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ABSTRACT
        A Florida study identified cultural barriers that may
impede students of different cultures from learning in vocational
classrooms. One questionnaire was mailed to 15 subjects outside
Florida and used as an interview format for 35 personnel of Florida
bilingual vocational programs. These participants who were
monolingual or bilingual with students from cultures other than their
own identified cultural barriers. A second questionnaire was
administered to 21 bilingual instructors of students of similar
background who indicated their belief as to validity of the
identified barriers. Barriers identified as valid included:
unrealistic expectations of what school provides; greater differences
between individuals than between groups; conflicts due to different
beliefs relating to differences in color, ethnic background, social
status, religion; instructor belief that all students should adapt to
"Anglo" culture; teacher expectations not understood by students; no
translators for teachers who do not know target language; students
discouraged by lack of understanding who become disruptive; students
who see themselves as dumb when they do not remember what they
learned the previous day; student responses based on culture that
cause teacher to think student is stupid; and students' trying to
adapt new and conflicting values, losing respect for family values,
or resenting new values. (Instruments are appended.) (YLB)

FINAL REPORT

Project No. DVE 0 1B31

from March 1, 1980 to June 30, 1981

Part 2

A Study to Identify the Unique Criteria, and Standards Needed for the Development of Successful Bilingual Vocational Programs

Cultural Barriers

**Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301**

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I am expecially grateful to the vocational instructors, bilingual instructors and school administrators who completed the questionnaires. Without the combination of all these people the project could never have been completed.

Sincerely,

Hollie B. Thomas
Project Director

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Abstract

Statement of Problem

This study was designed to identify the cultural
barriers that may impede students of different cultures
from learning in vocational classrooms in the state of
Florida. The cultural barriers, once identified, should
provide educators with greater understanding of the
problems that exist for culturally different students
and thus increase their effectiveness in education these
students.

Procedures

The population for this study was bilingual voca-
tional educators, monolingual (English Speaking) vocational
educators, English as a Second Language personnel, and
bilingual (academic) educators at the administrative and
instructional levels. The participants from within the
state of Florida were identified through a telephone
survey of the Vocational Directors and Program Adminis-
trators in each of the 67 districts and 33 community
colleges to identify programs with Limited English
Proficiency (LEP) students enrolled. Additional programs
and personnel were identified during the study by chain-
ing. The programs and personnel outside the state of
Florida were identified during the review of literature

and personal contacts.

The total identified population within the state of Florida was asked to participate. Those asked to particiapte from outside the state were selected randomly from the file by selecting every tenth card until 40 were selected. In addition, Bilingual/Bicultural Summer Fellowship students at Florida State University participated in the study.

The respondents to this two part study were from different cultural backgrounds. The respondents to the first part were English Speaking (ES) only and bilingual personnel whose job was primarily the instruction of students of the same culture as themselves.

The cultural barriers that may impede student learning were identified by the use of an open-ended questionnaire (QI) that was mailed to 40 participants outside the state and used as an interview format to interview 35 respondents in the state of Florida. The cultural barriers that were identified in the first questionnaire (QI) were then incorporated into the second questionnaire (QII). The instructions on the questionnaire requested the Bilingual/Bicultural Fellows to indicate the responses that most nearly expressed their belief as to the validity of the cultural barrier.

A five point Likert scale of strongly agree to strongly disagree was provided.

Results and Conclusions

The respondents to the first questionnaire identified 94 barriers and positive characteristics. Based on the data from the second group of respondents, 23 (24.5%) of the 94 items met the criterion for being valid barriers to learning. It is specualted that the diversity in cultural background of the two groups of respondents may be a factor in the low mumber of barriers that were validated. The instruction of students of different cultures may perceive barriers that instructors of students of the same culture are unaware.

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Introduction

The population of the state of Florida is composed
of individuals from many cultural backgrounds. Many of
these individuals are enrolled in vocational programs for
the purpose of obtaining occupational skills. The degree
to which the vocational education system is effective in
providing these skills is dependent on the degree to which
the students and teachers overcome the cultural (American
and others) differences that exist in their classrooms.

The vocational programs that exist in Florida are
designed to meet the needs of the English Speaking (ES)
and Limited English Proficiency (LEP) students with little
reference to the different cultural factors that exist.
The cultural barriers that have been identified have been
primarily those that result from the interaction of Amer-
ican and target culture groups with little reference to
barriers that may exist between different "target" cul-
tures. It appeared the cultural barriers that exist within
the vocational program in the state of Florida between
students and/or students and teachers had not been examined
prior to the conduct of the present study.

Statement of the Problem

This study was designed to identify the cultural
barriers that may impede students of different cultures
from learning in vocational classrooms. The cultural

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barriers that exist, once identified, would provide con-
sultants, supervisors, and instructors with greater under-
standing of the problems that exist between the culturally
different students as well as teachers. It seems reason-
able to assume that knowledge of cultural barriers would
increase the educational effectiveness of the programs.

Review of Literature

The culturally different population has traditionally
been expected to assimilate into the "Anglo-American"
culture. This philosophy has been referred to as the
"melting pot" theory. The attempt of the educational sys-
tem to impose the assimilation of culturally different
students may have led to unfortunate experiences...for minor-
ities, unfair educational policies and practices /that/
were implemented nationwide, self-concept development and
pride in ethnic cultures and languages were hampered."
(Werysacive, 1980).

The failure of the "melting pot" idea and the in-
creased population of culturally different students required
the development of theories for the education of all
students. The theory of "culturalism pluralism, an umbrella
under which /cultural minorities/ can preserve their
identity and protect their life coexisting with the dominant
(American) culture has been suggested." (Garcia, 1976,
p. 314).

The vocational education of all students requires meeting the needs of the culturally different and "Anglo" students enrolled. The Federal Government estimate for the time April 1 to September 30, 1980, showed and influx of 99,160 Cuban and Haitian entrants and immigrants who settled in Florida, many of whom enrolled in vocational programs.

The increase in the number of culturally different students enrolled in vocational education programs requires an education system that provides cultural understanding. "The lack of understanding may cause students to be incorrectly stereotyped as 'shy' /stupid/ because the teacher was requiring inappropriate behavior for that culture." (Savelle-Troike, 1980, p. 352).

In addition to having the social responsibility of educating culturally different students, the inclusion of individuals with pluralistic cultural understanding in vocational education may serve to enhance business from foreign countries and culturally different communities. In Dade County, for example, it was found that up to 80% of the job opportunities require bilingual/bicultural skills in order for the employers to obtain all possible business. (Vega, Florida Vocational Journal, 2, (2). p. 27, 1977). The bilingual/bilcultural employee can serve both the "American" and foreign client.

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On an international level, Reinhart (1981) stated "The era of international vocational education is coming of age...It is time to acknowledge our professional expertise and learn how to apply it to a variety of cultures, economic, and educational systems." Reinhart (1981) also believed that new opportunities are available on a worldwide basis and present the vocational graduates and instructors with understanding of other cultures and thus, new opportunities for employment. Cultural understanding, when incorporated into the vocational education of students, may also increase the effectiveness of the education for the culturally different and "Anglo" students by preparing them for national and international employment.

Methodology

The initial programs and population for this study were identified through a survey of the educational districts in Florida to locate programs with LEP culturally different students. Vocational directors or program administrators from each of the 67 districts and 33 community colleges in the state of Florida were interviewed by phone. The information from the interviews identified 12 programs, two of which were not refunded for the 1980-81 school year. Additional programs and staff were identified during the study by chaining. The programs

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and population outside the state of Florida were identi-
fied during the review of literature and personal contacts.

Selection of Programs for the Population

Staff members in the BVPs in the state of Florida
were requested to participate in the study.. The programs
selected were those whose staff members were willing to
participate.. In addition, instructors in the Florida
State University Bilingual/Bicultural Summer Fellowship
program responded to the second questionnaire.

The participants from outside the state of Florida
were selected randomly from the file of identified program
personnel. Every tenth card was selected from the file
until 40 had been selected.

The respondents to this study were from different
cultural backgrounds. The first group (RI) that identified
the cultural barriers were ES and bilingual vocational
personnel and ES and bilingual ESL personnel affiliated
with vocational programs. The student population in these
programs were from different cultural backgrounds, and
largely not from the same cultures as the staff of the
identified schools, i.e., Greek-American, French-American,
Cuban, and Anglos who instruct Vietnamese, Laotian, Cam-
bodian, and Hispanic students. The second group (RII) were
bilingual instructors whose primary instruction is to
students with the same background as themselves, e.g,
Vietnamese instructors who instruct Vietnamese students.

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Instruments

The cultural barriers that may impede students' learning in the vocational program were identified by the use of two questionnaires. The first questionnaire was used as a mailed survey to 40 subjects outside the state and as an interview format when the researcher employed it to interview 35 staff members affiliated with bilingual vocational programs in Florida. Responses to the second questionnaire were obtained from 21 Bilingual/ Bicultural Fellowship recipients at Florida State University (FSU). The fellows were instructors in bilingual programs.

The questionnaires (QI & QII) were designed as follows:

1. An open-ended questionnaire was developed by the researcher.

2. The responses were sought from a sample of bilingual vocational educators concerning their beliefs as to the cultural barriers that may interfere with the students' vocational education. The open-ended questionnaire included the suggested cultural barriers that may exist: expectations, values, social status, communication, beliefs, socialization, and responsibility.

3. A committee of experts reviewed the questionnaire and revisions were made based on their suggestions,

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4. The revised questionnaire (QIa) was pilot tested within the state of Florida with vocational instructors of culturally different students. The questionnaire (QIa) was then revised as needed.

5. The final draft of the questionnaire (QIb) (see Appendix A) was then mailed or personally administered to the identified population of instructors and administrators of culturally different students. The appropriate administrative personnel were contacted in the schools in which interviews were conducted in order to obtain permission to collect data from the staff.

6. The information obtained from the questionnaire by mail and personal interviews was synthesized to identify the cultural barriers that were perceived by the respondents.

7. The cultural barriers that were identified were then incorporated into the second questionnaire (QII). The instructions on the questionnaire (see Appendix B) requested these respondents check the response that most nearly expressed their belief as to the validity of the cultural barrier. A five point scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) was provided for their response. Respondents were instructed not to respond to those statements concerning cultures with which they were not familiar.

Analysis of Data

The data obtained from the first questionnaire
were synthesized to identify the cultural barriers that
the respondents perceived to learning in the vocational
classroom. The barriers identified for each individual
cultural group were listed, i.e., Cuban, Greek, Haitian.
These barriers were found to be repetitious and were
removed. Barriers that were identified for most groups
or identified as general for the culturally different
were identified as "mixed" groups.

The identified cultural barriers were utilized in the
second questionnaire. The instructions requested the re-
spondents to indicate the degree to which they agreed that
the cultural barrier would impede learning and/or success
in the classroom or on the job. A cultural barrier was
identified as valid when a minimum of 60% of the respon-
dents selected SA plus A. A cultural barrier was identified
as not valid when a minimum of the respondents selected
SD plus D. Therefore, the remaining responses were con-
sidered to be potential barriers. The 60% minimum response
provided for a working majority and a 10% error factor.

Results and Discussion

The results of this study are presented in two parts:
(a) the synthesis of the participants' responses to the
first open-ended questionnaire which was designed to

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identify the cultural barriers that they perceived as impediments to learning in the vocational classroom and (b) the analyses of the data obtained from the responses to the second questionnaire. The second questionnaire provided the respondents with the opportunity to indicate the degree to which they believed the barriers were relevant to the education of the identified culturally different students.

There were 71 subjects in this study, 50 in the first questionnaire and 21 in the second questionnaire. The respondents to the first questionnaire were bilingual and monolingual staff members associated with vocational education programs with culturally different students enrolled. The respondents to the second questionnaire were Bilingual/Bicultural Fellowship recipients at Florida State University. These fellows were administrators and instructors of bilingual programs which included students from the same cultural background as themselves. These respondents are affiliated with bilingual programs in Florida, New York, Connecticut and Illinois.

Analyses of Data

The first questionnaire was open-ended and provided only suggested areas of concern for cultural barriers (see Appendix A). The questionnaire was mailed to 40 randomly selected bilingual vocational educators in the

United States of which fifteen (38%) responded. The additional 35 participants were interviewed in the state of Florida, by the researcher, employing the format of the mailed questionnaire.

The cultural barriers identified by the respondents to the first questionnaire, mailed and interviewed, were synthesized. The participants also volunteered their perceptions of positive cultural characteristics for several groups. The cultural barriers and positive cultural characteristics were included in the second questionnaire.

The administration of the second questionnaire (see Appendix B) provided for the validation of the identified cultural barriers. The respondents expressed their be-lief as to the degree to which they agreed that the cultural barrier or characteristic existed. A response was left blank if the participant was not familiar with the identified culture. The validity or invalidity of a barrier or characteristic was determined if a minimum of 60% of the respondents selected SA plus A or D plus SD respectively. Barriers or characteristics not identified, as valid or invalid were identified as potential barriers and thus considered by the researcher to be barriers that require further examination. The 60% minimum provided for a working majority with a 10% error factor.

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Data obtained from the second questionnaire on a Likert scale ranging from strongly agree to strongly disagree were subjected to the validation criteria and are presented here in turn.

Of the barriers that were perceived as relevant to "Differences in the students expectation of school", only one was identified as valid (see Table 1). The validated barrier was for "mixed" groups (appropriate for more than one culturally different group) and identified the fact that some of these students have "Unrealistic expectations of what school will provide, i.e., instant education without work," was considered by 65.0% of the respondents as a barrier to learning in the vocational classroom.

The invalidated barrier for the "Difference in the students expectation of school" was that Vietnamese students "expect to learn without attending classes" (83.4%). The remaining barriers did not meet either criterion and were thus considered to be potential barriers.

The degree to which the potential barriers were found valid by the respondents were as follows: (a) Mixed, students expect traditional types of instruction and have difficulty in adjusting to the individualized and/or competency-based instruction often used in schools (57.9%), older students expect tasks to be too hard for them to accomplish and often will not try (27.8%); (b) Cuban

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Table 1

Difference in Students Expectation of School

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Mixed barriers found to exist in many groups	a.	Unrealistic expecta- tions of what school will provide, i..e, instant education without work, English language skill fast.	5	25.0	8	40.0	2	10.1	1	5.0	4	20.0	1
	b.	Students expect tra- ditional types of instruction and have difficulty in adjust- ing to individualized and/or competency based instruction of- ten used in schools.	2	10.5	9	47.4	2	10.5	4	21.1	2	10.5	2
	c.	Older students expect task to be to hard for them to accomplish, and often will not try.	0	00.0	5	27.8	3	16.7	7	38.9	3	16.7	3
Cuban-educated that were mem- bers of famil- ies of status in Cuba	a.	Students expect the teachers to give them special directions, & not require them to read & follow instruc- tions.	0	00.0	3	17.6	5	29.4	0	00.0	9	52.9	4

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Table 1 (continued)

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Cuban-poor with little or no formal education in Cuba	a.	Expect education to be instantaneous,	0	00.0	2	12.5	5	31.3	5	31.3	4	25.0	5
	b.	Expect education to be absorbed without hard work.	0	00.0	3	18.8	8	50.0	2	12.5	3	18.8	5
	c.	Expect to absorb an education without attending school.	1	5.9	3	17.6	4	23.5	6	35.3	3	17.6	4
Iranian	a.	Expect the degree to be the answer to their problems without having to do anything else.	0	00.0	4	28.6	5	35.7	1	7.1	4	28.6	7
Laotian-educated that were members of families with status in Laos	a.	Expect formal education system to be used in the schools.	3	25.0	3	25.0	6	50.0	0	00.0	0	00.0	8
Migrant-Mexican American	a.	Expect immediate reward from education or job (immediate gratification).	0	00.0	4	28.6	4	28.6	4	28.6	2	4.3	6

Table 1 (continued)

Group		Cultural Barrier	Scale										Do Not Know
			SA		A		U		D		SD		
			f	%	f	%	f	%	f	%	f	%	f
Migrant-Mexican American	b.	Expect high rewards for little effort in school.	0	00.0	3	15.4	4	30.8	3	23.1	4	30.8	7
	c.	Expect school to be too hard, and thus it is. They exhibit the self-fulfilling prophecy of if you expect something to be hard it will be.	0	00.0	2	14.3	8	57.1	3	21.4	1	7.1	6
	d.	Expect to learn English with little or no effort on their part.	1	7.1	3	21.4	4	28.6	5	35.7	1	7.1	6
Puerto Rican	a.	Expect instruction to be conducted in English.	0	00.0	2	14.3	4	28.6	3	21.4	5	35.7	6
Saudi Arabian educated that are members of prominent families in Saudi Arabia	a.	Expect the education to be provided to them with little or not effort on their part.	0	00.0	0	00.0	8	72.7	1	9.1	2	18.2	10

Table 1 (continued)

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Vietnamese educated and member of families of status in Vietnam	a.	Expect formalized education system to be used in the schools.	5	38.5	2	15.4	3	23.1	2	15.4	1	7.7	7
	b.	Expect to learn without attending classes.	0	00.0	0	00.0	2	16.7	2	16.7	8	66.7	8

(educated, who were members of families of status in Cuba) students expect the teachers to give them special directions and not require them to read and follow written instructions (17.6%); (c) Cuban (poor with little or no formal education in Cuba) expect education to be instantaneous (12.5%), expect education to be absorbed without hard work (18.8%), expect to absorb an education without attending school (23.5%); (e) Laotian (educated, who were members of families with status in Laos) expect formal education system to be used in the schools (50.0%); (f) Migrants (Mexican American) expect immediate reward from education or job (28.6%), expect high rewards for little effort in school (15.4%), expect school to be too hard, and thus it is (14.3%), expect to learn English with little or no effort on their part (28.6%); (g) Puerto Rican students expect instruction to be conducted in Spanish (14.3%); Saudi Arabian (educated, who were members of prominent families in Saudi Arabia) expect the education to be provided to them with little or no effort on their part (00.0%), (i) Vietnamese (educated and members of families of status in Vietnam expect formalized education system to be used in the schools (53.9%).

The cultural barriers that were identified for "Differences in the beliefs about the way to get reward from work and life in general" who were identified are shown

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in Table 2. The cultural barrier for "Mixed" groups, "Differences were believed to be greater between the individuals, rather than between culture groups. The different educational, social, economic, and political level that the individual had in their previous homeland often determined the conflicts that existed in the class" was believed valid by 77.8% of the respondents.

Statements that were considered to be potential barriers and the percentages of respondents that agreed with the statement were as follows: (a) Black students express desire to get ahead and achieve but do the minimum amount of work necessary to get by (43.7%), students express desire to get ahead yet are willing to collect welfare rather than work (26.6%); (b) Buddhists believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was predestined (33.3%); (c) Chinese have problems with oral communication and understanding of other cultures. They desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others (46.2%); (d) Greeks believe when something goes very well or bad that it was "written" and do not blame themselves (14.3%); (e) Migrants want immediate gratification for work done (33.3%), do not believe that hard work and/or

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Table 2

Differences in the Beliefs About the Way to get Reward from Work and Life in General

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Mixed	a.	Differences were believed to be greater between the individual rather than between culture groups. The different educational, social, economic, and political level that the individual had in their previous homeland often determined the conflicts that existed in the class.	7	38.9	7	38.9	3	16.7	1	3.6	0	00.0	3
Blacks	a.	Students express a desire to get ahead and achieve, but do the minimum amount of work necessary to get by.	5	31.3	2	12.5	4	25.0	3	18.8	2	12.5	5
	b.	Students express desire to get ahead yet are willing to collect welfare rather than work.	2	13.3	2	13.3	5	33.3	5	33.3	1	6.7	7

Table 2 (continued)

Group		Cultural Barrier	Scale											Do Not Know
			SA		A		U		D		SD			
			f	%	f	%	f	%	f	%	f	%		f
Buddhist as a religious group	a.	The Buddhist believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was predestined.	2	16.7	2	16.7	6	50.0	2	16.7				9
Chinese	a.	The Chinese work ethic and that of Americans of hard work for advancement are similar. The Chinese desire to:												
		i. learn English quickly and work at it	3	23.1	8	61.5	2	15.4	0	00.0	0	00.0		8
		ii. Advance at work and are willing to work towards their desired objective	5	38.5	4	30.8	3	23.1	0	00.0	0	00.0		8

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Table 2 (continued)

Group	Cultural Barrier	SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Chinese	iii. Obtain an education, continue school even when working	6	46.2	4	30.8	3	23.1	0	00.0	0	00.0	8
	b. The Chinese do have problems with:											
	i. oral communication and understanding of other cultures. They do desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others	2	23.1	3	23.1	5	31.5	1	7.7	1	7.7	8
Greeks	a. Are hard workers and adapt to the American work ethics.	4	28.6	7	50.0	3	21.4	0	00.0	0	00.0	7
	b. Believe when something goes very well or bad that it was "written" and do not blame themselves.			2	14.3	10	71.4	1	7.1	1	7.1	7

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Table 2 (continued)

Group		Cultural Barrier	Scale									Do Not Know
			SA		A		U		D		SD		
			f	%	f	%	f	%	f	%	f	%	f
igrants	a.	Want immediate gratification for work done.	1	6.7	4	26.7	6	40.0	4	26.7	0	00.0	6
	b.	Do not believe that hard wok and/or education can lead to a better life.	0	00.0	2	18.3	5	33.3	6	40.0	2	13.3	6
	c.	Believe that they must work for the family and not for themselyes.	1	7.7	7	50.0	4	28.6	2	14.3	0	00.0	7
	d.	Believe that they cannot make it in the work world outside their group.	0	00.0	3	30.0	4	40.0	3	30.0	0	00.0	11

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education can lead to a better life (13.3%), do not believe
that they must work for the family and not for themselves
(57.5%), believe that they cannot make it in the work
world outside their group (30.0%).

The positive cultural characteristics that were iden-
tified for the Greeks and Chinese that meet the criteria
as valid are: (a) Chinese work ethic and that of the
Americans of hard work for advancement are similar. The
Chinese desire to: learn English quickly, and work at it
(84.6%), advance at work and are willing to work towards
their desired objective (69.2%), obtain and education and
continue school even when working (69.2%); and (b) Greeks are
hard workers and adapt to the American work ethic (76.8%).
The respondents believed that these two groups are able
to adapt to the American work force and do not have cul-
tural barriers in that area.

Conflicts among groups of students that arise because
of cultural differences (barriers) as shown in Table 3
were: (a) Mixed, conflicts among groups can occur because
of the different beliefs about relating to individuals of
other colors, ethnic background and/or social status
(64.7%) and conflict within groups or between groups can
be due to religious beliefs, e.g., Buddhist and Christian;
(b) Cuban, society has a class system that is maintained
in the United States (64.7%).

Table 3

Conflicts Among Groups of Students that Arise Because of Cultural Differences

Group		Cultural Barrier		SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know %
Mixed	a.	For political or social reasons certain groups are unable to get along.												
		i.	Asian-Southeastern	1	8.3	5	41.7	4	33.3	1	8.3	0	00.0	9
		ii.	Different Latin American groups	5	29.4	4	23.5	4	23.5	3	17.6	1	5.9	4
		iii.	Indochinese and Europeans	0	00.0	5	33.3	5	33.3	2	13.3	2	20.0	6
		iv.	Vietnamese and Cambodian	2	16.7	4	33.3	3	25.0	2	16.7	1	1.3	7
		v.	Vietnamese and Chinese	3	25.0	2	16.7	4	33.3	2	16.7	1	8.3	9
	b.	Conflicts among groups can occur because of the different beliefs groups have about relating to individuals of other colors, ethnic background and/or social status.		2	11.8	9	52.9	5	29.4	1	5.9	0	00.0	4

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Table 3 (continued)

Group		Cultural Barrier	Scale										Do Not Know
			SA		A		U		D		SD		
			f	%	f	%	f	%	f	%	f	%	f
Mixed	a.	Conflict within groups or between groups can be due to religious beliefs, i.e., Budhist and Christian.	1	5.6	13	72.2	2	11.1	2	11.1	0	00.0	3
Migrants	a.	Have a class system within their society that may cause conflict within the group. An example is the Texihanos who tend to stay together and exclude other Hispanic migrants.	0	00.0	4	30.8	8	61.5	1	7.7	0	00.0	8
Japanese	a.	Do not wish to associate with individuals of different cultures and races.	0	00.0	0	00.0	7	53.8	5	38.5	1	7.7	8
Vietnamese	a.	Traditional attitude towards women may cause problems with other cultures	5	35.7	5	35.7	4	28.6	0	00.0	0	00.0	7
Blacks	a.	Students stay together and tend to exclude others.	0	00.0	7	46.7	5	33.3	3	20.0	0	00.0	6
	b.	Students exhibit a superior attitude toward other cultures.	0	00.0	5	33.3	6	40.0	2	13.3	2	13.3	6

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Table 3 (continued)

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Chinese	a.	Students tend to reject people of other cultures	0	00.0	3	20.0	5	33.3	4	26.7	3	20.0	6
Cuban	a.	Society believe in traditional male-female roles and may conflict with other cultures	3	18.8	7	43.8	5	31.3	1	6.7	0	00.0	5
	b.	Society has a class system that is maintained in this country	4	23.5	4	43.8	4	23.5	2	11.8	0	00.0	
	c.	Society has a racial discrimination policy that is maintained by some indiiduals	0	00.0	7	43.8	4	23.5	2	11.8	3	17.6	4
Hispanics (in general)	a.	Believe in the traditional role of women that may conflict with other cultures	2	11.8	10	58.8	2	11.8	3	17.6	0	00.0	4
Iranians	a.	Do not wish to associate with individuals of different cultures and races	0	00.0	4	30.8	8	61.5	1	7.7	0	00.0	8

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The remaining barriers considered to be potential deterrents to learning were as follows: (a) Mixed, for political or social reasons, certain groups are unable to get along (50.0%), different Latin American groups (52.9%), Indochinese and Europeans (33.3%), Vietnamese and Cambodian (50.0%), Vietnamese and Chinese (41.7%), and a new addition, Iranian and Hispanics; (b) Blacks, students stay together and tend to exclude others (46.7%), students exhibit a superior attitude toward other cultures (33.35); (c) Chinese students tend to reject people of other cultures (20.0%); (d) Cuban society has a racial discrimination policy that is maintained by most individuals (43.8%); (e) Iranians, do not wish to associate with individuals of different cultures and races (8.3%); (f) Migrants have a class system with their society that may cause conflict within the group (10.8%); and (g) Japanese do not wish to associate with individuals of different cultures and races (00.0%).

The two cultural barriers identified for "Conflicts that arise because of feelings teachers have about students of different cultures" met the established criterion to be considered valid were as follows: (a) Mixed, some instructors believe that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture and undecided for (b) Cuban students who

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have not been in a traditional class are disruptive be-
cause they lack training. The students may also become
violent when traditional behavior is demanded of them
(46.6%) (see Table 4).

The barriers for "Disruptions caused by inability of
teachers and students to communicate" and the respondents'
perception of their validity are shown in Table 5. The
barriers that were perceived as valid by the respondents
were: (a) Mixed, the expectations of the teachers are
not understood by the students because of language. The
teachers do not know the target language and there are no
translators (73.7%), students feel discouraged by lack
of understanding and become disruptive (83.8%); and (b)
Migrant students become frustrated when they believe that
they cannot communicate their feelings and beliefs to the
instructors (81.3%).

The potential barriers and the degree to which the
respondents believe them to be valid were: (a) Blacks
have a physical culture whose gestures may be misunder-
stood by the teacher (53.3%); (b) Cuban students have the
tendency to leave the room without informing the instruc-
tor; and (c) Hispanics have a touching culture that may
be misunderstood by the instructors (53.3%).

Barriers created because of the belief, by student or
teacher that the other is not intelligent and which were

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Table 4

Conflicts That Arise Because of Feelings Teachers Have

About Students of Different Cultures

	Cultural Barrier	Scale									
		SA		A		U		D		SD		Do Not Know
Group		f	%	f	%	f	%	f	%	f	%	f
Mixed	a. Some instructors beleive that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture.	6	33.3	9	50.0	1	5.6	2	11.1	0	00.0	3
Cuban	a. Students that have not been in a traditional class are disruptive because they lack training. The students may also become violent when traditional behavior is demanded of them.	2	13.3	7	46.7	4	26.7	2	13.3	0	00.0	6.

Table 5

Disruptions Caused by Inability of Teachers and Students to Communicate

			Scale										
		Cultural	SA		A		U		D		SD		Do Not Know
Group		Barriers	f	%	f	%	f	%	f	%	f	%	f
Mixed	a.	The expectations of the teacher are not understood by the students because of language and there are no translators.	2	26.3	9	47.4	4	21.1	1	5.3	0	00.0	2
	b.	Students feel discouraged by lack of understanding and become disruptive.	5	27.8	10	55.6	2	11.1	1	5.6	0	00.0	3
Blacks	a.	A physical culture whose gestures maybe misunderstood by the teacher.	2	13.3	6	40.0	4	26.7	2	13.3	1	6.7	6
Cubans	a.	Students have the tendency to leave the room without informine the instructor.	0	00.0	7	46.7	4	26.7	2	13.3	2	13.3	6
Hispanics	a.	A touching culture that may be misunderstood by the instructors.	2	13.3	6	40.0	4	26.7	3	20.0	0	00.0	6

Table 5 (continued)

		Scale									Do Not Know
		SA		A		U		D		SD		
Group	Cultural Barrier	f	%	f	%	f	%	f	%	f	%	f
Migrants.	a. Students become frustrated when they believe that they cannot communicate their feelings and beliefs to the instructors.	2	12.5	11	68.8	2	12.5	1	6.3	0	00.0	5

perceived as valid for Mixed groups by the respondents
were: (a) students perceive themselves as dumb when they
are unable to remember what they learned the day before
(88.2%); and (b) responses of students based on culture
may cause teacher to think a student is stupid (77.7%).

The barriers that were proved undecided and the de-
gree to which the respondents believed them valid were:
(a) Arabs, females are dumb and cannot teach a man (33.3%);
(b) Europeans, students believe that teachers perceive
them as dumb and leave school (23.1%); (c) Haitians who
have poor hygiene habits are believed to be stupid by
the teacher (50.0%); and (d) Migrants believe women are
inferior and thus stupid. Teachers who are women are
stupid (13.3%) (see Table 6).

Barriers (created because of the behavior or habits
of bilingual or non-English, mono-lingual students un-
acceptable to teacher (see Table 7) that met the valida-
tion criterion were: (a) Hispanics and Indochinese,
speaking in native language in class with others who are
unable to understand them (76.5%); and (b) Cuban and
Indochinese, helping each other with tests and assign-
ments (60.0%).

The potential barriers were as follows: (a) Mexican
and Cuban, smoking in class (28.6%); (b) Southeastern
Asian, Vietnamese, personal habits such as expectorating
(spitting) in public, blowing nose on arm can make

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Table 6

Belief by Student or Teacher That the Other is Not Intelligent

Group		Cultural Barrier	SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Students perceive themselves as dumb when they are unable to remember what they learned the day before.	4	23.5	11	64.7	2	11.8	0	00.0	0	00.0	4
	b.	Responses of students based on culture may cause teacher to think student is stupid.	6	33.3	8	44.4	1	5.6	3	16.7	0	00.0	3
Arabs	a.	Females are dumb and cannot teach a man.	0	00.0	4	33.3	7	58.3	1	8.3	0	00.0	9
Europeans	a.	Students believe that teachers perceive them as dumb and leave school.	1	7.7	2	15.4	5	38.5	4	30.8	1	7.7	8
Haitians	a.	Who have poor hygiene habits are believed to be stupid by the teacher.	0	00.0	6	50.0	4	33.3	2	16.7	0	00.0	9

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Table 6 (continued)

Group		Cultural Barrier	Scale									
			SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Migrants	a.	Believe women are inferior and thus stupid. Teachers that are women are stupid.	0	00.0	2	13.3	6	40.0	4	26.7	0	00.0	4

Table 7

Behavior or Habits of Bilingual or Non-English Monolingual Students

Unacceptable to Teachers

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Mexican and Cuban	a.	Smoking in class.	1	7.1	3	21.4	5	35.7	3	21.4	2	14.3	7
Hispanics and Indochinese	a.	Speaking in native language in class with others who are unable to understand them.	2	11.8	11	64.8	2	11.8	1	5.9	1	5.9	4
Cuban and Indochinese	a.	Helping each other with tests and assignments.	1	6.7	8	53.3	6	40.0	0	00.0	0	00.0	6
Southeastern Asian, Vietnamese	a.	Personal habits such as expectorating (spitting) in public, blowing nose on person can make teachers ill.	0	00.0	5	38.5	6	46.2	2	15.4	0	00.0	8
Haitian, Vietnamese, Arabs	a.	Remove shoes in class.	0	00.0	3	18.8	6	37.5	4	25.0	3	18.8	5

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Table 7 (continued)

Group	Cultural Barrier		SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Haitian, Vietnamese, Arabs	b.	Have body odor.	1	7.7	6	46.2	5	38.5	1	7.7	0	00.0	8
Cubans	a.	Do not participate in class work.	0	00.0	3	18.8	6	37.5	4	25.0	3	18.8	5
	b.	Lack of interest in work that is not directly related to the identified class text.	1	7.1	2	14.3	4	28.6	6	42.9	1	7.1	7
	c.	Lack enthusiasm in class for lessons and learning.	0	00.0	5	33.3	3	20.0	5	33.3	2	13.3	6
	d.	Socialize excessively in class.	0	00.0	4	28.6	6	42.9	3	21.4	1	7.7	7

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teachers ill (38.5%); (c) Haitian, Vietnamese, and Arabs
remove shoes in class (23.1%), have body odor (53.8%);
(d) Cubans, do not participate in class work (18.8%), a
lack of interest in work that is not directly related to
the identified class test (21.4%), lack of enthusiasm
in class for lessons and learning (33.3%), and socialize
excessively in class (28.6%).

Conflicts (barriers) that arise because the teacher
tries to impose his/her values on students of different
cultures (see Table 8) that met the validation criterion
for "Mixed" group were: (a) confusion is caused in a
culturally different home when student tries to adapt
new values and they conflict with home values (73.7%);
(b) students may lose respect for family values (77.7%);
and (c) students may resent having new values imposed
on them (63.2%).

The potential barriers, i.e. those that did not meet
either criterion, are as follows: (a) Cuban students
do not believe that helping each other on a test is
cheating as seen in the "Anglo" society (56.3%); (b) His-
panics resent being expected to adapt to a new time
reference, punctuality is not expected in the Latin
American countries (53.3%), and Migrants and Arabs, the
"macho" society will not accept the value of "equal
rights for women" (50.0%).

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Table 8

Conflicts that Arise Because Teachers Try to Impose His/Her

Values on Students of Different Cultures

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Mixed	a.	Confusion is caused in a culturally different home when the student tries to adopt new values, and they conflict with home values.	4	21.1	10	52.7	3	15.8	2	10.5	0	00.0	2
	b.	Students may lose respect for family values.	3	15.8	11	57.9	1	5.3	4	21.1	0	00.0	2
	c.	Students may feel threatened by new values.	2	11.1	12	66.6	2	11.2	2	11.1	0	00.0	3
	d.	Students may resent having new values imposed on them.	3	15.8	9	47.4	6	31.6	1	5.3	0	00.0	2
Cuban	a.	Students do not believe that helping each other on a test is cheating as seen in the "Anglo" society.	1	6.3	8	50.0	7	43.8	0	00.0	0	00.0	5

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Table 8 (continued)

Group		Cultural Barrier	SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Hispanic	a.	Resent being expected to adapt to a new time reference. Punctuality is not expected in the Latin American Countries.	1	6.7	7	46.7	6	40.0	0	00.0	1	6.7	6
Migrant and Arabs	a.	The "macho" society will not accept the value of "equal rights for women."	1	8.3	5	41.7	6	50.0	0	00.0	0	00.0	9

The cultural barriers that were cited as being deterrents and, thus causing "conflicts that arise between the teacher/employer from different culture(s)," that met the established criterion were: (a) Mixed, young students are more concerned with socializing than learning and working (61.1%), students do not see importance of understanding and accepting new culture (66.7%); and (b) Cuban students do not desire to learn new culture (66.7%).

The potential barriers were: (a) Mixed, those individuals who were affluent or came from affluent families cannot adapt easily to the work situation in this country (27.8%); (b) Hispanics are not usually punctual (33.3%), call or do not go to work when any member of the family is ill (33.3%); (c) Indochinese are unable to work independently (21.4%), lack assertiveness (25.0%); and (d) Migrant students are kept out of school to work in the fields (38.5%).

The first group of respondents believed that the migrant students are kept out of school to work in the fields, yet the second group did not believe that this was true. Research has shown that an "estimated one percent of the high-school age agricultural migrant farm laborers graduate from high school (Randall, 1978). Randall (1978) indicated that the dramatic decline of the migrants' school attendance begins in grade seven. By ninth grade, only eleven percent of the migrant students

are attending school. These conflicting responses may in-
dicate that the respondents were familiar with a specific
group of migrants who are willing to let their children
continue school or are not familiar with the migrant
situation and are expressing an "educated" bleief (see
Table 9).

The barriers that arise between teachers and students
in the way students perceive classroom assignments were
not validated or invalidated. Thus, they are considered
to be potential barriers. The degree to which they be-
lieve them valid (shown in Table 10) follows: (a) Cuban
and Indochinese, perceive homework as a group effort
(28.6%), are unwilling to ask questions of teachers when
they do not understand (50.0%); (b) Cuban (those educa-
ted in Cuba) students expect teachers to "spoonfeed" work
to them (26.6%); (c) Migrants do not want homework be-
cause they have work to do (42.9%).

Those barriers, though identified by instructors of
students from those cultures, were found not valid when
reviewed by instructors from different cultural groups.

Summary

The purpose of this study was to identify cultural
barriers that may impede the students' learning in a
vocational program. The respondents were divided into
two groups, those who responded to the first question-
naire and those who responded to the second questionnaire

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Table 9

Conflicts that Arise Between the Teacher, Employer, and Student/Employee

Because of Difference in Work Behavior of

Student/Employee of a Different Culture

Group		Cultural Barrier	Scale										Do Not Know
			SA		A		U		D		SD		
			f	%	f	%	f	%	f	%	f	%	f
Mixed	a.	Students do not see impor-tance of understanding and accepting new cul-ture.	0	00.0	5	27.8	1	5.6	11	61.2	1	5.6	3
	b.	Young students are more concerned with social-izing than learning and working.	0	00.0	6	33.3	1	5.6	11	61.0	0	00.0	3
	c.	Those individuals who were affluent or came from affluent families cannot easily adapt to the work situation in this country.	0	00.0	5	27.8	4	22.2	6	33.3	3	16.7	3
Cuban	a.	Students do not desire to learn new culture.	1	6.7	2	13.3	2	13.3	9	60.0	1	6.7	6

Table 9 (continued)

Group		Cultural Barrier	SA		A		U		D		SD		Do Not Know
			f	%	f	%	f	%	f	%	f	%	f
Hispanics	a.	Are not always punctual.	0	00.0	5	35.7	5	35.7	3	21.4	0	00.0	6
	b.	Call or do not go to work when any member of the family is ill.	0	00.0	3	21.4	5	35.7	6	42.9	0	00.0	7
Indochinese	a.	Are unable to work independently.	0	00.0	3	25.0	6	50.0	3	25.0	0	00.0	9
	b.	Lack assertiveness	0	00.0	7	50.0	6	42.9	0	00.0	1	7.7	7
Migrant	a.	Students want extra attention from the teacher.	0	00.0	5	38.5	6	46.2	2	15.4	0	00.0	8
	b.	Young students are kept out of school to work in the fields.	0	00.0	5	38.5	6	46.2	2	15.2	0	00.0	8

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Table 10

Conflicts that Arise Between Teachers and Student in the Way

Students Perceive Classroom Assignments

Group		Cultural Barrier	Scale										Do Not Know
			SA		A.		U		D		SD		
			f	%	f	%	f	%	f	%	f	%	f
Cuban and Indochinese	a.	Perceive homework as a group effort.	1	7.1	3	21.4	5	35.7	4	28.6	1	7.7	7
	b.	Are unwilling to ask questions of teachers when they do not understand.	3	25.0	3	25.0	0	00.0	5	41.7	1	8.3	9
Cuban (educated in Cuba)	a.	Students expect teachers to "spoon feed" work to them.	2	13.3	2	13.3	4	26.7	5	33.3	2	13.3	6
Migrants	a.	Do not want homework because they have work to do.	2	14.3	4	28.6	5	35.7	3	21.4	0	00.0	7

to validate the previously identified barriers.

The first group (RI) of respondents were personnel affiliated with vocational programs with culturally different students. The culture of the participants and that of their students were different in most instances.

The second group (RII) were bilingual personnel and recipients of Bilingual/Bicultural Fellowship awards at Florida State University. These participants were mainly the same culture as the staff.

The barriers were initially identified by the use of an open-ended questionnaire that was mailed to 40 bilingual vocational educators outside the state of Florida. The questionnaire was also used as a format to interview 35 additional participants in the state of Florida. The barriers identified by these two methods were synthesized and included in the second questionnaire.

. The second questionnaire required the respondents to rate the barriers by selecting the response that most closely expressed the degree to which they believed the barriers would impede learning. The scale used was a five point Likert from strongly agree to strongly disagree.

Conclusions and Recommendations for Research

The researcher recommends that future research to improve the cultural understanding between teachers and

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students of varying cultural backgrounds be undertaken. This research, when completed, would enable teachers and students to communicate with one another on a more equal level and thus benefit the teacher in delivery of his/her vocational program and the student in his/her ability to understand the course offerings. The following is recommended:

1. A study to determine if the barriers perceived by educational personnel of varied cultures, affiliated with students of diverse cultures, are the same barriers as those perceived by educational personnel whose culture is the same as the students. The study should include participation by students, parents, and community leaders to further indicate if the barriers perceived by the educational staff were valid. This study would provide for further identification and verification of cultural barriers to students' learning in the vocational classroom.

2. A study should be conducted to identify personnel who are effectively overcoming cultural barriers in their classroom.

3. A study should be conducted to identify strategies that would be effective in overcoming the identified cultural barriers. Identified, effective personnel could be used in a series of workshops to instruct other educators in the methods and strategies which they have found effective in the education of culturally different students.

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Appendix A

Questionnaire Materials to Identify

Cultural Barriers

College of Education
Department of Educational
    Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

February 10, 1981

     In recent years there has been an increasing interest in the influence of culture on student learning. The state of Florida, Division of Vocational Education has requested that we conduct a study to determine the effect of cultural differences on learning in the multicultural classroom. This is the first step of a two step process to identify the cultural differences that provide barriers to learning in the vocational classroom. Your responses on the enclosed survey will provide the information we need to develop a structured survey of cultural barriers.

     In addition to the open ended questions that ask you to provide barriers created by cultural differences you have observed in vocational classrooms and the groups between which these barriers were observed, we also ask that you provide us with some information about yourself and the language and ethnic groups in your school. Your response to the personal data is optional. All of the responses to the survey will be summarized and respondents will remain anonymous. The survey is coded only for the purpose of keeping track of who has or has not responded.

     We ask that you return the completed survey in the enclosed pre-addressed, stamped envelope. Please return the completed survey by February 25, 1981. Your early response will be appreciated.

     If you have any questions about the project, please write to me at the above address or call (904) 644-6298. I appreciate your cooperation in responding to this survey.

                             Sincerely,

                             Mary A. Marangos
                             Research Assistant

/jks

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Information Sheet

Name:_____

School:_____

Position:_____

Languages you speak and your proficiency:

Language	Proficiency in Language			
	Native	Good	Fair	Poor
1)_____				
2)_____				
3)_____				
4)_____				

Languages spoken in your classes:

1)_____

2)_____

3)_____

4)_____

5)_____

Ethnic Groups in Class: (e.g., Mexican, Cuban).

1)_____

2)_____

3)_____

4)_____

5)_____

6)_____

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Survey to Identify Cultural Barriers

to Learning in the Classroom

This survey provides you with an opportunity to express your
opinions about the cultural barriers that may prevent students
from learning in the vocational classroom. The results of this
survey will be used to develop a questionnaire to validate
cultural barriers.

On the following pages you will find a series of statements. You
are asked to express your feelings as to what cultural differences
exist in each area. There are no right or wrong answers, so do not
hesitate to react to each statement with an expression of your feel-
ings. Furthermore, any additions, deletions, or comments that you
wish to make are welcome. All responses will be summarized before
being used. Thus, your anonymity is insured.

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Groups with cultural
differences that result
in reduced learning
efficiency, i.e. Span-
ish speaking students
and English speaking
teachers or Bilingual
teachers and students
whose native language is
English.

Suggested Areas of
Barriers to Learning   Barriers You Have Observed

I.   Differences in the   a) _____   a) _____
     students expecta-   _____   _____
     tions of school.   _____   _____

                               b) _____   b) _____
                                 _____   _____
                                 _____

II. Differences in the be-   a) _____   b) _____
     liefs about the way to   _____
     get reward from work   _____
     and life in general.

                               b) _____   b) _____
                                 _____   _____
                                 _____

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Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning.
III. Conflicts among groups of students that arise because of cultural differences.	a) _____ b) _____	a) _____ b) _____
IV. Conflicts that arise because of feelings teachers have about students from different cultures.	a) _____ b) _____	a) _____ b) _____
V. Disruptions caused by the inability of the teacher and students to communicate	a) _____ b) _____	a) _____ b) _____

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Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning
VI. Belief by student or teacher that the other is not intelligent.	a) _____ _____ _____ b) _____ _____ _____	a) _____ _____ b) _____ _____
VII. Behavior by bilingual, or non-English, monolingual students unacceptable to the teacher.	a) _____ _____ _____ b) _____ _____ _____	a) _____ _____ b) _____ _____
VIII. Conflicts that arise because the teacher tries to impose his/her values on students from different cultures.	a) _____ _____ _____ b) _____ _____ _____	a) _____ _____ b) _____ _____

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Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning
IX. Conflicts that arise between the teacher and student because of differences in work behaviors of students from different cultures.	a)_____ _____ _____ b)_____ _____ _____	a)_____ _____ b)_____ _____
X. Conflicts that arise between teachers and students in the way students perceive the class assignments they receive.	a)_____ _____ _____ b)_____ _____ _____	a)_____ _____ b)_____ _____

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Appendix B

Questionnaire to Validate

Cultural Barriers

Study to Identify Cultural Barriers to Learning

or Succeeding on a Job in the United States

Name:_____

School:_____

Position:_____

Language(s) you speak and your proficiency:

Language	Proficiency in Language			
	Native	Good	Fair	Poor
1)_____				
2)_____				
3)_____				
4)_____				

Languages spoken in your class(es)

1)_____

2)_____

3)_____

4)_____

5)_____

Ethnic Groups in Class(es) (e.g., Mexican, Cuban)

1)_____

2)_____

3)_____

4)_____

5)_____

6)_____

Study to Identify Cultural Barriers to Learning

or Succeeding on a Job in the United States

This study requests you to express your opinions about cultural barriers that may prevent adult students (high school and above) from learning in the classroom or succeeding on a job. The results of this survey will provide some guidelines for providing more effective education that may be used by consultants and educators in the state of Florida who deal with culturally different students.

On the following pages you will find a series of statements. You are asked to circle the response that most nearly represent the identified cultural barriers. There are no right or wrong answers, so do not hesitate to react to each statement with an expression of your feeling. Additions, or comments that you wish to make are welcome. All responses will be summarized before being used. Thus, your anonymity is insured.

Questionnaire

Cultural Barriers to Adult Student Learning and/or

Succeeding on a Job in the United States

Directions: Circle the response that most nearly represents your
feelings as to the degree that you agree with the iden-
tified cultural barrier. In making your response,
circle 1, 2, 3, 4, or 5 as below.

1. Strongly Agree (SA),

If the identified cultural barrier
would have <u>considerable</u> negative
effect on a students learning and/
or maintaining a job.

2. Agtee (A)

If the identified cultural barrier
would have a <u>moderate</u> negative ef-
fect on students learning and/or
maintaining a job.

3. Undecided (U)

If you are not sure whether or not
the identified cultural barrier would
have <u>any effect</u> on a students learn-
ing and/or maintaining a job.

4. Disagree (D)

If the identified cultural barrier
would have <u>little or no effect</u> on a
students learning and/or maintaing
a job.

5. Strongly Disagree (SD)

If the identified cultural barrier
would have <u>little or no effect</u> on a
students learning and/or maintaining
a job.

Group	Cultural Barrier	SA	A	U	D	SD
Laotian-educated that were members of families with status in Laos	a. Expect formal education system to be used in the schools.	1	2	3	4	5
Migrants-Mexican American	a. Expect immediate reward from education or job (immediate gratification).	1	2	3	4	5
	b. Expect high rewards for little effort in school.	1	2	3	4	5
	c. Expect school to be too hard, and thus it is. They exhibit the self-fulfilling prophecy of- if you expect something to be hard it will be.	1	2	3	4	5
	d. Expect to learn English with little or no effort on their part.	1	2	3	4	5
Puerto Rican	a. Expect instruction to be conducted in Spanish.	1	2	3	4	5
Saudi-Arabian educated that are members of prominent families in Saudi Arabia.	a. Expect the education to be provided to them with little or no effort on their part.	1	2	3	4	5
Vietnamese educated and member of families of status in Vietnam	a. Expect formalized education system to be used in the schools.	1	2	3	4	5
	b. Expect to learn without attending classes.	1	2	3	4	5

Additional Comments

Groups   Cultural Barrier

_____

_____

(Make additional comments on back of page)

2. Differences in the beliefs about the qay to get reward from

   work and life in general.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Differences were believed to be greater between the individuals rather than between culture groups. The different educational, social, economic and political level that the individual had in their previous homeland often determined the conflicts that existed in the class.	1	2	3	4	5
Blacks	a.	Students express a desire to get ahead and achieve, but do the minimum amount of work necessary to get by.	1	2	3	4	5
	b.	Students express desire to get ahead yet are willing to collect welfare rather than work.	1	2	3	4	5
Buddhist as a religious group	a.	The Buddhist believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was destined.	1	2	3	4	5
Chinese	a.	The Chinese work ethic and that of the Americans of hard work for advancement are concurrent. The Chinese desire to:					
		i. learn English quickly, and work at it.	1	2	3	4	5

Group	Cultural Barrier	SA	A	U	D	SD

Chinese

    a. (continued)

        ii. Advance at work and are willing to work towards their desired objective (long term gratification).   1 2 3 4 5

        iii. Obtain an education, continue school even when working.   1 2 3 4 5

    b. The Chinese do have problems with:

        i. Oral communication and understanding of other cultures. They do desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others.   1 2 3 4 5

Greeks

    a. Are hard-workers and adapt to the American work ethics.   1 2 3 4 5

    b. Believe when something goes very well or bad that it was "written" and do no blame it on themselves.   1 2 3 4 5

Migrants

    a. Want immediate gratification for work done.   1 2 3 4 5

    b. Do not believe that hard work and/or education can lead to a better life.   1 2 3 4 5

    c. Believe that they must work for the family and not for themselves.   1 2 3 4 5

Group	Cultural Barrier	SA	A	U	D	SD
Migrants	d. Believe that they cannot make it in the work world outside their group.					

Additional Comments

Group	Cultural Barriers

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(Make additional comments on back of page)

3. Conflicts among groups of students that areise because of cultural differences.

Group	Cultural Barrier	SA	A	U	D	SD
Mixed	a. For political or social reasons certain groups are unable to get along:					
	i. Asian-Southeastern	1	2	3	4	5
	ii. Different Latin American groups	1	2	3	4	5
	iii. Indochinese and Europeans	1	2	3	4	5
	iv. Vietnamese and Cambodian	1	2	3	4	5
	v. Vietnamese and Chinese	1	2	3	4	5
	b. Conflicts amon groups can occur because of the different beliefs groups have about relating to individuals of other colors, ethnic background and/or social status.	1	2	3	4	5

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	c.	Conflict within groups or between groups can be due to religious beliefs, i.e., Buddhist and Christian.	1	2	3	4	5
Blacks	a.	Students stay together and tend to exclude others	1	2	3	4	5
	b.	Students exhibit a superior attitude toward other cultures.	1	2	3	4	5
Chinese	a.	Students tend to reject people of other cultures	1	2	3	4	5
Cuban	a.	Society believe in traditional male-female roles and may conflict with other cultures.	1	2	3	4	5
	b.	Society has a class system that is maintained in this country.	1	2	3	4	5
	c.	Society has a racial discrimination policy that is maintained by some individuals.	1	2	3	4	5
Hispanics (in general)	a.	Believe in the traditional role of women that may conflict with other cultures.	1	2	3	4	5
Iranians	a.	Do not wish to associate with individuals of different cultures and races.	1	2	3	4	5
Migrants	a.	Have a class system within their society that may cause conflict within the group. An example is the Texihanos who tend to stay together and exclude other Hispanic migrants.	1	2	3	4	5

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Groups		Cultural Barrier	SA	A	U	D	SD
Japenese	a.	Do not wish to associate with individuals of different cultures and races.	1	2	3	4	5
Vietnamese	a.	Traditional attitude towards women may cause problems with other cultures.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

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(make additional comments on back of page)

4. Conflicts that arise because of feelings teachers have about students of different cultures.

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Some instructors believe that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture.	1	2	3	4	5
Cuban	a.	Students that have not been in a traditional class are disruptive because they lack training. The students may also become violent when traditional behavior is demanded of them.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

_____

(Make additional comments on back of page)

5. Disruptions caused by inability of teachers and students to communicate.

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	The expectations of the teacher are not understood by the students because of language. The teacher does not know the target language and there are no translators.	1	2	3	4	5
	b.	Students feel discouraged by lack of understanding and become disruptive.	1	2	3	4	5
Blacks	a.	A physical culture whose gestures maybe misunderstood by the teacher.	1	2	3	4	5
Cubans	a.	Students have the tendency to leave the room without informing the instructor.	1	2	3	4	5
Hispanics	a.	A touching culture that may be misunderstood by the instructors.	1	2	3	4	5
Migrants	a.	Students become frustrated when they believe that they cannot communicate their feelings and beliefs to the instructors.	1	2	3	4	5

Additional Comments

Groups   Cultural Barrier

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(Make additional comments on back of page)
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6. Belief by student or teacher that the other is not intelligent.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Students perceive themselves as dumb when they are unable to remember what they learned the day before.	1	2	3	4	5
	b.	Responses of students based on culture may cause teacher to think student is stupid.	1	2	3	4	5
Arabs	a.	Females are dumb and cannot teach a man.	1	2	3	4	5
Europeans	a.	Students believe that teachers perceive them as dumb and leave school.	1	2	3	4	5
Haitians	a.	Who have poor hygiene habits are believed to be stupid by the teacher.	1	2	3	4	5
Migrants	a.	Believe women are inferior and thus stupid. Teachers that are women are stupid.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

(make additional comments on back of page)

7. Behavior or habits of bilingual or non-English mono-lingual students unacceptable to the teacher.

Groups		Cultural Barrier	SA	A	U	D	SD
Mexican and Cuban	a.	Smoking in class	1	2	3	4	5

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Group	Cultural Barrier	SA	A	U	D	SD
Hispanics and Indochinese	a. Speaking in native language in class with others who are unable to understand them.	1	2	3	4	5
Cuban and Indochinese	a. Helping each other with tests and assignments	1	2	3	4	5
Southeastern, Asian, Vietnamese	a. Personal habits such as expectorating (spitting) in public, blowing nose on person can make teachers ill.	1	2	3	4	5
Haitian, Vietnamese, Arabs	a. Remove shoes in class.	1	2	3	4	5
	b. Have body odor	1	2	3	4	5
Cubans	a. Do not participate in class work.	1	2	3	4	5
	b. Lack of interest in work that is not directly related to the identified class text.	1	2	3	4	5
	c. Lack enthusiasm in class for lessons & learning.	1	2	3	4	5
	d. Socialize excessively in class.	1	2	3	4	5

Additional Comments

Groups   Cultural Barrier

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(make additional comments on back of page).

8. Conflicts that arise because the teachers tries to impose his/
her values on students of different cultures.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Confusion is caused in a culturally different home when the student tries to adopt new values, and they conflict with home values	1	2	3	4	5
	b.	Students may lose respect for family values.	1	2	3	4	5
	c.	Students may feel threatened by new values.	1	2	3	4	5
	d.	Students may resent having new values imposed on them.	1	2	3	4	5
Cuban	a.	Students do not believe that helping each other on a test is cheating as seen in the "Anglo" society.	1	2	3	4	5
Hispanic	a.	Resent being expected to adapt to a new time reference. Punctuality is not expected in the Latin American Countries.	1	2	3	4	5
Migrant and Arabs	a.	The "macho" Society will not accept the value of "equal rights for women."	1	2	3	4	5

Additional Comments

Groups   Cultural Barrier

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        (make additional comments on back of page)

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9. Conflicts that arise between the teacher, employer and student/
   employee because of differences in work behavior of student/
   employee from different culture.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Students do not see importance of understanding and accepting new culture.	1	2	3	4	5
	b.	Young students are more concerned with socializing than learning and working	1	2	3	4	5
	c.	Those individuals who were affluent or came from affluent families cannot adapt easily to the work situation in this country.	1	2	3	4	5
Cuban	a.	Students do not desire to learn new culture.	1	2	3	4	5
Hispanics	a.	Are not always punctual	1	2	3	4	5
	b.	Call, or do not go to work when any member of the family is ill.	1	2	3	4	5
Indochinese	a.	Are unable to work independently.	1	2	3	4	5
	b.	Lack assertiveness	1	2	3	4	5
Migrant	a.	Students want extra attention from the teacher..	1	2	3	4	5
	b.	Young students are kept out of school to work in the fields.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

(make additional comments on back of page)

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10. Conflicts taht arise between teachers and students in the way students perceive classroom assignments.

Groups		Cultural Barrier	SA	A	U	D	SD
Cuban and Indochinese	a.	Perceive homework as a group effort.	1	2	3	4	5
	b.	Are unwilling to ask questions of teachers when they do not understand.	1	2	3	4	5
Cuban (educated in Cuba)	a.	Students expect teachers to "spoon feed" work to them.	1	2	3	4	5
Migrants	a.	Do not want homework because they have work to do.	1	2	3	4	5

Additional Comments

Group	Cultural Barrier

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