AN EXAMINATION OF CROSS-CULTURAL FACTORS BETWEEN AFRICAN AMERICAN FACULTY AND TEACHER EDUCATION CANDIDATES

Researched by

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Introduction

In institutions of higher education today we continue to find small numbers representing faculty of color. With the exception of Historically Black Colleges and Universities, Teacher Education Programs experience difficulties in attracting and maintaining a racially diverse faculty. Demographics for the next century show a definite change in the current racial make-up of our nation's classrooms. Efforts to recruit and retain students and faculty of color in Teacher Education Programs have been inefficient to meet the demands of an ever increasing diverse K-12 environment. According to the American Association for Colleges of Teacher Education (AACTE), the number of African Americans receiving bachelors degrees in teacher education continues to decline. The current increase in education majors is due largely to the entry of non-minority females and nontraditional students entering the profession (Talbert-Johnson, & Tillman, 1999). If the current trend continues, minorities will make up only 5% of the teaching population, while minority students will total approximately 35% of the classroom population. More vividly, the minority population of many urban school districts is often 90% and more for the student body at large. As we look to prepare this current population of pre-service teachers to teach in the new millennium, their interaction in a cross-cultural pedagogical environment becomes imperative. When we appraise the "change in the K - 12 culture and climate" the question is what we can do to better prepare these pre-service teachers for success in a multiracial classroom environment. According to the AACTE, "a quality education requires that all students be exposed to a wide variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only by a multiethnic teaching force in which racial and ethnic groups are included at the same percentage level as the general population." (AACTE, Minority Teacher Recruitment and Retention: A Call for Action, Sept. 1987) According to a recent report published, African American faculty account for roughly five percent of all full-time faculty employed a post secondary institutions across the country. Additionally roughly

one-third of full-time African American faculty are employed with historically Black institutions (Black Issue in Higher Education, 1999). Therefore we find that students enrolled in predominately white institutions have very little contact with ethnically diverse professors. Smith (1989) outlined five reasons for diversifying faculty in institutions of higher education. The following reasons are reflected:

1. To provide support for the benefit of students from particular ethnic minority groups.
2. Diversification is an important symbol to ethnic minority students about their own futures and about the institution's commitment to them.
3. Creates a more comfortable environment for ethnic minority students and faculty.
4. Likely to contribute to what is taught, how it is taught, and what is important to learn, contributions that are vital to the institution.
5. Diverse faculty and staff reflect a critical measure of institutional success for an educational institution in a pluralistic society.

Purpose of the Study

The purpose of this study is to examine the cross-cultural factors between African American faculty and their teacher education students. The two main objectives to be explored in this study to be represented:

A. Student learning and factors affecting students' relationships with African American faculty in cross-cultural pedagogical environments, and
B. Racial and cultural attitudes and identity factors that affect the preparation of pre-service Teacher Education majors in cross-cultural pedagogical relationships.

This study analyzed the between - group dynamics and the within group psycho-social factors. Group dynamics are referred to as the relationship between the African American professors and their non-minority students. For this study the with-in group psycho-social factors being those identifiable dispositions such as attitudes, perceptions, and beliefs based on

prior social experiences. By examining these cross-cultural relationships the aim two-fold: (a) to provide greater information on cross-cultural classroom environments and; (b) to construct teaching/learning environments responsive to and respectful of cross-cultural pedagogical relationships. The material in this study reflected teacher education student's attitudes and perceptions toward their minority (African American) professors. In cross-cultural relationships some suggest that pre-service teachers lack the essential qualities required in cross-cultural understanding and communication to work with diverse populations (Easter, Shultz, Neyhart, & Reck, 1999).

Additional findings support the suggestion that cross-cultural relationships lead to positive enhancement in attitudes and perceptions concerning diversity. Human behaviorist psychologist Erikson emphasized that an individuals personal experiences with intellectual and cultural differences allow for a more complex self analysis (cited in Gurin, 1999). This result of a more complex self analysis has been found to be a key element for developing more pluralistic ideas and attitudes (Gurin, 1999). Gurin also reported that student interaction within ventures related to diversity (cross-cultural relations) have a direct effect on student learning and constructs throughout life.   According to Gurin (1999) the first process institutions should adopt to create a more diverse learning environment should be to increase the number of culturally diverse students and faculty.

In 1998 a report entitled the Ford Foundation Campus Diversity Initiative collected information that revealed an essential goal for higher education should be to prepare people to work and function within a diverse and global society. Of all the elements recognized none were as important as "having the skills and abilities to function in a multicultural society." In another report released by the Association of American Colleges and Universities (AAC&U) claimed

that over half of the colleges and universities now report having a diversity component as part of their core curriculum.

Review of Literature

This brief literature review discussed research in cross-cultural relations and diversity in teacher education. This review provided a basis in which to analyze the cross-cultural factors between African American faculty and their teacher education students and the importance of diversity in teacher education.

Cross-Cultural Studies

According to Collier and Powell (1990), ethnic background influences the way students define the educational process. Ethnic background influences their views of what ought to happen in the classroom, and what constitutes an effective and useful course. In addition researchers suggested in cross-cultural pedagogical environments in which the faculty is African American and the students are white, these students often have specific expectations about the manner in which classes should be conducted and about faculty-student relationships. How African American faculty chose to organize their classes and convey their material may contribute to white students' perception of their effectiveness (Collier & Powell, 1990). Many of these expectations are shaped by the previous faculty role models and by the students own socialization (Collier & Powell, 1990). Collier and Powell (1990) further indicated that white students consider clarity, organization/structure, and efficient time management synonymous with effective teaching. Although these qualities are critical to all students, clarity in these instances often means speaking or communicating without dialectical distinctions or using cultural linguistic nuances.

Researchers in the field of cross-cultural analysis have identified communication as an important variable in this environment. These authors suggest within high-context cultures, such as Asian, Native American, Arab, Latino, and African American cultures, researchers find less emphasis on verbal communication and more emphasis on understanding through shared

experiences, history, and implicit messages (Hecht, Anderson, & Ribeau, 1989). In what this group of researchers considered low-context cultures, such as white Americans, the typical emphasis is on verbal communication that is precise, direct, and logical. Their results indicated that these low-context cultures often get impatient with communicators and communications that do not get to the point quickly (Hecht et al., 1989).

According to Carter (1990), in some situations, white American students are likely to hold cultural values and world views different from their African American faculty. Within cross-cultural pedagogical relationships, the cultural values orientation and world views of students and faculty can, and do influence teaching and learning, as well as student's appraisal of faculty effectiveness (Banks, 1986; Pope-Davis & Ottavi, 1992; Powell & Avila, 1986). Researchers Chambers and Lewis (1995) stated that within cross-cultural student-teacher relationships, it seems easier for racial or racist attitudes, cultural values, and racial or cultural identity factors to be masked by the pretext of educational objectivity or reinforced by other faculty who share similar attitudes, values, and racial or cultural identity issue as white students. Research by Corvin and Wiggins (1989) stated that the basic assumption is individuals' ethnic or cultural background significantly influences their world-view and the way in which they experience and understand life and its perplexities. Racial attitudes held by white American students about African American people are still present in society and these negative attitudes may affect the student-teacher relationship when the faculty member is African American and the student is white (Carter, White, & Sedlecek, 1987, Turner & Myers, 2000).

Finally in literature written by Fouad and Carter (1992), as well as Powell and Avila (1986) revealed that people of color including women in academia are not considered to possess some of the qualities (e.g., intellectual competence, leadership ability) as more frequently associated with white males. Even when these professionals address gender or racial/ethnic issues, students and colleagues challenge their ideas, knowledge, expertise, and authority, while white male colleagues are not challenged in a similar manner.

Diversity and Teacher Education

       To be recognized as an accredited Teacher Education Program, institutional programs are required to meet the performance standards for their respected state department of education, and the National Council for Accreditation of Teacher Education (NCATE). In accordance to NCATE Standard 4 (Diversity), institutional programs strive to develop and implement experiences working with diverse groups. Standard 4 for NCATE reads as follows:

> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools. (NCATE Standard 4: Diversity 2002 Edition)

       As mentioned in Standard 4 of NCATE experiences working with "diverse higher education and school faculty." According to Banks (1991) noted the importance of diversity in the teacher education curriculum. Banks stated that 21st century teacher education must include teachers of color, in ways that will help them receive the knowledge, skills, and attitudes needed to work effectively with students from diverse racial, ethnic, and social class groups. In a policy information report released by Educational Testing Service (ETS), researchers for (ETS) confirmed NCATE's position on the need for a more diverse teacher education faculty. The ETS study examined the results of over 200,000 PRAXIS II test takers comparing performance of graduates representing accredited and non-accredited teacher preparation programs. In examining the variables of teacher education institutions nation-wide, researchers at ETS found that graduates of colleges of education with a greater culturally diverse faculty performed better than graduates of those institutions with relatively fewer faculty members of color (Educational Testing Service, August 2000).

The overall goal is to prepare pre-service teachers for a more pluralistic and global society. To accomplish this it is important to change current perspectives and to alter prior beliefs. The belief of pre-service teachers beliefs prior to entering programs of teacher education has been previously researched (Pajares,1992).   Pajares research concluded that beliefs about teaching are well established by the time a student reaches college and it is unlikely that those beliefs will change in adulthood. If change happens to occur, it will be from a result of what he termed a "conversion." This transformation usually takes place within cross-cultural settings when one person has the knowledge and influence to persuade others.

Teacher education programs must improve the preparation of pre-service teachers to effectively teach children who differ across racial, ethnic, and socioeconomic status. A more culturally responsive teaching force is necessary to meet the challenge and embrace the opportunities of a more diverse society. Teachers must be able to make the connection with the students, parents, and school community regardless of cultural differences and backgrounds. One of several key reform initiatives to aid teacher education departments in accomplishing targets toward diversity has been for institutions to actively recruit and retain a more diverse faculty unit.

Population for the Study

Students' cultural backgrounds influence their expectations of the educational process and the kind of communication and emergent culture that is created in the classroom (Collier & Powell, 1990).   Researchers predict that in the near future, the teaching workforce will be overwhelmingly composed of educators who are white and female (Hawkins, 1994).

The overall student population based on ethnicity was less than ten percent minority. In 1990, approximately 14 percent of the region's adults (age 25 and over) had received a college

degree, 23 percent had attended college, and 36 percent have no education beyond a high school diploma.

The region represented in this study is approximately 97 percent white. African Americans are the dominant minority group represented in the state's population. In 1998, African Americans accounted for 11.3 percent of state's total population, up slightly from 10.8 percent of the state population in 1990. Two major urban areas account for approximately 83 percent of the states total African American population. Represented in institution's service region, the fastest growing minority group has been the Hispanic population. In the eight county service area, from 1990 - 1996 five of the eight counties witnessed a Hispanic population increase of twenty-five percent (25%) or greater (Missouri Social and Economic Profile, USDC, Bureau of the Census, March 10, 1998). Table one will give the ethnic breakdown of the institutions student body and table two will depict the homogeneity of our student body.

Table 1: 2003 Student Demographics - Student Profile
Source: Center for Assessment and Institutional Research

Variable

Ethnicity	Number	Percentage
Black	120	2
American Indian	140	3
Asian	66	1
Hispanic	92	2
White	4878	90
Non-Resident/Alien	114	2
Gender	Number	Percentage
Male	3218	59
Female	2192	41
Age	Number	Percentage
24 under	3301	61
25 older	2096	39
Unknown	13	

Table 2: Student Population by County Breakdown (Service Area)

Variable

County/City	Percentage
Eight Local Feeder Counties	77
Two Urban Areas	3
Other State Areas	7
Additional States	13

note: feeder counties include – the institution's county and bordering counties.

Considering the lack of diversity of our immediate service area (minority population represents less than 5 percent of the total population) the majority of students have experienced the same mono-cultural background.   Their personal experiences with people of color have been limited.   One has to assume that based upon their limited experiences, when these students encounter a professor of color some may have preconceived perceptions and attitudes.

Limitations of the Study

The investigation of cultural and ethnic beliefs of individuals has been a very complex issue. This area requires in-depth analysis of an individual's dispositions in cross-cultural environments. Several limitations have been identified that may have an impact on the ability to generalize the results of this study to other cross-cultural investigations. The design of this project was non-experimental by nature. A more in-depth quantitative method of inquiry or qualitative study could prove more beneficial.   This study also used a non-probability sampling procedure. A survey was used to collect data from the population. For this study, the sample size was small, 35 male and 119 female, for a total of 154 senior level students.

The sample used in this study was limited to senior level teacher education majors. Therefore, additional college students were not represented in the sample. The population consisted of students representing the southwestern portion of Missouri. No other geographical

regions were included in this study. The researchers assumed that each survey was completed independently and truthfully. The information obtained from the selected sample focused only on student's marked responses and demographic information. This study did not use personal interviews, or small focus groups that may have provided more qualitative data. The data collected to measure student's attitudes and perceptions was administered with one survey.

This study was confined only to African American faculty. No other ethnic groups of faculty were included in this study.   The possibility of other intervening variables, such as the individual's possible training and discussions in diversity or multicultural education was not examined. Furthermore, other mediating factors may have influenced the student's responses. The results may not be generalized to institutions with a more diverse student and faculty population.

The data were collected one time during the 2003 - 2004 academic year. Collection of data, in multiple surveys, over a longer period could yield different results. This study was limited to the analysis of student's attitudes toward African American faculty in a cross-cultural pedagogical environment.   Additional cross-cultural relationships were not analyzed in the study.

Methodology

The two main objectives of this study were to research and identify possible factors affecting student's relationships with African American faculty in cross-cultural pedagogical environments. Some further questions the researchers investigated included:

A.   Do the racial attitudes and perceptions of white American students affect the relationship with African American faculty?

B.   What impact does a cross-cultural (African American teacher to white student) classroom

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environment have on teacher education programs?

C.   Do significant differences occur between groups views of the instructor's ethnicity based

on gender, age, background, and program of study?

The construction of the research-based survey was created based from the literature on non-minority student attitudes and perceptions toward minority faculty in higher education. However, it should be noted the extent of literature researching the impact of white students' attitudes toward African Americans in a cross-cultural pedagogical context was limited in scope. The design of this project was non-experimental by nature.   Based on the number of available participants in this study the researchers made the decision to use a non-probability sampling procedure. As previously mentioned the population consisted of 35 male and 119 female, for a total of 154 senior level students. Students were administered the survey one time during the 2003 - 2004 academic year. All statistical tests were performed using the SPSS (Statistical Products and Service Solutions) software program.

For this study on cross-cultural pedagogical relationships the researchers developed a sixteen question survey. The response format used a five-point Likert scale to analyze results as follows: [1-Strongly Agree, 2-Moderately Agree, 3-Somewhat Agree, 4-Moderately Disagree, 5-Strongly Disagree]. To establish psychometric properties for the instrument, the researchers took a random sample of twenty individual student responses. Cronbach's alpha coefficient test was used to verify reliability of internal consistency. A coefficient of .70 or above has been deemed as an acceptable measure (Gay & Airasian, 2000). Table 3 illustrates the statistics for the instrument used in this study.

Table 3 Number of valid observation = 20.00

	Mean	Std Dev	Min	Max	Range	Variance	Cases
Q1	2.250	.8507	1.00	4.00	3.00	.724	20.0
Q2	2.350	.6708	1.00	3.00	2.00	.450	20.0
Q3	1.800	.6959	1.00	3.00	2.00	.484	20.0
Q4	2.700	1.2183	1.00	5.00	4.00	1.484	20.0
Q5	2.450	1.4681	1.00	5.00	4.00	2.155	20.0
Q6	2.950	1.2763	1.00	5.00	4.00	1.629	20.0
Q7	1.550	.6048	1.00	3.00	2.00	.366	20.0
Q8	3.500	.8272	2.00	5.00	3.00	.684	20.0
Q9	3.550	1.0990	2.00	5.00	3.00	1.208	20.0
Q10	4.400	.6806	3.00	5.00	2.00	.463	20.0
Q11	2.950	1.1910	1.00	5.00	4.00	1.418	20.0
Q12	3.900	1.1653	2.00	5.00	3.00	1.358	20.0
Q13	2.200	.8944	1.00	4.00	3.00	.800	20.0
Q14	4.250	.7864	2.00	5.00	3.00	.618	20.0
Q15	4.400	.9403	2.00	5.00	3.00	.884	20.0
Q16	2.550	.6048	2.00	4.00	2.00	.366	20.0

Statistics for Scale

Mean	Variance	Std Dev	Variables
47.750	44.4079	6.6639	16

Item Means

Mean	Min	Max	Range	Variance
2.984	1.550	4.400	2.850	.8406

Item Variances

Mean	Min	Max	Range	Variance
.9433	.3658	1.3395	1.7895	.2864

Reliability Coefficients   16 Items   Alpha = .7042

Survey Questions

1. I believe my personal cultural experiences provided me with the necessary tools to globally address ethnic diversity.

2. Based from the response above, your cultural experiences enhanced classroom communication between you and the professor.

3. Overall the professor's pedagogical methods used in this course were effective.

4. Your cultural/ethnic background contributed to how you judged the overall effectiveness of this course.

5. The professor's cultural/ethnic background contributed to the overall effectiveness and usefulness for this course.

6. The professor's culture/ethnicity influenced the manner in which this course was conducted.

7. This course taught by the professor was an effective part of my pre-service teacher education program.

8. Your expectations of the course format, organization, and methods applied differed from the professor's.

9. Based on your previous response, your expectations for this course were based on past experiences regarding cultural and ethnic diversity.

10. Cultural and ethnic differences played a role in my relationship with the professor for this course.

11. My past classroom environment experiences exposed me to a culturally and ethnically diverse faculty.

12. At times, the lack of clarity of information presented for this course may be due to the cultural and linguistic nuances verbalized by the professor.

13. The professor's organization of course materials was conducive to my desired learning style.

14. There was often a need for me to challenge the professor's knowledge and ideas or

beliefs during subsequent class discussions.

15. The professor's gender and ethnicity often prompted my decision to challenge their thoughts, knowledge, or judgment regarding issues.

16. My cultural values and world-views were aligned with the professor teaching this course.

Results of the Study

This section will present the data regarding the responses from students regarding their cross-cultural pedagogical environment. Included in this section will be (a) demographic characteristics of the participants, (b) responses to survey questions, and (c) statistical analysis and results. The population in this study represented a cross section of teacher education majors attending the university.   Specific frequencies for all demographics are shown in Table 4.

Table 4 - Demographics

Variable

Gender	Number	Percentage
Male	35	23
Female	119	77
Age		
20 – 30	119	77
31 – 40	23	15
41 – 50	10	7
50+	2	1
Major		
Elementary Education	76	50
Middle School Education	10	7
Secondary Education	56	36
Early Childhood	11	7
Background - size of community		
Less than 20,000	93	61
21,000 - 30,000	13	8
31,000 - 40,000	13	8
41,000 – above	35	23

Based on the demographic information the majority of the students surveyed reside in rural areas. It should also be noted for the majority of the surveyed students, this was their first classroom experience with an African American professor.

Although the area in which the population resides is considered the state's most populated regions (top five), for the most part this area is predominately a collection of rural communities. Represented by the variable community size, the majority of participants (60 percent) reside in communities with less than 20,000, with 23 percent residing in within a community above 41,000.

Table 5 - Descriptive Statistics for Individual Questions

Variable	Mean Score	Std. Dev.	Var.
Q1	2.25	.97	.939
Q2	2.34	.92	.853
Q3	1.64	.82	.674
Q4	3.12	1.37	1.87
Q5	3.10	1.47	2.15
Q6	3.61	1.32	1.74
Q7	1.84	1.12	1.24
Q8	3.74	1.11	1.22
Q9	3.95	1.02	1.04
Q10	4.35	.99	.987
Q11	3.32	1.31	1.71
Q12	4.03	1.14	1.30
Q13	1.94	1.02	1.04
Q14	4.23	.96	.922
Q15	4.66	.70	.489
Q16	2.27	.96	.921

Question one and two - I believe my personal cultural experiences provided me with the necessary tools to globally address ethnic diversity. Based from the response above, your cultural experiences enhanced classroom communication between you and the professor.

Based on the students' responses the mean score for question five was 2.25 which indicated a moderately high level. Students' perceptions were that their experiences provided them with the background to adequately address diversity. For question six, the mean score was 2.34, which suggested students felt that their previous cultural experiences enhanced their communication that occurred among student-to-professor.

The Pearson statistical test was used to analyze the data in questions one and two to determine if a relationship existed between student's cultural experiences and their perceived level of cross-cultural communication (teacher-student). The statistical results showed a positive association between students' cultural experiences and the cross-cultural communication with the course professor, $r(154) = .64$, $p < .001$. Further statistical analysis was done to determine the strength of the relationship between the two variables. This resulted in the conclusion that possibly one or more additional variables were having an effect on students' cross-cultural communication with the professor. In using Cohen's (1988) rule for interpreting the size of effect, the coefficient of determination (r^2) in this study was .4 which indicated a small to medium effect.

In response the researchers in this study made the determination that to a small degree students' experiences with diversity may have enhanced their communication in a cross-cultural environment. Although the descriptives showed positive results with approximately 91 percent of students believing that their cultural experiences enhanced their cross-cultural communication, further statistical tests showed a weak correlation between students' cultural experiences and their level of cross-cultural communication with the professor.

Question three - The professor's pedagogical methods used in this course were effective. Overall from the analysis of question three, students acknowledged that the professor's pedagogical methods were effective ($\underline{M} = 1.65$). Of the 90 percent, 50 percent felt very strongly

about the effectiveness of the course itself.

Question four - Your cultural/ethnic background contributed to how you judged the overall effectiveness of this course. To the researcher's surprise from question four of the survey the overall score was $\underline{M} = 3.12$ with 61 percent of the students agreeing that their background did play some type of role in their evaluation of the course.

An (ANOVA) was conducted to investigate if any differences occurred between student evaluations based on the demographic information provided (age, gender, community size, and content area). The researchers found only one slight difference between groups based on the four variables. For age there were significant differences found between groups $F (3, 150) = 3.86$, $p=.011$. When post-hoc tests were conducted no significant difference between age groups appeared. However, when examining the mean scores for the age groups the largest group, 20-30 age group did have a higher average ($\underline{M} = 3.31$) than the other three groups. A t-test was conducted to examine differences based on gender. There was no significant difference found between groups at the .05 level, $\underline{t} (152) = .376$, $\underline{p}=.708$. As for groups based on content area, no significant differences were found at the .05 level of significance, $F (3, 150) =.811$, $\underline{p}=.490$. Finally for groups based on background (community size), no significant differences were found at the .05 level, $F (3, 150) =1.12$, $\underline{p}=.345$. In arriving at a judgment the researchers concluded that for some student's their cultural background may play a role in their assessment of the effectiveness and usefulness of a course.

Question five - The professor's cultural/ethnic background contributed to the overall effectiveness and usefulness for this course. In analyzing the students responses from question five, the score $\underline{M} = 3.10$ indicated that students felt their professor's cultural/ethnic background may have contributed to the overall effectiveness and usefulness of the course. On analysis, 60 percent of students agreed their professor's cultural/ethnic background may contribute to the overall effectiveness and usefulness of the course.

Question six - The professor's culture/ethnicity influenced the manner in which this

course was conducted. For question six the mean score was $\underline{M}$ = 3.61. Approximately 46 percent surveyed felt that the professor's ethnicity did influence the way in which the course was conducted. A one way ANOVA test was applied comparing the population's demographic background to responses from questions nine and ten. There were no statistical significant differences found between groups for questions nine and ten.

In response the researchers concluded that students' perceptions of the professor's ethnicity might possibly be represented the following: (a) in a cross-cultural environment students are unsure as to the role of ethnicity in reference to course conduction, effectiveness, and usefulness. Furthermore, a student's background (community size) may influence his/her perception of the role ethnicity has in a cross-cultural pedagogical environment. The smaller and more homogeneous of a community, the greater the role ethnicity may have in cross-cultural pedagogical environments (African-American professors -white students). This statement was based on examining the mean score for this question based on student's background.

Question eight - Your expectations of the course format, organization, and methods applied differed from the professor's. For question eight the mean score for survey results was $\underline{M}$ = 3.74. Approximately 44 percent agreed that their expectations differed from the professor's. Conversely from responses given in **question nine** only 17 percent of respondents agreed that their beliefs were influenced based on cultural/ethnic bias. An ANOVA test was applied comparing the population's demographic background to responses from question eight. There was no significant difference found between groups at the .05 level based on community size (background), $\underline{F}$ (3, 150) = 1.613, $\underline{p}$=.189. However in further examination the average score for students that marked under 20,000 for background was lower than the average for other groups $\underline{M}$ = 3.88. This lower mean score may suggest that students from smaller communities were

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possibly influenced by their cultural/ethnic biases than students representing larger communities.

Question ten - Cultural and ethnic differences played a role in my relationship with the professor for this course. In students' responses from question ten, over 90 percent (93%) indicated that cultural/ethnic differences did not play a role the relationship with their professor. Based on the students' responses the overall average score was $\underline{M}$ = 4.40 which indicated a high level of agreement that the professor's ethnicity did not play a role in their relationship. Overall approximately half (48 %) of the respondents in question fifteen agreed that their previous classroom experiences failed to expose them to a culturally and ethnically diverse faculty $\underline{M}$ = 3.32. Twenty-four percent strongly believed that their previous classroom experiences failed to expose them to a culturally and ethnically diverse faculty.

The Pearson statistical test was used to determine if there was an association between their past classroom experiences and the current relationship shared with their respective professor. The results showed a very weak association at the .05 level, r (152) =.16, p=.043. Follow up analysis was done to determine the strength of the relationship between the two variables. The coefficient of determination (r²) in this study was .25 which indicated a very weak association. Therefore student's past cross-cultural classroom experiences had little effect on their relationship with the course professor.

Question eleven - My past classroom environment experiences exposed me to a culturally and ethnically diverse faculty. From the responses given in question eleven, 83 percent of respondents respected the professor's knowledge of subject matter. Illustrated by a high mean score ($\underline{M}$ = 4.23), students did not feel a need to challenge the professor's knowledge and opinions relevant to class discussions.

Question twelve - At times, the lack of clarity of information presented for this course

may be due to the cultural and linguistic nuances verbalized by the professor. For question twelve, 83 percent of the students did not relate the clarity of information and materials presented by the professor's with any type of cultural or linguistic nuances. With an average score of $\underline{M}$ = 4.04, this indicated a high level of disagreement linking culture to clarity of subject matter. In question seventeen ninety percent (92%) of the surveyed stated that the organization of course materials by the professor was favorable to their learning style.

Question thirteen - The professor's organization of course materials was conducive to my desired learning style. In addition, with an average score of $\underline{M}$ = 1.94, 41 percent within the group strongly expressed the organization of course materials by the professor was favorable to their learning style.

Question fourteen - There was often a need for me to challenge the professor's knowledge and ideas or beliefs during subsequent class discussions. Illustrated with a high mean score ($\underline{M}$ = 4.23), students did not feel a need to challenge the professor's knowledge and opinions relevant to class discussions.

Question fifteen - The professor's gender and ethnicity often prompted my decision to challenge their thoughts, knowledge, or judgment regarding issues. Based on the students' responses on question fifteen, 93 percent indicated that gender and/or ethnicity did not provoke their decision to challenge the professor's thoughts, knowledge, or judgment on issues. The Pearson statistical correlation test was used to analyze the data in questions to determine if a relationship existed between the two variables, the professor's gender/ethnicity and the need for students to challenge their intellect. The statistical results showed a positive association between the two variables; r (152) = .50, p <.01. Further follow up statistical tests revealed a very weak association (r^2 = .25) indicating that other factors contributed to this association. Therefore it was determined that the professor's gender/ethnicity did not factor into student's disagreements with the professors.

Question sixteen - My cultural values and world-views were aligned with the professor teaching this course. The average score by the population was $\underline{M}$ = 2.26. This score indicated a

moderately high level of agreement with their professor's views in a cross-cultural pedagogical environment. Results of the study suggested students believed their world views did not differ from that of the course professor. Students reported that their views were similarly aligned with that of the professor. Over ninety percent (92%) of the students surveyed felt that their cultural values and world-views were compatible with the course professor.

Discussion of Findings

This study examined the cross-cultural factors between African American faculty and their teacher education students. The two main objectives explored in this study consisted of:

1. Student learning and factors affecting students' relationships with African American faculty in cross-cultural pedagogical environments, and

2. Racial and cultural attitudes and identity factors that affect the preparation of pre-service Teacher Education majors in cross-cultural pedagogical relationships.

The results of this study suggest an affirmative representation of the current attitudes and perceptions of teacher education majors. In responding to the question, "Does culture and ethnicity play a role within a cross-cultural pedagogical environment" the researchers for this study cannot determine with absolute certainty the degree in which culture and ethnicity play. However, student's responses in this study suggested the following of cross-cultural pedagogical environments:

(a) Student's cultural experiences enhance cross-cultural communication with faculty of color.

(b)   Student's indicated the professor's culture and ethnicity may possibly contribute to the effectiveness and usefulness of a course (approximately sixty percent agreed).

(c)   The majority of students (eight-five percent) believed cultural and ethnic differences did not hinder the relationship with their professor.

(d)   Students expressed that gender and/or ethnicity failed to play a role in their desire to challenge the professor's ideas or opinions.

In contradiction to previous theories, students in this study believed that their world-views were aligned with that of their professor's (ninety-two percent). Furthermore these students acknowledged that their disagreement with the course format, organization, and methods were based on cultural or ethnic bias.

The following information was also revealed in this study:

(a)   The students limited experiences with diversity did not reveal an influence on their relationship with the African American professors.

(b)   Students are responsive to the contribution that diversity brings. This suggests an affirmative of cross-cultural classroom environments.

Summary

Faculty in higher education must further examine classroom cultural and ethnic diversity, particularly when the professor is a member of a racially minority group. Furthermore, those of us in teacher preparation must be more engaged in cross-cultural pedagogical research. With such a limited minority teaching force in higher education, and particularly in teacher education programs, students have little exposure to faculty of color. Researchers Grant and Millar (1993) noted that 93 percent of the professors in teacher education are Caucasian.

With such a rapid cultural change taking place in K-12 classrooms, pre-service teachers must possess attitudes fitting for a global society. It is with hope that this study will lead to further investigation of student's attitudes and perceptions in cross-cultural pedagogical environments. Those of us in teacher education must move beyond superficial issues of diversity and engage in a more active assessment of preconceived attitudes towards race and diversity (Johnson & Tillman, 1999).

It is pedagogically important for those of us preparing teachers not to dismiss nor negate the dynamics of racial and cultural attitudes within the context of our discipline. Students and professors must engage in investigations that critique and analyzes the preconceptions and underlying cultural assumptions often related to group ideologies.

Appendixes

Appendix A: Student Perspective Survey

This survey is designed to collect information to study the impact of African American teacher education faculty at predominately white institutions of higher education. Participation is strictly on a volunteer basis. This research based survey is designed to assess your perspective of ethnicity in a cross-cultural pedagogical environment. Each answer must be answered as accurately as possible. Individual responses will remain confidential. Please use the scantron provided to record responses.

Demographic Information

1. Age Category	2. Gender	3. Major	4. Community Background
a. 20-30	a. Male	a. Elementary	a. 20, 000 or less
b. 31-40	b. Female	b. Middle School	b. 21,000 - 30,000
c. 41-50		c. High School	c. 31,000 - 40,000
d. 50+		d. Early Childhood	d. 41,000 and above

Strongly Agree (A)	Moderately Agree (B)	Somewhat Agree (C)	Moderately Disagree (D)	Strongly Disagree (E)

5) I believe my personal cultural experiences provided me with the necessary tools to globally address ethnic diversity.

6) Based from the response above, your cultural experiences enhanced classroom communication between you and the professor.

7) Overall the professor's pedagogical methods used in this course were effective.

8) Your cultural/ethnic background contributed to how you judged the overall effectiveness of this course.

9) The professor's cultural/ethnic background contributed to the overall effectiveness and usefulness for this course.

10) The professor's culture/ethnicity influenced the manner in which this course was conducted.

11) This course taught by the professor was an effective part of my pre-service teacher education program.

12) Your expectations of the course format, organization, and methods applied differed from the professor's.

13) Based on your previous response, your expectations for this course were based on past experiences regarding cultural and ethnic diversity.

14) Cultural and ethnic differences played a role in my relationship with the professor for this course.

15) My past classroom environment experiences exposed me to a culturally and ethnically diverse faculty.

16) At times, the lack of clarity of information presented for this course may be due to the cultural and linguistic nuances verbalized by the professor.

17) The professor's organization of course materials was conducive to my desired learning style.

18) There was often a need for me to challenge the professor's knowledge and ideas or beliefs during subsequent class discussions.

19) The professor's gender and ethnicity often prompted my decision to challenge their thoughts, knowledge, or judgment regarding issues.

20) My cultural values and world-views were aligned with the professor teaching this course.

Appendix B: Descriptive Statistics for Individual Questions

Variable

Q5	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	35	63	40	13	3
Percent	22.7	40.9	26	8.4	1.9

Variable

Q6	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	31	55	55	11	2
Percent	20.1	35.7	35.7	7.1	1.3

Variable

Q7	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	83	47	19	5	0
Percent	53.9	30.5	12.3	3.2	0

Variable

Q8	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	18	43	33	22	38
Percent	11.7	27.9	21.4	14.3	24.7

Variable

Q9	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	28	32	32	20	42
Percent	18.2	20.8	20.8	13	27.3

Variable

Q10	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	12	22	37	26	57
Percent	7.8	14.3	24	16.9	37

Descriptive Statistics for Individual Questions

Variable

Q11	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	81	38	19	10	6
Percent	52.6	24.7	12.3	6.5	3.9

Variable

Q12	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	4	23	26	57	44
Percent	2.6	14.9	16.9	37	28.6

Variable

Q13	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	2	15	27	55	55
Percent	1.3	9.7	17.5	35.7	35.7

Variable

Q14	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	3	10	10	38	93
Percent	1.9	6.5	6.5	24.7	60.4

Variable

Q15	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	16	29	35	37	37
Percent	10.4	18.8	22.7	24	24

Variable

Q16	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	6	12	25	38	73
Percent	3.9	7.8	16.2	24.7	47.4

Descriptive Statistics for Individual Questions

Variable

Q17	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	64	52	25	9	4
Percent	41.6	33.8	16.2	5.8	2.6

Variable

Q18	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	3	8	15	53	75
Percent	1.9	5.2	9.7	34.4	48.7

Variable

Q19	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	5	5	28	116	0
Percent	3.2	3.2	18.2	75.3	0

Variable

Q20	Strongly Agree	Moderately Agree	Somewhat Agree	Moderately Disagree	Strongly Disagree
Number	37	53	51	9	3
Percent	24	34.4	33.1	5.8	1.9

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