



MULTICULTURAL EFFICACY OF PRESERVICE TEACHERS: A STUDY

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Abstract

Diversity prevails in the education system. Diversity in the classroom consists of different learners. Teachers play an important role in dealing with such diversity. It is pivotal that pre- service teachers must be confident and possess the ability to cater to a multicultural classroom. It is imperative that pre-service teachers are effectively trained to meet the needs of diverse learners. In short high multicultural efficacy among pre- service teachers is needed. Do the preservice teachers possess the experience, attitude and multicultural efficacy towards teaching? Can they effectively implement multicultural strategies for equity pedagogy? The paper is an attempt to study it. The present study is a descriptive research of comparative type. The main goal of this type of research was to compare the Multicultural Efficacy on the basis of type of management and year- wise of the pre- service teachers. The sample consisted of 400 pre- service teachers from colleges of education. The Multicultural Efficacy Scale was prepared by Guyton, E. M., & Wesche, M. V was used for the present study. In the present study, two- stage sampling technique was used. 't' test was used to compare the means scores and profile analysis to identify the dimensions of Multicultural efficacy. The study reveals that the Multicultural Efficacy of pre- service teachers of aided colleges of education is higher than that of unaided colleges of education. There is no statistically significant difference in the multicultural efficacy of F.Y.B.ED and S.Y.B.ED pre- service teachers. The result of the profiles analysis of aided and unaided colleges of education intersect across dimensions on the basis of type of management. The profiles of F.Y.B.ED and S.Y.B.ED are not equal and do not intersect across dimensions on the basis of year- wise.

Keywords –Multicultural Efficacy, pre- service teachers, Aided & Unaided, Year- wise,



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Introduction

Diversity is the word that India is known for across the globe. A variety of cultures exists in India. The population is diverse in terms of language, religion, food etc. Diversity prevails in the education system too. It is the classroom which consists of different learners. It is the exploration of these differences in the safe and nurturing environment. It is significant for the students to understand, embrace and celebrate uniqueness with each other. To achieve it, trained teachers are required to deal with such diversities. Teachers play a very important role in inculcating cultural values among students. It is imperative that preservice teachers are effectively trained to meet the needs of diverse learners. It is also important that multicultural education forms a part of their teaching learning process. It is vital that preservice teachers

recognize the importance of culturally responsive teaching. Teachers have the unique opportunity to provide students with information and experiences. Pre-service teachers should be confident and possess the ability to cater to a multicultural classroom. In short high multicultural efficacy among pre-service teachers. It is important that teacher education programme focus on training the pre-service teachers on cultural education; and develop key competencies needed to achieve educationally equitable classrooms.

Need of the Study

The purpose of the paper was to study the preservice teachers' attitude, experience and efficacy while teaching in classroom. It was found that most teacher education programs had a limited number of substantive programs or courses that addressed issues of diversity Gollnick (1995). This paper is an attempt to study if the teacher education programme addresses diversity issues. The paper also studies and analyzes preservice teachers' knowledge and awareness of the varied perspectives that exist within different cultures. Do the preservice teachers possess the experience, attitude and multicultural efficacy towards teaching? Can they effectively implement multicultural strategies for equity pedagogy? Researches show that not many teacher education programs prepare preservice teachers for multicultural teaching settings. The paper is an attempt to study it.

Review Related Literature

Theodore Coladarci(1992) conducted a study on teachers' sense of efficacy and commitment to teaching. The present study examined the degree to which teachers' sense of efficacy, as well as other hypothesized influences on commitment to teaching, predicted 170 teachers' responses to the question, "Suppose you had it to do all over again: In view of your present knowledge, would you become a teacher?" General and personal efficacy emerged as the two strongest predictors of teaching commitment, along with teacher-student ratio, school climate, and sex. In short, greater teaching commitment tended to be expressed by those teachers who were higher in both general and personal efficacy; who taught in schools with fewer students per teacher; and who worked under a principal regarded positively in the areas of instructional leadership, school advocacy, decision making, and relations with students and staff. Teaching commitment also was higher for female teachers.

Gwendolyn Webb-Johnson, Alfredo J. Artiles, Stanley C. Trent (1998) conducted a study on the status of research on multicultural education in teacher education and special education problems, pitfalls, and promises. Significant numbers of culturally diverse children and youth now experience school failure in schools across the United States. To counter this

unfortunate and inequitable circumstance, many teacher educators and policymakers now advocate for multicultural curricula in teacher education and special education programs. Although the research on multicultural education has been examined thoroughly, there has been no systematic analysis of the multicultural teacher education empirical literature in special education. Hence, the purpose of this manuscript is to present findings from a comprehensive analysis of this literature. We first summarize the existing research in teacher education. Next, we examine extensively the existing literature on multiculturalism in special education teacher preparation programs. We end our review with identification of strengths and weaknesses of existing research and provide recommendations for future inquiries.

Jim S. Furman (2008) conducted a study on tensions in multicultural teacher education research demographics and the need to demonstrate effectiveness. This article builds on the results of an analysis of reviews of data-based research literature in the field of multicultural teacher education. The author discusses two examples of major findings from the seven reviews considered: the amount and quality of research and the hidden curriculum of teacher education. Limitations of the reviews are also discussed and particular attention is paid to the issues of defining multiculturalism and building a theoretical argument. The author describes, in detail, two major tensions that are evident in the field: the demographic tension and the effectiveness tension. In addition, the article suggests ways in which the field might move forward by establishing a strong theoretical rationale for its investigations.

Patricia L. Marshall (2010) conducted a study on multicultural teaching concerns: new dimensions in the area of teacher concerns research? The development of the Multicultural Teaching Concerns Survey (MTCS), a 64-item self-report scale designed to assess the intensity of teachers' concerns about working with diverse student populations, is described in this study. Preservice education majors and inservice teachers ($N = 146$) served as participants. A factor analysis revealed 4 multicultural teaching concern factors, 2 of which roughly support extant research regarding the nature of teachers' concerns. However, the 2 remaining factors suggest that the self/task/impact conceptualization may be insufficient to describe the nature of teachers' concerns vis-à-vis their work with students of color. Implications for multicultural teacher education are discussed, and suggestions for future research using the MTCS are provided.

Concept of Multicultural Efficacy

Self-efficacy represents the judgment of confidence that individuals have in their abilities. Self-efficacy is the students' belief in their abilities to conquer academic tasks and is based

on academic experiences. “Self-efficacy perceptions influence choice of activity, task perseverance, level of effort expended, and ultimately and degree of success achieved” (Klassen, 2007). Multicultural efficacy helps to analyze dimensions of intercultural experiences, minority group knowledge, attitudes about diversity, and knowledge of teaching skills in multicultural settings. Multicultural efficacy determines a person’s multicultural perspective.

The Multicultural efficacy helps the pre-service teacher to develop and identify the strengths and weaknesses of multicultural education in the curriculum throughout their education training. Ashton and Webb (1986) states that effective multicultural efficacy has been shown to improve better teaching practices with low-achieving students

states that teachers beliefs in students educability were positively related to supportive, interactive styles which permitted open communication and involving students in decision-making. Zeichner (as cited in Guyton and Wesche, 2005) claimed that the field of teacher education will continue to be faced with (a) the need to produce teachers willing to teach in multicultural settings and (b) the need to prepare them to be able to do so with competence.

Aims of the Study

- To compare the Multicultural-efficacy of pre- service teachers of F.Y.B.ED and S.Y.B.ED, aided and unaided colleges of education.
- To study the dimensions of Multicultural Efficacy between pre- service teachers of F.Y.B.ED and S.Y.B.ED, aided and unaided colleges of education.

Objectives of the Study

1. To study and compare the Multicultural Efficacy of pre- service teachers of aided and unaided colleges of education,
2. To compare the Multicultural Efficacy of F.Y.B.ED and S.Y.B.ED pre- service teachers.
3. To identify the dimensions of Multicultural Efficacy between pre- service teachers of aided and unaided colleges of education.
4. To compare the dimensions of multicultural efficacy of pre- service teachers between F.Y.B.ED and S.Y.B.ED and aided and unaided and colleges of education.
 - a. Experience towards multicultural efficacy
 - b. Attitude towards multicultural efficacy
 - c. Efficacy towards teaching

Hypotheses of the Study

1. There is no significant difference in the Multicultural Efficacy of aided and unaided pre- service teachers.
2. There is no significant difference in the Multicultural Efficacy of F.Y.B.ED and S.Y.B.ED pre- service teachers.
3. There is no significant difference in the following dimensions of Multicultural Efficacy of pre- service teachers of aided and unaided colleges of education.
 - a. Experience towards multicultural efficacy
 - b. Attitude towards multicultural efficacy
 - c. Efficacy towards teaching
4. There is no significant difference in the following dimensions of Multicultural Efficacy of pre- service teachers of F.Y.B.ED and S.Y.B.ED.
 - a. Experience towards multicultural efficacy
 - b. Attitude towards multicultural efficacy
 - c. Efficacy towards teaching

Operational Definition of the Study

- **Multicultural Efficacy**–The judgment and confidence shown by the pre-service teacher to successfully implement multicultural practices in the classroom and daily life.

Methodology of the Study

The present study is a descriptive research of comparative type. The main goal of this type of research was to compare the Multicultural Efficacy of pre- service teachers from aided and unaided Colleges of Education.

Tool of the Study

The Multicultural Efficacy Scale: Development, Item Selection, and Reliability were written by Guyton and Wesche. The Multicultural Efficacy Scale was prepared by Guyton, E. M., & Wesche, M. V. The total no of items in the tool was 35 items. The tool consisted of 7 experience, 7 attitude, 20 efficacy and one additional item on the participants view as the major purpose of multicultural teaching. The measure of the internal validity survey instrument showed the subscales as follows: experience section .77, general knowledge .55, efficacy .93, instructional knowledge .39 and attitude .85. These results validate the internal validity of the total MES and its subscales. The scale consists of many parts but for the present study only one part of the scale was used.

Sampling Technique

In the present study, two- stage sampling technique was used. The stratifying factor was the type of management. The data was collected from different B.Ed. colleges. In the first stage, sampling involved the selection of college of Education on the type of management using the stratified random technique. Here the two strata were the aided and unaided colleges of education. The second stage of sampling was the selection of preservice teachers from colleges of education on the basis of year -wise (F.Y.B.ED and S.Y.B.ED)

Sample of the Study

For the purpose of the present study the sample was taken from the pre- service teachers of aided and unaided colleges of education. The sample consisted of 400 pre- service teachers from colleges of education.200 pre- service teachers were from F.Y.B.ED and 200 pre-service teachers from S.Y.B.ED.

Table-1 Sample of Pre- Service Teachers -Aided and Unaided College of Education

Management Type	Pre service Teachers
Aided	200
Unaided	200
Total	400

Statistical Analysis- ‘t’ test was used to compare the mean scores of pre- service teachers on Multicultural efficacy on the basis of management type and year–wise. A profile analysis was used to identify the dimensions of Multicultural efficacy.

Findings of the Study

The following table shows the relevant statistics of comparison of mean score of Multicultural Efficacy of pre- service teachers’ on the basis of management type.

Table- 1.2: Significance of Difference in the Mean Scores of Multicultural Efficacy of pre- service teachers’ on the basis of type of management and Year -wise(F.Y.B.ED and S.Y.B.ED)

Variables	N	M	p- Value
Type of Management			
Aided	200	69.51	0.015
Unaided	200	65.65	
Year -wise (F.Y.B.ED and S.Y.B.ED)			
F.Y.B.ED	200	67.11	0.110
S.Y.B.ED	200	68.055	

{Los= Level of Significance}

1. The preceding table shows the comparison of Multicultural Efficacy of pre- service teachers on the basis of type of management. The mean score of aided pre- service teachers is 69.51 and mean score of unaided pre- service teachers is 65.65. The p- value is 0.0153 which is significant. This means that there is a statistically significant difference in the multicultural efficacy of pre- service teachers on the basis of type of management. The Multicultural Efficacy of pre- service teachers of aided colleges of education is higher than that of unaided colleges of education.
2. The above table shows the comparison of Multicultural Efficacy of pre- service teachers on the basis of year wise. The mean score of F.Y.B.ED pre- service teachers is 67.11 and mean score of S.Y.B.ED pre- service teachers is 68.055. The p- value is 0.110 which is not significant. This means that there is no statistically significant difference in the multicultural efficacy of F.Y.B.ED and S.Y.B.ED pre- service teachers.

Table 1.3 shows the Mean Scores of the dimensions of Multicultural Efficacy of Pre- service teachers of Aided and Unaided colleges of education

Table -1.3 Mean Scores on the Dimensions of Multicultural Efficay of pre- service Teachers

Type of Management	Experience towards Multicultural Efficacy	Attitude Towards Multicultural Efficacy	Multicultural Efficacy towards teaching
Aided	15.6	14.06	40.16
Unaided	15.25	13.43	36.89

The dimensions of Multicultural Efficay pre- service teachers of Aided and Unaided colleges of education show that there is a difference between the average scores of the dimensions of pre- service teachers. There is a difference between the mean scores of the dimensions of Experience towards multicultural efficay, Attittude towards multicultural efficay and Multicultural Efficacy of both the years. The dimensions of Multicultural Efficay of pre- service teachers of Aided and Unaided colleges of education of pre- service teachers are shown in the table 1.3

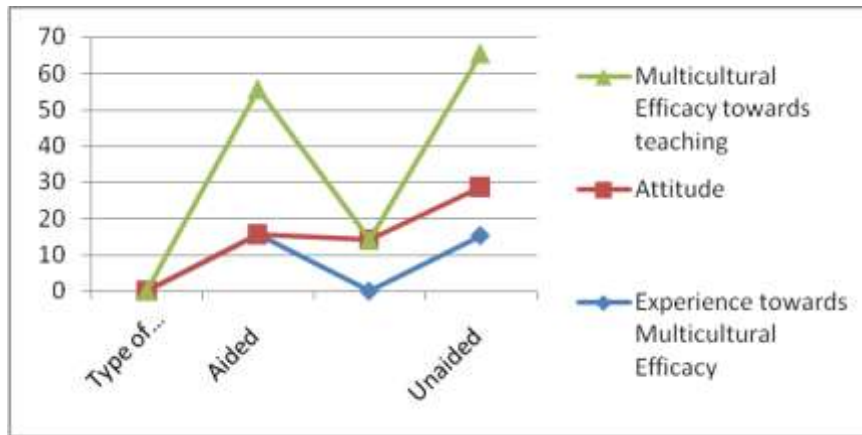


Figure 1- Profile of the Dimensions of Multicultural Efficacy on the basis of Type of Management

Profile Analysis:

The profile shape is defined as the "ups" and "downs" between the dimensions on Multicultural Efficacy of pre- service teachers of both the groups. They intersect with all dimensions. They intersect at Attitude towards multicultural efficacy and Multicultural Efficacy towards teaching. It also intersects at Attitude towards multicultural efficacy Multicultural Efficacy towards teaching. The study reveals that there is no difference in the mean scores of Multicultural efficacy of both the groups of colleges of education.

Mean Score of Multicultural Efficacy of Aided and Unaided Colleges of Education

There are three aspects of profile analysis as follows:

1. The groups are not parallel. A profile plot of Multicultural Efficacy of pre- service teachers of Aided and Unaided colleges of education suggests that the two lines are not parallel. They do intersect at all 3 points.
2. The groups are not at equal levels. A profile plot of Multicultural Efficacy of pre- service teachers of Aided and Unaided colleges of education suggests that the groups are not at equal levels.
3. Do the profiles exhibit ups and downs? The profiles intersect across dimensions on the basis of type of management.

Table 1.4 shows the Mean Scores of the dimensions of Multicultural Efficacy of Pre- service teachers of F.Y.B.ED and S.Y.B.ED colleges of education .

Table -1.4 Mean Scores on the Dimensions of Multicultural Efficacy of pre- service Teachers

Year Wise	Experience towards Multicultural Efficacy	Attitude Towards Multicultural Efficacy	Multicultural Efficacy towards Teaching
F.Y.B.ED	15.38	13.21	38.38
S.Y.B.ED	15.46	14.27	38.67

The dimensions of Multicultural Efficacy pre- service teachers of F.Y.B.ED and S.Y.B.ED show that there is a difference between the average scores of the dimensions of pre- service teachers. There is a difference between the mean scores of the dimensions of experience towards Multicultural Efficacy, Attitude towards Multicultural efficacy and Multicultural Efficacy of both the years . The dimensions of Multicultural Efficacy of pre- service teachers of F.Y.B.ED and S.Y.B.ED pre- service teachers are shown in the table 1.4 .

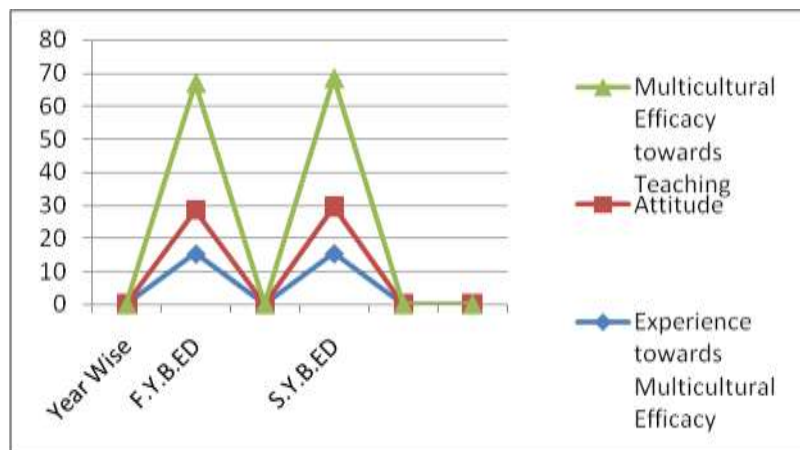


Figure 2- Profile of the Dimensions of Multicultural Efficacy on the basis of Year- wise Profile Analysis:

A profile analysis exhibits unequal profile between the dimensions of Multicultural Efficacy of pre- service teachers of both the groups. They show a pyramid form of profile. They do not intersect between and across dimensions. The study reveals that there is no difference in the mean scores of Multicultural efficacy of both the groups of colleges of education.

Mean Score of Multicultural Efficacy of F.Y.B.ED and S.Y.B.ED Colleges of Education

There are three aspects of profile analysis as follows:

1. The groups are not parallel. A profile plot of Multicultural Efficacy of pre- service teachers of Aided and Unaided colleges of education.

2. The groups are not at equal levels. A profile plot of Multicultural Efficacy of pre-service teachers of F.Y.B.ED and S.Y.B.ED colleges of education suggests that the groups are not at equal levels.
3. The profiles exhibit pyramid form of analysis. The profiles are not equal and do not intersect across dimensions on the basis of year-wise.

Discussion and Conclusion of the Study

The conclusion of the study was that the Multicultural Efficacy of pre-service teachers of aided colleges of education is higher than that of unaided colleges of education. There is no statistically significant difference in the multicultural efficacy of F.Y.B.ED and S.Y.B.ED pre-service teachers. The result of the profiles analysis of aided and unaided colleges of education intersect across dimensions on the basis of type of management. The profiles of F.Y.B.ED and S.Y.B.ED are not equal and do not intersect across dimensions on the basis of year-wise. According to Zeichner (as cited in Guyton and Wesche, 2005) the need for effective training of pre-service teachers in multicultural education has long been recognized. The findings affirm that multicultural efficacy is high among teachers and Teacher training colleges have recognized the importance of multicultural education in teaching.

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