

Exploring the Multicultural Efficacy of Korean Pre-Service Secondary School Teachers and their Experience toward Multiculturalism and Multicultural Education

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Abstract

This study aims to investigate Korean pre-service secondary school teachers (hereafter 'KPSSTs'), who constitute the future leaders of multicultural education, and their level of awareness and experience toward multiculturalism and multicultural education, and to find ways to facilitate multicultural education in secondary schools as well as designing and running a pre-service secondary school teacher training program on multicultural education in colleges of education in Korea. 166 KPSSTs from 3 different universities in Seoul participated in the survey which examines their experience with multiculturalism and multicultural education and their level of awareness on these issues. The results were as follows: First of all, most KPSSTs had not experienced multiculturalism directly, but only indirectly through media. A slight majority of them had never had classes on multiculturalism, most of them had never taught students from multicultural families. Second, multicultural efficacy, which is the confidence in a teacher's competence to teach students from culturally diverse backgrounds in a multicultural classroom environment, was average. Generally, KPSSTs were highly confident in guiding students to reduce prejudice and encourage them to foster mutual respect. However, they had low confidence in expert knowledge on multicultural education such as its contents, methods, and providing detailed descriptions related to multicultural education. Third, KPSSTs tended to approach multiculturalism by focusing primarily on race and ethnic group, which showed a lack of understanding on the broad scope of cultural diversity.

Keywords: *Korean Pre-Service Secondary School Teachers, Multicultural Efficacy, Multiculturalism, Multicultural Education*

1. Introduction

There has been active research and development for the purpose of gaining political support and educational planning on multicultural education, yet the efforts have only resulted in a theoretical discussion on improving curricula or research on multicultural perceptions of teachers and children from multicultural families in kindergarten and elementary schools. Therefore, there has been a need to expand the age range of research subjects and the relevant factors pertaining to multicultural education [1, 2]. In particular, 72% of children from multicultural families are elementary school students [3], meaning that in the coming years as they move on to middle and high school, the percentage of such children in secondary schools will grow, and research at this stage will become increasingly important. Furthermore, the current circumstances of multicultural education in terms of its contents and methods are not yet sufficient. To find a more efficient curriculum for multicultural education in secondary schools, it is necessary to look into the present condition of Korean pre-service secondary school teachers (hereafter, "KPSSTs") and secondary school students' multicultural awareness and their perceptions on multicultural education. This study examines the level of understanding and

preparation of KPSSTs, who are the future leaders of multicultural education. It also seeks ways to develop and conduct a pre-service secondary teacher training program in colleges of education in Korea. To do so, this study investigates KPSSTs' multicultural efficacy and their understandings and sensitivity to multicultural education, and discusses the ways to improve them.

The detailed research questions of this study are as follows:

1. To what degree do Korean pre-service secondary school teachers understand multicultural education?
2. What is the level of the multicultural efficacy among Korean pre-service secondary school teachers?

2. Brief Literature Review

Multicultural efficacy is a teacher's confidence of how well they can teach students from culturally diverse societies in a multicultural classroom environment [4]. It is derived from the concept of teaching efficacy, the belief that teachers can teach students effectively and have positive influences on their learning. Teaching efficacy directly affects the teachers' teaching and the students' learning and their achievement [5, 6], such that multicultural efficacy is considered to be one of crucial features for teachers when it comes to leading multicultural classrooms. According to Dilworth [7], the higher the confidence in multicultural education the teachers have, the more they focus on multicultural contents when teaching, and they consider students' social and cultural backgrounds and interests when designing lesson plans. As a result of exploring domestic research on multicultural efficacy, most of the studies target teachers in kindergarten and elementary schools [8, 9], yet there has been little research done on pre-service secondary teachers' multicultural efficacy. From the studies on multicultural efficacy of pre-service secondary teachers, the results vary from somewhat high [10], to slightly above the average [11], to below average [12]. These results are not convincing enough to have confidence in pre-service secondary teachers' capability to provide multicultural education.

The factors affecting multicultural efficacy are the grades, gender, majors, religions, and cities in which the subjects are being raised, and the results conflict among the factors. Besides these factors, the experience of taking classes on multiculturalism increases multicultural efficacy [11, 13, 14] and the experience in multiculturalism also has a positive influence on increasing multicultural efficacy [9]. It is emphasized that pre-service secondary teachers should experience or be exposed to multiculturalism and multicultural education through regular or extra curricula [15].

3. Methods

The data for this study was collected over a month in October 2012. The detailed information on research subjects, research tools, and analysis are as follows. The survey questionnaire was used to investigate KPSSTs' multicultural efficacy. 166 students from 3 different universities in Seoul participated in the survey. All of them were taking Korean pre-service secondary teacher training courses at their universities. Among 166 survey sheets, 165 were analyzed. One was discarded for having incomplete answers.

The Multicultural Efficacy Scale developed by Guyton & Wesche [4] was utilized to examine KPSSTs' multicultural efficacy. The Multicultural Efficacy Scale is a tool used to measure the confidence of teachers who are teaching students from culturally diverse backgrounds in a multicultural classroom environment. It has three sections: experience in multiculturalism, attitudes toward multicultural education, and one's sense of efficacy on multicultural education [4]. Among 34 survey questions that Guyton & Wesche [4] developed, some of them were selected for this study by considering the circumstances in Korea: 7 questions for measuring the experience in multiculturalism, 5 questions for the

attitudes toward multicultural education, and 20 questions for multicultural efficacy. 2 questions were discretionally developed and added to the survey to identify whether KPSSTs had taken classes or taught multiculturalism.

Moreover, to examine KPSSTs' level of understanding on multicultural education, 12 out of the 15 misconceptions on multicultural education mentioned by Aldridge, Calhoun, & Aman [16] were utilized as one of survey questions and included in the survey. The five-point Likert scale was adapted as a response scale. A higher number was considered to be more positive.

To verify the validity of multicultural efficacy, exploratory factor analysis was conducted using the principal components method and varimax rotation method. Based on the above .40 of factor loading, it was divided into 3 factors, as was the case with earlier studies. One out of 24 questions loaded in a mismatch to theoretical structure was therefore eliminated and 23 questions were finally analyzed. Reliability on the Multicultural Efficacy Scale was Cronbach's alpha .783 on experience in multiculturalism, .674 on attitudes toward multicultural education, and .926 on multicultural efficacy.

165 survey sheets were analyzed by using SPSS 18.0. Descriptive analysis was implemented on each question to look into the participants' traits and their experience in multiculturalism and multicultural efficacy. *t*-test and ANOVA were used to find out the discrepancy in perceptions on multiculturalism and multicultural education due to different background variables.

4. Results and Discussion

4.1. KPSSTs' Experience and Perceptions on Multiculturalism and Multicultural Education

4.1.1. Experience in Multiculturalism: KPSSTs mostly had indirect experience in learning about people from different cultures through books ($M=4.08, SD=.83$), and visual media such as watching TV shows and movies ($M=4.32, SD=.71$). On the other hand, they had relatively less direct experience in multiculturalism: 'As a child, I played with people different from me.' ($M=2.46, SD=1.30$), 'I went to school with diverse students as a teenager.' ($M=2.27, SD=1.26$), 'Diverse people lived in my neighborhood when I was a child growing up.' ($M=2.22, SD=1.28$), and 'As a teenager, I was on the same team and/or club with diverse students.' ($M=2.35, SD=1.32$). Notably, the question of 'I have taught students from culturally diverse societies.' ($M=1.84, SD=1.14$) scored the lowest, and 'I have taken classes on multiculturalism.' ($M=2.50, SD=1.28$) also scored low.

Table 1. Descriptive Statistics on KPSSTs' Multiculturalism and Their Experience about Multicultural Education

Question	Response Frequency					M	SD
	Never	Rarely	Neutral	Occasionally	Frequently		
As a child, I played with people different from me.	46 (27.9)	56 (33.9)	16 (9.7)	35 (21.2)	12 (7.3)	2.46	1.30
I went to school with diverse students as a teenager.	57 (34.5)	54 (32.7)	17 (10.3)	27 (16.4)	10 (6.1)	2.27	1.26
Diverse people lived in my neighborhood when I was a child growing up.	61 (37)	55 (33.3)	13 (7.9)	24 (14.5)	12 (7.3)	2.22	1.28
A diverse person was one of my role models when I was younger.	26 (15.8)	47 (28.5)	30 (18.2)	49 (29.7)	13 (7.9)	2.85	1.23
In the past I chose to read	2	6	20	84	51	4.08	.83

books about people different from me.	(1.2)	(3.7)	(12.3)	(51.5)	(31.3)		
In the past I chose to watch TV shows and movies about people different from me.	1 (0.6)	2 (1.2)	11 (6.7)	80 (48.8)	70 (42.7)	4.32	.71
As a teenager, I was on the same team and/or club with diverse students.	54 (32.7)	54 (32.7)	17 (10.3)	25 (15.2)	15 (9.1)	2.35	1.32
I have taken classes on multiculturalism.	46 (27.9)	46 (27.9)	29 (17.6)	32 (19.4)	12 (7.3)	2.50	1.28
I have taught students from culturally diverse societies.	87 (52.7)	46 (27.9)	11 (6.7)	14 (8.5)	7 (4.2)	1.84	1.14

4.1.2. Multiculturalism and the Level of Understanding on Multicultural Education:

In general, there were few negative misconceptions or prejudices on multiculturalism and multicultural education ($M=2.32$, $SD=.44$). Among the questions for which the participants responded negatively were ‘Historical accuracy suffers in multicultural education.’ ($M=1.73$, $SD=.72$), ‘Social identity suffers in multicultural education.’ ($M=1.86$, $SD=.75$), and ‘Multiculturalism is divisive.’ ($M=1.87$, $SD=.83$). This shows that there are no negative misconceptions or prejudices about the social influence of multicultural education.

Regarding the need for multicultural education, KPSSTs were negative on the following questions: ‘Our society already acknowledges cultural diversity such that there is no need for multicultural education.’ ($M=1.64$, $SD=.76$), and ‘A society with either a single culture or two coexisting cultures does not need to learn other cultures.’ ($M=1.77$, $SD=.89$). This shows that they agree on the need for multicultural education.

However, they had conflicting ideas on ‘Multicultural education is already considered in the national curriculum’. 41.4% of the participants answered negatively on the issue, 32.3% neutral, and 26.3% positively. KPSSTs were negative on ‘Multicultural education is only focusing on racism.’ ($M=2.25$, $SD=1.03$), and ‘Multicultural education should be administrated mainly for higher grades, rather than lower grades.’ ($M=2.16$, $SD=.96$). This indicates that the range of their perceptions on multicultural education and its contents and target subjects are broad and varied.

On the issue of ‘Multicultural education should be taught as an individual subject at school.’ ($M=2.54$, $SD=1.03$), 52.2% of the KPSSTs answered negatively, 30.9% neutral, and 16.9% positively that there needs to be more discussions and understandings on the topic of teaching methods in multicultural education.

Regarding cultural diversity, the participants answered negatively on ‘Most people identify with one culture.’ ($M=2.08$, $SD=.95$) whereas, they answered positively on ‘People from the same nation or region, or those who speak the same language, share a common culture.’ ($M=3.61$, $SD=.89$), and ‘Families from the same culture share the same values.’ ($M=3.47$, $SD=.96$). This indicates that their understanding on cultural diversity is not sufficient.

Table 2. Descriptive Statistics on KPSSTs' Multiculturalism and Their Misconceptions about Multicultural Education

Question	Response Frequency					M	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
People from the same nation or region, or those who speak the same language, share a common culture.	1 (0.6)	23 (13.9)	35 (21.2)	86 (52.1)	20 (12.1)	3.61	.89
Families from the same culture share the same values.	3 (1.8)	30 (18.2)	34 (20.6)	82 (49.7)	16 (9.7)	3.47	.96
Most people identify with one culture.	47 (28.5)	77 (46.7)	24 (14.5)	15 (9.1)	2 (1.2)	2.08	.95
A society with either a single culture or two coexisting cultures does not need to learn other cultures.	73 (44.5)	68 (41.5)	11 (6.7)	11 (6.7)	1 (0.6)	1.77	.89
Multicultural education is already considered in the national curriculum.	13 (7.9)	55 (33.5)	53 (32.3)	36 (22)	7 (4.3)	2.81	1.01
Our society already acknowledges cultural diversity such that there is no need for multicultural education.	82 (49.7)	65 (39.4)	13 (7.9)	5 (3.0)	-	1.64	.76
Multicultural education is only focused on racism.	39 (23.6)	75 (45.5)	25 (15.2)	23 (13.9)	3 (1.8)	2.25	1.03
Multicultural education should be administrated mainly for higher grades, rather than lower grades.	42 (25.5)	74 (44.8)	31 (18.8)	16 (9.7)	2 (1.2)	2.16	.96
Multicultural education should be taught as an individual subject at school.	25 (15.2)	61 (37)	51 (30.9)	21 (12.7)	7 (4.2)	2.54	1.03
Multiculturalism is divisive.	58 (35.2)	80 (48.5)	17 (10.3)	10 (6.1)	-	1.87	.83
Social identity suffers in multicultural education.	53 (32.1)	87 (52.7)	21 (12.7)	3 (1.8)	1 (0.6)	1.86	.75
Historical accuracy suffers in multicultural education.	67 (40.9)	77 (47)	17 (10.4)	3 (1.8)	-	1.73	.72
Total						2.32	.44

4.1.3. Attitudes toward Multicultural Education: The overall mean of KPSSTs' attitudes toward multicultural education was 3.74($SD=.58$) which slightly exceeds the average, but not fully qualifying as positive. As a result of descriptive analysis on each survey question, the participants responded to the question, 'Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.' ($M=4.04$, $SD=.75$) the most positively, and to the question, 'Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.' ($M=3.13$, $SD=.86$) close to neutral, the most negatively.

Table 3. Descriptive Statistics on KPSSTs' Attitudes toward Multicultural Education

Question	Response Frequency					M	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.	2 (1.2)	2 (1.2)	33 (20)	97 (58.8)	31 (18.8)	3.93	.74
Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.	2 (1.2)	4 (2.4)	19 (11.5)	100 (60.6)	40 (24.2)	4.04	.75
Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.	7 (4.2)	24 (14.5)	81 (49.1)	47 (28.5)	6 (3.6)	3.13	.86
The classroom library should reflect the racial and cultural differences in the class.	2 (1.2)	12 (7.3)	31 (18.8)	84 (50.9)	36 (21.8)	3.85	.89
Total						3.74	.58

4.1.4. Multicultural Efficacy: As the result of KPSSTs' multicultural efficacy, the overall mean was 3.40($SD=.50$) which shows that their self-assessment on the issue was moderate. Detailed results on each question are as follows (See Table 4.): First, the highest self-efficacy on 'I can provide instruction showing how prejudice affects individuals.' ($M=3.75$, $SD=.67$), followed by 'I can help students take on the perspective of ethnic and cultural groups different from their own.' ($M=3.64$, $SD=.71$), 'I can present diverse groups in our society in a manner that will build mutual respect.' ($M=3.54$, $SD=.75$), and 'I can help students view history and current events from diverse perspectives.' ($M=3.54$, $SD=.79$).

Table 4. Descriptive Statistics on KPSSTs' Multiculturalism and Their Misconceptions about Multicultural Education

Question (I can ...)	Response Frequency					M	SD
	D	C	Neutral	B	A		
provide instructional activities to help students to develop strategies for dealing with racial confrontations.	1 (0.6)	31 (18.8)	67 (40.6)	65 (39.4)	1 (0.6)	3.21	.77
adapt instructional methods to meet the needs of learners from diverse groups.	-	36 (21.8)	53 (32.1)	74 (44.8)	2 (1.2)	3.25	.81
develop materials appropriate for the multicultural classroom.	2 (1.2)	42 (25.6)	64 (39)	52 (31.7)	4 (2.4)	3.09	.85
develop instructional methods that dispel myths about diverse groups.	4 (2.4)	28 (17)	62 (37.7)	66 (40)	5 (3)	3.24	.86
analyze instructional materials for potential stereotypical and/or prejudicial content.	-	24 (14.5)	52 (31.5)	76 (46.1)	13 (7.9)	3.47	.84
help students to examine their own prejudices.	-	20 (12.1)	63 (38.2)	72 (43.6)	10 (6.1)	3.44	.78
present diverse groups in our society in a manner that will build mutual respect.	1 (0.6)	14 (8.5)	54 (32.7)	87 (52.7)	9 (5.5)	3.54	.75
develop activities that increase the self-	1	15	56	86	7	3.50	.75

confidence of diverse students.	(0.6)	(9.1)	(33.9)	(52.1)	(4.2)		
provide instruction showing how prejudice affects individuals.	-	7 (4.2)	41 (24.8)	103 (62.4)	14 (8.5)	3.75	.67
plan instructional activities to reduce prejudice toward diverse groups.	3 (1.8)	22 (13.3)	69 (41.8)	63 (38.2)	8 (4.8)	3.31	.83
identify cultural biases in commercial materials used in teaching.	2 (1.2)	22 (13.3)	65 (39.4)	69 (41.8)	7 (4.2)	3.35	.81
help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	1 (0.6)	12 (7.3)	65 (39.4)	84 (50.9)	3 (1.8)	3.46	.69
get students from diverse groups to work together.	2 (1.2)	15 (9.1)	58 (35.2)	84 (50.9)	6 (3.6)	3.47	.76
identify school practices that may harm diverse students.	2 (1.2)	15 (9.1)	56 (33.9)	85 (51.5)	7 (4.2)	3.48	.77
identify solutions to problems that may arise as the result of diversity.	1 (0.6)	27 (16.4)	78 (47.3)	56 (33.9)	3 (1.8)	3.20	.75
identify the societal forces which influence opportunities for diverse people.	2 (1.2)	29 (17.6)	69 (41.8)	61 (37)	4 (2.4)	3.22	.81
identify ways in which various groups contribute to our pluralistic society.	-	24 (14.5)	65 (39.4)	70 (42.4)	6 (3.6)	3.35	.77
help students take on the perspective of ethnic and cultural groups different from their own.	-	10 (6.1)	52 (31.5)	91 (55.2)	12 (7.3)	3.64	.71
help students view history and current events from diverse perspectives.	-	20 (12.1)	47 (28.5)	87 (52.7)	11 (6.7)	3.54	.79
involve students in making decisions and clarifying their values regarding multicultural issues.	4 (2.4)	14 (8.5)	52 (31.5)	88 (53.3)	7 (4.2)	3.48	.81
Total						3.40	.50

Note: A=I do not believe I could do this very well. B=I could probably do this if I had to, but it would be difficult for me. C=I believe that I could do this reasonably well, if I had time to prepare. D=I am quite confident that this would be easy for me to do.

On the other hand, the lowest self-efficacy is on 'I can develop materials appropriate for the multicultural classroom.' ($M=3.09$, $SD=.85$), followed by 'I can identify solutions to problems that may arise as the result of diversity.' ($M=3.20$, $SD=.75$) and 'I can identify the societal forces which influence opportunities for diverse people.' ($M=3.22$, $SD=.81$).

4.2. KPSSTs' Discrepancy in Experience and Perceptions on Multiculturalism and Multicultural Education by Background Variable

The discrepancy in multicultural experience and multicultural efficacy according to gender was statistically significant. As shown in Table 5, female participants ($M=2.88$, $SD=.67$) have more multicultural experience than male participants ($M=2.39$, $SD=.70$) ($t=-3.997$, $p<.001$), are more positive toward multiculturalism (Male: $M=3.39$, $SD=.70$, Female: $M=3.85$, $SD=.49$; $t=-4.666$, $p<.001$), and consider themselves more positive toward multicultural efficacy (Male: $M=3.18$, $SD=.63$, Female: $M=3.47$, $SD=.44$; $t=-2.653$, $p<.05$).

Table 5. KPSSTs' Discrepancy in Multicultural Experience and Perceptions on Multiculturalism and Multicultural Efficacy by Gender

Variables	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Multicultural Experience	Male	39	2.39	.70	-3.997	.000**
	Female	123	2.88	.67		
Attitude toward Multiculturalism	Male	40	3.39	.70	-4.666	.000**
	Female	125	3.85	.49		
Multicultural Efficacy	Male	40	3.18	.63	-2.653	.011*
	Female	124	3.47	.44		

* $p < .05$, ** $p < .001$

The discrepancy in multicultural experience, attitudes toward multiculturalism and multicultural efficacy by the length of exposure to the teacher training program was no statistical significance (See Table 6.).

Table 6. KPSSTs' Discrepancy in Multicultural Experience and Perceptions on Multiculturalism and Multicultural Efficacy by the Length of Exposure to the KPSST Training Program

Variables	Length of Training Program Exposure	<i>N</i>	<i>M</i>	<i>SD</i>	F	<i>p</i>
Multicultural Experience	1 Year	20	2.67	.73	.246	.864
	2 Year	54	2.82	.79		
	3 Year	42	2.78	.57		
	4 Year	39	2.74	.70		
Attitude toward Multiculturalism	1 Year	21	3.87	.56	.451	.717
	2 Year	54	3.76	.65		
	3 Year	43	3.71	.58		
	4 Year	39	3.70	.50		
Multicultural Efficacy	1 Year	21	3.48	.35	.678	.567
	2 Year	54	3.46	.51		
	3 Year	42	3.40	.50		
	4 Year	39	3.33	.51		

5. Conclusion

The goal of this study is to investigate KPSSTs, who constitute the future leaders of multicultural education, and their level of understanding and preparation with multiculturalism and multicultural education, and to find ways to design and conduct a pre-service secondary teacher training program on multicultural education in colleges of education in Korea. To do so, KPSSTs from 3 different universities in Seoul participated in the survey which examines their understanding of multicultural education and multicultural efficacy. The results are summarized and discussed below.

First, KPSSTs had little experience in direct interaction with culturally diverse people yet they had indirect experience through books and visual media. Regarding teaching and learning multiculturalism, a little more than half of the participants had never taken classes on multiculturalism and most of them had not taught culturally diverse students. This result, the relative inexperience of the participants in taking classes on multiculturalism, is consistent with the result of Bae & Joung [17]. This seems to reflect the recent circumstance of lacking classes on multiculturalism in colleges of education, the KPSST training institute [18].

Second, KPSSTs in general do not have negative prejudices or misconceptions on multicultural education. They think the effects of multicultural education on our society are positive and agree to the need for multicultural education. It is positive that they have a wide range of perceptions on multicultural education and its contents and learning subjects. While there is a lack of understanding on cultural diversity, little knowledge and misconceptions on multicultural education and its teaching methods such that there

should be more systematic educational support for concrete understanding and discussion on multicultural education.

Third, KPSSTs' multicultural efficacy is average. In particular, they have the lowest confidence in developing adequate learning materials for multicultural classrooms. This corresponds with the result of Choi & Mo [8], and Jang [10]. Apart from this, they have relatively low confidence in preparing to teach multicultural classes like finding appropriate materials or revising lessons whereas, they have relatively high confidence in guiding their students to reduce prejudice and promote mutual respect. KPSSTs show low multicultural efficacy on the questions that need to provide specific descriptions on multicultural education. This indicates that there needs to be educational support on contents, context, and teaching methods on multicultural education. Less than 20% of colleges of education, the institutes of pre-service secondary teacher education, have more than one course devoted to multiculturalism. Even among these classes, most of them do not provide field experience [18]. It is necessary to increase the number of classes on multiculturalism in terms of both general education courses and pre-service secondary teacher training courses. Furthermore, it should be considered an opportunity to provide KPSSTs with a chance to interact with culturally diverse students through mentoring or other types of volunteer teaching in the field. Multicultural contact helps understand students from multicultural societies and it provides teachers a chance to reflect on the role of a teacher in a multicultural environment [19, 20].

Forth, in terms of KPSSTs' attitudes toward multicultural education and efficacy, that of female teachers is more positive than that of male teachers, yet there is no difference when it comes to the length of exposure to the KPSST training program. This result corresponds with the result of an earlier study which observes that gender difference influences attitudes toward multiculturalism and multicultural efficacy [20], but it does not match other earlier studies which find no effect by gender difference [10, 11]. Moreover, no discrepancy in attitudes toward multiculturalism and multicultural efficacy between grades from this study is consistent with the results of Jang [10], and Roh [12] studies but it contradicts the result of Kwon, *et al.*, [11]. There have been discussions and studies on background variables such as gender, grade, major, religion, and political personality, *etc.*, that affect attitudes toward multicultural education and efficacy, though the results conflict with each other, between international and domestic studies and also within domestic studies. To better understand these aspects, relevant studies should be systematically carried out. Also, the result showing that difference in grade does not affect multicultural efficacy reflects the inadequate current condition of multicultural education and therefore follow-up studies on developing programs on multiculturalism are required in order to positively contribute to the development of multicultural efficacy and confirm its effects.

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