayo as a one day unit. Students may not understand the role and influence the ethnic hero or celebration may have had in the total context of history. Educators limit the students perspectives of a global view, give the idea that ethnic contributions are secondary, and ignore ethnic victimization and struggles.
2. *Additive approach*: This allows teachers to place ethnic content in the curriculum without restructuring the traditional curriculum. This approach provides the introduction of cultural themes or perspectives that tie in with the already established Eurocentric criteria. An example would be adding as an appendage, *I Know Why the Caged Bird Sings* by Maya Angelou, as a reading for a high school English literature course (L. Scott, personal communication, January 19, 1998). A lack of ethnic perspective, concept, content background or emotional maturity on the student's level may lead to problems if not properly handled.
3. *Transformation approach*: This provides students a curriculum that views concepts, issues, themes, and problems from a variety of perspectives. The

goal is to extend students' understanding of the complexity of the U. S. society based on the various issues. An example would be helping students understand how different ethnic music backgrounds have enriched the artistic development of music in the United States. Banks (1989a) referring to multiple acculturation states emphasis "should be on how the common U.S. culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up American society (p. 197)."

4. *Social action approach*: This moves beyond the transformation approach by having students make decisions and take personal action with the concepts, issues, or problems studied. The goal of this approach is to help students become critical thinkers and decision makers by acquiring the needed skills for a social action approach. An example of this may have students inquire and analyze social problems using an interdisciplinary approach.

School Climate Value

Schools are social places where all types of cultural diversity such as ethnicity, gender, language, and social economic statuses intermingle (Pang, 1992). Pang believes for all students to feel successful the school must take an "entire-system approach" regarding diversity (p. 58). This is accomplished as educational leaders and teachers prepare the school in all aspects of diversity, including students, teachers, and the community (Gollnick and Chinn, 1994; Pang, 1992). The goals and characteristics of

multicultural education ideally provide the foundation for building a positive multicultural school climate. Banks (1989b) describes the goals of multicultural education as follows:

1. To transform the school so that male and female students, exceptional students, as well as students from diverse cultural, social-class, racial, and ethnic groups will experience an equal opportunity to learn in school.
2. To help all students develop more positive attitudes toward different cultural, racial, ethnic, and religious groups.
3. To develop perspective-taking skills and to consider the perspectives of different groups (p. 19-20).

Gay (1994) shares two strategies that have emerged from multicultural theory that assist in building a multicultural climate. They are “matching teaching styles with culturally different learning styles and promoting cultural context teaching” (p. 137). Teachers need to know who they are teaching and what instructional strategies work best based on the social cultural learning styles in order for learning experiences to be effective.

In another work, Gay (1992) reported Moos’ (1979) research on educational climate. Moos found that students’ happiness, personal growth, and achievement relate to “high student involvement, strong personal student teacher relationships, innovative teaching methods, clarity in rules, affective concern for students as people, and hard work for academic rewards within a well organized context” (p. 51). She goes on to stress the importance of this type of climate for “culturally different students whose learning styles are field dependent, and whose value orientations are people centered, affective, humanistic, and group-based” (p. 52). This type of climate is more likely to be found in the

elementary classroom. Gay believes the more formal Eurocentric style classroom environment can have negative effects on students who are culturally different.

Pang (1992) found seven common characteristics of successful schools in diverse communities. She cautions that there is no one approach for a successful school but rather identifies some key aspects that may lead to success. Schools, according to Gay (1994) need to recognize the “readiness level or receptivity” for multicultural education and to make it compatible with the “environmental context” of the students (p. 135). Therefore, Pang (1992) identifies the seven common characteristics of successful schools of culturally diverse communities as follows:

1. The school and community both participate in the curriculum, organization, assessment instruments, and educational purpose.
2. The entire school system exhibits high expectations for all students.
3. Parents are welcome and encouraged to participate in a variety of ways.
4. Teachers are encouraged and involved in decision making.
5. The principal assumes the role in guiding and directing the cooperative effort of all individuals involved in the educational process.
6. Students’ cognitive and social development are considered in designing effective instructional programs.
7. Student assessment is monitored which helps assess school effectiveness.

Rosalind P. Hale (1997) identifies five strategies principals can undertake to build a multicultural climate. The first is to have principals, at appropriate times, disclose and share their own cultural heritage with all members of the school community. This provides for the building of commonality bonds. Second, encourage culturally diverse members of

the school community to share their cultural heritage. This demonstrates respect and acknowledges contributions by placing the focus on the uniqueness of the individual. Third, principals need to examine that multiculturalism is throughout the curriculum, insuring it is not incorporated as an additive, and that all groups have positive representation. Fourth, the school should reflect the community's and nation's cultural diversity. Finally, principals need leadership to promote understanding differences in a positive and ongoing manner.

Summary

Much of multicultural education's research has been based on theory and ideology. Multicultural education's purpose according to Banks (1989b) is to reform and transform schools so that students from all cultures will have an equal educational opportunity. Multicultural education has been controversial historically. Mirroring the *Civil Rights Act* (1964) Oklahoma insured, through the passage of House Bill 1017 in 1990, that multicultural education would be a part of professional teacher development programs. NCATE's standards for teacher education programs also give multicultural education major support.

As reported in this chapter most teachers are Euroamerican. They have the task of teaching a culturally rich and diverse student population. Principals are important leaders in the educational process. Their beliefs as well as the preservice teachers they hire, determine how schools will succeed. There is wide variance in how multicultural education is addressed at the local level and in the university teacher preparation

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programs. One reason is the variety multicultural education definitions, approaches, and implementations.

The four values of multicultural education that were addressed in this study are; theoretical, negative, educational, and school climate. Each value is a unique component although they all interrelate. That is, the theoretical value helps us to understand the philosophical purpose of multicultural education and its effect on students. The negative value identifies issues that individuals may fear when incorporating multicultural education. Finally, the educational and school climate values set up the process in which all students will be given the opportunity to learn.

Chapter III

Methodology

Introduction

The purpose of Chapter Three is to describe the quantitative methods used in conducting this study. These were dictated by the purpose of the study which was to analyze and document the perceptions of Oklahoma elementary school principals in urban, suburban, and rural settings and elementary student teachers. This chapter is divided into the following sections: (a) Research Methodology, (b) Research Design, (c) Research Instrument, (d) Pilot Study, (e) Selection of Subjects, (f) Data collection, and (g) Analyses of Data.

Research Methodology

The methodology employed in this study was a form of descriptive research. Mouly (1978, p.179) states that descriptive studies are oriented toward the description of current status which can lead to formative evaluation of which programs can develop plans for in the future. Descriptive methodology was selected based on the research

questions, limited research in this area of elementary principals and student teachers, and the need for a base line study.

The survey instrument used in this study was developed by Dees (1993) and Fernandez (1996). It was divided into two copies to meet the contemporary needs of the populations and now titled *Perceptions of Elementary School Principals Concerning Multicultural Education* and *Perceptions of Elementary Student Teachers Concerning Multicultural Education*. The instrument is discussed in the Research Instrument section of this chapter.

Research Design

A cross-sectional survey design was used to analyze and document the perceptions of Oklahoma elementary school principals and Oklahoma elementary student teachers. According to Gay (1996, pg. 252) a cross-sectional design provides information that is collected at some point in time from a sample that hopefully represents the current status of all relevant subgroups in the population. Rea and Parker (1992, p.6) state survey research can infer generalizations from a mere fraction of the total population by contacting individuals who represent the characteristic entities. Surveys are “decision-oriented” by providing information on present conditions and pointing to present needs (Mouly, 1978, p.180). The survey method was considered useful as a first step in understanding how elementary student teachers and elementary principals from rural, suburban, and urban settings perceive four values of multicultural education.

This survey design described the perceptions of elementary rural, suburban, and urban principals and elementary student teachers regarding the four values of multicultural education. The survey was divided into two copies titled *Perceptions of Elementary School Principals Concerning Multicultural Education* and *Perceptions of Elementary Student Teachers Concerning Multicultural Education*.

Research Instrument

The survey instrument, *Perceptions of Florida Elementary School Principals Concerning Multicultural Education* that will be used in this study was originally developed by Dees and modified by Fernandez (1996). Dees (1993) constructed the original instrument because her research indicated no instrument would adequately investigate and document the perceptions of middle and junior high school principals concerning multicultural education.

Based on Dees' work Fernandez modified the instrument in two areas. The first allows elementary principals and elementary student teachers to express their perceptions using a 4-point Likert-type scale in part one (SA = Strongly Agree, A = Agree, DA = Disagree, and SD = Strongly Disagree). The specific survey items 6, 12, 13, 15, and 17 (see Appendix A and B) sought elementary principals and student teachers' theoretical value regarding multicultural education. Survey items 7 and 14 (see Appendix A and B) addressed the negative value of multicultural education. Survey items 1, 2, 3, 4, 5, and 11 (see Appendix A and B) sought understanding of the educational value of multicultural

education. Finally, survey items 8, 9, and 10 (see Appendix A and B) were used to identify principals' and student teachers' perceptions of the school climate value.

The school climate items were included in the original Dees' study but were not specifically identified as school climate. Fernandez (1996) added the value of school climate because educators are said to have attained a positive multicultural school climate when respect for cultural differences, trust, and morale have been reflected in all aspects of the students' instructional program.

Permission was asked and obtained from Gloria Fernandez to use her instrument in this study (see Appendix C). This researcher modified the Dees-Fernandez instrument by dividing it into two copies. One copy focused on the elementary student teacher and the other copy on the elementary school principal (see Appendix A and B). The two differing copies of the survey were given their own unique title to avoid confusion and provide for a better response. The titles were based on the group who would be using it. The principal's copy was titled *Perceptions of Elementary School Principals Concerning Multicultural Education*. The student teacher's copy was titled *Perceptions of Elementary Student Teachers Concerning Multicultural Education*.

However, the 17 survey questions concerning the perceptions of the four values of multicultural education are the same. In each of the two copies of the instrument, the initial wording of the survey items, which focuses on implementation, was modified for the elementary student teachers to make it contemporary to their needs. For example, the initial wording for the questions on the principal's survey read as follows: **In my school, Multicultural Education...** (see Appendix A) was modified to; **I hope in the school where I am hired, Multicultural Education...** (see Appendix B) on the student

teacher's survey. Also part two, which is the demographic data section of both instruments, met the criteria for elementary principals and elementary student teachers.

Part two of the instrument allowed respondents who are principals to provide brief information that was used in the analyses. For example, survey item 1 sought professional (educational level) characteristics and 2, 3, 4, and 5, (see Appendix A) asked for personal (gender, age, race, and ethnic origin) characteristics. Items 6 and 7 (see Appendix A) sought information on professional development in multicultural education. Item 8 (see Appendix A) sought information on the racial make up of their school.

Part two of the instrument allowed respondents who are student teachers to provide information that was used in the analyses. For example, survey item 1 sought teaching certification information and item 2 educational characteristics (see Appendix B). Items 3,4,5, and 6 asked for personal (gender, age, race, and ethnic origin) characteristics (see Appendix B). Items 7 and 8 (see Appendix B) sought information on professional teacher training.

Gay (1996) defines validity as "the degree to which a test measures what it supposed to measure and, consequently, permits appropriate interpretation of scores.... for a particular purpose and for a particular group" (p. 138). Dees (1993) determined face, content, and construct validity for the instrument. This was done using a panel of experts and factor analysis as discussed by Gay (1996). Fernandez (1996) also determined alpha reliability for each of the four multicultural education value scales using Cronbach's alpha coefficient as: Theoretical = .84, Negative = .62, Educational = .84, and School Climate =.94. As for this study, face and content validity was determined for the elementary

student teachers by a review of the literature, small pilot study with preservice teachers, two experts from the field, and members of the dissertation committee.

Pilot Study

The student teacher instrument was pilot tested with individuals representing the student teaching population for face validity. Part Two of the original instrument had been slightly modified by the researcher to meet the student teacher's special characteristics. The individuals who participated did not belong to the student teaching population that would be surveyed. They were given the survey and asked to complete it and look for any wording that may appear confusing. As a result of the pilot testing, some wording in Part Two was clarified for optimal use. No other problems were indicated.

Selection of Subjects

The available population of this study consisted of approximately 168 elementary school principals and 122 elementary student teachers from an institution of higher education in central Oklahoma. The elementary principals were selected from school districts that accept student teachers from the teacher preparation program used in this study. There was no relationship designed between the student teachers and the principals except that they were serving schools in central Oklahoma. Permission was obtained from the single university and 24 school districts representing the elementary principals prior to the administering of the surveys (see Appendix E and F). Twenty-two of the 24 school

districts and the entire elementary student teacher population agreed to participate in the study.

The school districts along with the names of the school sites and principals were obtained from a computerized list provided by the Student Teaching Office with the university. Principals and their school sites were first placed into one of three groups (urban, suburban, or rural) based on geographical location and placed in alphabetical order by district and school site. After the division there were 63 urban principals, 69 suburban principals, and 36 rural principals. Thirty-six principals were then randomly selected from the suburban and urban groups and the entire rural group of 36 were surveyed that provided three distinct groups. Authorities believe 30 should always be used as a minimum sample (Gay, 1996; Ravid, 1994).

Data Collection

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. In compliance with the policy, this study sought separate approvals for the involvement of the elementary student teachers and elementary principals. Approval was granted and the Institutional Review Board forms can be found in Appendix D.

In an effort to increase the return rate as suggested by Dillman (1978), Fowler (1993), and Weisberg, Krosnick, and Bowen (1996) the following procedures were followed for the school principals: (1) Principals received a personalized letter (see Appendix F) on Oklahoma State University stationary, a pre-stamped and pre-addressed

return envelope, survey, and two copies of a consent form (see Appendix H). (2) Each principal was informed as to the purpose and procedure of the study, the importance of their contribution, confidentiality measures, possible discomforts, and possible benefits. (3) A second follow up mailing was sent to non-respondents approximately three weeks after the original mailing, containing an updated cover letter (see Appendix I), survey, and two consent forms. (4) A final reminder letter (see Appendix J) was sent approximately two weeks later to all non-responders.

Table I provides the return rate of usable surveys for the elementary principals. Fifty-six percent of the urban principals, which accounted for 20 of the 36 principals surveyed were used in analyses. The suburban principals' return rate was 72 percent, which accounted for 26 of the 36 principals surveyed. The rural principals' return rate was 69 percent which accounted for 25 out of 36 principals.

TABLE I
NUMBER AND PERCENTAGES OF PRINCIPALS'
SURVEY RESPONSES BY GROUP

Group	Population	Sampled	Responded	Percent
Urban	63	36	20	56
Suburban	69	36	26	72
Rural	36	36	25	69

The university's entire elementary student teacher populations of 122 were given the survey. This was accomplished by the University Supervisors during a supervisory visit at the student teacher's school site during the Spring 1998 semester. The University Supervisors were given a letter explaining their participation (see Appendix K). Each elementary student teacher was given a sealed envelope titled "Elementary Student Teacher" that contained a letter of explanation (see Appendix L), the survey, and a pre-addressed, postage paid envelope. Five surveys were not delivered. Therefore 55 of the student teachers out of 117 responded to the survey, which accounted for 47 percent of the elementary student teaching population.

Analyses of Data

The procedures utilized to analyze the data follow within the descriptive research approach. This information was based on data collected from the four groups which are; rural, suburban, and urban elementary principals and elementary student teachers.

Choice of Procedures

The procedures utilized to analyze the data were designed based on the nature of the research questions being asked, the measurement level of the data being used, the groups of participants, and the ability of the procedure chosen to reveal the data.

Percentages and means were used in this study to answer the four research questions concerning the perceptions of elementary school principals and student teachers.

This was accomplished in two ways. The means of each item within a value were calculated based on responses of the group. Second, the individual means of the items within a value were averaged using a weighted mean calculation. This gave a grand mean score for each particular value. According to Peers (1996) the mean is equal to the sum of values in a distribution divided by the total number of values. He also explains the weighted mean as the sum of each mean multiplied by its appropriate weight (number of responses), all divided by the sum of the weights. This provides a more accurate mean score.

In addition, to gain understanding of the individual groups surveyed, the demographic characteristics from Part I of the surveys (see Appendix A and B) were described in frequencies and percentages. Finally, in an effort to identify similarities and differences among the groups, the mean scores of each item and the grand mean scores of each value were ranked in an hierarchical structure based on the level of agreement or disagreement. Ranking provides a rank-ordered base on the criterion of means but does not provide the interval equality found between the ranks (Ravid, 1994).

CHAPTER IV

DATA PRESENTATION

Introduction

This study was designed to analyze and document the perceptions of rural, suburban, and urban elementary school principals and elementary student teachers in order to document their perceptions of multicultural education awareness and describe the similarities and differences among these specific groups. The study looked at four values of multicultural education and asked the principals and student teachers to respond to seventeen statements using a Likert Scale as a means of measurement and complete eight demographic data questions. This chapter contains a description of the respondents' demographic data and responses to the seventeen statements concerning multicultural education.

Description of Respondents

A total of 55 elementary student teachers and 72 elementary school principals which were divided into three geographic groups (urban N = 20, suburban N = 26, and

rural N = 25) responded to the 25 item surveys seeking their perceptions of multicultural education. The following is a brief description of their demographic characteristics.

Elementary Student Teachers

Fifty-five elementary student teachers participated in the study. The number represented 47 percent of the elementary student teachers completing their student teaching experience in the Spring 1998 semester. In general, the respondents appeared to represent the typical student teacher population based on various researchers (NCES, 1995; AACTE, 1997).

Demographic characteristics from Part Two of the elementary student teacher's survey instrument indicates 70 percent of the respondents were only seeking elementary certification. A small percentage reported they were seeking endorsements along with their elementary certification. The greater majority of the responding student teachers were in the Bachelor's program, female, and between the ages of 19-24. Only nine percent reported their race as either Black, American Indian/Eskimo/Aleut, or Asian/Pacific Islander. Eighty-eight percent of the respondents selected Euroamerican as their ethnicity. Complete personal demographic information can be found in Appendix M, Table XXIV.

The majority of the responding elementary student teachers attended workshops, courses, seminars or conferences concerning multicultural education, cultural diversity/awareness/pluralism and believed their teacher preparation program had relevant multicultural education programs.

Elementary School Principals

Twenty urban, 26 suburban, and 25 rural elementary principals participated in the study. Individual group response rates ranged from 56 percent to 72 percent of those sampled.

Based on Part Two of their survey all principals from each group had a minimum of a Master's degree, with only urban and rural responding principals reporting doctorates. Females represented the majority of the respondents, with rural principals reporting the largest percentage. The percentage of females responding to this study appears slightly higher than the U. S. Department of Education's (1996) report which states 51.5 percent of elementary principals were women. The data also reports that the majority of all the responding elementary principals were 40 years of age or older. This information agrees with the National Center for Educational Statistics' (1995) data on principals.

According to the respondents' data (see Appendix M, Table XXV) White elementary school principals outnumber the Non-white principals in all three groups. Whites make up for 55 percent of the urban principals, 92 percent of the suburban, and 88 percent of the rural principals. Black or American Indian/Eskimo/Aleut make up for 45 percent of the urban, 8 percent of the suburban, and 12 percent of the rural principals. No Asian/Pacific Islander principals were represented in this study. Ethnic origin data follows closely to the race data. Forty-four percent of the urban, 18 percent of the suburban, and 15 percent of the urban belong to the African American or Other category. No principals reported belonging to the Hispanic American or Asian American ethnic origin.

The majority of the responding elementary principals in all three groups attended courses, workshops, seminars, or conferences where multicultural education, cultural diversity/awareness/pluralism was addressed. Less than 20 percent of any one group had not attended a program. This data implies that the principals are following the Oklahoma Teacher Reform Act of 1980 (1997). Also, 50 percent of the responding urban principals, 36 percent of the suburban principals, and 58 percent of the rural principals reported relevant multicultural education programs in their schools.

The composition of the students the responding principals served was based on the Oklahoma State Department of Education classification system: White, Black, American Indian/Alaskan, Asian/Pacific Islander, and Hispanic (OSDE, 1997). Table II reports that each of the three principal groups contained students from each of the five classifications. However, there were individual schools within each of the groups that did not have specific minority classifications enrolled. It is interesting to note that the suburban schools had more racial classifications attending each of their responding schools than the other two groups.

TABLE II

STUDENT ENROLLMENT CLASSIFICATION BY PERCENTAGES AS REPORTED BY PRINCIPALS

Classification Percentage Category	Distribution of Respondents									
	White		Black		American Indian Alaskan		Asian/ Pacific Islander		Hispanic	
	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
Urban										
0 Percent					3	17	9	50	6	33
.5-49 Percent	10	56	11	61	15	83	9	50	11	61
50-100 Percent	<u>8</u>	<u>44</u>	<u>7</u>	<u>39</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>6</u>
Total	18	100	18	100	18	100	18	100	18	100
Suburban										
0 Percent					1	5	1	5		
.5-49 Percent	1	5	22	100	21	95	21	95	22	100
50-100 Percent	<u>21</u>	<u>95</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Total	22	100	22	100	22	100	22	100	22	100
Rural										
0 Percent			1	4	2	9	6	26	2	9
0-49 Percent	1	4	21	91	21	91	17	74	21	91
50-100 Percent	<u>22</u>	<u>96</u>	<u>1</u>	<u>4</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Total	23	100	23	99	23	99	23	100	23	99

Note. Number percentages exclude missing cases

Percentages may not add to 100 percent due to rounding error.

Urban (N=20), Suburban (N=26), Rural (N=25)

Results of Research Questions

The research questions are discussed in terms of the procedures selected for this particular study. Each population's perceptions regarding the four values of multicultural education will be described individually in regard to the four research questions. A discussion of similarities and differences among the groups will conclude this section.

Principal's were asked to respond to seventeen statements that began with; In my school, multicultural education.... The elementary student teachers were asked to respond to the same seventeen statements that began with; In the school I hope hires me, multicultural education.... Each statement associated with the four values of multicultural education could elicit a: (a) Strongly Agreed, (b) Agreed, (c) Disagreed, (d) Strongly Disagreed. The survey items were assigned a numerical value where 4 = Strong Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree.

Research Question One

What are the perceptions of urban Oklahoma elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?

Theoretical Value

There were six survey items that measured the theoretical value of multicultural education. Survey items used were: (6) is for all students, (12) elevates student's self-

esteem, (13) emanates from the philosophy of cultural pluralism, provides a knowledge base for understanding (15) social effects, (16) political effects, and (17) economic effects on a culturally diverse community.

Over three fourths of the urban principals' responses were in the Agree or Strongly Agree category. No more than 30 percent of the responding urban principals Disagree and no more than five percent Strongly Disagree with any particular theoretical statement (see Appendix N, Table XXVI). Table III displays the number of responses by ratings for each item of the theoretical value of multicultural education. The urban principals' mean ratings for the individual items of theoretical value of multicultural education fell between providing a knowledge base for understanding the economic effects on a culturally diverse community at 2.79 and is for all students at 3.65. The grand mean rating of 3.20 indicates that the urban principals Agree that in their schools multicultural education is for all students, elevates their self-esteem, emanates from cultural pluralism, and assists in helping understand the social, political, and economic effects.

TABLE III
MEANS OF URBAN PRINCIPALS' RESPONSES
TO THE THEORETICAL VALUE

Theoretical Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(6) Is for all students	13	7	0	0	3.65
(12) Elevates self-esteem	11	9	0	0	3.55
(13) Emanates from cultural pluralism	4	14	1	0	3.16
(15) Understanding the social effects	6	12	2	0	3.20
(16) Understanding the political effects	2	12	6	0	2.80
(17) Understanding the economic effects	2	12	4	1	2.79
				Grand Mean	3.20

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=20

Negative Value

The negative value survey items stated that multicultural education is (7) divisive, it overemphasizes differences among ethnic groups and (14) provides too much learning time for discussing cultural differences. More than 60 percent of the urban principals Disagree that multicultural education in their schools is divisive, overemphasizing ethnic differences (65%) and that too much learning time was spent discussing cultural differences (70%). No more than five percent of the respondents Agree or Strongly Agree with either negative value item (see Appendix N, Table XXVI). Urban principals' mean ratings were 1.80 for both negative value survey items (see Table IV). Overall, urban

principals Disagree that the implementation of multicultural education in their schools has a negative effect.

TABLE IV
MEANS OF URBAN PRINCIPALS' RESPONSES
OF THE NEGATIVE VALUE

Negative Value of Multicultural Education	<u>Distribution of Respondents by Level of Agreement</u>				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(7) Divisive, overemphasizes differences	1	0	13	6	1.80
(14) Too much time spent of differences	0	1	14	5	1.80
				Grand Mean	1.80

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=20

Educational Value

There were six items representing the educational value of multicultural education. The items were: (1) incorporates the idea that all students should have an equal opportunity to learn, (2) meets the individual learning needs of all students so that they can progress to their fullest capacity, (3) implies that students must learn to communicate and interact with people of different cultural backgrounds, (4) encourages a climate of expectations in which the staff believes that all students can reach extended levels of

achievement, (5) is synonymous with effective teaching, and (11) broadens the conventional curriculum.

Most of the urban principals responses fell in the Agree and Strongly Agree range regarding the educational value of multicultural education. Incorporating the idea that all students should have an equal opportunity to learn received the highest percentage with 90 percent of the urban principals marking Strongly Agree. Urban principals had no Strongly Disagree responses and only two items; synonymous with effective teaching (5%) and broadens the conventional curriculum (5%) had Disagree responses (see Appendix N, Table XXVI). The mean ranges for the educational value according to Table V are 3.40 (broadens conventional curriculum) to 3.90 (all have an equal opportunity to learn) with a grand mean of 3.63. This gives evidence that urban principals Agree to Strongly Agree that the educational value items are being implemented in their schools.

TABLE V
MEANS OF URBAN PRINCIPALS' RESPONSES
TO THE EDUCATIONAL VALUE

Educational Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(1) All have equal opportunity to learn	18	2	0	0	3.90
(2) Meets learning needs of all students	9	11	0	0	3.45
(3) Learn to interact with diverse people	13	7	0	0	3.65
(4) High expectations for all students	17	3	0	0	3.85
(5) Synonymous with effective teaching	12	7	1	0	3.55
(11) Broadens conventional curriculum	9	10	1	0	3.40
				Grand Mean	3.63

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=20

School Climate

The School Climate items stated that multicultural education reflects an atmosphere of (8) respect, (9) trust, and (10) high morale. All of the urban principals either Agree or Strongly Agree with the school climate's three items. The bulk of the responses fell in the Agree range with trust and high morale receiving 70 percent each (see Appendix N, Table XXVI). Urban principals' responses rated the item, reflects an atmosphere of respect, with a mean of 3.45, the highest of the three items. The grand mean rating of 3.35 gives evidence that urban principals perceive that the items of school climate are being implemented in their schools (see Table VI).

TABLE VI
MEANS OF URBAN PRINCIPALS' RESPONSES
TO THE SCHOOL CLIMATE VALUE

School Climate Value of Multicultural Education	<u>Distribution of Respondents by Level of Agreement</u>				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	
(8) Reflects atmosphere of respect	9	11	0	0	3.45
(9) Reflects atmosphere of trust	6	14	0	0	3.30
(10) Reflects atmosphere of high morale	6	14	0	0	3.30
			Grand Mean		3.35

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=20

Research Question Two

What are the perceptions of suburban Oklahoma elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?

Theoretical Value

The majority of the suburban principals Agree to Strongly Agree that in their schools multicultural education (6) is for all students, (12) elevates the student's self-esteem, (13) emanates from cultural pluralism, and provides understanding of the (15) social, (16) political, and (17) economics effects on a culturally diverse community.

However, there was Disagreement found with each theoretical item, with four items receiving 20 percent or more of the Suburban principals' responses. Only two items, understanding the political effects (4%) and social effects (4%) received Strongly Disagree ratings (see Appendix N, Table XXVII). According to Table VII four items received ratings under 3.0 with the lowest mean rating belonging to understanding the political effects at 2.63. The suburban principal's grand mean was 2.97 due to the percentage of suburban principals that Disagreed or Strongly Disagreed with the individual items. This data implies that suburban principals generally perceive that theoretical value of multicultural education is being implemented in their schools.

TABLE VII
MEANS OF SUBURBAN PRINCIPALS' RESPONSES
TO THE THEORETICAL VALUE

Theoretical Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(6) Is for all students	13	11	2	0	3.42
(12) Elevates self-esteem	11	12	3	0	3.30
(13) Emanates from cultural pluralism	1	15	7	0	2.74
(15) Understanding the social effects	2	18	5	0	2.88
(16) Understanding the political effects	1	14	8	1	2.63
(17) Understanding the economic effects	1	16	5	1	2.74
				Grand Mean	2.97

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=26

Negative Value

The two survey items used to measure the negative value of multicultural education were; (7) is divisive, it overemphasizes differences among ethnic groups and (14) provides too much learning time for discussing cultural differences.

Ninety-two percent of the suburban principals Disagree that too much time was spent discussing cultural differences in their schools. On the other hand, twelve percent Strongly Agree that in their schools multicultural education is divisive and overemphasizes ethnic differences (see Appendix N, Table XXVII). Table VIII shows that the grand mean for the negative value is 2.02 indicating that the suburban principals Disagree but that there was a percentage who Agree with the negative value items. Suburban principals indicated a wide range of scaled responses for the first item; divisive and overemphasizes cultural differences, compared to the second item; that too much time was spent on discussing cultural differences. Nonetheless, the suburban principals did not perceive multicultural education as having a negative influence in their schools.

TABLE VIII
MEANS OF SUBURBAN PRINCIPALS' RESPONSES
OF THE NEGATIVE VALUE

Negative Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(7) Divisive, overemphasizes differences	3	4	10	9	2.04
(14) Too much time spent of differences	0	1	23	1	2.00
			Grand Mean		2.02

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=26

Educational Value

Suburban principals as a whole Agree to Strongly Agree that multicultural education (1) incorporates the idea that all students should have an equal opportunity to learn, (2) meets the individual learning needs of all students so that they can progress to their fullest capacity, (3) implies that students must learn to communicate and interact with people with different cultural backgrounds, (4) encourages a climate of expectations in which the staff believes that all students can reach extended levels of achievement, (5) is synonymous with effective teaching, and (11) broadens the conventional curriculum.

Of the six items surveyed 76 percent of the suburban principals Strongly Agree with the item, all have an equal opportunity to learn (see Appendix N, Table XXVII), thus giving it a mean of 3.76. Less than 15 percent of the suburban principals rated Disagree on any educational value item. The overall mean score for the educational value according to

Table IX was 3.45. This gives evidence that suburban principals perceive the educational value of multicultural education as being implemented in their schools.

TABLE IX
MEANS OF SUBURBAN PRINCIPALS' RESPONSES
TO THE EDUCATIONAL VALUE

Educational Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(1) All have equal opportunity to learn	19	6	0	0	3.76
(2) Meets learning needs of all students	13	12	1	0	3.46
(3) Learn to interact with diverse people	16	8	2	0	3.54
(4) High expectations for all students	17	7	2	0	3.58
(5) Synonymous with effective teaching	7	16	3	0	3.15
(11) Broadens conventional curriculum	9	14	3	0	3.23
				Grand Mean	3.45

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=26

School Climate

School climate reflects an atmosphere of (8) respect, (9) trust, and (10) high morale. The majority of the principals Strongly Agree with each of the three items. Less than ten percent of the suburban principals Disagree with any of the three items and none Strongly Disagree (see Appendix N, Table XXVII). The grand mean rating for School Climate is 3.51, representing a range of 3.42 to 3.62 found on Table X. The highest

percentage of suburban principals (65%) marked that their school's multicultural education climate reflects an atmosphere of respect which also gave that item the highest mean rating of 3.62 within that value. In essence the data indicates that suburban principals Agree to Strongly Agree that in their schools multicultural education reflects a positive school climate.

TABLE X
MEANS OF SUBURBAN PRINCIPALS' RESPONSES
TO THE SCHOOL CLIMATE VALUE

School Climate Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	
	n	n	n	n	
(8) Reflects atmosphere of respect	17	8	1	0	3.62
(9) Reflects atmosphere of trust	15	9	2	0	3.50
(10) Reflects atmosphere of high morale	13	11	2	0	3.42
				Grand Mean	3.51

Note. Statements are numbered according to survey order.

Means excluded missing responses and are calculated on the basis of valid responses

N=26

Research Question Three

What are the perceptions of rural Oklahoma elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?

Theoretical Value

The survey items for the theoretical value of multicultural education are: (6) it is for all students, (12) elevates the student's sense of self-esteem, (13) emanates from cultural pluralism, and provides a knowledge based for understanding the (15) social, (16) political, and (17) economic effects on a culturally diverse community.

The item, is for all students, received the majority of responses (76%) under Strongly Agree. The other five theoretical value items received the majority of the responses under the Agree category. Item 13, emanates from cultural pluralism received 20 percent of the responses in the Disagree category with understanding the political effects at 14 percent (see Appendix N, Table XXVIII). The means for the theoretical values ranged from 2.86 (understanding the political effects) to 3.76 (is for all students) as shown on Table XI. Half of the means for the six items were above 3.00. The grand mean of 3.16 translates that the rural principals perceive the theoretical value is being implemented in their schools.

TABLE XI
MEANS OF RURAL PRINCIPALS' RESPONSES
TO THE THEORETICAL VALUE

Theoretical Value of Multicultural Education	<u>Distribution of Respondents by Level of Agreement</u>				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(6) Is for all students	19	6	0	0	3.76
(12) Elevates self-esteem	11	14	0	0	3.44
(13) Emanates from cultural pluralism	1	14	4	1	2.75
(15) Understanding the social effects	3	20	1	0	3.08
(16) Understanding the political effects	0	19	3	0	2.86
(17) Understanding the economic effects	0	22	2	0	2.92
				Grand Mean	3.16

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=25

Negative Value

The negative value of multicultural education states that multicultural education is (7) divisive, and overemphasizes ethnic cultural differences or that (14) too much learning time is spent discussing cultural differences. Sixteen percent of the responding principals Agree that in their schools multicultural education was divisive, and overemphasizes ethnic differences compared to 56 percent who Disagree (see Appendix N, Table XXVIII). The grand mean rating was 1.84 for the negative value items. The preponderance of the responses fell between the Disagree and Strongly Disagree range (see Table XII). This implies that rural principals do not believe that multicultural education has a negative influence in their schools.

TABLE XII
MEANS OF RURAL PRINCIPALS' RESPONSES
OF THE NEGATIVE VALUE

Negative Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	n	n	n	n	
(7) Divisive, overemphasizes differences	0	4	14	7	1.88
(14) Too much time spent of differences	0	0	19	5	1.79
			Grand Mean		1.84

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=25

Educational Value

The educational value of multicultural education (1) incorporates the idea that all students should have an equal opportunity to learn, (2) meets the individual learning needs of all students so that they can progress to their fullest capacity, (3) implies that students must learn to communicate and interact with people with different cultural backgrounds, (4) encourages a climate of expectations in which the staff believes that all students can reach extended levels of achievement, (5) is synonymous with effective teaching, and (11) broadens the conventional curriculum.

The majority of the rural principals (88%) responded that they Strongly Agree that all students have an equal opportunity to learn in their schools. Yet, 16 percent of the responding principals selected that they Disagree that multicultural education was synonymous with effective teaching (see Appendix N, Table XXVIII). No rural principal

Strongly Disagreed with any of the six educational value items. The mean scores found on Table XIII ranged from 3.28 (synonymous with effective teaching and broadens the conventional curriculum) to 3.88 (all have an equal opportunity to learn). The grand mean for the educational value of multicultural education was 3.52 which gives evidences that rural principals Agree to Strongly Agree that in their schools the educational value of multicultural education is being implemented.

TABLE XIII
MEANS OF RURAL PRINCIPALS' RESPONSES
TO THE EDUCATIONAL VALUE

Educational Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(1) All have equal opportunity to learn	22	3	0	0	3.88
(2) Meets learning needs of all students	12	12	1	0	3.44
(3) Learn to interact with diverse people	17	8	0	0	3.68
(4) High expectations for all students	14	11	0	0	3.56
(5) Synonymous with effective teaching	11	10	4	0	3.28
(11) Broadens conventional curriculum	8	16	1	0	3.28
				Grand Mean	3.52

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=25

School Climate

Not one rural principal Disagreed or Strongly Disagreed that multicultural education in their schools reflected an atmosphere of (8) respect, (9) trust, and (10) high morale. Over 50 percent of the rural principals Agree that multicultural education in their schools reflected an atmosphere of respect, trust, and high morale (see Appendix N, Table XXVIII). Table XIV reports the overall grand mean was 3.41 representing a range of 3.36 (reflects high morale) to 3.48 (reflects respect) among the three school climate items. Rural principals altogether perceive that the school climate value of multicultural education is being implemented in their schools.

TABLE XIV
MEANS OF RURAL PRINCIPALS' RESPONSES
TO THE SCHOOL CLIMATE VALUE

School Climate Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(8) Reflects atmosphere of respect	12	13	0	0	3.48
(9) Reflects atmosphere of trust	10	15	0	0	3.40
(10) Reflects atmosphere of high morale	9	16	0	0	3.36
				Grand Mean	3.41

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=25

Research Question Four

What are the perceptions of Oklahoma elementary student teachers in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the educational value, and (d) the school climate value?

The elementary student teacher responded to the survey with the following lead statement: I hope in the school where I am hired, multicultural education.... The elementary student teacher was to select items in respect to multicultural education based on what they hope would happen in a school that hires them.

Theoretical Value

The majority of the elementary student teachers Agree that the school they hope hires them will represent the theoretical value of multicultural education in that (6) it is for all students, (12) elevates the student's sense of self-esteem, (13) emanates from cultural pluralism, and provides a knowledge based for understanding the (15) social, (16) political, and (17) economic effects on a culturally diverse community.

The majority of the elementary student teachers Strongly Agree that multicultural education should be for all students (82%) and elevate the student's self-esteem (80%). However, a percentage of the student teachers Disagreed with five of the six items. The only item that did not receive any Disagree responses was, is for all students (see Appendix N, Table XXIX). The grand mean rating found on Table XV of 3.44 gives evidence that the elementary student teachers Agree that the theoretical value of multicultural education is wanted in their future schools. The mean ranges of 3.08

(understanding the economic effects) to 3.82 (is for all students) give further evidence that the elementary student teachers at minimum Agree with the six individual theoretical value items. Therefore, student teachers Agree that they hope the theoretical value of multicultural education is implemented in their future school.

TABLE XV
MEANS OF STUDENT TEACHERS' RESPONSES
TO THE THEORETICAL VALUE

Theoretical Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(6) Is for all students	45	10	0	0	3.82
(12) Elevates self-esteem	44	7	4	0	3.73
(13) Emanates from cultural pluralism	22	24	4	0	3.36
(15) Understanding the social effects	27	23	2	0	3.48
(16) Understanding the political effects	17	26	9	0	3.15
(17) Understanding the economic effects	17	23	11	1	3.08
			Grand Mean		3.44

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=55

Negative Value

The negative values state that multicultural education is (7) divisive, and overemphasizes cultural differences and that (14) too much learning time is spent discussing cultural differences.

The elementary student teachers responded on each of the four rating scales with the majority selecting that they Disagree with the negative value items. The largest majority (58%) Disagree that multicultural education spends too much learning time discussing cultural differences. On the other hand, 25 percent of the responding student teachers Agree and 9 percent Strongly Agree that multicultural education is divisive and overemphasizes differences among ethnic groups (see Appendix N, Table XXIX). Table XVI reports the grand mean as 2.03 which represents a range of 1.92 (too much time is spent on cultural differences) to 2.13 (divisive, overemphasizes ethnic differences). This information implies that elementary student teachers hope that multicultural education in the school that hires them does not have a negative influence.

TABLE XVI
MEANS OF STUDENT TEACHERS' RESPONSES
OF THE NEGATIVE VALUE

Negative Value of Multicultural Education	<u>Distribution of Respondents by Level of Agreement</u>				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	n	n	n	n	
(7) Divisive, overemphasizes differences	5	13	19	16	2.13
(14) Too much time spent of differences	2	6	31	14	1.92
				Grand Mean	2.03

Note. Statements are numbered according to survey order
Means excluded missing responses and are calculated on the basis of valid responses
N=55

Educational Value

There were six items representing the educational value of multicultural education. The items were: (1) incorporates the idea that all students should have an equal opportunity to learn, (2) meets the individual learning needs of all students so that they can progress to their fullest capacity, (3) implies that students must learn to communicate and interact with people of different cultural backgrounds, (4) encourages a climate of expectations in which the staff believes that all students can reach extended levels of achievement, (5) is synonymous with effective teaching, and (6) broadens the conventional curriculum.

The majority of the elementary student teachers selected Strongly Agree on all six educational value items with three items receiving over 90 percent of the responses; all have an equal opportunity to learn (91%), meets learning needs of all students (95%), and implies that students must learn to communicate and interact with culturally diverse people (95%). Less than 3 percent of the responding student teachers selected Disagree or Strongly Disagree on any item (see Appendix N, Table XXIX). The overall mean rating found on Table XVII was 3.86, with individual item means ranging from 3.75 (synonymous with effective teaching and broadens the conventional curriculum) to 3.95 (learn to interact with diverse people). The data indicates the elementary student teachers Strongly Agree that the educational value of multicultural education is important to them in their future schools.

TABLE XVII
MEANS OF STUDENT TEACHERS' RESPONSES
TO THE EDUCATIONAL VALUE

Educational Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(1) All have equal opportunity to learn	50	5	0	0	3.91
(2) Meets learning needs of all students	52	2	1	0	3.93
(3) Learn to interact with diverse people	52	3	0	0	3.95
(4) High expectations for all students	47	8	0	0	3.85
(5) Synonymous with effective teaching	43	11	0	1	3.75
(11) Broadens conventional curriculum	42	12	1	0	3.75
				Grand Mean	3.86

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=55

School Climate Value

The School Climate items stated that multicultural education reflects an atmosphere of (8) respect, (9) trust, and (10) high morale. Most of the elementary student teachers Strongly Agree that multicultural education should reflect an atmosphere of respect (82%), trust (80%), and high morale (82%) in the schools that hire them (see Appendix N, Table XXIX). There was no Disagreement or Strongly Disagreement for any of the items. The mean scores for the three items were very close (3.80 to 3.82) as noted on Table XVIII. The grand mean score of 3.81 gives strong indication that elementary student teachers hope that multicultural education in the school that hires them will reflect the school climate value of respect, trust, and high morale.

TABLE XVIII
 MEANS OF STUDENT TEACHERS' RESPONSES
 TO THE SCHOOL CLIMATE VALUE

School Climate Value of Multicultural Education	Distribution of Respondents by Level of Agreement				Mean
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	4	3	2	1	
	n	n	n	n	
(8) Reflects atmosphere of respect	45	10	0	0	3.82
(9) Reflects atmosphere of trust	44	11	0	0	3.80
(10) Reflects atmosphere of high morale	45	10	0	0	3.82
				Grand Mean	3.81

Note. Statements are numbered according to survey order

Means excluded missing responses and are calculated on the basis of valid responses

N=55

Similarities and Differences: Discussion

The four research questions asked to describe the perceptions of urban, suburban, and rural elementary principals and elementary student teachers in regard to four values of multicultural education: (a) the theoretical value, (b) the negative value, (d) the educational value, and (d) the school climate value. This was accomplished by administering the surveys Perceptions of Elementary School Principals Concerning Multicultural Education and Perceptions of Elementary Student Teachers Concerning Multicultural Education to the respective groups. After analyzing the four groups separately it was the researchers intent to look for similarities and differences in regard to the four values among the four groups.

This was accomplished first by ranking the means of each group by item within the value. Therefore, the largest mean score received the highest rank, except in the case of the negative value where the lower mean score received the highest rank. Second, the grand mean scores by each value were ranked for an overview of the four values of multicultural education.

Theoretical Value

The theoretical value for multicultural education believes that it (6) is for all students, (12) elevates the student's sense of self-esteem, (13) emanates from the philosophy of cultural pluralism, and provides for understanding the (15) social, (16) political, and (17) economic effects on a culturally diverse community.

Out of the six individual items all four groups ranked the same three items as first, second, and third (see Table XIX). This information indicates the groups share favorable perceptions that multicultural education is for all students, elevates the student's self-esteem, and provides understanding of the social effects on a culturally diverse community. There were differences in how the four groups perceived how multicultural education emanates from the philosophy of cultural pluralism and provides a knowledge base for understanding the political and economics effects on a culturally diverse community. Nonetheless, each group did perceive the three items less favorably based on their low rankings.

TABLE XIX
MEAN SCORE RANKING OF THE THEORETICAL VALUE
BY PRINCIPALS AND STUDENT TEACHERS

Theoretical Value of Multicultural Education	Groups							
	Urban Principals		Suburban Principals		Rural Principals		Student Teachers	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Is for all students	3.65	1	3.42	1	3.76	1	3.82	1
Elevates the student's self-esteem	3.55	2	3.30	2	3.44	2	3.73	2
Emanates from cultural pluralism	3.16	4	2.74	4.5	2.75	6	3.36	4
Understanding the social effects	3.20	3	2.88	3	3.08	3	3.48	3
Understanding the political effects	2.80	5	2.63	6	2.86	5	3.15	5
Understanding the economic effects	2.79	6	2.74	4.5	2.92	4	3.08	6

Note. Means are weighted.

Likert scale rating: 4= Strongly Agree, 3= Agree, 2=Disagree, 1=Strongly Disagree

Urban (N=20), Suburban (N=26), Rural (N=25), Student Teachers (N=55)

Negative Value

There were only two items listed for the negative value of multicultural education. The survey items stated that multicultural education is (7) divisive, it overemphasizes differences among ethnic groups and that (14) too much learning time was spent discussing cultural differences. Three of the four groups ranked the two items the same with only a slight difference coming from the urban group which had the same mean for both items thus resulting in a shared rank (see Table XX).

TABLE XX
MEAN SCORE RANKING OF THE NEGATIVE VALUE
BY PRINCIPALS AND STUDENT TEACHERS

Negative Value of Multicultural Education	Groups							
	Urban Principals		Suburban Principals		Rural Principals		Student Teachers	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Divisive, overemphasizes differences	1.80	1.5	2.04	2	1.88	2	2.13	2
Too much time spent on differences	1.80	1.5	2.00	1	1.79	1	1.92	1

Note. Means are weighted.

Likert scale rating: 4= Strongly Agree, 3= Agree, 2=Disagree, 1=Strongly Disagree

Urban (N=20), Suburban (N=26), Rural (N=25), Student Teachers (N=55)

Educational Value

The educational value believes that multicultural education (1) provides all students an equal opportunity to learn, (2) meets the learning needs of all students so that they can progress to their fullest capacity, (3) implies that students must learn to communicate and interact with people of different cultural backgrounds, (4) encourages a climate of expectations that students can reach extended levels of achievement, (5) is synonymous with effective teaching, and (11) broadens the conventional curriculum.

According to Table XXI no single educational value item received the same rank by all four groups. One notable difference was found between the student teachers and the three groups of principals. The student teachers' responses ranked multicultural education implies that students must learn to communicate and interact with people of different cultural backgrounds as first and the principals' scores ranked it third. At the same time

the item all students have an equal opportunity to learn was ranked third with the student teachers and first with the three groups of principals.

TABLE XXI
MEAN SCORE RANKING OF THE EDUCATIONAL VALUE
BY PRINCIPALS AND STUDENT TEACHERS

Educational Value of Multicultural Education	Groups							
	Urban Principals		Suburban Principals		Rural Principals		Student Teachers	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
All have an equal opportunity to learn	3.90	1	3.76	1	3.88	1	3.91	3
Meets learning needs of all students	3.45	5	3.46	4	3.44	4	3.93	2
Learn to interact with diverse people	3.65	3	3.54	3	3.68	3	3.95	1
High expectations for all students	3.85	2	3.58	2	3.56	3	3.85	4
Synonymous with effective teaching	3.55	4	3.15	6	3.28	5.5	3.75	5.5
Broadens conventional curriculum	3.40	6	3.23	5	3.28	5.5	3.75	5.5

Note. Means are weighted.

Likert scale rating: 4= Strongly Agree, 3= Agree, 2=Disagree, 1=Strongly Disagree

Urban (N=20), Suburban (N=26), Rural (N=25), Student Teachers (N=55)

School Climate

The school climate value states that multicultural education reflects an atmosphere of (8) respect, (9) trust, and (10) high morale. There were several similar rankings among the individual items as noted on Table XXII. The three groups of principals were alike in their rankings of the three individual items and the student teachers differed in their perceptions of how multicultural education reflects respect, trust, and high morale.

TABLE XXII

MEAN SCORE RANKING OF THE SCHOOL CLIMATE VALUE
BY PRINCIPALS AND STUDENT TEACHERS

School Climate Value of Multicultural Education	Groups							
	Urban Principals		Suburban Principals		Rural Principals		Student Teachers	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Reflects atmosphere of respect	3.45	1	3.62	1	3.48	1	3.82	1.5
Reflects atmosphere of trust	3.30	2.5	3.50	2	3.40	2	3.80	3
Reflects atmosphere of high morale	3.30	2.5	3.42	3	3.36	3	3.82	1.5

Note. Means are weighted.

Likert scale rating: 4= Strongly Agree, 3= Agree, 2=Disagree, 1=Strongly Disagree

Urban (N=20), Suburban (N=26), Rural (N=25), Student Teachers (N=55)

Summary

In summation, from among the four values of multicultural education the urban and rural principals' and student teachers' responses ranked each multicultural education value the same as indicated by their grand mean scores found on Table XXIII. Also note the educational and school climate values were perceived more favorably than the theoretical and negative values by all four groups. However, suburban principals differed from the other three groups in their ranking of the school climate value more favorably than educational value.

TABLE XXIII
 GRAND MEAN SCORES AND RANKING OF THE FOUR VALUES
 OF MULTICULTURAL EDUCATION BY PRINCIPALS
 AND STUDENT TEACHERS

Values	Groups							
	Urban Principals		Suburban Principals		Rural Principals		Student Teachers	
	Grand Mean	Rank	Grand Mean	Rank	Grand Mean	Rank	Grand Mean	Rank
Theoretical Value	3.20	3	2.97	3	3.16	3	3.44	3
Negative Value	1.80	4	2.02	4	1.84	4	2.03	4
Educational Value	3.63	1	3.45	2	3.52	1	3.86	1
School Climate Value	3.35	2	3.51	1	3.41	2	3.81	2

Note. Means are weighted based on response

Likert scale rating: 4= Strongly Agree, 3= Agree, 2=Disagree, 1=Strongly Disagree

Urban (N=20), Suburban (N=26), Rural (N=25), Student Teachers (N=55)

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study examined urban, suburban, rural elementary school principals' and elementary student teachers' perceptions concerning multicultural education. This was accomplished by looking at the four values of multicultural education. The four values are: (1) The theoretical value which provides for understanding the philosophical, social, political, and economic aspects of multicultural education in school. (2) The educational value which addresses the extent all students are provided opportunities to learn, achieve, and progress to their fullest capacity. (3) The negative value which address whether multicultural education is too diverse, overemphasizing ethnic differences, and that too much learning time is spent discussing cultural differences. (4) The school climate value addresses whether the entire school has a climate that reflects an atmosphere of respect, trust, and high morale.

The four research questions asked what are the perceptions of urban, suburban, rural elementary school principals and elementary student teachers regarding the four

values of multicultural education. Additionally the study sought to determine if there were similarities and differences among the four groups.

Little previous research has been conducted concerning elementary student teachers and elementary school principals concerning multicultural education. This study wanted to explore this avenue and create a base line that future studies can follow. It is for this reason the current study has provided an in-depth descriptive look at how the urban, suburban, and rural elementary principals and elementary student teachers perceive multicultural education. Of equal importance is the demographic characteristics held by the four groups.

This was accomplished by administering a survey to urban, suburban, rural elementary principals and elementary student teachers that requested demographic information and provided 17 items on a Likert type scale that sought their perceptions of multicultural education. Items were rated on a scale where one represented Strongly Disagree through four which represented Strongly Agree.

Findings

The following is the findings from the four research questions. Each research question is addressed separately.

Research Question One. What are the perceptions of urban elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the education value, and (d) the school climate value?

1. Urban elementary principals perceived that the theoretical value of multicultural education is being implemented in their schools based on a grand mean score of 3.20 on a scale of one to four.
2. Urban elementary principals perceived that the negative value of multicultural education is **not** being implemented in their schools based on a grand mean score of 1.80 on a scale of one to four.
3. Urban elementary principals perceived that the educational value of multicultural education is being implemented in their schools based on a grand mean score of 3.63 on a scale of one to four.
4. Urban elementary principals perceived that the school climate value of multicultural education is being implemented in their schools based on a grand mean score of 3.35 on a scale of one to four.

Research Question Two. What are the perceptions of suburban elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the education value, and (d) the school climate value?

1. Suburban elementary principals perceived that the theoretical value of multicultural education is being implemented in their schools based on a grand mean score of 2.97 on a scale of one to four.
2. Suburban elementary principals perceived that the negative value of multicultural education is **not** being implemented in their schools based on a grand mean score of 2.02 on a scale of one to four.

3. Suburban elementary principals perceived that the educational value of multicultural education is being implemented in their schools based on a grand mean score of 3.45 on a scale of one to four.
4. Suburban elementary principals perceived that the school climate value of multicultural education is being implemented in their schools based on a grand mean score of 3.51 on a scale of one to four.

Research Question Three. What are the perceptions of rural elementary school principals in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the education value, and (d) the school climate value?

1. Rural elementary principals perceived that the theoretical value of multicultural education is being implemented in their schools based on a grand mean score of 3.16 on a scale of one to four.
2. Rural elementary principals perceived that the negative value of multicultural education is **not** being implemented in their schools based on a grand mean score of 1.84 on a scale of one to four.
3. Rural elementary principals perceived that the educational value of multicultural education is being implemented in their schools based on a grand mean score of 3.52 on a scale of one to four.
4. Rural elementary principals perceived that the school climate value of multicultural education is being implemented in their schools based on a grand mean score of 3.41 on a scale of one to four.

Research Question Four. What are the perceptions of elementary student teachers in regard to the four values of multicultural education: (a) the theoretical value, (b) the negative value, (c) the education value, and (d) the school climate value?

1. Elementary student teachers perceived the theoretical value of multicultural education is being implemented in the schools they hope hires them based on a grand mean score of 3.44 on a scale of one to four.
2. Elementary student teachers perceived the negative value of multicultural education is **not** being implemented in the schools they hope hires them based on a grand mean score of 2.03 on a scale of one to four.
3. Elementary student teachers perceived the educational value of multicultural education is being implemented in the schools they hope hires them based on a grand mean score of 3.86 on a scale of one to four.
4. Elementary student teachers perceived the school climate value of multicultural education is being implemented in the schools they hope hires them based on a grand mean score of 3.81 on a scale of one to four.

Conclusions

The findings from these data address the four research questions and, when taken together, give an overall status of perceptions of urban, suburban, and rural elementary principals and elementary student teachers in the area of multicultural education in respect to the four values of multicultural education. Therefore, the following conclusions have been drawn by the researcher:

1. All four groups share the same opinion that the theoretical, educational, and school climate values are being implemented in their schools or in the schools they hope hires them. Overall, student teachers rated these three values higher than the elementary principals. This may be attributed to the emphasis placed on multicultural education in their teacher preparation program.
2. All four groups perceive the negative value is **not** being implemented in their schools or in the schools they hope hires them.
3. All four groups apparently favor the educational and school climate values over the negative and theoretical values.
4. Conversely, suburban principals differ in their perceptions in that they favor school climate value over educational value compared to the other three groups based on hierarchical rankings of the grand mean scores.

Recommendations

This study, a form of exploratory research provides a base line for future study in this area. There continues to be the need for more research in the area of multicultural education.

1. It is recommended, that further research should be conducted that would better identify the similarities and differences between suburban elementary principals and elementary student teachers.
2. Since this study was conducted in central Oklahoma, it is suggested that studies be replicated to determine is the data are representative of the

perceptions of other urban, suburban, and rural elementary principals and elementary student teachers in the state of Oklahoma.

3. It is further recommended that the study be replicated in other states to determine the perceptions held by other elementary principals and elementary student teachers.
4. It is recommended that, a study be conducted with the questionnaire investigating the manner the questions were placed.
5. It is recommended that, a study be conducted to identify similarities and differences between community and higher education concerning multicultural education.
6. It is recommended to replicate the study in five years to examine the changes and practices in multicultural education at the public school level and teacher preparation level.
7. It is recommended to replicate the study with student teachers, first year teachers, and five year teachers in order to identify similarities and differences in respect to multicultural education.

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APPENDIXES

APPENDIX A
INSTRUMENT FOR ELEMENTARY
PRINCIPALS

Perceptions of Elementary School Principals Concerning Multicultural Education

This is a two-part questionnaire through which *elementary school principals* are asked to express their perceptions concerning multicultural education.

To maintain the integrity of this instrument, the respondent should only be the principal of an elementary school. Your response is voluntary and all information on this form will be anonymous and remain confidential.

Part 1: What is your perception of Multicultural Education?

Using the 4-point Likert scale listed below, the *elementary principal* is to circle the response that most accurately describes his or her perceptions about the statement.

For purposes of this study, multicultural education is defined as changing the total educational environment so that students from diverse ethnic groups, both genders, religious groups, and students from each social-class group would experience equal educational opportunities in schools.

SA = Strongly Agree A = Agree DA = Disagree SD = Strongly Disagree

IN MY SCHOOL, MULTICULTURAL EDUCATION ...

- | | |
|--|------------------|
| 1. incorporates the idea that all students should have an <i>equal opportunity</i> to learn. | SA A DA SD |
| 2. meets the <i>individual learning needs of all</i> students so that they can progress to their fullest capacity. | SA A DA SD |
| 3. implies that students must learn to <i>communicate</i> and <i>interact</i> with people of different cultural backgrounds. | SA A DA SD |
| 4. encourages a <i>climate of expectations</i> in which the staff believes that all students can reach <i>extended levels of achievement</i> . | SA A DA SD |
| 5. is synonymous with <i>effective teaching</i> . | SA A DA SD |
| 6. is for <i>all</i> students. | SA A DA SD |
| 7. is <i>divisive</i> ; it <i>overemphasizes</i> differences among ethnic groups. | SA A DA SD |
| 8. reflects an atmosphere of <i>respect</i> . | SA A DA SD |
| 9. reflects an atmosphere of <i>trust</i> . | SA A DA SD |
| 10. reflects an atmosphere of <i>high morale</i> . | SA A DA SD |
| 11. <i>broadens</i> the conventional curriculum. | SA A DA SD |
| 12. <i>elevates</i> the student's sense of self-esteem. | SA A DA SD |
| 13. emanates from the philosophy of <i>cultural pluralism</i> . | SA A DA SD |

SA = Strongly Agree A = Agree DA = Disagree SD = Strongly Disagree

IN MY SCHOOL, MULTICULTURAL EDUCATION...

- | | | | | |
|---|----|---|----|----|
| 14. provides <i>too much</i> learning time for discussing cultural differences. | SA | A | DA | SD |
| 15. provides a knowledge base for understanding the <i>social</i> effects on a culturally diverse <i>community</i> . | SA | A | DA | SD |
| 16. provides a knowledge base for understanding the <i>political</i> effects on a culturally diverse <i>community</i> . | SA | A | DA | SD |
| 17. provides a knowledge base for understanding the <i>economic</i> effects on a culturally diverse <i>community</i> . | SA | A | DA | SD |

Part 2: Demographic Information

The *elementary principal* is asked to indicate a response by writing an answer or placing a) (✓) check mark in the appropriate category.

- Highest *educational level*? ___ Bachelor's ___ Master's ___ EdS ___ PhD/EdD
- What is your *gender*? ___ Male ___ Female
- What is your *age*? ___ 24-39 ___ 40 or older
- Race*? ___ White ___ Black ___ American Indian/Eskimo/Aleut
___ Asian/Pacific Islander
- Ethnic Origin*? ___ Euroamerican ___ African American ___ Hispanic American
___ Asian American ___ Other: _____
- During the past 12 months, have you attended any *courses, workshops, seminars, or conferences* where any of the following topics were addressed: multicultural education, cultural diversity/awareness/pluralism?
___ Yes ___ No
If yes, what was the total number of courses, workshops, seminars, or conferences attended? _____
- In your school, do you have any programs (other than bilingual education and/or the ESL program) relevant to multicultural education? ___ Yes ___ No
If Yes, list these programs: _____
- Using the Oklahoma State Department of Education classification system, what is the *minority* student enrollment breakdown in your school? ___ White (Non-Hispanic) ___ Black/Non-Hispanic
___ American Indian/Alaskan ___ Asian/Pacific Islander ___ Hispanic

Thank you for responding to this questionnaire.

Adapted from: Fernandez (1996) and Dees (1993).

APPENDIX B
INSTRUMENT FOR
ELEMENTARY STUDENT TEACHERS

Perceptions of Elementary Student Teachers Concerning Multicultural Education

This is a two-part questionnaire through which *elementary student teachers* are asked to express their perceptions concerning multicultural education.

To maintain the integrity of this instrument, the respondent should only be an elementary student teacher. Your response is anonymous and voluntary and all information on this form will remain confidential.

Part 1: What is your perception of the way you hope Multicultural Education is implemented in the school that hires you?

Using the 4-point Likert scale listed below, the *elementary student teacher* is to circle the response that most accurately describes his or her perceptions about the statement.

For purposes of this study, multicultural education is defined as changing the total educational environment so that students from diverse ethnic groups, both genders, religious groups, and students from each social-class group would experience equal educational opportunities in schools.

SA = Strongly Agree A = Agree DA = Disagree SD = Strongly Disagree

I HOPE IN THE SCHOOL WHERE I AM HIRED, MULTICULTURAL EDUCATION ...

- | | |
|--|------------------|
| 1. incorporates the idea that all students should have an <i>equal opportunity</i> to learn. | SA A DA SD |
| 2. meets the <i>individual learning needs of all</i> students so that they can progress to their fullest capacity. | SA A DA SD |
| 3. implies that students must learn to <i>communicate</i> and <i>interact</i> with people of different cultural backgrounds. | SA A DA SD |
| 4. encourages a <i>climate of expectations</i> in which the staff believes that all students can reach <i>extended levels of achievement</i> . | SA A DA SD |
| 5. is synonymous with <i>effective teaching</i> . | SA A DA SD |
| 6. is for <i>all</i> students. | SA A DA SD |
| 7. is <i>divisive</i> ; it <i>overemphasizes</i> differences among ethnic groups. | SA A DA SD |
| 8. reflects an atmosphere of <i>respect</i> . | SA A DA SD |
| 9. reflects an atmosphere of <i>trust</i> . | SA A DA SD |
| 10. reflects an atmosphere of <i>high morale</i> . | SA A DA SD |
| 11. <i>broadens</i> the conventional curriculum. | SA A DA SD |
| 12. <i>elevates</i> the student's sense of self-esteem. | SA A DA SD |

APPENDIX C

PERMISSION TO USE INSTRUMENT

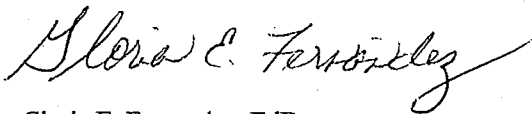
Dr. Gloria E. Fernandez
900 Engle Drive
Orlando, Florida 32807
November 24, 1997

Susan C. Scott
6017 S. Fields
Oklahoma City, Oklahoma 73150

Susan C. Scott:

I give Susan C. Scott permission to use the instrument, "Perceptions of Florida Elementary School Principals Concerning Multicultural Education" for her doctoral study at Oklahoma State University.

Signed,

A handwritten signature in cursive script that reads "Gloria E. Fernandez". The signature is written in dark ink and is positioned above the printed name.

Gloria E. Fernandez, EdD

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: February 24, 1998

IRB #: ED-98-075

Proposal Title: PERCEPTIONS OF ELEMENTARY SCHOOL PRINCIPALS AND ELEMENTARY
STUDENT TEACHERS CONCERNING MULTICULTURAL EDUCATION

Principal Investigator(s): William E. Segall, Susan C. Scott

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

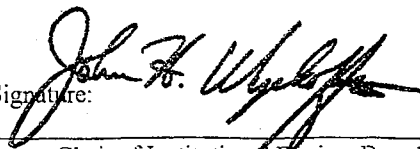
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

cc: Susan C. Scott

Date: February 26, 1998

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: March 11, 1998

IRB #: ED-98-088

Proposal Title: PERCEPTIONS OF ELEMENTARY SCHOOL PRINCIPALS AND ELEMENTARY STUDENT TEACHERS CONCERNING MULTICULTURAL EDUCATION

Principal Investigator(s): William E. Segall, Susan C. Scott

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

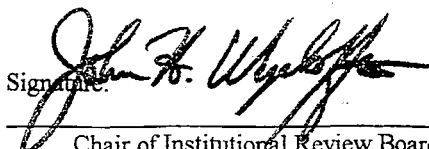
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature:



Chair of Institutional Review Board
cc: Susan C. Scott

Date: March 18, 1998

APPENDIX E
LETTER TO THE UNIVERSITY

LETTER TO THE UNIVERSITY

(Date)

(Name)

(University)

(Address)

(City, State, Zip Code)

(Title and Name):

I am a Doctoral of Education Candidate at Oklahoma State University in the School of Educational Studies. Dr. William Segall is my chairperson and advisor. I am conducting research for my dissertation in multicultural education. The study will investigate perceptions of central Oklahoma public school principals in rural, suburban, and urban schools and elementary student teachers concerning multicultural education. The working title of my dissertation is "Perceptions of Elementary School Principals and Elementary Student Teachers Concerning Multicultural Education."

I am requesting permission of the College of Education to have the elementary student teachers participate in this study. Enclosed is a proposal of the study and the survey instrument that will be administered to the student teachers. I would be happy to answer any question regarding the nature and results of the study. If you need additional information, please contact me at home at (405) 737-1343 or Dr. William Segall at (405) 744-8023 [Stillwater]. I will be pleased to send you a copy of the dissertation when it is completed.

Thank you,

Susan C. Scott
Researcher
School of Educational Studies
Oklahoma State University

William E. Segall
Professor
School of Educational Studies
Oklahoma State University

Enclosures

APPENDIX F

LETTER TO THE SUPERINTENDENT

LETTER TO SUPERINTENDENT

(Date)

(Name)

(School District)

(Address)

(City, State, Zip Code)

(Title and Name):

I am a Doctoral Candidate at Oklahoma State University in the School of Educational Studies and am conducting research for my dissertation on multicultural education perceptions of elementary school principals and elementary student teachers. I am asking your permission to allow me to sample several selected elementary principals in your district who have been chosen to participate in the study. Specifically, the study will investigate perceptions of central Oklahoma public school principals in rural, suburban, and urban schools and elementary student teachers concerning multicultural education.

I would be happy to answer questions regarding the nature of the study and will be pleased to send you its results which I hope will be completed no later than the end of the summer, 1998. I believe the findings will be of major interest to you regarding your school's curriculum and instructional design.

Please feel free to contact me at either my office (405) 744-7605 (Stillwater) or home (405) 737-1343 (Oklahoma City). You may contact my dissertation advisor, Dr. Segall at his Oklahoma State University office (405) 744-8023.

Sincerely,

Susan C. Scott
Researcher
School of Educational Studies
College of Education
Oklahoma State University

William E. Segall
Professor
School of Educational Studies
College of Education
Oklahoma State University

APPENDIX G
INITIAL LETTER TO PRINCIPAL

INITIAL LETTER TO PRINCIPAL

(Date)

(Name)

(School)

(Address)

(City, State Zip)

Dear (Full Name):

Preparing teachers for the culturally diverse classroom is an important task in teacher preparation. The principal's voice is needed in this area. You have been selected to be part of a doctoral study which is being conducted under the auspices of Oklahoma State University, in which we hope you will have a personal interest. The general topic of this study is: Perceptions of Elementary School Principals and Elementary Student Teachers Concerning Multicultural Education. The superintendent of your district has been contacted and approval was given for your involvement. The survey, entitled "Perceptions of Elementary School Principals Concerning Multicultural Education" takes approximately ten minutes and requires only completion of the attached brief survey. Although the law requires you to sign a consent form you may be assured of complete confidentiality. The code listed in the lower right-hand corner of the instrument will be used only for follow-up purposes and will be removed after receipt of survey.

The specific purpose of the study is to investigate rural, suburban, and urban elementary principals' and elementary student teachers' perceptions concerning multicultural education.

Your response is important. We are enclosing a pre-addressed stamped envelope for your convenience and ask that you return the survey within one week. I would be happy to answer any question regarding the nature and results of this study. If you need additional information, please contact me at either my office (405) 744-7605 [Stillwater] or home (405) 737-1343 [Oklahoma City]. Thank you very much.

Sincerely,

Susan C. Scott
Researcher
School of Educational Studies
College of Education
Oklahoma State University

Dr. William E. Segall
Professor
School of Educational Studies
College of Education
Oklahoma State University

Enclosures

APPENDIX H

ELEMENTARY PRINCIPAL'S CONSENT FORM

Consent Form

I, _____, hereby authorize or direct Susan Scott and Dr. William E. Segall, to perform the following procedure:

- I. Procedure—have my responses to the survey titled “Perceptions of Elementary School Principals Concerning Multicultural Education” combined with other elementary principals based on rural, suburban, or urban school settings and described in percentages and means. The results will then be described along with elementary student teachers’ perceptions of multicultural education in a dissertation.
- II. Duration of Participation—survey takes approximately 10 minutes with the compilation of responses to be complete by May 1.
- III. Confidentiality—names will be logged for mailing purposes only, names will be blotted out upon return of survey and consent form, and mailing logs will be destroyed after third mailing. The elementary principals’ responses will be grouped by the following school categories; rural, suburban, and urban. Identity and specific locale will be kept confidential and only known to the researcher and committee chair. Consent forms will be removed and coded to match accompanying survey.
- IV. Possible Discomforts—although no questions of a personal or intrusive nature are intended, some questions may cause discomfort; therefore the respondent may discontinue such questions/answers at any time
- V. Possible Benefits--Due to the changing demography regarding cultural diversity in the elementary student population it is important to understand how future teachers and the elementary principals that will be hiring them perceive multicultural education. This study is intended to illustrate the similarities and differences in how multicultural education is perceived by those already established in the schools and those preparing to enter the school system as teachers.

This is done as part of an investigation entitled “Perceptions of Elementary School Principals and Elementary Student Teachers Concerning Multicultural Education”. The purpose of the procedure is collect data on rural, suburban and urban elementary school principals’ and elementary student teachers’ perceptions of multicultural education for a dissertation.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director. I may contact Susan Scott at (405) 744-7605 or Dr. William E. Segall at (405) 744-8023. I may also contact Gay Clarkson, IRB Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; telephone number: (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been provided for me.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____
(Signature of Subject)

I certify that I have personally included all elements in this form for the subject to read before requesting the subject to sign it. Signed: Susan C. Scott
Project Director/Researcher

APPENDIX I

FOLLOW UP LETTER TO PRINCIPAL

FOLLOW UP LETTER TO PRINCIPAL

(Date)

(Name)

(School)

(Address)

(City, State Zip)

Dear (Full name):

Recently we sent a brief survey to you titled "Perceptions of Elementary School Principals Concerning Multicultural Education". As an elementary principal of either a rural, suburban, or urban school you have been selected to be part of a doctoral study conducted under the auspices of Oklahoma State University. Your response is crucial in order to have a full representation of the population/sample. Your involvement requires only about ten minutes, but is critical to the validity of the study. I have enclosed a copy of the survey and consent form in case you never received, lost or discarded the previous one. The specific purpose of our study is to investigate, document, and interpret the perceptions of rural, suburban, and urban elementary principals and elementary student teachers concerning multicultural education.

Your confidentiality will be protected throughout the survey tabulations and ensuing publication(s). Your response is important. We look forward to hearing from you soon. Enclosed is a pre-addressed stamped envelope for your convenience and we ask that you return the completed survey within one week. If you have recently returned your original survey, disregard this letter. Your time and participation are greatly appreciated. If you need additional information, please contact me at either my office (405)744-7605 [Stillwater] or (405)737-1343 [home]. Thank you very much.

Sincerely,

Susan C. Scott
Researcher
School of Educational Studies
College of Education
Oklahoma State University

William E. Segall
Professor
School of Educational Studies
College of Education
Oklahoma State University

Enclosures

APPENDIX J

FINAL LETTER TO PRINCIPAL

FINAL LETTER TO PRINCIPAL

(Date)

Dear (Full name):

This is a final reminder to ask you to complete the survey we sent you titled "Perceptions of Elementary School Principals Concerning Multicultural Education", if you have not already done so. Your perception of multicultural education is important and needed. Remember confidentiality of you, the respondent, will be protected throughout both the survey tabulations and ensuing publication(s). We are still counting on you. Please return your completed survey and consent form within the week. If you have already sent your form back to us, disregard this letter. Again, we appreciate your time and we hope that you will decide to participate in our study. Thank you very much.

Sincerely,

Susan Scott
Researcher
School of Educational Studies
College of Education
Oklahoma State University

William E. Segall
Professor
School of Educational Studies
College of Education
Oklahoma State University

APPENDIX K

LETTER TO UNIVERSITY SUPERVISOR

LETTER TO UNIVERSITY SUPERVISOR

(Date)

Dear University Supervisor,

I am a Doctoral Candidate with Oklahoma State University in the School of Educational Studies and am conducting research for my dissertation on multicultural education. I have contacted and received approval from the (University) College of Education and Director of Student Teaching to survey the Spring 1998 elementary student teachers.

On your next supervisory visit would you please give to each of your elementary student teachers one of the sealed envelopes, marked "Elementary Student Teacher" found in this package of materials. The envelope contains a letter explaining the purpose of the study, the survey, and an addressed stamped envelope for the survey's return. Please give the envelopes only to student teachers who are identified elementary on your supervision list. This study is voluntary, anonymous, and individual results will be kept confidential. If you need additional information please feel free to contact me at (405) 737-1343 [Oklahoma City].

Thank you for your assistance in this important study.

Sincerely,

Susan C. Scott
Researcher
School of Educational Studies
Oklahoma State University

Dr. William Segall
Professor
School of Educational Studies
Oklahoma State University

Enclosures

APPENDIX L

LETTER TO ELEMENTARY STUDENT TEACHER

LETTER TO ELEMENTARY STUDENT TEACHER

(Date)

Dear Elementary Student Teacher,

You have been selected to be part of a doctoral study that is being conducted under the auspices of Oklahoma State University, in which we hope you will have a personal interest. The general topic of this study is: Perceptions of Elementary School Principals and Elementary Student Teachers Concerning Multicultural Education. The (University's) College of Education has been contacted and approval was given for your involvement. The survey takes approximately 10 minutes and requires only completion of the attached brief survey. Your survey will be anonymous and confidential and all information is voluntary.

The specific purpose of our study is to investigate rural, suburban, and urban elementary principals' and elementary student teachers' perceptions concerning multicultural education.

Your response is important. We are enclosing a self-addressed stamped envelope for your convenience and ask that you return the survey in one week.

Sincerely,

Susan C. Scott
Researcher
School of Educational Studies
Oklahoma State University

Dr. William Segall
Researcher
School of Educational Studies
Oklahoma State University

Enclosures

APPENDIX M
DEMOGRAPHIC CHARACTERISTICS

TABLE XXIV

DEMOGRAPHIC DATA OF ELEMENTARY STUDENT TEACHERS

Demographic Description	n	Percent
Certification		
Elementary Only	39	70
Elementary and Middle School	10	18
Elementary and Early Childhood	4	7
Middle School Only	2	4
Educational level		
Bachelor's	49	96
Master's	2	4
Gender		
Male	5	9
Female	50	91
Age		
19-24	35	64
25-35	11	20
36 or older	9	16
Race		
White	48	91
Black, American Indian/ Eskimo/Aleut, or Asian/ Pacific Islander	5*	9
Ethnicity		
Euroamerican	44	88
African American, Hispanic American, Asian American, or Other	6*	12

Note. Number percentages exclude missing responses and are calculated on the basis of valid responses
Percentages may not add to 100 percent because of rounding error

*For confidentiality purposes minorities were collapsed

TABLE XXV

DEMOGRAPHIC DATA OF ELEMENTARY SCHOOL PRINCIPALS

Demographic Description by Group		n	Percent
Educational level			
Urban	Masters	15	79
	PhD/EdD	4	21
Suburban	Masters	21	88
	EdS	3	13
Rural	Masters	17	71
	EdS	4	17
	PhD/EdD	3	13
Gender			
Urban	Female	11	55
	Male	9	45
Suburban	Female	16	62
	Male	10	38
Rural	Female	16	67
	Male	8	33
Age			
Urban	24 - 39	2	10
	40 and over	18	90
Suburban	40 and over	26	100
Rural	25-39	1	5
	40 and over	21	95

TABLE XXV (Continued)

Demographic Description		
by Group	n	Percent
Race		
Urban		
White	11	55
Black	8	40
American Indian/Eskimo/ Aleut	1	5
Suburban		
White	24	92
Black	2	8
Rural		
White	21	88
Black	1	4
American Indian/Eskimo/ Aleut	2	8
Ethnicity		
Urban		
Euroamerican	10	56
African American	6	33
Other	2	11
Suburban		
Euroamerican	19	83
African American	2	9
Other	2	9
Rural		
Euroamerican	18	86
African American	1	5
Other	2	10

Note. Number percentages exclude missing cases and are calculated on the basis of valid cases
Percentages may not add to 100 percent because of rounding error.
Urban (N=20), Suburban (N=26), Rural (N=25)

APPENDIX N
PERCENTAGES OF RESPONSES OF THE FOUR VALUES OF
MULTICULTURAL EDUCATION BY GROUP

TABLE XXVI
 PERCENTAGES OF URBAN PRINCIPALS' RESPONSES
 TO THE FOUR VALUES

Items	Distribution of Respondents by Level of Agreement								
	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response
	n	%	n	%	n	%	n	%	n
	Theoretical Value								
(6) Is for all students	13	65	7	35	0	0	0	0	0
(12) Elevates self-esteem	11	55	9	45	0	0	0	0	0
(13) Emanates from cultural pluralism	4	21	14	74	1	5	0	0	1
(15) Understanding the social effects	6	30	12	60	2	10	0	0	0
(16) Understanding the political effects	2	10	12	60	6	30	0	0	0
(17) Understanding the economic effects	2	10	12	60	4	20	1	5	1
	Negative Value								
(7) Divisive, overemphasizes differences	1	5	0	0	13	65	6	30	0
(14) Too much time spent of differences	0	0	1	5	14	70	5	25	0
	Educational Value								
(1) All have equal opportunity to learn	18	90	2	10	0	0	0	0	0
(2) Meets learning needs of all students	9	45	11	55	0	0	0	0	0
(3) Learn to interact with diverse people	13	65	7	35	0	0	0	0	0
(4) High expectations for all students	17	85	3	15	0	0	0	0	0
(5) Synonymous with effective teaching	12	60	7	35	1	5	0	0	0
(11) Broadens conventional curriculum	9	45	10	50	1	5	0	0	0
	School Climate Value								
(8) Reflects atmosphere of respect	9	45	11	55	0	0	0	0	0
(9) Reflects atmosphere of trust	6	30	14	70	0	0	0	0	0
(10) Reflects atmosphere of high morale	6	30	14	70	0	0	0	0	0

Note. Statements are numbered according to survey order

Number percentages exclude missing responses and are calculated on the basis of valid responses

Percentages may not add up to 100% due to rounding error

N=20

TABLE XXVII
 PERCENTAGES OF SUBURBAN PRINCIPALS' RESPONSES
 TO THE FOUR VALUES

Items	Distribution of Respondents by Level of Agreement								
	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response
	n	%	n	%	n	%	n	%	n
	Theoretical Value								
(6) Is for all students	13	50	11	42	2	8	0	0	0
(12) Elevates self-esteem	11	42	12	46	3	12	0	0	0
(13) Emanates from cultural pluralism	1	4	15	65	7	30	0	0	3
(15) Understanding the social effects	2	8	18	72	5	20	0	0	1
(16) Understanding the political effects	1	4	14	58	8	33	1	4	2
(17) Understanding the economic effects	1	4	16	70	5	22	1	4	3
	Negative Value								
(7) Divisive, overemphasizes differences	3	12	4	15	10	38	9	35	0
(14) Too much time spent of differences	0	0	1	4	23	92	1	4	1
	Educational Value								
(1) All have equal opportunity to learn	19	76	6	24	0	0	0	0	1
(2) Meets learning needs of all students	13	50	12	46	1	4	0	0	0
(3) Learn to interact with diverse people	16	62	8	31	2	8	0	0	0
(4) High expectations for all students	17	65	7	27	2	8	0	0	0
(5) Synonymous with effective teaching	7	27	16	62	3	12	0	0	0
(11) Broadens conventional curriculum	9	35	14	54	3	12	0	0	0
	School Climate Value								
(8) Reflects atmosphere of respect	17	65	8	31	1	4	0	0	0
(9) Reflects atmosphere of trust	15	58	9	35	2	8	0	0	0
(10) Reflects atmosphere of high morale	13	50	11	42	2	8	0	0	0

Note. Statements are numbered according to survey order

Number percentages exclude missing responses and are calculated on the basis of valid responses

Percentages may not add up to 100% due to rounding error

N=26

TABLE XXVIII

PERCENTAGES OF RURAL PRINCIPALS' RESPONSES
TO THE FOUR VALUES

Items	Distribution of Respondents by Level of Agreement								
	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response
	n	%	n	%	n	%	n	%	n
	Theoretical Value								
(6) Is for all students	19	76	6	24	0	0	0	0	0
(12) Elevates self-esteem	11	44	14	56	0	0	0	0	0
(13) Emanates from cultural pluralism	1	5	14	70	4	20	1	5	5
(15) Understanding the social effects	3	13	20	83	1	4	0	0	1
(16) Understanding the political effects	0	0	19	86	3	14	0	0	3
(17) Understanding the economic effects	0	0	22	92	2	8	0	0	1
	Negative Value								
(7) Divisive, overemphasizes differences	0	0	4	16	14	56	7	28	0
(14) Too much time spent of differences	0	0	0	0	19	79	5	21	1
	Educational Value								
(1) All have equal opportunity to learn	22	88	3	12	0	0	0	0	0
(2) Meets learning needs of all students	12	48	12	48	1	4	0	0	0
(3) Learn to interact with diverse people	17	68	8	32	0	0	0	0	0
(4) High expectations for all students	14	56	11	44	0	0	0	0	0
(5) Synonymous with effective teaching	11	44	10	40	4	16	0	0	0
(11) Broadens conventional curriculum	8	32	16	64	1	4	0	0	0
	School Climate Value								
(8) Reflects atmosphere of respect	12	48	13	52	0	0	0	0	0
(9) Reflects atmosphere of trust	10	40	15	60	0	0	0	0	0
(10) Reflects atmosphere of high morale	9	36	16	64	0	0	0	0	0

Note. Statements are numbered according to survey order

Number percentages exclude missing responses and are calculated on the basis of valid responses

Percentages may not add up to 100% due to rounding error

N=25

TABLE XXIX
 PERCENTAGES OF STUDENT TEACHERS' RESPONSES
 TO THE FOUR VALUES

Items	Distribution of Respondents by Level of Agreement								
	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response
	n	%	n	%	n	%	n	%	n
	Theoretical Value								
(6) Is for all students	45	82	10	18	0	0	0	0	0
(12) Elevates self-esteem	44	80	7	13	4	7	0	0	0
(13) Emanates from cultural pluralism	22	44	24	48	4	8	0	0	5
(15) Understanding the social effects	27	52	23	44	2	4	0	0	3
(16) Understanding the political effects	17	33	26	50	9	17	0	0	3
(17) Understanding the economic effects	17	33	23	44	11	21	1	2	3
	Negative Value								
(7) Divisive, overemphasizes differences	5	9	13	25	19	36	16	30	2
(14) Too much time spent of differences	2	4	6	11	31	58	14	26	2
	Educational Value								
(1) All have equal opportunity to learn	50	91	5	9	0	0	0	0	0
(2) Meets learning needs of all students	52	95	2	4	1	2	0	0	0
(3) Learn to interact with diverse people	52	95	3	5	0	0	0	0	0
(4) High expectations for all students	47	85	8	15	0	0	0	0	0
(5) Synonymous with effective teaching	43	78	11	20	0	0	1	2	0
(11) Broadens conventional curriculum	42	76	12	22	1	2	0	0	0
	School Climate Value								
(8) Reflects atmosphere of respect	45	82	10	18	0	0	0	0	0
(9) Reflects atmosphere of trust	44	80	11	20	0	0	0	0	0
(10) Reflects atmosphere of high morale	45	82	10	18	0	0	0	0	0

Note. Statements are numbered according to survey order

Number percentages exclude missing responses and are calculated on the basis of valid responses

Percentages may not add up to 100% due to rounding error

N=55

VITA ²

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