



Practices of Multicultural Education among the Faculty of Social Sciences and Humanities at University of Management and Technology Lahore

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Abstract

The aim of this research is to analyze practices in multicultural education among faculty of UMT, Lahore campus. To achieve the aim of study, the data was collected from 33 faculty members of the SSH department of UMT through purposive sampling. The closed-ended questionnaire with 5 Likert scale was used as an instrument to collect the data along with it a semi-structured interview was conducted to achieve the triangulation. Furthermore, the framework focuses on the different dimensions of multiethnic schooling created by Bank (2006, 2010). Data gathered through questionnaire was analyzed quantitatively while the data collected through semi-structured interview was analyzed qualitatively. The study revealed that the teachers are more focusing on content integration and equity pedagogy as compared the facts creation and prejudice reduction. As far as the empowerment of ethos and communal construction of UMT concerned with most teacher that are in favor of it.

Key Words: Multicultural Education, Multicultural Competency, Diverse Culture

Introduction

"Multicultural instruction is a philosophical idea based on the beliefs of opportunity, equity, uniformity, value, and human nobility... "(NAME, 2003). As per Banks (1986), multicultural training is extensive and no matter how you look at it idea which is utilized to depict a huge assortment of practices, projects and materials created to encourage students from dissimilar gatherings to rehearse instructive uniformity. It tends to be said that the center of multicultural instruction is to set up instructive fairness for all (Obiakor, 2001).

During the civil rights movement of 1960's, there was a struggle for economic integration, freedom and political power from where the multicultural education got its origin. During that period, several oppressed groups raised their voices to inculcate the cultural and ethnic contents in communal graduate school. From the reference of 1960's and 1970's, this educational reform was much supported by women's rights groups. They demanded the educational institutions to give educational opportunities to the people of color and present them as role models. In addition to that feminist scholars and women activists called for such curriculums that have the reflection of minority histories, narratives and experiences. In the same way, different instructive establishments quickened to manage the worries of these minimized gatherings and rolled out certain improvements to customary educational plans. The initiatives and acts proved useful to determine the earliest idealization of multicultural education during the late 1960's and early 1070's (Gay, 1994).

Among the instructive establishments, colleges assume critical job to upgrade national solidarity and to carry equity to the ethnic contrasts, in this manner, the multicultural training is especially imperative to satisfy this duty. The colleges are relied upon to deliver the residents who are submitted both to their social personalities and national solidarity. This is believed to be the educators' obligation to advance solidarity in assorted variety and for this reason they ought to be furnished with the fundamental abilities. The demeanor and approach of

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instructors matter a ton in such manner on the grounds that even a multicultural-situated educational plan may get ineffectual if educators do not have the discernment, abilities and mien of instructing in a multicultural manner (Banks, 2010). It demonstrates that so as to apply multicultural training in colleges, it is significant for instructors to have intensive comprehension and acknowledgment about it.

Truth be told, learning happens when instructors know about social decent variety and they can utilize it to enact understudies' previous information and encounters, construct social capital for underestimated understudies, and stand up to hindrances to learning brought about by generalizations (Delpit, 2006; Gay, 2013; Goldenberg, 2014). It is important for educators to demonstrate genuine responsibility to hold and shield the personality of social gatherings in the public arena (James 2008) by framing agreement among social decent variety and national solidarity (Banks 2006). Gay (2013) says that instructing styles and techniques ought to be socially responsive as it shows the idea that they are formed by the socio-social attributes of the settings in which they happen, and the populaces for whom they are built.

In this paper UMT Lahore is taken as a situation study, which is a multicultural university with a population of more than 10000 students. These students come from different areas of Pakistan such as Gilgit-Baltistan, Khyber Pakhtunkhwa, FATA, Sindh, Balochistan and Punjab to get education in the metropolitan city of Lahore due to its vast educational opportunities and peaceful environment as compared to their own areas. These students have varied cultural, linguistics, educational and ethnic backgrounds. Due to such diversity on campus, it is need of the hour that teachers improved recognize, admit, high opinion and endorse assortment which creates harmony and exemplifies our region. Teachers should be competent and knowledgeable enough to help their students to develop intercultural competence in this globalized world and enable the students to contemplate outside the precise ethnic limitations.

Therefore, this study examines the practices of multicultural education among the faculty of School research customs multiculturalism like abstract underneath where university teachers identified as a source of society modification. UMT faculty is expected to be the facilitator of those of Communal Arts and Civilizations at UMT, Lahore campus. This change through addressing the diverse culture of UMT in a fair way.

Significance of the Study

This research will be helpful to know about the practices of multicultural education done by the teachers at UMT. It will give them information that how much they is essential to recognize the multiculturalism to be responsible for the equality of education to all pupils. It will encourage teachers to improve their multicultural knowledge and get training to create more democratic educational system on campus.

Limitation of the Study

Limitations include investigation on rehearses of multiethnic schooling by faculty members of the Institute of Communal Arts and Civilizations at UMT, Lahore campus.

Literature Review

In the 1980s, the scholar of multicultural education, James Bank, among the founders and developers at multiethnic schooling, investigated institutes by way of communal systems in the light of multicultural context. According to him, the perceptions and approaches of educators related to the culturally diverse classrooms have substantial role to motivate and educate the learners. In this way, they are able to make alteration in edification for students regardless their religion, sexual category, etymology, age and ethnicity. This behaviors, attitudes and perceptions have great impact on teachers' treatment of their learners. Banks (2006) proposed the following five dimensions as features of the multidimensional nature of multicultural education. (1) Content reconciliation is about how much instructors use data from assorted societies through the materials and different assets to move information in instructive settings;(2) Knowledge development is identified with how much educators assist understudies with seeing how information is socially made and built and how it impacts students; (3) partiality decrease is the measure of spotlight on the most proficient method to emphatically change students' racial and social demeanor and mien; (4) value instructional method is about the cognizant endeavors made by educators to

plan their instructing strategies to address the issues of different social contrasts and learning styles of students; (5) enabling school culture is connected with the rebuilding of educational systems to dispense with what meddles with the accomplishment of understudies and discovering approaches to make and keep up a structure that will engage each partner, particularly the understudies of various social foundations other than the standard culture.

In a multicultural society, the social structure is not uniform in light of the fact that various personalities exist together at one spot. Be that as it may, the distinctions are not thought to be as clashes or disputes rather they become a wellspring of wealth for the change and congruity of society (Banks and Banks, 2010; Parekh, 2000). Multicultural instruction makes it simpler and conceivable to grasp and disguise the distinctions and acknowledge them as a lifestyle (Arnow, 2001; Fowers & Davidov, 2006). The objective or the goal of multiethnic schooling is to make the learners intellectually and socially aware so that they can realize their full potential through their personal growth (Bennet, 2003, 14).

During a study on Korean context, Yoo and Kim (2002) noticed that the curricula that offers learners the study of different foreign languages and give them the opportunity to compare the political systems, histories, cultures and economies of different countries in relationship to Korea is successful in promoting the sound attitudes among future citizens. According to them, prejudice and ignorance towards foreign languages, cultures and characteristics of people who are different from oneself are the main causes of global conflict and this problem can be removed by teaching and educating about others through curricula.

Doing research with reference to Japan, Murphy-Shigematsu (2003) investigated the myth of a uniformed society consisted of one race. He said that Japan had never been as uniformed society as it appeared or wanted to be these days. The concept of homogeneity had restricted the Japan's ability to work profitably and constructively with its diverse learners, particularly, in the recent context of immigration. He pointed out the problem of ethnic minority groups taking in the Korean immigrants that they have to face discrimination of being foreign, especially, when there is a question of who is Japanese. He emphasized that only classroom practices of sharing cultures is not sufficient in this regard because the main problem is that minorities had been given second-class status in the policies of the state which needed to be rectify.

Sue, Arredondo, and McDavis, (1992) emphasized the three levels of understanding in order to get multicultural competency and they are awareness, knowledge and skill. However, Garcia & Pugh, (1992) claims that it is not an easy task to get these competencies. Hence, instructors ought to get legitimate preparing to grasp such impacts dependent on the racial and social assorted variety on students. It additionally prepares them to utilize their insight viewing assorted variety as a homeroom asset which impacts their instructing rehearses. At the point when teachers are solid and steady to actualize multiculturalism, they become fervent supporters of multiculturalism who attempt to accomplish social equity and value in their study halls.

Fueyo and Bechtol (1999) inspect how educators' observations impact their study hall rehearses and their association with their understudies. The examination says that in a semantically assorted homeroom if the instructor does not offer significance to bilingualism, the students have lower levels of accomplishment. The examination additionally appears if instructors have negative mentalities towards ethnic minorities, they treat their understudies with one-sided and cliché conduct, for example, in regards to sexual orientation contrasts and the understudies' last name.

As indicated by Kim (2009), multicultural instruction begins with the possibility that there are diverse social gatherings on the planet, and every individual has a place with at any rate at least one social gatherings simultaneously. Multicultural training instills in students such sort of qualities and dispositions through which they give shared regard to one another and speak with others of various social foundations in increasingly better manners. Yoon (2007) thinks multiculturalism as a belief system or arrangement. It directs a general public to recognize, regard and coincide with various races or social gatherings as opposed to attempting to combine them coercively into one.

Krummel (2013) looks at the models of multicultural instruction utilized for pre-administration educators preparing. The examination uncovers that pre-administration educators are not happy and have fears while they are occupied with dialogs about race. Subsequently, Krummel (2013) proposes progressing preparing, backing, and input for the educators.

Aydin and Tonbuloglu (2014) did their examination to think about the observations and demeanors of the doctoral understudies towards multicultural training. These understudies were joined up with the subjects of teaching methods and educational programs. The information was gathered through report examination, interviews, casual perceptions and field notes. The investigation uncovered that the estimations of regard, popular government, resilience, equity, and harmony were the point of convergence and these qualities are reinforced through multicultural training. Moreover, every one of the members accentuated the social lavishness as a basic capacity to think about individual contrasts. The examination recommends that multicultural instruction ought to be proclaimed as major in light of the fact that along these lines equivalent chances and rights taxi be shared among all gatherings and individuals in the public eye.

Methodology

The design of the present research is both qualitative and quantitative. The data gathered through the close-ended items of questionnaire and semi-structured interviews. The purpose was to validate the data through cross verification from two sources so triangulation was achieved.

Participants

The participants of the study were thirty-three faculty members of the School of Social Sciences and Humanities of University of Management and Technology Lahore. They included both males and females.

Instrument

The researcher used close-ended Likert scale questionnaire (Appendix B) which was designed according to the analytical framework by Bank (2006). A Likert scale is a rating scale measuring the strength of agreement towards a set of clear statements. The range of the scale was: strongly agree, agree, not sure, disagree and strongly disagree. The questionnaire was consisted of 18 items. For the Likert scale items, the participants were instructed to read the statement and check the box most closely represented their point of views. The area of demographic information included name, qualification, designation, department, area of teaching, teaching experience, gender and ethnicity. Forty-two questionnaires were distributed among the participants and only thirty-three participants returned their questionnaires. In addition to that, semi-structured interviews were conducted to further strengthen the findings of the study. The interviews were taken from eleven participants based on the same themes presented by Bank (2006).

Framework

The system for the present investigation was taken from Bank's (2006) five elements of multicultural training. The first measurement is about 'content integration' which intends to utilize assets and writings from different societies as instructing apparatuses. 'Information development' is the second measurement that identifies with the degree to which educators help understudies to understand, investigate, and decide how the inalienable social convictions, biases, points of view and edges of references, inside an order influences the manners by which information is built inside it. The third measurement is the 'value instructional method'.

In this process, a teacher uses different teaching elegances for the requirements of their pupil. Fourth dimension such as 'prejudice reduction' is important to create constructive boldness on the way to contest and culture. Mainly, that dimension is a path of schooling where the prejudices will decrease in the pupil. Fifth and the last aspect of multiethnic schooling presented by Bank (2006) endowing the culture and community construction of the institution to create a safe and healthy educational environment for all.

Data Analysis

The data collected through the close-ended questionnaires are analyzed through quantitative methodology while the data gathered through semi-structured interviews was analyzed by qualitative methodology. The quantitative data was analyzed and illustrated through graphs to show the percentages whereas; the qualitative data was

analyzed descriptively. The consequences of the examination were sorted out based on the overview results and the discoveries acquired through the meetings. Each outcome was displayed and talked about specifically.

Data analysis and Discussion

Following are the findings of the survey and interview. The results have been arranged thematically in the same order as was followed in the questionnaire according to the five dimensions of multicultural education by Bank (2006).

Content Integration

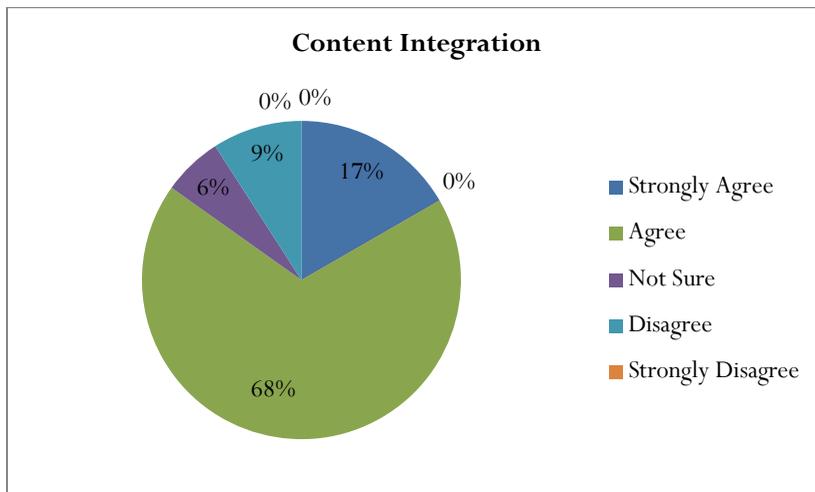


Figure 1.

Table 1.

Content Integration					
Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	6	23	0	4	0
2	5	22	4	2	0
	0.166666667	0.681818	0.060606	0.090909	0
	16.66666667	68.18182	6.060606	9.090909	0

Figure 1 shows result of the survey questions 1, 2 and 3 (Table 1, Appendix A) of the questionnaire in which the participants were asked about their practices and views regarding the content integration in multicultural classrooms. Out of the thirty-three participants 68% were agree and 17% were strongly agree that they contextualize their courses by giving multiple examples from different cultural backgrounds. During the interview one of the participants said:

“When dealing with difficult concepts, I give examples related to the local contexts. I translate into Urdu certain English words. Sometimes, I ask the students to share their own experiences so it makes it easier for me to further relate the concepts with their different cultures through similarities and difference”.

Zeichner et al. (1998) say that example is the most powerful channel to transfer the knowledge and meaning during the teaching process. In addition to that the participants think that students should be taught such kind of content that can give them in-depth experience and knowledge about the diverse society. Among them, 9% disagreed while only 6% were not sure about the content integration. The findings show that majority of the participants are doing these practices and are in favor of incorporating multicultural education in their institution.

Knowledge Construction

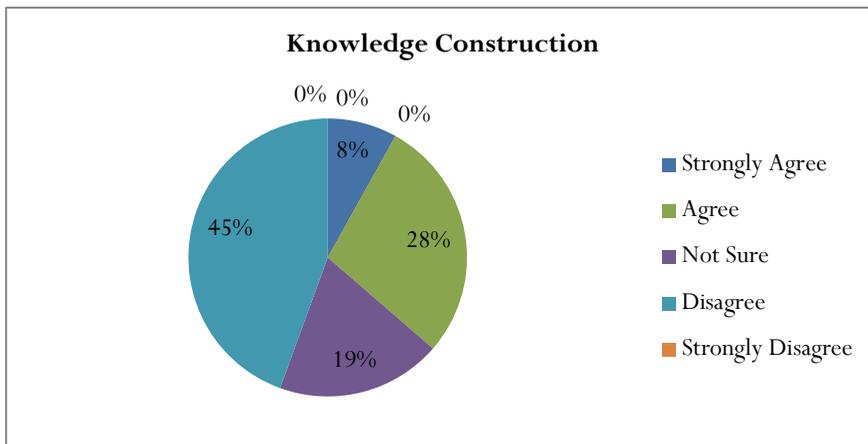


Figure 2.

Table 2.

Knowledge Construction					
Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
3	3	5	6	19	0
4	2	9	8	14	0
5	3	14	5	11	0
	0.080808081	0.282828	0.191919	0.444444	0
	8.080808081	28.28283	19.19192	44.44444	0

The Figure 2 illustrates the results of the questions 3, 4 and 5 (Table 2, Appendix A) and shows the extent to which the participants incorporate knowledge construction in their culturally diverse classrooms. Among them 45% showed disagreement while 28% agreed and 8% strongly agreed. They were agreed to some extent that their teaching activities enable their pupils for the comprehension and interpretation; in what way buried cultural beliefs, preconceptions and thinking of material authors affects construction of knowledge. They supported that they rise pupils to create acquaintance establish from the particular social circumstances. Like one of the participants was of the view:

“I give my students the liberty to share their views from their own cultural perspective about a specific topic and it generates discussion among the class. However, I don’t train my students to analyze the material taught to them in class to find out the hidden beliefs and ideologies.”

On the other hand, 19% of the participants were not sure about the knowledge construction in their classrooms. Therefore, it can be inferred that the participants are focusing on knowledge construction to some extent in their pedagogical practices. It is necessary for the future and in-service teachers to acquire such competencies, for example, they should try to inquire the validity and representativeness of those subjects which they had learned (Gay2002; Vavrus 2002). The reason of that is, most of the person while teaching use their methodology through which they had been taught instead using the way through which students learn more. (Zeichner et al.1998).

Equity Pedagogy

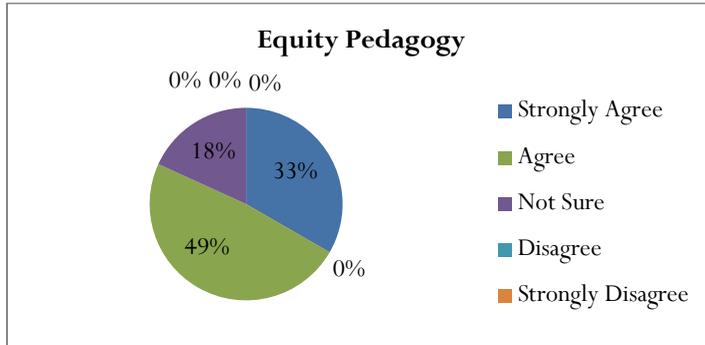


Figure 3

Table 3.

Equity Pedagogy					
Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
6	19	14	0	0	0
7	11	18	4	0	0
8	3	16	14	0	0
	0.333333333	0.484848	0.181818	0	0
	33.33333333	48.48485	18.18182	0	0

The above-mentioned figure exhibits the results of the questions 6, 7 and 8 (Table 3, Appendix A) of the questionnaire and shows the extent to which the participants follow equity pedagogy in their teaching practices. Among them 49% were agreed whereas 33% of the participants were strongly agree with the statements about equity pedagogy. They believe that teachers’ attitudes have great impact on students. They maintained that their teaching methods engage all the students coming from varied backgrounds and they use active learning approaches. For example, one of the participants shared their views during the interview:

“I conduct activities that promote learners’ autonomy. I use informal teaching methodology that involves class simulations, discussions about liberal arts which engage all students. No strict rules and regulations regarding evaluation and assessment. It is fun.”

Only 18% of the participants were not sure about it and no one showed disagreement on this point. For example, one of the participants expressed their point of view in such a way:

“I use different tools like quiz, assignment, final exhibition, presentation, different practical assessments during my classroom lectures.”

Such kind of general reply shows that they are not clear regarding the dimension of equity pedagogy. In short, it can be deduced that the majority of the participants are following equity pedagogical practices in their culturally diverse classrooms. According to Zirkel (2008), teachers should use active learning approaches. For example, service learning, cooperative learning, and learning community when they are teaching to the students of various ethno-cultural backgrounds which expedites the results of learning of the pupil. Teachers should get training about the use of learner-centered approaches to improve the learning output of specifically socio-culturally disadvantaged students (Cummins 2000; Ullucci 2011; Vavrus 2002). Teachers are also thought to be the main contributors of the transformation of society as well as educational institutes to make certain the educational equity (Banks 2010; Rodriquez 1983).

Prejudice Reduction

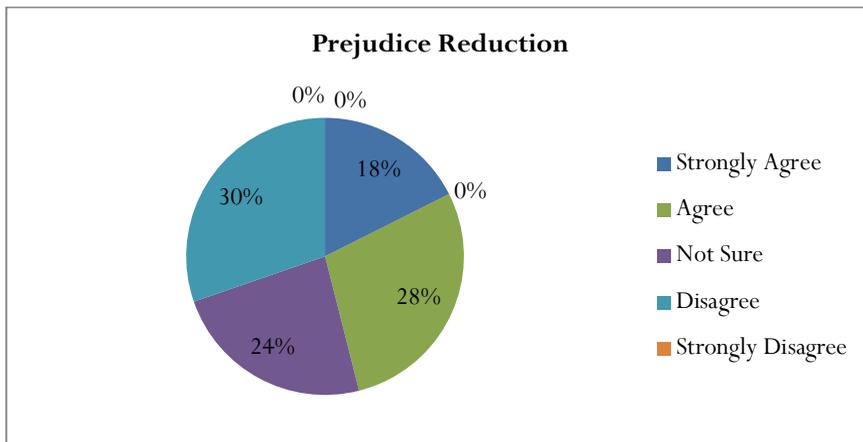


Figure 4

Table 4.

Question	Prejudice Reduction				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
9	12	18	3	0	0
10	11	21	1	0	0
11	2	3	12	16	0
12	2	4	10	17	0
13	2	1	13	17	0
	0.175757576	0.284848	0.236364	0.30303	0
	17.57575758	28.48485	23.63636	30.30303	0

The above mentioned figure highlights results of the survey of the 4th facet of multiethnic schooling that is maybe the prejudgment decline and it consists of questions 9, 10, 11, 12, 13 (Table 4, Appendix A) of the questionnaire. The purpose was to find out that the extent to which the efforts of prejudice reduction are done by the participants when they have diverse population in their classrooms.

Among the thirty-three participants, 30% disagreed while 28% agreed and 18% strongly agreed that they encourage students to have positive attitudes towards other cultures. They maintained that they assign students team work in which they support each other and they devise such kind of activities which improve students' long held beliefs about the diverse society. Such as one of the participants share:

“I recently took my cohort class on field trip to visit mosque, gurdwara and mundir. The purpose of this activity was to promote tolerance among youth. Students interacted with the people of other religions and got to know the other side of story to promote multiculturalism.”

Another participant said:

“I ask students to do role play to represent their areas and cultures so that they may celebrate diversity in place of conflicts.”

However, 24% were not sure about the practices of prejudice reduction in their classrooms. According to Banks (2006) and Vavrus (2002), teachers should present themselves as liberal and positive role models in front of their students. In this way, they will be able to cultivate positive relationships among different groups of students and address issues of diversity in a fairer way. Teachers are assumed to be equipped with compulsory

teaching competencies in order to ensure the growth of reciprocal and positive relationships among the students (Gay 2013; Irvine 2003).

Empowerment of Culture and Social Structure

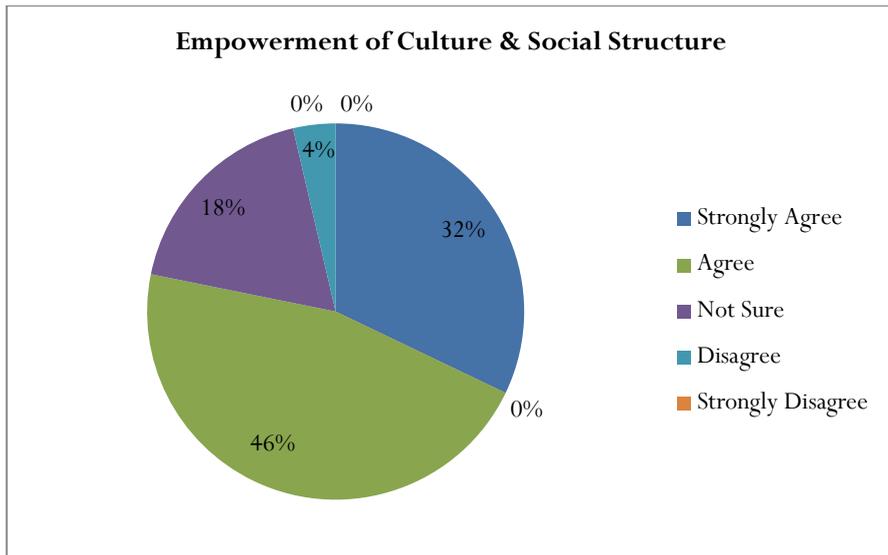


Figure 5

Table 5.

Empowerment of Culture & Social Structure					
Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
14	10	11	12	0	0
15	9	16	7	1	0
16	10	22	1	0	0
17	11	12	7	3	0
18	13	15	3	2	0
	0.321212121	0.460606	0.181818	0.036364	0
	32.12121212	46.06061	18.18182	3.636364	0

In the above mentioned figure, it is clear that majority of the participants is in favor of empowering the cultural and social structure of UMT and this graph shows the results of the questions 14, 15, 16, 17 and 18 (Table 5, Appendix A) of the questionnaire. As it can be got from the results that 46% agree and 32% of the participants strongly agree that UMT needs to be reformed to entertain the diverse cultures. It needs to have diverse faculty and programs for teachers related to multicultural education. As one of the participants replied:

“I think teachers should share their experiences regarding multicultural issues they face in their classrooms so that we can help each other. As you know sometimes there are clashes among the students of different backgrounds on campus so we need to create unity and respect among students”.

However, 18% were not sure about it while only 4% showed disagreement. Such as one of the participants explained:

“I don’t think we have variety in cultural environment. Majority is Punjabi population. However, Pukhtoon and Balochi students are also present. Mostly students blend into the culture of the classroom. I luckily, didn’t encounter any cultural issues.”

Conclusion

This research aims to inspect the extent to which the practices of multicultural education are followed by the faculty of UMT, Lahore Campus. For this purpose, an appraisal of thirty-three faculty members of the Department of SSH, UMT was conducted through a closed-ended items questionnaire and semi-structured interviews based on the dimensions which are five in number of multiethnic schooling by Bank (2006).

The findings showed that mostly teachers are implementing content integration and equity pedagogy during their teaching practices. They agreed that they try to contextualize the concepts through local examples and through examples from varied cultures. In the same way, they supported that their teaching styles employ such kind of methods through which they are able to cater the learning styles of diverse students.

For the dimension of knowledge construction, mostly teachers did not agree that they are doing the efforts to enable the students to question the credibility of the course they are taught and to understand how the inherent cultural beliefs influence the way the knowledge is constructed. Likewise, they are focusing on the dimension of prejudice reduction to some extent. Although they encourage students to have positive attitude towards other ethnic and cultural groups but they do not do enough efforts to improve students’ long held beliefs about the diverse society. As far as the fifth dimension of multicultural is concerned, which is about the empowerment of cultural and social structure, most of the participants agreed that it is important to make the environment of UMT more inclusive regarding diverse student population.

This study may give awareness to the faculty members of UMT that how much they are implementing multicultural education in their teaching practices and being the agents of social change how much they need to have more in-depth understanding about cultural diversity on campus. So, this research assists teachers with their continuous need for multicultural education programs and trainings. The UMT administration can create more opportunities for its teachers to acquire additional multicultural knowledge and skills in a timely manner in order to cater the future needs of growing diverse population on campus. According to Gay (2000), when academic knowledge and skills are integrated with the learners’ frame of references and their lived experiences, they become more meaningful, interesting and can be learnt comprehensively and more easily. This exploration may add to the endeavors made to deliver residents that will improve the world a spot to live in.

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Appendix B

Questionnaire

Survey of teachers to investigate their practices regarding multicultural education at University of Management & Technology Lahore

Demographic information

Name _____ Qualification _____ Designation _____

Department _____

Area of teaching _____ Teaching experience _____ Gender _____

Ethnicity _____

Directions: Statements have been given and you ought to tick (√) the most appropriate choice according to the five likert scale from 5 to 1. For example, in the following statements, If you Strongly agree the opinion in the statement, tick '5' in the check, If you Strongly disagree the opinion in the statement, tick '1' in the check,

5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree

No.	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1.	I contextualize the components of my respective courses by taking local examples from a variety of different cultures when I teach key concepts, principles and theories.	5	4	3	2	1
2.	It is necessary to teach contents that help students to get in-depth knowledge and experience about the diverse society.	5	4	3	2	1
3.	I encourage students to analyze the trustworthiness of the courses they learn.	5	4	3	2	1
4.	I conduct teaching activities that help students to understand and interpret how the implicit cultural assumptions, perspectives and biases of researchers and textbook writers influence the ways in which	5	4	3	2	1

	knowledge is constructed.					
5.	I help students to produce knowledge based on their specific socio-cultural backgrounds.	5	4	3	2	1
6.	I believe that attitudes of teachers can impact students in a negative or positive way.	5	4	3	2	1
7.	I use teaching methods that actively engage all students with diverse backgrounds.	5	4	3	2	1
8.	I employ active learning approaches that address the learning styles of students.	5	4	3	2	1
9.	I encourage student to develop positive attitudes towards the various ethnic, cultural and language groups of the country.	5	4	3	2	1
10.	I conduct teaching activities that give students the opportunity to do team work and support each other.	5	4	3	2	1
11.	I believe that attitudes and prejudices are learned.	5	4	3	2	1
12.	I think that teachers should take the responsibilities to ensure that students are culturally sensitive.	5	4	3	2	1
13.	I try to improve the students' long-held beliefs or predispositions about the diverse society through my teaching activities.	5	4	3	2	1
14.	I feel that UMT needs to be reformed in order to create conducive learning environments so that all the students from diverse backgrounds experience equality and get empowerment.	5	4	3	2	1
15.	I think that it is necessary to restructure the traditional culture and organization of UMT into open and inclusive environment that entertain the diverse cultures.	5	4	3	2	1
16.	I feel that It is important to seek help from other faculty members and through workshops regarding multicultural issues.	5	4	3	2	1
17.	I think that UMT with a multicultural or diverse population needs a more diverse faculty.	5	4	3	2	1
18.	I feel that UMT faculty needs in-service programs related to multicultural issues.	5	4	3	2	1