

IMPACT OF TEACHERS' PERCEPTION AND PREPARATION TOWARDS  
MULTICULTURAL EDUCATION IN CLASSROOM LEARNING

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**Central Research Question:**

How can teachers improve classroom learning by creating a culturally integrated learning environment?

**Article One:**

Title: Enhancing teacher self-efficacy in multicultural classrooms and school climate.
This Journal was obtained through <i>the SAGE Journals</i> website, which was published in the year 2020.
The used Journal has been peer-reviewed.
Sub-topics covered: The first topic is teacher self-efficacy in multicultural learning. This looks at how self-efficacy can be used as a critical factor in improving the classroom learning objectives.  The 2 <sup>nd</sup> topic is professional development in multicultural education which investigates ways that can be used to enable the teacher to adopt various teaching skills, therefore, fostering positive classroom learning. A well-equipped teacher clearly understands ways that can be used to prevent cultural differences within the classroom environment.
Repeated words: comparative education, school climate, teacher self-efficacy, teacher development, and multicultural education.
The research answers the question under discussion because of various factors. It looks into ways to change classroom learning by equipping the teachers with the necessary skills on how to handle students with diverse cultural backgrounds. According to the research, several

leaders from a non-white race or who use English as their second language are not performing well academically. By looking into teaching methods that will favor all learners despite their differences, teachers can improve their performance in academics. This is directly related to cultural differences between the teachers and the students. The teachers often give instructions and handle all learners depending on their cultural beliefs. This is a crucial factor in demotivating students, therefore, affecting their success in education. The research suggests that the most appropriate way that should be used to solve the problem is through improving teacher training to enable the teachers to adopt various teaching methods and how to handle a diverse classroom instead of using a single cultural belief to handle all learners. The classroom environment also encourages coming up with strategies of creating a democratic learning environment whereby all learners will be given equal opportunities and will not feel neglected. The research also targets creating a group learning environment meaning that all learners will be considered equals within the group work.

Weakness of the research: Communication in classroom learning is the most effective way of bringing learners together. The study talks about creating a united learning environment but fails to target effective communication processes to support the learning process. The topic has also not considered the history of the problem, which might be the main reason behind the current situation of the unequal utility of cultural diversity in classroom learning. For a problem to be solved, it is essential to consider its route. An example is that various journals emphasize that slavery is one of the leading causes of multicultural education differences. This would allow the researcher to have a wider perspective on the most effective ways of solving the problem of cultural differences.

Evidence provided: The research gives evidence of the current level of diversity in USA whereby it has pointed out that 52.5% of the learners are non-white. This shows that the level of classroom diversity has increased at a high rate. The research also proves that multicultural diversity is not only in USA but also in other nations. An example given is the case of Asian countries such as South Korea, Japan, and Taiwan. The classes have been dominated by learners from various cultural backgrounds, yet teachers have not been equipped with the necessary knowledge on how to handle such classes. All these countries have a common problem of teaching concerns as the educators have to adopt methods of teaching learners from diverse cultures.

Data collection: The research was conducted using content analysis method. Data from TALIS which was coordinated by Organization for Economic Co-operation and Development was the central source of the research. TALIS conducted field research from over 200 schools and involved 20 teachers from selected schools. Data was also collected in Korea where 2,931 teachers were involved in the field research from 165 schools. In USA, 166 schools were targeted where 2,560 teachers were involved in the research activity.

Data analysis method: Distribution of variables was used in the data analysis. A mediating variable was used in data analysis whereby it was used in analyzing the data from USA and Korea separately through the use of Stata medeff package.

The strengths of the work: The main strength of the work is that it does not only provide data on how much multicultural education has been affected but also gives solutions on how to control the problem.

<p>Limitations: the researcher highly depended on content analysis which would have been prone to errors. It would be more effective if field research was carried so that to analyze the data more effectively.</p>
<p>Theoretical framework: Many teachers are struggling with managing a culturally diverse classroom due to inadequate teaching experience.</p>
<p>Relationship to the study: My study focuses on how teachers can be assisted in development of skills which can allow them to teach students from diverse cultures. This study targets on how a conducive learning environment can be created for students from diverse cultures so that to enhance teamwork in learning activities therefore it is related to my topic.</p>
<p>Results of the study: The first result is that professional learning experience in multicultural education is important for classroom learning activities. Adopting multicultural education in classroom learning enables the school to create a positive environment for both learners and teachers.</p>
<p>Include quotes from the scholarly work below (include the page numbers). Use quotes sparingly. “In 2018, more than half of U.S students were non-white (p. 2)</p>
<p>Reference: Choi, S., &amp; Lee, S. W. (2020). Enhancing teacher Self-Efficacy in multicultural classrooms and school climate: the role of professional development in multicultural education in the United States and South Korea. <i>AERA Open</i>, 6(4), 2332858420973574.</p>
<p>Link: <a href="https://journals.sagepub.com/doi/full/10.1177/2332858420973574">https://journals.sagepub.com/doi/full/10.1177/2332858420973574</a></p>

**Central Research Question**

How can teachers improve classroom learning by creating a culturally integrated learning environment?

**Article Two**

<p>Title: Dangers of Separating Social Justice from Multicultural Education.</p>
<p>This research is an article which was published in the year 2018 through the University of Tennessee, Knoxville USA.</p>
<p>The Journal has been peer reviewed.</p>
<p>The main topic focuses on how multicultural education can be affected when social justice is not given attention. One of the subtopics is reflecting on social justice and multicultural education. Another key topic that has been given attention is faces of whiteness. Which addresses how race inequalities are generated by color differences and therefore leading to - inequality in classroom learning? Another topic that has been captured is re-envisioning Praxis which investigates equality of learning activities between different types of people which include gay members. The emphasis of the topic is that it is important to consider one’s cultural beliefs so that to create the most appropriate learning environment.</p>
<p>Repeated words: Multicultural education, social justice, self-reflection, and higher education.</p>
<p>Answering topic problem: my topic is aimed towards creation of a conducive learning environment. This research has focuses on how insufficient emphasis on multicultural education has led to increased rates of social injustice in school. The research has focused the</p>

research on special groups such as the deaf. The research states that most of the educators in such schools have little knowledge on the deaf culture therefore, their classroom teaching is limited as the teacher cannot connect with the learners. It also looks at a community which has been dominated by the whites for years who have a direct influence on the state of the current education status. One of the examples captured by the researcher is a state where a learner is deaf and at the same time belongs to a different race. Generally, the research looks into how minorities have been affected in schools which limits their performance. It is important in answering my question as it provides important guidelines of effective learning processes.

Negligence of the research: The research has paid too much attention on the social justices which are caused by cultural differences in schools but has failed to focus on ways that can be used to improve the current education structure so that to equip educators with the most effective teaching skills which will lead to equal learning environment. After pointing out the area of concern, it would be appropriate to point out some of the strategies that can be used to address the identified weaknesses.

Evidence provided by the article: to point out on how serious the issue of social injustice has occurred in schools; the author explains that he was one of the 25 students who attended higher education on multicultural education. Out of the 25, he states that he was among the three people of color who took part in learning and all others were whites. He also explains that they were taught by a white professor.

Data Collection: The researcher had used content analysis method to collect both qualitative data.

Data analysis methods: Since the research was not focused on a specific sample, data analysis has not been captured in the content analysis.

Strength of the work: The work is based on a real life of experience of the author who attended multicultural education for deaf individuals. This gives him the knowledge to present facts that are currently happening in multicultural education. His research has also been combined with literature review from various research work which was conducted by other scholars. The article also investigates the current state of education which allows the author to draw a conclusion that teachers are paying more attention on what is being taught. He targets on making changes on both what is being taught to culturally diverse learners and how the content will be taught. The education process should overlook factors such as culture, ability, gender spectrum and sexual orientation. All the above factors are not necessary in the school environment as they create differences between the learners therefore discouraging the minority groups.

Limitations of the research: The researcher has not conducted field research on the topic which limits the use of diverse content regarding the state of multicultural education in various learning institutions. Concrete research from various institution would lead to more first-hand data that would be employed in the research process.

Theoretical framework: Social Injustice practice has a negative impact towards multicultural education. This mostly affects schools with large groups of people from diverse cultures including people with disabilities.

My research is aimed towards creating a conducive learning environment through effective learning environment in the schools. According to the author, the content taught in schools



should focus on both how and what content is taught in school. He also states that the learning environment should focus on pedagogical learning instead of diverse school populations. The author also explains that K-12 is the level when future teachers are trained to interact with learners. They are also exposed to other factors such as racial differences. The education sector should pay attention to this level of education to ensure that future teachers understand the importance of multicultural education. Connecting the above details, the research will be helpful for my project.

Results for the study: The study shows that cultural differences in the current learning environment limit learner achievement in schools. The whites have still dominated education planning which limits the achievement of multicultural education. When it comes to planning for special groups such as the deaf, some teachers have little understanding of their cultures, therefore limiting their interaction activities.

Quotes: “I was one of the three students of color in a class of roughly 25 students.” (p.5); the above quote has been used to show the disparity between white people and people of color in classroom learning.

Reference: Lawyer, G. (2018). The dangers of separating social justice from multicultural education: Applications in higher education. *International Journal of Multicultural Education*, 20(1), 86-101.

<https://files.eric.ed.gov/fulltext/EJ1173704.pdf>

