

## AN ABSTRACT OF THE THESIS OF

Linda Suzanne Burt for the degree of Doctor of Philosophy in

Human Development and Family Sciences presented on May 4, 1993.

Title: Personal Teaching Efficacy and Ethnic Attributions as Contributors  
to Caucasian Preservice Teachers ' Behavior Toward International Children.

Abstract approved: Redacted for Privacy

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Two theoretical models were examined based on the contributions of preservice teachers ' personal teaching efficacy, ethnic causal attributions, past teaching, and international interaction experiences to their behaviors toward international children in multicultural small group activity sessions. Path analytic results revealed that for both models, these variables together did not significantly predict the positive or negative behavior of preservice teachers. T-tests, applied to positive and negative behaviors indicated that these behaviors varied significantly based on the child 's gender and classroom activity type. Aspects of gender and activity type were included in an additional exploratory analysis of 16 path models. Only six were significant, although even these did not explain a large percentage of the variance associated with preservice teachers ' behaviors.

Personal teaching efficacy had a significant direct positive impact on the frequency and quality of positive behaviors displayed by preservice teachers toward international girls during unstructured table activities. However, the ethnic attribution variable of locus of causality had a significant direct positive

impact on the frequency and quality of positive behaviors displayed by preservice teachers toward international boys during structured storytime activities. In addition, teacher preparation level and past international interaction experience had a significant direct negative impact on the frequency and quality of negative behaviors, respectively displayed by preservice teachers toward international boys during unstructured table activities. Finally, among these significant path models (a) teacher preparation level and past international interaction experiences made significant direct positive impacts on the causal attribution variables of locus of causality and stability; (b) the causal attribution variable of stability had a significant direct negative impact on controllability, and (c) the significant path coefficients between personal teaching efficacy and the causal attribution variable of stability were positive, while those associated with controllability were negative.

In a secondary analysis, differences between preservice teachers' behaviors toward international and U.S. children as a result of children's ethnicity, gender, age, socioeconomic status, and involvement in different types of small group activities were examined, applying a multivariate analysis of variance. Positive behaviors displayed by preservice teachers were significantly lower for international than for U.S. children, while the converse was true for negative behaviors. In addition, both positive and negative behaviors displayed toward girls were significantly lower than for boys. Preservice teachers also displayed significantly more negative behaviors toward children during structured storytime than unstructured table activities. Overall, however, preservice teachers exhibited more positive than negative behaviors toward both international and U.S. children.

Personal Teaching Efficacy and Ethnic Attributions  
As Contributors to Caucasian Preservice  
Teachers ' Behavior Toward International Children

by

Linda Suzanne Burt

A THESIS

submitted to

Oregon State University

in partial fulfillment  
of the requirements  
for the degree of

Doctor of Philosophy

Completed May 4, 1993

Commencement June 1993

APPROVED:

Redacted for Privacy

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Date thesis is presented May 4, 1993

Typed by researcher for Linda Suzanne Burt

## ACKNOWLEDGEMENTS

Many individuals contributed toward the completion of this study. I am most grateful to all of them for their assistance and encouragement in this research endeavor. Especially, I would like to thank my Chairman, Dr. Alan Sugawara for his collaboration, guidance, and support throughout all phases of this study. His assistance was invaluable in the conceptualization of the research design, its implementation, and interpretation of the research findings.

I would also like to extend my thanks to members of my committee: Dr. Clara Pratt for her assistance on scale measurement; Dr. Sam Vuchinich for his assistance and suggestions regarding the data analysis; Dr. Catherine Mumaw for her suggestions on the survey measure of past international experiences; Dr. David Wright for his collaboration on the study's application to early childhood education; and, Dr. Margaret Smith for her encouragement and support.

Other individuals were instrumental for making this study possible. I am most grateful to Joanne Sorte, Director of the Child Development Center at Oregon State University, and the teaching staff for their support, cooperation, and accommodation to the requirements of this study. Much appreciation is expressed to all the preservice teachers who participated as subjects. Also, many thanks are offered to the Center's children and their families who played an important role in this study. In addition, I am most grateful to Thanitthar Ruder who devoted many hours collecting videotapes and coding data. Her collaboration on this study

and friendship will long be cherished. I would also like to thank Hee-og Sim, Christine Capputo, and Louise Annette Burgess for their research assistance.

Finally, I am most grateful to my husband, Larry for his enduring understanding, patience, and enthusiastic support throughout the study.

I would also like to thank my children, Sarah and Kristana for their thoughtfulness, patience, and humor. Special thanks are also extended to my parents, Betty and Bill McConnell and, my in-laws, Art and Alice Burt for their caring support and interest in this research pursuit.

## TABLE OF CONTENTS

	<u>Page</u>
CHAPTER 1: INTRODUCTION	1
CHAPTER 2: REVIEW OF LITERATURE	5
The Perceptual Psychological View of Self-Theory	6
Self-Efficacy Theory	12
Attribution Theory: Causal Attribution	16
The Child-Adult Interaction View	20
Conceptual Components Relevant to the Study	
of Preservice Teachers in Multicultural Settings	22
Teachers ' Background	28
Summary of Past Experiences, Exogenous Variables	30
Proposed Models	31
Summary	31
CHAPTER 3: METHODS	34
Description of Subjects	34
The Early Childhood Teacher Preparation Program	34
Past International Interaction Experiences (PIIE)	38
Family Characteristics: Socioeconomic Status (SES)	40
Subject Participation	41
The Multicultural Preschool Programs	43
Child Participation	44
Instrumentation	44
Personal Teaching Efficacy	44
Vignettes	45
Vignette Descriptions	50
The Causal Dimension Scale	51
Survey Procedures	54
Teacher Behavior Observation	55
Frequency of Positive and Negative Behavior	56
Quality of Positive and Negative Behavior	59
Procedures for Classroom Videotaping	60
Observational Coding and Rating Procedures	63
CHAPTER 4: RESULTS	71
Introduction	71
Path Analyses	74
Exploratory Analyses	74
Models Explaining Preservice Teachers ' Positive	
Behaviors Toward International Girls	79
Models Explaining Preservice Teachers ' Positive	
Behaviors Toward International Boys	87

## TABLE OF CONTENTS, Continued

	<u>Page</u>
Models Explaining Preservice Teachers' Negative Behaviors Toward International Boys	97
Secondary Analysis: International and U.S. Children	105
Main Effects	105
First-Order Interactions	113
Summary	118
CHAPTER 5: DISCUSSION	119
Introduction	119
Path Analytic Results	121
MANOVA Results	130
Limitations and Suggestions for Future Research	136
Variable Selection	136
The Sample	138
The Measures	139
The Research Design	141
Data Analysis	144
Teacher Variables	146
Child Variables	149
Summary	153
BIBLIOGRAPHY	156
APPENDICES	166
APPENDIX A: Student Permission Form	167
APPENDIX B: Survey Cover Letter	169
APPENDIX C: Parent Letter	171
APPENDIX D: Scale of Personal Teaching Efficacy	173
APPENDIX E: Vignette Descriptions	175
APPENDIX F: Vignettes and The Causal Dimension Scale	177
APPENDIX G: Survey: Background Information	184
APPENDIX H: Teacher Behavior Coding Categories: Coding Sheet	193
APPENDIX I: Direct Unstandardized Coefficients: Significant Path Models	195
APPENDIX J: Direct Path Coefficients: Insignificant Path Models	197



## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Personal Teaching Efficacy Mediating Teachers' Ethnic Causal Attributions Leading to Teacher Behavior	26
2	Teachers' Ethnic Causal Attributions Mediating Personal Teaching Efficacy Leading to Teacher Behavior	27
3	Model I, Past Experience and Perceptual Variables Leading to Teacher Behavior, Personal Teaching Efficacy Mediating Teachers' Ethnic Causal Attributions	32
4	Model II, Past Experience and Perceptual Variables Leading to Teacher Behavior, Teachers' Ethnic Causal Attributions Mediating Personal Teaching Efficacy	33
5	Original Path Model: Frequency of Positive Teacher Behaviors Toward International Girls in Unstructured, Table Activities	81
6	Modified Path Model: Frequency of Positive Teacher Behaviors Toward International Girls in Unstructured, Table Activities	82
7	Original Path Model: Quality of Positive Teacher Behaviors Toward International Girls in Unstructured, Table Activities	84
8	Modified Path Model: Quality of Positive Teacher Behaviors Toward International Girls in Unstructured, Table Activities	86
9	Original Path Model: Frequency of Positive Teacher Behaviors Toward International Boys in Structured, Storytime Activities	89
10	Modified Path Model: Frequency of Positive Teacher Behaviors Toward International Boys in Structured, Storytime Activities	90

### LIST OF FIGURES, Continued

<u>Figure</u>		<u>Page</u>
11	Original Path Model: Quality of Positive Teacher Behaviors Toward International Boys in Structured, Storytime Activities	92
12	Modified Path Model: Quality of Positive Teacher Behaviors Toward International Boys in Structured, Storytime Activities	94
13	Original Path Model: Frequency of Negative Teacher Behaviors Toward International Boys in Unstructured, Table Activities	98
14	Modified Path Model: Frequency of Negative Teacher Behaviors Toward International Boys in Unstructured, Table Activities	99
15	Original Path Model: Quality of Negative Teacher Behaviors Toward International Boys in Unstructured, Table Activities	101
16	Modified Path Model: Quality of Negative Teacher Behaviors Toward International Boys in Unstructured, Table Activities	102
17	Ethnicity x Gender Interaction Effect on Preservice Teachers ' Frequency of Negative Behaviors	114
18	Ethnicity x Socioeconomic Status Interaction Effect on Preservice Teachers ' Frequency of Negative Behaviors	116
19	Ethnicity x Socioeconomic Status Interaction Effect on Preservice Teachers ' Quality of Negative Behaviors	117

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Practicum Course and Teacher Preparation Levels of Preservice Teachers	35
2. Past International Interaction Experiences of Preservice Teachers	39
3. Preservice Teachers by Family Socioeconomic Status Including Educational Level and Occupational Status	42
4. Interrater Reliability Coefficients for Positive and Negative Behaviors of Preservice Teachers Toward Children in the Videotaped Small Group Activity Sessions	67
5. T-test Comparisons for Preservice Teachers ' Positive and Negative Behaviors Displayed Toward International Children by Gender, Age, and Activity Type	76
6. Means and Standard Deviations of Preservice Teachers ' Positive and Negative Behaviors Displayed Toward International Children by Gender and Activity Type	78
7. Direct, Indirect, and Total Effects of the Six Significant Path Models Examined for the Original (O) and the Modified (M) Models	80
8. MANOVA Effects of Child 's Ethnicity, Gender, Age, Socioeconomic Status, Activity Type and Their Interactions on Teacher Behavior Scores	106
9. Summary of Means Associated with All Four Preservice Teacher Behavior Scores	108

PERSONAL TEACHING EFFICACY AND ETHNIC ATTRIBUTIONS  
AS CONTRIBUTORS TO CAUCASIAN PRESERVICE TEACHERS'  
BEHAVIOR TOWARD INTERNATIONAL CHILDREN

CHAPTER 1

INTRODUCTION

As early childhood teaching graduates of university preparation programs launch their classroom careers, they are likely to encounter greater frequencies of new immigrants and visiting children from Pacific Asian and Central American countries in their classrooms (Bureau of the Census, 1973; Children's Defense Fund, 1989; Research and Policy Committee, 1987). Increasing proportions of ethnically diverse children enrolled in numerous classrooms nationwide result from a highly mobile world, including numerous traveling and migrating ethnic groups (McKee, 1985). New teachers may be unprepared to adequately interact with various international values, customs or traditions, behavioral patterns, and native languages.

In response to this situation, administrators, principals, and university faculty in teacher preparation programs have attempted to provide solutions. For example, the National Association for the Education of Young Children has recently recommended that teachers encourage equity and cross-cultural perspectives in the classrooms (Bredekamp, NAEYC, 1988).

Presently, however, there is a dearth of available research and theoretical application assessing the effectiveness of teacher preparation programs in educating preservice teachers to deal with such cultural diversity. Little data has been gathered to describe or explain the teacher's (a) perceptual beliefs about their interactional performance toward ethnically diverse children; (b) perceptions about culturally embedded behavioral profiles of children belonging to specific ethnic groups; and, (c) the nature of their observed classroom behavior in multicultural group settings. From a general perspective, Combs, Blume, Newman and Wass (1978), Kelly (1963, 1979), and Snygg and Combs (1949) have theorized that the classroom teachers' interpersonal behavior is directly a function of their perceptions of self and others, although few preservice teacher preparation programs have provided evidence in support of this perceptual view. Courses and classroom practica are not based on survey or systematic observational research of naturally occurring classroom experiences. Even the Anti-Bias Curriculum Approach (NAEYC, 1989), which has provided a text, inservice lectures, and preservice training, is not based on systematic theory or research.

Contributions that have helped researchers and educators understand how teachers perceive themselves and others and their classroom behaviors occur in studies conducted by Gibson and Dembo (1984), Dembo and Gibson (1985) and Woolfolk and Hoy (1990). They applied Bandura's theory of self-efficacy to measure the construct of teachers' personal teaching efficacy. According to this

construct, the beliefs or expectations teachers have about their ability to interact with international children and facilitate desirable learning experiences is theoretically predictive of their success in doing so (Bandura, 1977, 1986; Dembo & Gibson, 1985).

Until recently, researchers have not effectively measured the meaning or reasons why teachers hold specific perceptions toward children's behaviors. Weiner's causal attribution theory (1979, 1985) has provided a framework that researchers can use to develop and/or measure causal dimensions of teacher attributions. Brophy and Rohrkemper (1981) utilized Weiner's framework to investigate elementary teacher's perceptions of the problem behaviors of classroom children. Russell (1982) developed the Causal Attribution Scale, a valid and reliable measure that can be applied to explore a teacher's perceptions toward behavioral profiles of children in the classroom. Cunningham (1986) and Cunningham and Sugawara (1988, 1989) incorporated Weiner's framework and the Causal Dimension Scale (Russell, 1982) to study preservice teacher's tolerance and causal attribution of children's emotionally immature and deviant classroom behaviors. These contributions offer researchers new avenues to study teacher perceptions, especially those concerned with the teacher's causal attributions about culturally based behavioral patterns of young international children.

Another major area that has encouraged classroom observational research concerns studies of teacher-child classroom interaction. Honig and Wittmer (1986) and Wittmer and Honig (1988) utilized the Caldwell and Honig (1971) Teacher Behavior Coding Categories (TBCC). They have provided valid and reliable coding categories to record positive and negative behavioral responses of teachers and young children as they interact in a naturalistic setting. This coding scheme offers researchers the opportunity to investigate a teacher's behavioral response toward the behaviors of children from various ethnic origins.

An integration of these major theoretical and research efforts provides the foundation for a research model for investigation in this study. It is the purpose of this study to propose and utilize a model identifying perceptual factors that lead to the quality of the preservice teachers' behavioral performance among children of ethnically diverse backgrounds.

By identifying these perceptual factors and the relationships among them, implementers of teacher preparation programs may obtain important evidence about preservice teachers' perceptions and their interactional behaviors in multicultural classrooms. A major goal for this study was to explore perceptual factors concerning the preservice teachers' personal teaching efficacy, their causal attributions, and classroom behavior with international children.

## CHAPTER 2

### REVIEW OF LITERATURE

The conceptual model developed for this study is based on theoretical perspectives that offer propositions and evidence contributing toward an understanding of preservice teachers' perceptions and their behavior in multicultural preschool classroom settings. A common point of interest among these theories is the relationship between perceptions and behavior in similar situations. From this perspective, theory and research are related to common features of classroom situations, the teachers' self-perceptions, their perceptions about children's ethnic behavioral profiles, and their interactive behavioral responses to small groups of children from differing international backgrounds. Relevant theories that best address this area of study include the phenomenological self-theory (Kelly, 1963; Snygg & Combs, 1949), self-efficacy theory (Bandura, 1977, 1986), causal attribution theory (Weiner, 1979, 1985), and the child-adult interactional view initially studied by Bell (1977) and Bronson (1974).

The theoretical review presented in this chapter provides a framework for the research model proposed for this study. Another aspect of this review pertains to empirical evidence of how these individual theoretical components relate to each other. Critical areas that have not been addressed in previous research are also identified, indicating their importance for the present study. Research directions and foci are then stated for the proposed model.



## The Perceptual Psychological View of Self-Theory

Within the psychological arena of the perceptual, humanistic, phenomenological perspective, behavior is explained as a function of the individual's field of perception at the moment one performs a behavioral act (Combs et al. 1978; Kelly, 1963; Purkey, 1977; Snygg et al. (1949). Combs and his associates have specified that teacher behavior at a particular moment is derived from a personal view of self, one's evaluation of the situation involved, and the interaction of these factors.

It is predicted that, when preservice teachers interact with children in the classroom, they will behave in a manner consistent with their view of themselves in that situation. In this context, the major components of preservice teacher interaction with classroom children involve their self-beliefs, perceptions of the situation at that point in time, and their interpersonal behavioral responses. If behavior was to be modified or changed, it could occur only to the extent that individuals could modify or alter their own perceptions (or constructs) about self and others.

Teachers' self-perceptions also included their depiction of the effective, competent teacher. Preservice teachers strive to become the image held by their personal beliefs about themselves in that role. Combs et al. (1978) proposed four fundamental characteristics believed essential to teachers' positive self-concept: To begin, (a) whether teachers have positive self-perceptions; (b) whether teachers believe they were liked or wanted, were successful and and capable;

(c) questioned whether teachers believe they were capable of viewing themselves and their individual world accurately and realistically; and, (d) whether teachers can interact with others with openness and acceptance. They also inquired about a teacher's feelings of identification with other people. They questioned whether teachers experienced feelings of oneness with large numbers of people from diverse ethnic backgrounds, creeds, affiliations, conditions and abilities. The last area concerned their inquiry into whether teachers believed they were well-informed and prepared in their designated or chosen area of expertise.

Combs et al. (1978) contended that teachers who possessed these characteristics were individuals with high levels of need satisfaction. Their positive feelings of adequacy enabled them to cope and solve life's daily encounters among diverse groups of children and staff. Snygg and Combs (1949) identified feelings of adequacy as a positive phenomenal self or self-concept, which determined a positive perceptual frame of reference. Teachers' frame of reference was believed to influence not only their self-perceptions about self-hood, but also how other individuals would be perceived. This viewpoint suggested that the teacher's own capacity to accept oneself was related to the teacher's capacity to accept others.

Similar to a teachers' acceptance of themselves and others is the capacity for identification with others or the degree to which teachers can incorporate other people into their concept of self (Lecky, 1955). Combs, Richards and Richards (1976) have suggested that within pluralistic cultural contexts, teachers

with vast, available perceptual fields can adequately respond in a spontaneous manner to a wide variety of situations. In this case, teachers can readily access those perceptions that are most relevant for satisfying their ongoing needs.

On the other hand, teachers who are threatened by new situations or those that involve interacting with diverse groups of children and parental values, may cope by restricting the scope of their perceptions and experiences. As Kelly (1963) predicted, teachers who perceive their daily encounters as threatening may also have a limited capacity for identification with others. Humanists have suggested that the teacher's inability to accept others is correlated with a similar inability to accept self (Fitts & Hammer, 1969; Rogers, 1947).

It may appear that the teachers' openness to a variety of daily experiences may enable them to accept and identify with other individuals. Jourard (1967) has proposed that when individuals are unable to momentarily suspend their expectations about people and events, their world becomes rigidly limited in one or several of an infinite field of alternative possibilities. This perceptual shut-down appears to be a common human occurrence as individuals from different cultures have failed to communicate or even understand other different ethnic viewpoints.

Combs et al. (1976) have emphasized the effect of culture on individual perceptions. Adequate individuals are open to experiences encountered, responding to and confronting people and the meaning of events that entail the wide parameters of their experience. These perceived or construed meanings

acquired from their family cultures can become a vital component of their reality, and may tend to support perceptions of a larger cultural group (Brown, 1963).

In contrast, if individuals demonstrate behaviors and perceptions unacceptable to significant others, their behavior may be judged as unacceptable. The failure to reciprocate acceptance, even within the ethnic cultural context, promotes inconsistency and frustration as individuals search for adequacy.

Teacher perceptions of classroom children can be vulnerable to problems of distortion as they view specific children and their ethnic ties. Kelly (1963) contended that perceptions are selected that are consistent with perceptions about self-hood without regard to whether such perceptions are complimentary or damaging to others. As Rogers (1951) indicates, individuals' ability to perceive differences between the aspect of self that considers the requirements of a given situation and the personal sense of phenomenal self is dependent upon their ability to see themselves as others view them as a person.

Kelly's premise was that teachers' ability to view themselves as others do is limited by the need for personal maintenance of self to insure self-adequacy. Developmentally, Kohlberg (1976) and Piaget and Inhelder (1968) have claimed that individuals from early childhood to adulthood, change from a subjective, self-maintaining, restricted view of the self (egocentric) toward an objective, outward perception of the self from other viewpoints. In general, the phenomenological view would emphasize the need for individuals to protect their inner sense of self. If the phenomenal self is not well-established or stable, it appears more difficult

for individuals to engage in a wider range of perceptions that would afford them the opportunity to view the self from other viewpoints.

A major problem of perceptual distortion can be traced to a society's cultural thought patterns. Frequently, Western thought has been deductive and logical, offering two restrictive alternatives. When individuals offered a proposition or claim, an observed automatic response pattern has been to either accept or reject that statement. Kelly (1963, 1979) has suggested that the limitation is to continuously perceive propositions and conclusions from a subject-predicate mode. The dogmatism of the subject-predicate language structure is often presented under the guise of objectivity. For example, a teacher observes that a child from Mexico participates minimally at a variety of activities. He suggests to his supervisor that "Alex is lazy." Kelly would interpret this situation from the perspective that, when the conclusion is stated, teachers automatically direct their attention to the object of reference, in this case, the child. The stage is then set for an if-then, accept or reject law or condition that excludes any other possibility, the law with the excluded middle. Ironically, the child has the burden to prove or disprove the teacher's claim. Even with scheduled observations by professional experts, their conclusions may well either (a) confirm the lazy child contention or (b) reject it.

The law of the excluded middle is a common feature of Western cultural thought (Kelly, 1963). The law's implication suggests that the child who was observed has to be construed as being either lazy or not. Teachers' perception of

the situation is not challenged, and unfortunately has failed to show that what was thought to be observed was not revealed but personally construed. This alternative possibility has no middle ground in typical Western thought patterns.

Kelly's third alternative possibility states that the child not be perceived in the context of the stereotype of laziness/nonlaziness. The frequently missing alternative suggests that the stereotype and the child can be perceived as irrelevant. Other distortions of perception can indicate a tendency to utilize circular or selective self-perceptions that may perpetuate the matching of stereotyped characteristics with stereotyped expectations as in the self-fulfilling prophecy (Rosenthal and Rosnow, 1969). Distortions can occur as teachers are confronted with situations they perceive as inconsistent with their own self-concept. To maintain consistency of perception, at times teachers are vulnerable as they violate the facts in order that the scenario they construe is confirmed. Alternatively, those who have achieved a sense of personal adequacy may tend to consider a wider range of possible causes for a child's behavior.

Psychologists of this view also contend that a positive view of self, acceptance of experience, and a rich, extensive perceptual field is the product of past experience. Psychoanalytic views tend to emphasize the impact that past traumatic events can have in their influence on the perceptions that follow. Kelly (1963), however, appears to place more indirect influence on past events and more emphasis on the perceptual adaptability of the mind, to construct alternative frames of reference consistent with the phenomenal self. From this perspective,

Kelly's contention would be that past events provide opportunities to engage alternative ways of perceiving, limited only by one's need to maintain a sense of self-adequacy.

Phenomenological self-theory is used in this study to describe the influence teachers' perceptual frame of reference has on their interactive behavior toward children. This theoretical view predicts that teachers' behavior is a function of their internal constructs or perceptual frame of reference. The meaning of this functional relationship can be further explored given a more specific theory of perceptual expectation, namely, Bandura's (1977, 1986) theory of personal efficacy.

### Self-Efficacy Theory

Another component of self-knowledge among individuals concerns their perceptions of self-efficacy. In pioneering self-efficacy theory, Bandura (1977; 1986) proposed that self-efficacy represented peoples' judgment of their capabilities to organize and execute certain types and levels of performances. Based on this theoretical perspective, the concept of self-efficacy is engaged in a central role in creating behavioral change. A critical aspect of Bandura's theory concerns efficacy expectation, regarded as a belief or conviction that individuals can successfully perform a particular behavioral action necessary to achieve the desired outcome. This description can be viewed as a belief about self-competency. It appears fundamental that individuals believe that they can perform the necessary activities that lead to the desired outcomes. Bandura

suggested that given the relevant teacher competency skills and adequate incentives, efficacy expectations are the primary, most powerful predictor of their choice of actions.

According to Bandura (1977, 1986), personal efficacy expectations are derived from past sources of information gained from experience such as previous performance accomplishments, vicarious experience, verbal persuasion and psychological states. The more dependable these experiential sources of information, the greater the influence on personal efficacy. Past performance accomplishments are claimed to be the most influential since they are based on personal mastery experiences. While mastery successes will raise mastery expectations, frequent failures lower expectations.

The importance of the influence of information about teachers' past accomplishments on efficacy expectations is dependent on how one cognitively assesses social, situational and temporal circumstances that surround events. As a result of the complexity that occurs in cognitive appraisal, past success experiences may or may not enhance expectations in personal efficacy. In this context, it is important to point out Bandura's emphasis on cognitive judgment. Personal efficacy specifically pertains to individuals' judgments of their capabilities to organize and execute courses of action required to attain designated (types of) performances. Bandura stated that personal efficacy is more powerful than past experience in its impact on behavior. On this point, Bandura (1986) claimed, "among the different aspects of self-knowledge, perhaps none is more influential



in peoples' everyday lives than conceptions of personal efficacy and its centrality as a mechanism on human agency" (p. 390).

From this perspective, preservice teachers' former experiences gained through cross-cultural interaction may raise mastery expectations toward international children in the classroom. Bandura also advocated that when self-efficacy is established, a person's convictions about their positive self-efficacy expectations transfers or generalizes to other situations utilizing the same or similar skills. Therefore, preservice teachers' past teaching experiences may transfer to situations where they encounter new challenges associated with ethnic diversity.

In the classroom, the teachers' sense of efficacy is "their belief in their ability to have a positive effect on student learning" (Ashton, 1985, p. 142). according to Woolfolk and Hoy (1990), this form of efficacy was first measured by a question developed by Armor et al. (1976) and Berman et al. (1977), that was scored as a five-point Likert scale item: "If I try really hard, I can get through to even the most difficult or unmotivated students." Later, Ashton and Webb (1986) used the item in their investigations of teachers' judgments concerning their personal ability to execute specific actions in the classroom.

Gibson and Dembo (1984) applied Bandura's theory in their development of the construct of personal teaching efficacy; teachers' beliefs about their own abilities to perform the necessary tasks that encourage children to progress in their learning. Gibson et al. (1984) found that personal teaching efficacy was a

significant factor based on elementary teachers' responses to their scaled efficacy items. The Personal Teaching Efficacy measure achieved an alpha coefficient level of .78 (Dembo & Gibson, 1985).

In Woolfolk and Hoy's (1990) study of preservice teachers, the scale was expanded to include three additional items from former studies that were found to have significant factor loadings with 182 liberal arts majors enrolled in a teacher preparation program. The expanded scale is further described in chapter three.

By considering Bandura's overall theory of self-efficacy, it is possible to apply the essential construct of personal efficacy. The impact of expectation of personal efficacy on one's performance has been demonstrated in various therapeutic studies by Bandura (1986). The impact of personal teaching efficacy on the teachers' interactional behavior is a major aspect of this study. Evidence from the Gibson et al. (1984) indicated that classroom interactions are partly generated by teachers' beliefs in their capabilities to promote learning even among difficult children. Teachers who scored high on personal teaching efficacy were described as devoting more classroom time to academic learning and sticking with students when they failed to help them succeed. On the other hand, teachers with low personal teaching efficacy scores spent more time on nonacademic activities, giving up on children if they did not perform and tending to criticize them.

As Bandura suggested, major issues evolve as researchers consider how teachers may judge their capabilities and how their self-perceptions of personal efficacy influence their motivation and behavior. He proposed that personal efficacy cognitions provide information from which causal attributions are formed. From this view, efficacy cognitions play a critical role in the attribution process. Even though Weiner (1979, 1985) proposed that attributions influence future behavior partly through efficacy expectations, Bandura suggested that the relationship may be more complex. Bandura explained that perceptions of personal efficacy act as a source of information from which causal ascriptions are derived. Thus, attributions influence future performance based on individuals' efficacy expectations. Therefore, another aspect of this study concerns how personal teaching efficacy is associated with causal attributions and interactional behavior in a multicultural setting.

#### Attribution Theory: Causal Attribution

Causal attribution theory, introduced by Heider (1958), advanced by Kelley (1973) and more recently refined by Weiner (1979, 1985), has focused on how individuals generate causal explanations for behavior. Heider (1958) maintained that while a person is engaged in making an attribution, they are more influenced by the behavior a person enacted by the situational factors that may have impacted on the person's performance. Heider proposed that this human tendency is due to the "overattribution" of behavior derived from internal dispositional causes, even though situational information may be available.

Related to such internal dispositional forms of causal attribution is the act of stereotyping, which may occur when people make inferences about others based on characteristics of group membership or affiliation. When individuals' ethnicity signals inferences from others, it is apparent that stereotyping has been engaged. According to Hamilton (1979), a stereotype is a cognitive structural concept that represents a set of expectations held toward members of a particular social group. As Kelley (1973) and others have suggested, the structural nature of the stereotype consists of schematic properties within a network that determines which selective information about another person will be retrieved and processed. A central premise from this perspective maintains that the presence of stereotyped perceptions toward certain members of a social group is manifested in the causal attributions made about their behavior (Hamilton, 1979).

More recently, Weiner (1979, 1985) has proposed a theory of motivation and emotion based on causal attributions along five dimensions. These include locus of causality (internal/external), stability, controllability, intentionality, and globality. Studies to date however, report the highest reliability and validity among the first three dimensions (Russell, 1982; Weiner, 1985). These three dimensions will be used in the proposed model for this study.

According to Weiner, causal attributions pertaining to locus of causality vary between internal and externally perceived sources. Those who indicate that a behavior is internally attributed would perceive the causes of behavior to lie within the person. In contrast, external attributions are perceived to occur as a

result of external factors contingent to the situation. Since this dimension concerns the value judgements and feelings individuals have toward others, it is predicted that teachers will behave in a positive responsive manner when childrens' behavior is attributed to some external source. Conversely, teachers who attribute the childrens' behavior to internal factors may offer less positive, more restrictive perceived responses (Cunningham, 1986). Thus, negative perceptions about children's behavior would be attributed to internal causes, and may lead to negative responses toward children. On the other hand, positive perceptions about children's behavior would be attributed to external causes and may lead to positive responses toward these children.

The second dimension of causal attribution is stability. When teachers attribute stable causes as reasons for a children's behavior, they perceive childrens' behavior to be permanent and unchangeable. On the other hand, when children's behavior is viewed as a result of unstable causes, it is believed to be temporary. Again, the degree teachers expect children's behavior to change may, as Weiner proposed, influence the teachers' behavior toward these children. While stable causal attributions may influence teachers to engage in more direct, limited responses, those that are unstable may influence teachers to perform behaviors that may encourage children toward positive goals. Overall, teachers' negative perceptions of children's behavior can be found when teachers view the behavior as permanent and may direct less effort to help these children. However, teachers' positive perceptions about children's behavior are found

when teachers view the behavior as changeable or variable and may exert greater effort toward helping these children.

The third attribution dimension is controllability. This factor concerns the person's ability to control their behavior. A child's efforts in the classroom may be attributed by teachers to causes that are within the control of the child. On any one day a child's ability would likely be attributed by a teacher to be the result of uncontrollable causes. Causal attributions along this dimension are predicted to influence the extent teachers may be willing to help children. For example, when children display inappropriate classroom behavior, yet teachers believe that the behavior is in childrens' control, Weiner predicts that teachers are less likely to be prompted to help those children, and may utilize more direct, less positive response patterns. Thus, teachers negative perceptions about the children's behavior are found when the child is held responsible or in control of their behavior, especially when the behavior is viewed as socially inappropriate. Teachers with these attributions may hold children accountable for undesirable or difficult behavior and may direct their efforts toward other children whose behavior they view as not in the child's control. When teachers perceive children positively, teachers indicate that the cause of children's behavior is not in their control and are not viewed responsible for their actions. Teachers with these attributions will respond more positively to these children.

These three dimensional areas were included in a recent study by Cunningham (1986) who investigated preservice teachers' attributions of problem behavior among classroom children. Socially immature as well as defiant behaviors were attributed to internal, unstable, and controllable causes. Also there was a tendency to engage in perceived methods that would help the child, more restrictive strategies were selected for socially deviant behaviors.

Brohpy and Rohrkemper (1981) investigated problem behaviors in the classroom among professional elementary teachers. They found similar results, except on the stability dimension. In this study, teachers attributed that aggressive and defiant behavioral profiles to more permanent causes over time. This discrepancy may suggest that preservice and professional teachers may view causal attributions of stability in different ways. Implications among attribution studies of preservice teachers suggest the importance of expanding investigation to study the impact causal attributions have on interactional behavior (Brophy et al. 1981; Cunningham, 1986).

#### The Child-Adult Interaction View

Until recently, child development studies that focused on adult and child behavior patterns have employed assumptions that the direction of behavioral influence transfers from adult to child behavior response patterns. Yet, studies that analyzed the causal attributions made by teachers assumed that teachers responded to the children's behavior performance. Recent research has continued to indicate the effect young children have on the behavioral responses

of caregivers (Bell, 1977). Other researchers have found that the reaction or response behavior patterns of adults such as parents and teachers vary according to sex, age, and behaviors (Fagot, 1978; Grusec & Kuczinski, 1980; Inoff & Halverson, 1977; Martin, 1981). An additional factor that remains to be investigated concerns the teachers' response to children of different ethnic backgrounds in multicultural preschool settings.

The child-teacher interaction pattern has been investigated in university daycare centers utilizing the Teacher Behavior Coding Categories (TBCC) developed by Caldwell and Honig (1971). The coding format, utilized by Honig and Wittmer (1985), enables the researcher to code videotaped positive and negative response categories of the teacher and child separately or in a series of interactional chains. When they investigated toddler and teacher behaviors, they found that child and teacher coding categories were mutually exclusive in the early childhood setting and that teachers were influenced by childrens' behaviors. While they responded positively to positive toddler behaviors, they also responded negatively to negative displays by toddlers.

Given the effects that young children have on the behavioral responses of caregivers, an important consideration concerns how caregivers or teachers perceive their personal teaching efficacy and their causal attributions in the context of a classroom situation. Thus, the influence of the preservice teachers' personal teaching efficacy and causal attributions on their behavior is of major interest in this study.



## Conceptual Components Relevant to the Study Of Preservice Teachers in Multicultural Settings

The foregoing review has included several theoretical perspectives that provide theory and some evidence about various aspects of the relationship between preservice teachers' perceptions and their classroom behavior. Within a multicultural preschool setting, preservice teachers would likely engage in numerous interactions with young children from a variety of ethnic backgrounds. On the basis of a broad, self-theoretical perspective, the preservice teachers' behavior toward children of diverse ethnic ties would depend upon two basic components.

The first component, the concept of Personal Efficacy, advanced by Bandura (1977, 1986) or the construct of Personal Teaching Efficacy (PTE), is the preservice teachers' perceptual self-beliefs about their abilities to teach children (Gibson & Dembo, 1984; Woolfolk & Hoy, 1990). Preservice teachers' sense of confidence to teach international children, from this view, is more predictive of their behavior toward international children than their causal attributions to ethnic behavior of others. As Bandura (1986) proposes, causal attributions can be an important source related to sources of past experience, but they are mediated by personal efficacy's link to behavior.

The second component is the preservice teachers' perceptions about international childrens' behavior that is unique to their ethnic background. This component, Teachers' Ethnic Causal Attributions (TECA), based on the Causal

Dimension Scale (Russell, 1982), consist of causes that a preservice teacher attributes to the child's ethnic behavior. The dimensional constructs associated with TECA include the locus of causality (internal, dispositional/external, situational), stability (temporary, changeable/permanent, unchangeable), and controllability (within one's control vs. outside of one's control) which are reliable and valid factors of the Causal Dimension Scale (Russell, 1982). Recent studies measuring subjects' causal attributional patterns have shown their relationship to other perceptual factors such as parole decisions (Carroll & Payne, 1977) and teachers' attributional patterns and tolerance of children's classroom behaviors (Brophy & Rohrkemper, 1981; Cunningham, 1986). Their studies have been limited to associations between causal attributions and the subjects' perceptions of their probable behavior in response to a problem or dilemma about human behavior. Weiner's model (1979, 1985) suggests the relationship between certain perceptual patterns of causal attributions can predict certain patterns of behavior. Weiner (1990) also suggested that the strength of this association is contingent upon the amount of affect experienced during the process of making causal attributions.

Given these two major perceptual components, a critical question remains regarding the strength of the relationship of each perceptual component and behavior. Furthermore, how these components are related to each other has yet to be established (McAuley & Duncan, 1990). Thus, it can be queried whether the influence of Personal Teaching Efficacy on behavior toward international

children is mediated by the Teachers' Ethnic Causal Attributions. In the same manner, the opposing relationship can be posed: Is the influence of Teachers' Ethnic Causal Attributions on behavior toward international children mediated by Personal Teaching Efficacy in its associations with the teachers' behavior toward international children?

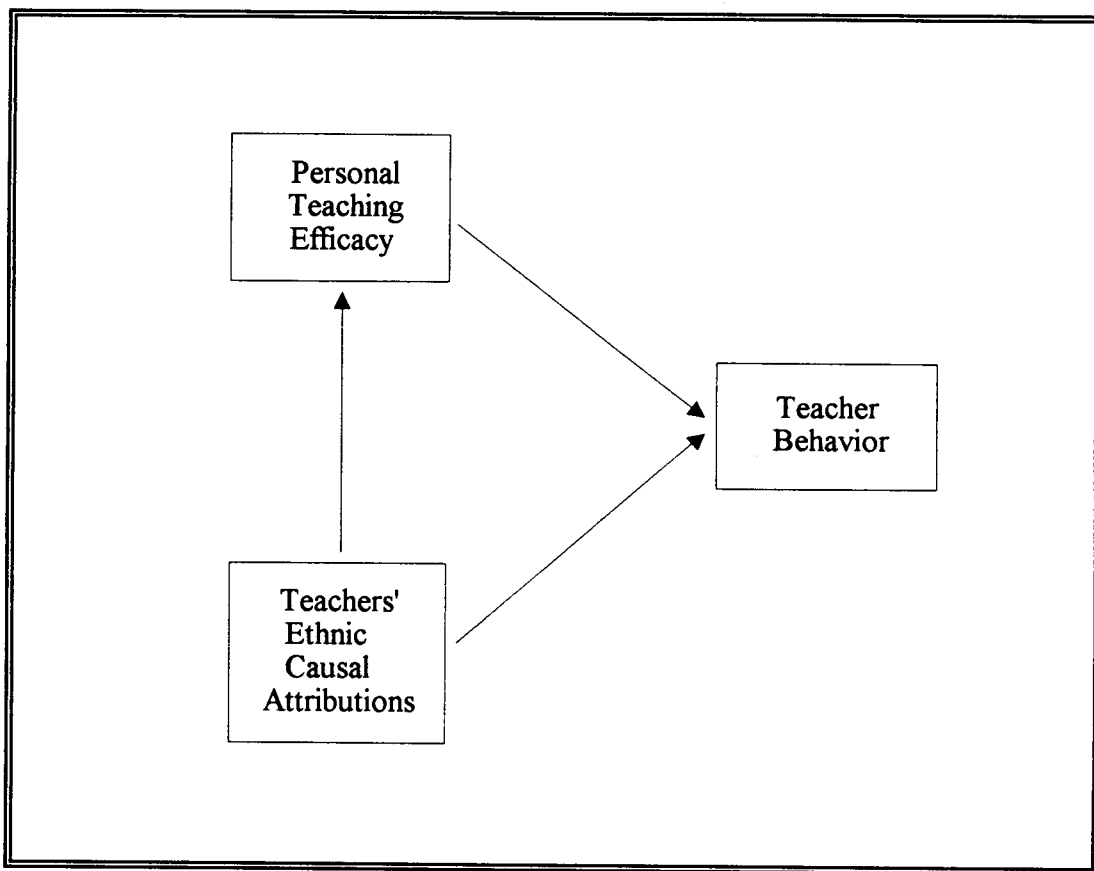
Since the teachers' classroom behavior depends on these two perceptual components, it is essential to include the Teachers' Behavior (TB) toward international children as the final dependent component for this study. The investigations pursued by Honig and Wittmer (1985) and Wittmer and Honig (1988) have indicated the importance of the teachers' response to the children in their care. At this time, however, studies have not explored the perceptual influences about the child to whom the teacher responds during child-teacher interactions. The impact of the perceptual components of Personal Teaching Efficacy and the Teachers' Ethnic Causal Attributions upon Teacher Behavior toward International children is of major interest.

These major components appear to provide further understanding when they are combined using a phenomenological frame of reference. They also form a specific relational model, taking into consideration the opposing theoretical views of Bandura's (1977, 1986) Self-Efficacy Theory and Weiner's (1979, 1985) Causal Attributions Theory. Consistent with these two contrasting views, two models are proposed. Both models include these three components that are the theoretical core of the model.

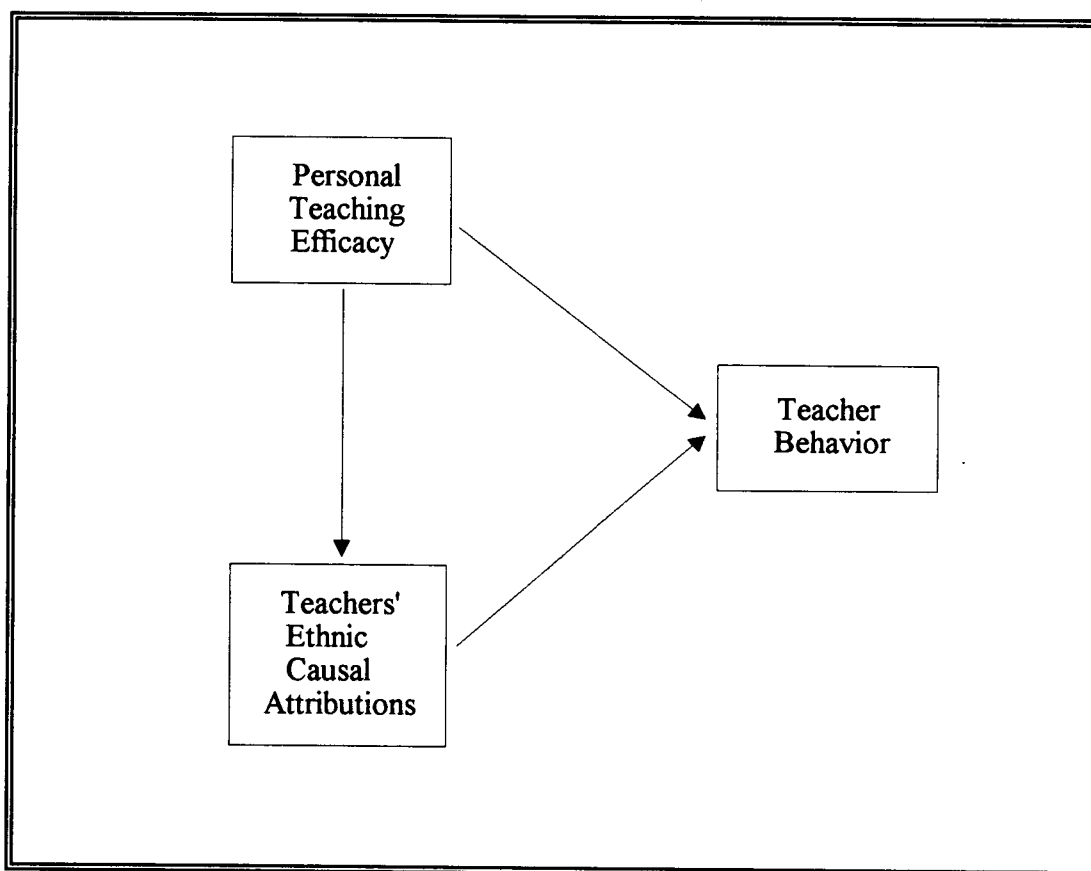
Researchers who have applied the theoretical construct have found that personal efficacy or the individual's sense of confidence about their abilities to perform a specific task, is most predictive of their behavioral performance (Bandura, 1977, 1986). Causal attributions given for past performances may affect present evaluations of personal efficacy. As mentioned earlier, preservice teachers' beliefs about their adequacy or ability to teach international children is more predictive of their behavior toward international Children than their causal attributions about children's ethnic behavior. This theoretical perspective is shown in Model I (see Figure 1). As Bandura (1986) proposed causal attributions, mediated by personal efficacy's link to behavior, can be an important source of information related to sources of past experience.

However, other studies have suggested that an individual's personal efficacy will have an impact on their causal attributions, which in turn will have an impact on their behavioral performance (Weiner, 1979, 1985, 1990). This perspective is shown in Model II (see Figure 2). Here, Causal attributions mediate the effect of personal efficacy on teachers' behavioral performance.

These opposing propositions appear to be applicable constructs and can be applied to investigate which model or proposition best explains the preservice teachers' behavior toward international children. By investigating both theoretical propositions, researchers and educators may gain a better understanding of how preservice teachers' perceptions of themselves and others may explain their behaviors toward international children.



**Figure 1.** Personal Teaching Efficacy Mediating Teachers' Ethnic Causal Attributions Leading to Teacher Behavior



**Figure 2.** Teachers' Ethnic Causal Attributions Mediating Personal Teaching Efficacy Leading to Teacher Behavior

### Teachers ' Background

In addition to the components of Personal Teaching Efficacy, Teachers ' Ethnic Causal Attributions, and Teacher Behavior, other factors associated with teachers ' background may influence each of these model variables. These factors include teachers ' past experiences with young children, teachers ' international interaction experiences, and socioeconomic status. Each of these factors is discussed briefly.

#### Teachers ' Past Experiences with Young Children

As undergraduates enrolled in teacher preparation programs progress in their practicum experiences, they gain a variety of teacher competencies and successful accomplishments associated with teaching young children. As preservice teachers gain more skills and abilities from their experiences with young children, it is predicted that their perceptions of personal teaching efficacy, causal attributions, and interactional behavior patterns will also change. This prediction is consistent with Bandura 's theory. Also, past investigations of preservice teacher perceptions have found that previous experiences with young children were significantly related to perceptual variables (Arroyo, 1986; Cunningham, 1986). This variable was also found to be significantly related to perceived teacher competency behavior of preservice teachers (Sugawara & Cramer, 1980). On this basis, teachers ' past experiences or Teacher Preparation Level (TPL) was predicted to be an important background variable for this study.

### Teachers ' Past International Interaction Experiences

Past experiences as a teacher and an individual with others from international backgrounds may also influence preservice teachers' perceptions of personal teaching efficacy, causal attributions, and behavioral interactions toward children with culturally diverse ties. Past international interaction experience may enable preservice teachers to perceive and perform in certain ways toward children. Because Bandura's theory and research indicate that sources of past information are relevant as one evaluates their present efficacy level, this variable was believed to be relevant to preservice teachers' evaluation of their personal teaching efficacy or abilities they have to interact with international Children.

### Teachers ' Socioeconomic Status (SES)

Socioeconomic status (SES) was also included to determine if this family background factor was associated with either the perceptual or behavioral variables this study. The social structure that forms the context in which individuals relate with each other, is an important factor for developing positive ethnic attitudes toward others. Gottlieb (1965) found that teachers from lower SES levels in contrast to those from higher SES levels had different perceptual responses toward children in the classroom. Those teachers who had been socialized in impoverished areas gave significantly more positive responses toward children with diverse backgrounds than did their counterparts. With knowledge of these possible influences, SES of the Caucasian, non-Hispanic preservice teachers will be described and controlled.



### Summary of Past Experience, Exogenous Variables

As discussed more fully in the literature review (Bandura, 1977, 1986), past accomplishments identified by the exogenous variables of Teacher Preparation Level and Past International Interaction Experience may influence how individuals appraise their present level of personal efficacy. Since it is predicted that personal efficacy can mediate the impact of causal attributions on behavior. Causal attributions may also be associated with Teacher Preparation Level and or Past International Interaction Experience. In addition, past experiences based on present perceptions are proposed to influence how one construes or perceives others and behaves toward them (Kelly, 1963; Lecky, 1955; Snygg & Combs, 1949). From this perspective, it is suggested that the more open teachers are to a variety of diverse experiences, the more positive their behaviors will be toward others (Lecky, 1955). Preservice teachers, then, who have more extensive experiences interacting with international individuals, are more likely to feel comfortable, supportive, to make unbiased or positive causal attributions (Brophy et al., 1981; Cunningham, 1986; Russell, 1982; Weiner, 1979).

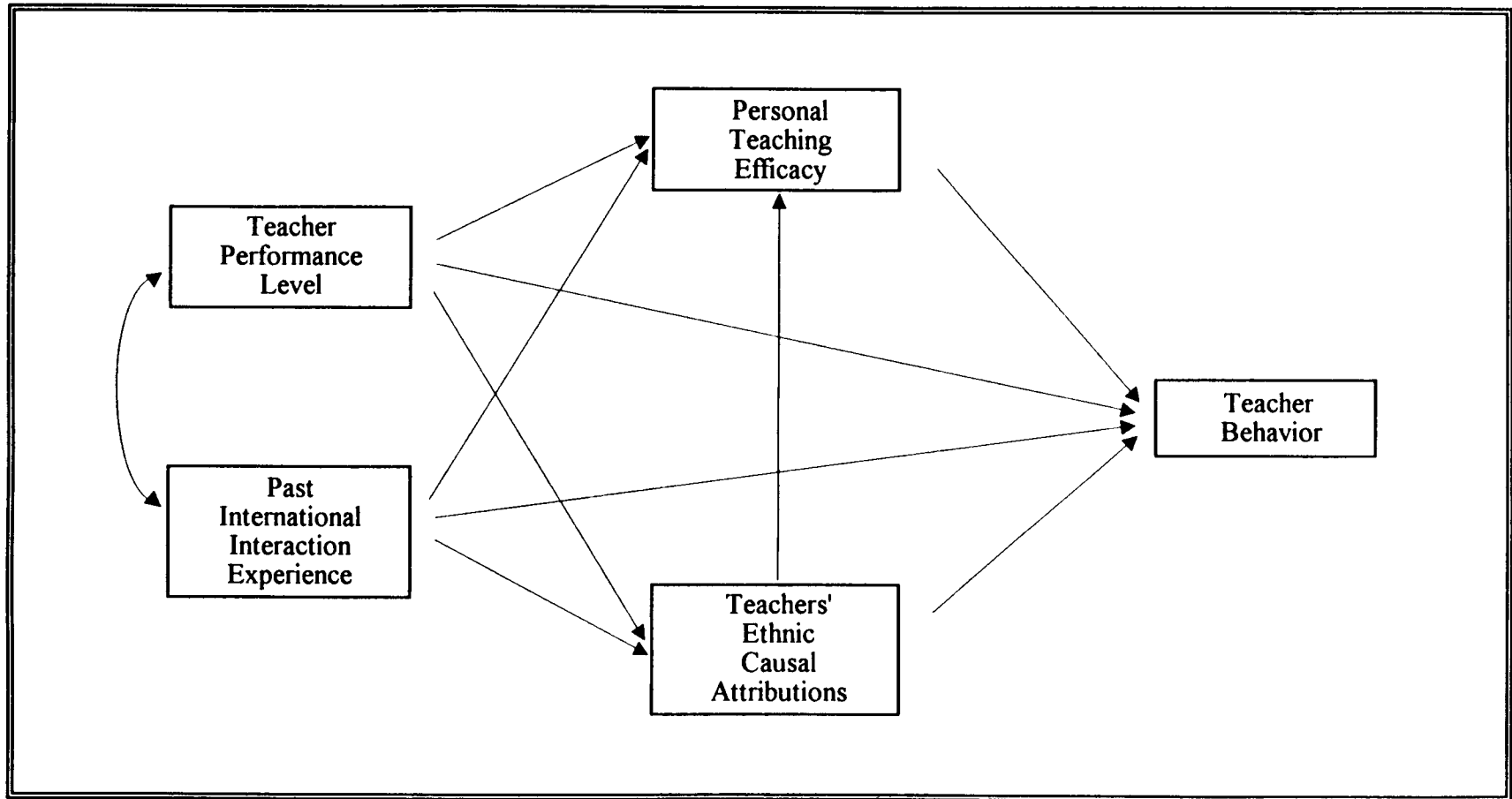
Finally, preservice teachers from lower SES backgrounds may have greater awareness of individual differences, than preservice teachers' with higher SES backgrounds, typical in the dominant, majority U.S. culture. Due to the possible effects of SES on the perceptions and behaviors of preservice teachers, this variable was controlled and as a result, not included as an exogenous variable in the full model.

### Proposed Models

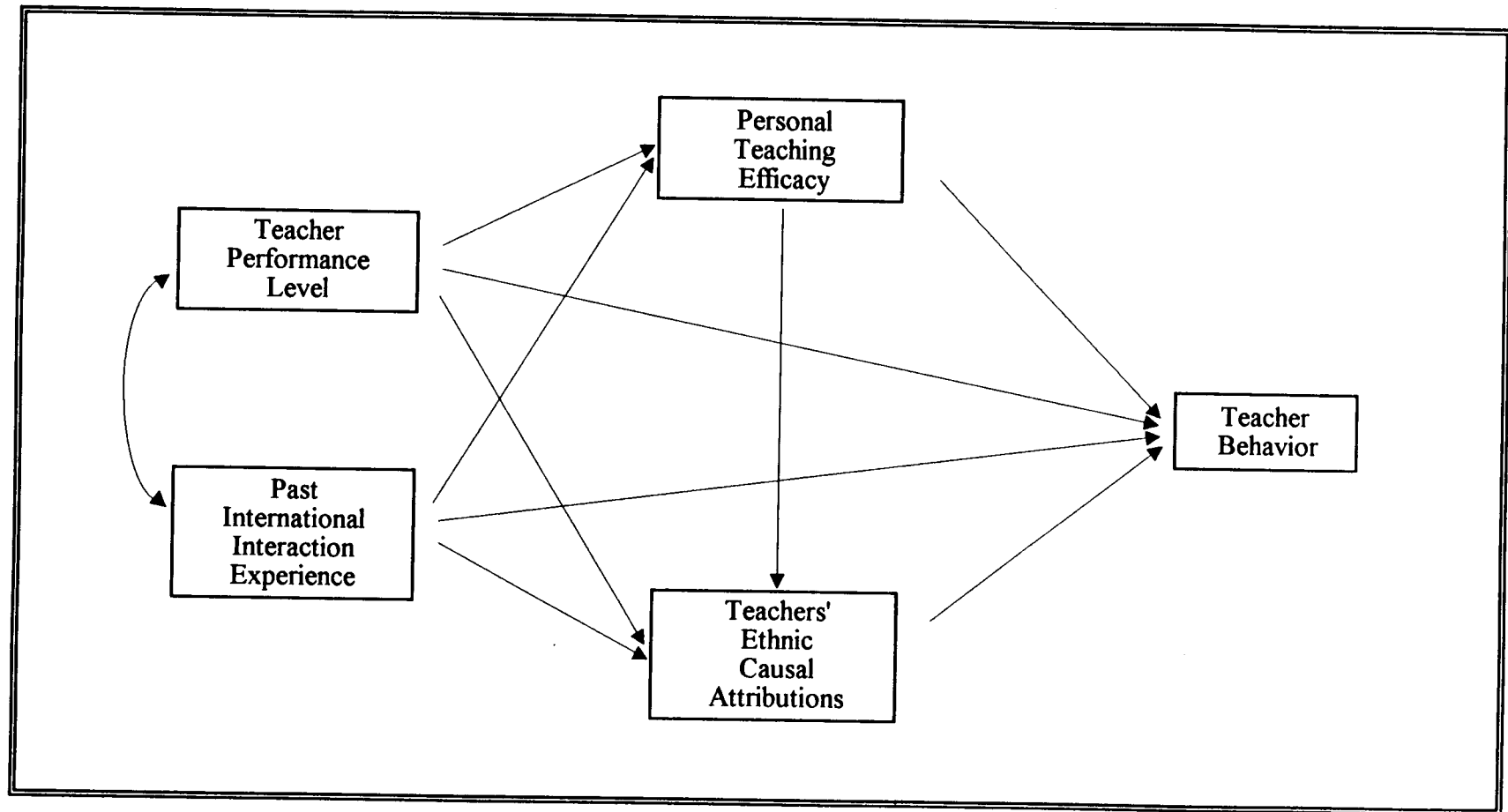
Two models, (Figures 1 and 2) were proposed to represent two competing propositions. More complete models include the past experience variables for each model and their direction of influence upon the core model variables of Personal Teaching Efficacy, Teachers' Ethnic Causal Attributions, and Teacher Behavior. Figures 3-4 display the two full models discussed.

### Summary

To better understand preservice teachers' behavior in a multicultural preschool setting, this study investigates their perceptions or beliefs about themselves as well as those they hold about international children. The proposed models were generated to explore the relationships among specific types of perceptions and behavior toward international children.



**Figure 3.** Model I, Past Experience and Perceptual Variables Leading to Teacher Behavior,  
Personal Teaching Efficacy Mediating Teachers' Ethnic Causal Attributions



**Figure 4.** Model II, Past Experience and Perceptual Variables Leading to Teacher Behavior, Teachers' Ethnic Causal Attributions Mediating Personal Teaching Efficacy

## CHAPTER 3

### METHODS

Methods for this study included a description of the subject sample, the instruments, and the procedures used for gathering data. Procedures for administering the instruments and conducting and coding classroom videotape recording sessions are also included.

#### Description of the Subjects

The subjects for this study were 67 female, undergraduate, Caucasian, non-Hispanic preservice teachers, enrolled in one of four multicultural preschool programs associated with two practicum courses of an early childhood teacher preparation program offered by the Department of Human Development and Family Sciences at Oregon State University (OSU). Specific aspects of the subjects' background are described including the early childhood teacher preparation program, prerequisite coursework for practicum courses, identification of teacher preparation levels, their past international interaction experience and SES family background.

#### The Early Childhood Teacher Preparation Program

Subjects for this study were enrolled in one of two teacher preparation courses associated with the multicultural preschool programs. These included a beginning level (HDFS 313) Directed Experience in Early Childhood Development ( $n = 57$  or 85.1%) and a more advanced level (HDFS 430) Supervised Experience in Early Childhood Development ( $n = 10$  or 14.9%). (see Table 1).

**Table 1.**      Practicum Course and Teacher Preparation Levels of Preservice Teachers.

Levels	Percentage	<u>n</u>
Practicum course		
HDFS 313 (introductory)	85.1	57
HDFS 430 (advanced)	14.9	10
Teacher preparation		
Level I: No previous experience	16.4	11
Level II: Informal teaching experiences	44.8	30
Level III: Formal teaching experiences	23.9	16
Level IV: Experiences from HDFS 313	4.5	3
Level V: Experiences from HDFS 313 and informal/formal teaching	10.4	7

### Prerequisite Coursework

Coursework taken in preparation for the beginning teacher preparation course (HDFS 313) included introductory child development, family relations, and parenting courses. This prerequisite coursework included preschool classroom observation and application of academic content and concepts. Coursework taken in preparation for the more advanced teaching course (HDFS 430) included additional coursework in child development, family relations and parenting courses with a more extensive, specialized focus.

### Teacher Preparation Levels

Preservice teachers' level of teacher preparation was determined by their present level of course enrollment and their history of previous teaching experiences during the last four years. Generally, preservice teachers can be identified in terms of their past teaching experiences compared to previous enrollment patterns observed by staff and documented by researchers associated with the preschool programs at the OSU Child Development Center (Arroyo, 1985; Cunningham, 1986).

In accordance with previous documentation, subjects for this study can be grouped by levels of experience and preparation with preschool children in various early childhood settings:

- I: No previous informal or formal teaching experiences
- II: Informal teaching experiences only, such as youth camp counselor, teacher's aide, baby sitting, playground supervisor;
- III: Formal teaching experiences such as teaching employment or internship preparation in early childhood classroom setting;
- IV: Preschool teacher preparation experiences gained from HDFS 313;
- V: Preschool teacher preparation experiences gained from HDFS 313 and any previous informal teaching experiences; and,
- VI: Preschool teacher preparation experiences gained from HDFS 313 and any previous formal classroom teaching preparation and/or employment in an early childhood classroom setting.

For this sample of preservice teachers, few were classified at either Level V or Level VI. Subsequently, these two higher levels were combined into Level V. As noted in Table 1, a large majority were classified at Levels I, II, and III.



### Past International Interaction Experience (PIIE)

International experiences were identified and categorized as a portion of the survey. Items and categories were developed from information from the OSU Course Catalog, printed campus activities and events, and contact with the Office of International Education (OIE). This portion of the survey was reviewed by a professor specializing in global education and a university administrator of student life. They were asked to indicate whether the categories represented areas in which students could have had international experiences, if additional categories should be included, and whether all the items of a given category belonged with that category. Both agreed that all proposed categories were relevant. The specialist in global education suggested editing changes for items within the categories that were incorporated into a revised draft.

A test-retest reliability coefficient of .96 was computed based on responses of 47 undergraduate students enrolled in a child development course. The interval between administrations was two weeks. Scoring of the PIIE Survey was based on the number of experiences checked in each category and then summed across all six activity categories. Scores of experience items summed across activity categories ranged from 6 to 36.

Generally, subjects indicated that they had minimal experience interacting with international individuals, checking on the average, one-third (12 of 36) of all possible types of interactional experiences. (see Table 2). Among their

**Table 2.** Past International Interaction Experiences of Preservice Teachers.

Category	<u>m</u>	<u>sd</u>
All experience categories	11.94	3.63
Academic activities	2.69	1.24
Nonacademic activities	1.51	1.00
Off-Campus activities	1.60	.88
Student living activities	3.34	1.40
Family activities	1.52	.80
Activities in other countries	1.28	.71

Note. Means and standard deviations are based on the number of past international interaction experiences preservice teachers checked for each of six categories. There are six types of experiences within each category and n = 67 for each category.

responses, it was noted that the highest average response rate occurred for Academic Course Experience and Student Living Experiences.

Academic Course Experiences included coursework in nonEnglish languages, international studies, any subject with team class assignments with international students, informal interactions with a international classmate, or experiences studying and or tutoring with an international classmate. Student Living Experiences included sharing living quarters with someone from another culture, having a close friendship with someone from another culture, social experiences with students from other cultures, informal acquaintances with international students, or experiences observing international festivities and events with international students.

#### Family Characteristics: Socioeconomic Status (SES)

Data collected on parents' occupation and education level, as well as their income were used to determine the SES level of the subjects families. Hollingshead's (1975) Four Factor Index of Social Position was used as the measure of SES, while parents' occupational income was another.

Standardized scores defined by Hollingshead (1975) were assigned to parents' education and their occupations. The education score was multiplied by 3 and the occupation score multiplied by 5. For married parents, scores were summed, divided by 2 and matched with Hollingshead's Index of Social Position (1975). For single parents or situations where only one person was earning an income, the scores were summed and matched with the Index.

Based on Hollingshead's (1975) Four Factor Index of Social Position, family SES scores ranged from middle to upper middle class levels ( $m = 48.94$ ,  $sd = 10.24$ ). The occupations represented among the subjects' families included skilled workers (19.4%), medium business careers (50.7%), and major business careers (29%). (see Table 3). About 80 percent of the subjects had parents involved in medium or major business careers. Parents' educational level ranged from sophomores and juniors in high school (10-11th grades) to graduate degrees. Over half of the subjects' mothers (54.6 %) and fathers (53.1%) had some college or undergraduate degree though, overall fathers were more educated than mothers.

#### Subject Participation

Before preservice teachers' participated in the research, they read and signed a Student Permission Form (see Appendix A). The form specified that their involvement may include videotaped observations, questionnaires, and interviews. The general purposes and procedures of the research activities were described. The researcher identified an interest in preservice teachers' perceptions and interactions with preschool children. Preservice teachers were informed that any information about them would be strictly confidential. They were also informed they were free to participate or not, to ask questions regarding the research activities, and could withdraw from participation at any time.

**Table 3.** Preservice Teachers by Family Socioeconomic Status Including Educational Level and Occupational Status.

Variable	<u>Percentages</u>	
	Mother	Father
<b>Educational Level</b>		
None	0.0	0.0
Grades 1-6	0.0	0.0
Grades 7-9	0.0	1.5
Grades 10-11	4.5	0.0
Grade 12	33.3	13.6
Some College	25.8	25.8
Undergraduate Degree	28.8	27.3
Graduate Degree	7.6	31.3
<b>Occupation Status</b>		
	<b>Both Mother and Father</b>	
Unskilled Laborers	0.0	
Skilled Laborers	19.4	
Medium Business Career <sup>1</sup>	50.7	
Major Business Career <sup>2</sup>	29.9	

<sup>1</sup> Occupations from \$50,000 to \$250,000, administrators, accountants, librarians, teachers, technicians.

<sup>2</sup> Owners of business, \$250,000 and more, higher executives, engineers, physicians, college professors.

All of the preservice teachers enrolled in the practicum courses, agreed to participate ( $n = 80$ ). Of these, 71 (89%) preservice teachers were Caucasian, non-Hispanic (as indicated on the demographic portion of this survey). Four withdrew from the study, two dropped the course and two chose not to participate due to personal reasons. Thus, the sample of Caucasian preservice teachers included 67 subjects.

Before they filled out the survey, they read a cover letter that described the general purpose of the research activities relating to their perceptions (see Appendix B) as preservice teachers. The letter stated that this survey information would be held strictly confidential and that their surveys would be assigned a coding number.

### The Multicultural Preschool Programs

The Multicultural Preschool Programs each enrolled, an average, 20 children, ages three to five years. Approximately half of these children were from International cultures, born abroad or in Corvallis, Oregon (O.S.U. Child Development Center, 1992), while one or both of their parents pursued university studies or sabbatical work at OSU. The parents also were born and raised in their native homelands which included Korea, China, Mexico, Chili, France, Algeria, and Iran. The remaining half were Caucasian, non-Hispanic children and their families were born in the United States and classified as citizens. About half of the children enrolled for each of the preschool programs were girls, and the other half, boys (O.S.U. Child Development Center, 1992).

Among the four multicultural preschool programs, two occurred from 9:00 to 11:30 a.m. and two from 1:00 to 3:30 p.m., four days a week (Tuesday through Friday). The curriculum philosophy and implementation for all four multicultural preschool programs were based on developmentally appropriate practices recommended and defined by the National Association for the Education of Young Children (Bredekamp, 1987).

#### Child Participation

Since it is the policy of the Child Development Center to conduct research on an ongoing basis, parents are routinely informed of this policy and are asked to read this policy and sign the appropriate place on their child's enrollment forms, (if they give permission to involve their child in research). They are also informed that they may request that their child withdraw from research activities at anytime. Parents of all children enrolled signed this form. A letter was sent to parents describing the nature of their child's participation (see Appendix C) and reassuring them that all information about their child would be confidential.

#### Instrumentation

The survey included several instruments. Each is described in the following section.

##### Personal Teaching Efficacy

A variation of Gibson's et al. (1984) Personal Teaching Efficacy Scale developed by Woolfolk and Hoy (1990) and based on a factor analysis of the responses from 182 preservice teachers includes 12 items. Chronbach's alpha for

this measure is .82. As in the version proposed by Mumaw, Sugawara, & Pestle (1991), the wording of the scale was slightly modified to reflect the teachers' beliefs about their abilities to facilitate learning among children from international backgrounds. This scale is included in Appendix D.

The 12 items are formatted on a six-point Likert scale. Subjects are requested to indicate the degree to which they agree or disagree with the item's statement. Response categories are described as "strongly agree" versus "strongly disagree." Total scores range from 12 to 72 points.

### Vignettes

Short situational child anecdotes that describe generalized ethnic behavior patterns and attributes of a specific cultural region were developed from observational and survey studies. Attributes and behaviors described in the vignettes correspond to universal dimensions proposed by Rotheram and Phinney (1988). These dimensions have been the focus of numerous studies investigating ethnic behavioral patterns and reflect contrasting social behaviors among various cultures, globally. The three dimensions are

1. Group (collectivistic) versus an individualistic orientation:  

A tendency to affiliate primarily with approved ingroups to gauge individual behavior versus an individual focus on self-reliance, competition and independence.
2. Attitude toward authority: Concerns acceptance and compliance versus an egalitarian orientation which involves



assertive, collaborative actions and attitudes toward authority figures.

3. **Restrained versus expressive orientation:** Includes a cautious, indirect, impersonal and formal interactional style toward others, especially toward those outside the ingroup versus personal, direct, informal and open interactions toward individuals of a variety of group affiliations

Evidence supporting these dimensions has been increasing in recent years and appears especially relevant for comparative cultural studies.

### Collectivism versus Individualism

Investigators agree that the foremost dimension of cultural variability contrasts cultures that typically behave on the basis of established group identity as opposed to those acting on the basis of self-identity (Gudykunst & Ting-Toomey, 1988; Hofstede, 1980, 1984; Markus & Hayakawa, 1991; Phinney & Rotheram, 1988; Rotheram & Phinney; Triandis, 1989). Triandis (1989) maintains that this dimension reflects how members associate with others within the culture. Generally, the more individualistic a culture, the more focused it becomes with self-worth of individual members. Cultures that uphold a collective group structure or ingroup norms of behaviors tend to have competition with outgroups. Triandis, Lering, Villareal and Clark (1985, 1988) applied a corresponding behavioral-attribute dimension of idiocentric versus allocentric to describe the people of a given culture. They found that individuals from various

cultures varied on this dimension. Idiocentrics (French and North Americans) were more focused on achievement and more group disassociated than allocentrics (Japanese), who expressed a need for group association and group social support among members.

Based on the allocentric view, people tend to subordinate personal goals to collective goals. They also tend to focus on the impact of their actions on members of their ingroup, share resources with each other, and obey group norms (Skweder & LeVine, 1984). They also show nurturant, respectful, and intimate behaviors toward ingroup members. Allocentrics tend to have social relationships that are communal in nature while idiocentrics demonstrate exchange relationships.

Hofstede's (1980) and Hall's (1976) comprehensive survey involving the rank ordering of 70 countries on cultural dimensions indicated that Latin American, Asian and African cultures scored very low while North America, Northern, and Western European cultures scored high on individualism. Collectivistic cultural patterns were also identified for China (Deem & Solaman, 1985; Feather, 1986; Hsu, 1981; Hui, 1984; Wu, 1985; Yang, 1986), for Japan (Caudill & Scarr, 1962; Lebra, 1976), and, Latin America (Diaz-Guerrero, 1974; Holtzman, Diaz-Guerrero, & Swartz, 1975; Marin & Triandis, 1985; Tallman, Marotz-Boden & Pindas, 1983; Triandis, Marin, Hui, Lisansky, & Ottati, 1984; Triandis, Marin, Lisansky, & Betancourt, 1984). Individualistic cultural

observations have been noted in a number of studies (Markus & Kitayama, 1991) of countries that have the cultural influences of Northern and Western Europe.

To summarize, researchers note that, in the collectivistic culture of Japan, people tend to be group associative, interdependent, cooperative, noncompetitive, change resistant, restrained, formal, conforming, nonconfrontational, and attentive to others' needs within group affiliations (Argyle, 1986; Burger, 1973; Gallimore, Boggs, & Jordan, 1974; Hall, 1976; Hofstede & Bond, 1984; Triandis et al. 1988). Chinese behavioral attributes include dependence on others (Hall, 1976; Hofstede, 1980, 1983; Stewart, 1972), tolerance of others, harmonious, noncompetitive, affiliative, kind, patient, courteous, righteous, nonindulgent, moderate, disciplined, nonconfrontational (Argyle, 1986), and sociocentric (Ting-Toomey, 1988). Latin American or primarily Mexican behavioral attributes include family-centered or interdependent, cooperative, social, nonaggressive, nonassertive, affiliative, obedient, conforming (Diaz-Guerrero, 1975; Stewart, 1972), nonachieving, and socially competent (Holtzman, Diaz-Guerrero & Swartz, 1975; Ramirez & Price-Williams, 1974). On the other hand, people of individualistic European cultures have been described as assertive, initiating, achieving, competing, independent, self-reliant, self-protective, cliquish-noninclusive (Hofstede, 1980; Hofstede & Bond, 1984; Triandis et al. 1985, 1988).

### Attitudes Toward Authority

Cultural behaviors that reflect the dimension of attitudes toward authority among Asian countries such as Japan, China, and Korea include obedience (from children), conformity, dependability, nonconfrontation, respect, and acceptance (Berry 1967, 1979; Hofstede & Bond, 1984; Kohn, 1987). Diaz-Guerrero (1988) reported that Mexican children engage in affiliative obedience to family authority members and teachers (whom families hold in high regard). On the other hand, European children have egalitarian associations with parents. Their interactions with parents are assertive, informal and show self-reliance and independence (Berry, 1967, 1979; Kohn, 1987).

### Restrained versus Expressive Orientation.

Concerning the dimension of restrained versus expressive, those from Japan demonstrate inexplicit, indirect statements (Hall, 1976), affective-intuitive (Gudykunst, 1988), quiet, silent, passive (Johnson & Johnson, 1975), formal, disciplined, nonconfrontive, cautious, concealing, emotionally reciprocating, nonpersonal, elaborative, succinct (Hofstede, 1980), apprehensive (Gudykunst & Ting-Toomey, 1988), and contextual patterns of verbalizing. Those from Korea have shown an indirect, inexplicit (Hall, 1976), formal, and concealing (Yum, 1987) manner of verbalizing. Some of the same attributes have been found in China (Hofstede 1980, 1983; Hsu 1981) with usage of single words to represent whole sentences (Young, 1982), indicating succinct verbalizations. Latin Americans demonstrate inexplicitness, are indirect, and maintain close physical

proximity (Gudykunst & Ting-Toomey, 1988). In contrast, European verbalizations are characterized as explicit, exacting (Gudykunst et al., 1988), direct, revealing, intentional, informal, and personal (Hofstede, 1980).

### Vignette Descriptions

Based on the foregoing review of cultural behaviors and attributes, vignettes were written for a Korean child, a Mexican child, and a French child. (see Appendix E). Local OSU student-parents from international countries with young children were contacted. An appointment was made with each set of parents for 30 minutes at their convenience at their home. Both parents were given a copy of the vignette for their culture and told that it represented a description based on research about their culture. They were told to read the vignette and indicate whether it was an accurate description. They were asked for suggestions or changes to make the vignette more accurate. Their suggestions or changes were recorded. The interviewer then read back the changes as a part of the vignette. Parents were then asked if the changed vignette was an accurate description. If they agreed that it was, they were thanked for their participation and the interview ended. If not, they were asked to suggest further changes until the vignette met with their satisfaction. Final versions incorporated all changes made during the interview.

The specific culture chosen for the vignette was based upon application enrollment forms of the international children in the upcoming preschool year. Parents indicated their citizenship and language(s) spoken by the child.

international children included those from Korea, Mexico, and France. Over the past three years, international children have consistently represented these countries.

A duplicate set of vignettes was made to present both genders. Names common to each culture and gender were used in each vignette. Half of the preservice teachers read male vignettes and the other half, female. Vignettes were also presented counterbalanced to prevent order effects.

As an orientation for the subject, a paragraph describing the general classroom setting preceded the vignettes as an orientation for the subject. Subjects were instructed to imagine they were preservice teachers in a preschool classroom at the beginning of the school year. Subjects were then requested to read the vignette, referring to it as necessary and to responding to the questions regarding their causal attributions.

Following each vignette, nine items of the Causal Attribution Scale (Russell, 1982) were listed for subjects to complete in reference to the preceding vignette. A description of this scale is included in the section that follows.

#### The Causal Dimension Scale

The Causal Dimension Scale was developed by Russell (1982) to determine the type of causes individuals identified when making causal attributions about their behavior. The dimensional factors of the scale included the variables of locus of causality, stability, and controllability, measured as three mutually exclusive subscales, reflecting the theoretical work of Weiner (1979).

The instrument consists of nine bipolar items, three items within each dimensional subscale. A total score for each of the three subscales is derived by summing the responses of the three items belonging to a particular subscale. Low scores on these subscales indicate that the perceived cause of the behavior attributes is internal, stable and controllable. When teachers made causal attributions toward children with problem behaviors, they were also viewed as negative attributions (Brophy & Rohrkemper, 1981).

Although Cunningham (1986) made the same score predictions for each of the subscales, results revealed a variation. Preservice teachers indicated that problem behaviors of social defiance and social immaturity behaviors depicted in preschool vignettes were attributed to causes that were internal, unstable, and controllable. It is of interest that this sample rated two different types of behaviors in a similar manner and may reflect the extent of their training experiences (Brophy & Rohrkemper, 1981; Cunningham, 1986).

The intent of the scale was to measure causes an individual perceives about their own behavior. A modified version was used in Cunningham's (1986) study in which preservice teachers rated the causes they perceived toward a child's problem classroom behavior. Since the intent of this study is similar in that the focus concerns teachers' perceptions about others, the modified version was used for this study. Modifications included wordings that changed the focus of the cause from the individual to the child. In addition, the nine-point scale was reduced to seven points (Cunningham, 1986) to encourage ease and accuracy of

rating. Total possible scores ranged from 3 to 21 points for each of the three subscales as shown in Appendix D.

The scale was validated in Russell's (1982) study in which 189 undergraduate psychology students rated behavioral descriptions previously identified as representing one of the three causal attribution areas. Results of the students' ratings indicated that the behavioral descriptions they matched with the dimensional areas were the same as those designated by the researchers. The scale appeared to measure the dimensional aspects conceptually identified by Weiner (1979). Subscales were moderately related to each other, with correlations from .19 to .28. A factor analysis supported the distinctiveness of these dimensional constructs. They reported alpha coefficients ranging from .73 to .87 for the subscales. For preservice teachers in Cunningham's (1986) study, alpha coefficients were reported as .55 for Locus of Causality, .81 for stability, and .22 for controllability.

The locus of causality subscale items measure whether the causes of the child's behavior is perceived to reflect (a) an aspect of the child versus an aspect of the situation; (b) the location of the cause as inside the child versus outside the child; and, (c) something about the child versus something about others. The stability subscale items assesses if the cause of the child's behavior is perceived to be (a) permanent versus temporary; (b) stable versus unstable over time; and (c) changeable versus unchangeable. The controllability subscale was designed to measure whether or not the child's behavior is perceived to be (a) controllable



versus uncontrollable by the child; (b) intended versus unintended by the child; and, (c) something for which someone is responsible or no one is responsible.

### Survey Procedures

The instruments, vignettes, and survey items were compiled into a booklet. An attached cover letter explained the general purpose of the study. (see Appendix B). The order of the scales was counterbalanced to prevent order effects. Half of the respondents received vignettes about male children, half about female children followed by the Causal Dimension Scale. This section was known as the causal attribution section of the survey. The order of this section was then counterbalanced with the Personal Teaching Efficacy Scale (PTES). The concluding section was the demographic portion of the survey. The last item of all booklets provided space for subjects to make additional comments. In closing, appreciation for their participation was extended. The survey booklets were administered to preservice teachers on the first day of their practica, or the first meeting time for the quarter. The first day was an Orientation to the Child Development Center and presentation of course requirements. At the end of the two-hour session, preservice teachers completed the survey.

### Teacher Behavior Observation

The frequency and quality of selected teacher behaviors (positive and negative) were coded for preservice teacher interactions toward children during small group activities. These small group activities were a part of the preservice teachers' preparation experiences.

Caldwell and Honig's (1971) Teacher Behavior Coding Categories (TBCC) was modified to assess the frequency and quality of selected positive and negative teacher behaviors displayed by preservice teachers toward children during small group activities. Each preservice teacher was videotaped for 40 minutes during four observation periods of 10 minutes each while interacting with children in small group activities.

Small group activities included four children, two U.S. and two international children of each gender from each of the multicultural preschool programs. Preservice teachers participated in two unstructured, table activities with spontaneous, open-goal expectations, such as playdough and blocks with various play accessories. They also participated in two structured, storytime activities involving the preservice teachers' facilitation of sequenced information and encouragement of children's cognitive receptive and expressive language skills using picture story books.

### Frequency of Positive and Negative Behavior

Once videotaping of the subjects' interaction with children was completed, five early childhood specialists from the Department of Human Development and Family Sciences coded the frequency and quality of teacher behaviors displayed by subjects in the videotapes. Utilizing the TBCC videotape coding format, observers were first asked to code the frequency of teacher behaviors into various positive and negative, mutually exclusive categories. However, the total frequency of positive and negative behaviors displayed by the subjects were used in data analyses. The positive and negative teacher behavior categories descriptions appear below.

#### Positive Behavior Categories

This category concerns any verbal or nonverbal behavior displayed by the teacher that promotes a child's involvement in an unstructured table or structured, storytime activity in an affirmative manner.

- EB    1. Ego boosting--any positive verbal behavior by the teacher that encourages the child's actions in an affirmative manner. For example, the teacher may say, "I really like the way you listened." Statements may also include the child's actions in an affirmative manner, such as "you made a blue line."

- T     2. Teaching--Any positive verbal behavior by the teacher that informs or directs the child in the learning or acquisition of additional information. For example, the teacher may say, "Here is your doll," or "Look at the red lego."
- Q     3. Questioning--Any positive verbal behavior by the teacher that asks for a response by a child. Questions may be of two types: closed or open. Closed questions encourage a child to give a specific or limited response, such as "yes" or "no" or one specific answer. For example, "Do you want some playdough?" or "Is this ball red or white?" Open questions encourage a child to provide extended or variable responses, such as "What colors can a ball be?" or "Why do you think Susie is so sad?"
- A     4. Attending--Any positive nonverbal behavior by a teacher toward a child that is not solicited by the child (e.g., looking, smiling, gesturing, touching, holding, or helping).

#### Negative Behavior Categories

This category concerns any verbal or nonverbal behavior by the teacher that does not promote a child's involvement in a unstructured, table or structured, storytime activity in an affirmative manner.

COMM 1. Commanding--any negative verbal behavior by the teacher that directs a child to behave in a particular manner.

For example, the teacher may say, "Sit down" or

"Be quiet." Statements may also include "Sit down James, so Sarah can see."

NR 2. Negative Responding--any negative verbal behavior that forbids, restricts, criticizes, or threatens a child. For example, a teacher may say, "Don't take Sarah's lion" or "No, that is not a rectangle" or "If you don't sit down, I won't read the story." Statements may also include "Please, don't do that."

IG 3. Ignoring--any negative nonverbal behavior by the teacher that fails to respond to a child's solicitations. When this occurs the teacher intentionally or unintentionally does not respond to a child's statements, questions or actions. The child may say, "I'm drawing a horse" but the teacher does not look or respond to that child.

PC 4. Physical Control--any negative nonverbal behavior by the teacher that restrains the child's actions by physical means.

The total number of behaviors coded positive and negative behavior across all categories represented the total frequency of positive and negative teacher behavior scores, respectively. Higher scores represented a higher frequency of

positive or negative behaviors displayed by subjects toward children during small group activities.

### Quality of Positive and Negative Behavior

In addition to coding the frequency of positive and negative teacher behaviors displayed by subjects, coders were also asked to rate the overall quality of positive and negative behaviors displayed by subjects interacting with children in small group activities. A seven-point scale from virtually no positiveness (or no negativeness) to very high positiveness (or negativeness) was used in the rating. Specifically, the following scale was used:

- 1 point = Virtually No Positiveness (Negativeness)--use this rating  
if you experienced no positive (negative) feelings  
about the teacher's behavior toward this child.
- 2 points = Low Positiveness (Negativeness)--use this rating if you  
experienced only minimal positive (negative) feelings  
about the teacher's behavior toward this child.
- 3 points = Some Positiveness (Negativeness)--use this rating if you  
experienced slightly more than minimal positive (negative)  
feelings about the teacher's behavior toward this child.
- 4 points = Moderate Positiveness (Negativeness)--use this rating if you  
experienced a fair level of positive (negative) feelings  
about the teacher's behavior toward this child.

5 points = More Than Moderate Positiveness (Negativeness)--use this rating if you experienced slightly more than a fair level of positive (negative) feelings about the teacher's behavior toward this child.

6 points = High Positiveness (Negativeness)--Use this rating if you experienced an elevated level of positive (negative) feelings about the teacher's behavior toward this child.

7 points = Very High Positiveness (Negativeness)--use this rating if you experienced an extremely elevated level of positive (negative) feelings about the teacher's behavior toward this child.

A higher rating on the 7-point scale represented a higher quality of positive or negative behaviors displayed by subjects toward children in small group activities.

#### Procedures for Classroom Videotaping

Videotaping began the third week of Fall, Winter and Spring quarters. The first set of observations which included one 10-minute unstructured activity and one 10-minute structured activity was completed during a two week period. The second set of observations occurred over the next two consecutive weeks, ending the sixth week of each quarter.

Subjects were videotaped in two small classrooms used as a part of the preschool program for small group activities. The two rooms were separated by an observation area that included 1-way mirrors into each room.

Two videocameras were placed in the observation area, behind each of the mirrors. Microphones were concealed near the activity.

Videotaping occurred during the free play and small group storytime periods of the preschool schedule in each program. Unstructured activities and structured activities were set up at different times of the preschool day, reflecting the schedule of activities. When videotaping occurred for either type of activity, both small classrooms were set up identically with the same type of activity. One room was named the Circus Room and the other, the Zoo Room (i.e., names Head Teachers ' chose to represent the small classrooms).

During the first two weeks of each quarter, preservice teachers and two children were randomly selected to participate in short (ranging from 7-10 minute) unstructured table and structured storytime activities in either the circus or the zoo room. Preservice teachers experienced each activity once. Their room assignment was randomly selected. Children also experienced each activity once during these initial weeks. This period of time was known as the orientation phase, so that subjects and children were fully acclimated to the small classroom and the kinds of activities available for their participation.

As indicated earlier, videotaping began the third through the sixth weeks of the quarter, extending into the seventh week if additional time was needed.

Videotaping of all subjects for the small group activities occurred within a period lasting one month. Subjects were randomly selected from the pool of preservice teachers within each preschool program for a particular day by the Head Teacher



(who was uninformed about the nature of the study). A researcher brought the subject to one of the small classrooms who was given instructions following a standard format concerning where she should sit, the nature of the activity, and a short time for questions.

Moments later, four randomly selected children from the subject's classroom were told it was their turn to play in the Zoo or the Circus Room. These children included two international and two U.S (Caucasian, non-Hispanic) pairs of each gender.

The sampling of international children was based upon a group ranging from six to ten international children, about half represented by each gender in each preschool program, primarily nonEnglish speaking. This group of children came from diverse backgrounds such as Korea, China, Mexico, Chili, France, Algeria, and Iran. The sampling of U.S. children was based on the remaining group of children (not including American minority) which ranged from about 10 to 14 U.S. children, about 60 % males and 40 % females. At the beginning of Fall quarter, all children ranged in age from three years, six months to four years, six months with a mean of about four years in each classroom.

Once selected, children went to the small classroom where the preservice teacher greeted them. Videotaping began when the last child was seated or standing at a spot at the activity table (for unstructured) or on a mat for the structured, storytime activity. When the period was completed, the researcher slipped a blank piece of paper under the door, indicating that the activity time

was over and the preservice teacher needed to prepare the children to return to the large classroom.

The duration of each activity session, 10 minutes or 40 minutes total, was based on pilot videotaping of similar types of activities the preceding Spring quarter. Child participation ranged from 10 to 15 minutes in length. Individual children were not selected to participate more than once for each type of activity on any one day. Subjects were videotaped not more than once for each type of activity in a single day.

#### Observational Coding and Rating Procedures

As described previously, the final data for this study included 40-minutes of videotaped observations of subjects' interactions with children in small group activities in four 10-minute observation units. Two of these 10-minute observation units were of subjects interacting with children in unstructured, table activities (i.e., blocks, playdough), while the remaining two 10-minute observation units were of subjects interacting with children in structured, storytime activities (picture story books). The 40-minute span of videotaped observation for each subject was established based on previous research. In these studies, total observational times ranged from 15 minutes to one hour. Therefore, for the present study, an observation time somewhere in the middle was chosen. In addition, the 10-minute observation units of subjects interacting with children in small group activities was chosen on the basis of (a) the classroom practices relative to the length of time children spent in small group activity settings;

(b) a pilot study utilizing sample videotapes of preservice teachers interactions with children in such settings; and, (c) observation strategies recommended by the research literature (Fassnacht, 1982; Mann, Have, Plunkett, & Meisels, 1991; Martin & Bateson, 1990).

To code the data from these 10-minute videotaped observation units, the method of continuous coding using the positive and negative behavior found in the Teacher Behavior Coding Categories (TBCC) was used. In this manner, the actual frequency of behaviors displayed by preservice teachers toward children relative to all positive and negative behaviors were coded and then summed. After coding the 10-minute videotaped sessions for the frequency of positive and negative behaviors displayed by preservice teachers toward children, coders were asked to rate the overall quality of positive and negative behaviors displayed by preservice teachers in these sessions. This coding and rating procedure employed 67 preservice teacher subjects, each involved in four, 10-minute observation units, interacting with two international and two U.S. children of each gender in these 10-minute observation units. As a result, a total of 10,720 minutes of teacher behavior were coded and rated for the frequency and quality of positive and negative behaviors displayed, respectively, (i.e., 5,360 minutes each for international and U.S. children) from the 2,680, 10-minute small group activity sessions in which the preservice teacher subjects participated).

In order to ensure reliability for the coding of preservice teacher behaviors five early childhood specialists from the Department of Human Development and Family Sciences, three holding advanced degrees in child development/early childhood education (two of whom were doctoral students), one graduate student, and an undergraduate research aide were used as coders. Among the coders was an International student from Thailand, a Japanese-American or Pacific Islander, and three Caucasians.

These coders were trained to use the TBCC with two videotaped activity sessions, including both an unstructured, table and a structured, storytime activity session, similar to those in the study. Coders agreed, that interrater reliability coefficients of .70 or above was an acceptable standard. Training with these sample videotapes continued until coders achieved the standard interrater reliability coefficients for the frequency and quality ratings of both positive and negative teacher behaviors, watching the same two 10-minute sample videotaped sessions. Those falling below this standard would retrain until the standard was met. Interrater reliability ranged from .74 to .94 at the conclusion of the training period.

Videotapes for each subject, were randomly assigned to individual coders for coding. Coders coded one 10-minute session for each subject they were assigned. Reliability checks were conducted at the conclusion of every 12 consecutive subjects coded or after 120 minutes of coding. Four interrater reliability checks were conducted in this study.

The 10-minute videotaped activity sessions (i.e., always including one unstructured, table and one structured, story-time activity) used to establish interrater reliability checks among coders were randomly selected from among all of the 10-minute videotaped activity sessions collected for this study. During interrater reliability checks among coders, if reliability coefficients fell below the standard coefficient of .70, training with the initial training reliability tape was pursued, until the reliability standard was again achieved on the reliability check videotapes.

Table 4 summarizes the Pearson product-moment interrater reliability coefficients calculated for the two 10-minute videotaped sessions at the initial training and at the four reliability check points. The reliability coefficients for each check point, consisted of (a) a mean coefficient (based on Z-scores) for each coder with two other coders and (b) the range of coefficients (based on Z-scores) calculated for each coder. Summary mean and range figures are also given across all check points across all coders. As shown in Table 4, coder 2 after 240 minutes and coder 1 after 360 minutes ended coding work due to other commitments.

Coefficients over all reliability checks across all coders were relatively high, ranging from .70 to 1.00, or .71 to .94 for coder's mean coefficients when compared with two other coders. The consistency among coders' coefficients, is perhaps due to the experiences of coding videotaped sessions throughout the data

**Table 4.** Interrater Reliability Coefficients for Positive and Negative Behaviors of Preservice Teachers Toward Children in the Videotaped Small Group Activity Sessions.

Reliability	FP	FN	QP	QN
1. Training				
Coder 1	.94	.94	.83	.79
Coder 2	.88	.71	.93	.82
Coder 3	.90	.92	.88	.78
Coder 4	.80	.92	.82	.88
Coder 5	.85	.87	.79	.71
Range	.75 - .95	.71 - .97	.70 - .93	.75 - .94
2. After 120 mins. <sup>1</sup>				
Coder 1	.85	.82	.71	.71
Coder 2	.88	.75	.85	.88
Coder 3	.79	.88	.75	.71
Coder 4	.88	.85	.79	.85
Coder 5	.90	.85	.79	.71
Range	.70 - .95	.73 - .93	.70 - .89	.70 - .91

table continues

Reliability	FP	FN	QP	QN
3. After 240 mins. <sup>2</sup>				
Coder 1	.96	.82	.94	.92
Coder 2	----	----	----	----
Coder 3	.90	.88	.85	.92
Coder 4	.83	.82	.92	.79
Coder 5	.97	.89	.71	.93
Range	.79 - .99	.75 - .94	.70 - .94	.70 - .94
4. After 360 mins. <sup>3</sup>				
Coder 1	----	----	----	----
Coder 2	----	----	----	----
Coder 3	.94	.92	.89	.96
Coder 4	.79	.85	.76	.79
Coder 5	.95	.92	.89	.96
Range	.80 - .94	.77 - .95	.75 - .97	.70 - .90

table continues

Reliability	FP	FN	QP	QN
5. After 480 mins. <sup>4</sup>				
Coder 1	----	----	----	----
Coder 2	----	----	----	----
Coder 3	.94	.92	.89	.96
Coder 4	.79	.85	.76	.79
Coder 5	.95	.91	.90	.96
Range	.74 - .99	.83 - .95	.70 - .95	.79 - 1.00
6. Summary:				
Coder 1	.93	.82	.89	.82
Coder 2	.88	.81	.79	.91
Coder 3	.93	.89	.88	.88
Coder 4	.82	.85	.87	.81
Coder 5	.93	.86	.86	.88
Range	.70 - .99	.71 - .97	.70 - .97	.70 - 1.00

<sup>1</sup> After 120 minutes or 12 subjects (one, 10-minute session each).

<sup>2</sup> After 240 minutes or 24 subjects (one, 10-minute session each).

<sup>3</sup> After 360 minutes or 36 subjects (one, 10-minute session each).

<sup>4</sup> After 480 minutes or 48 subjects (one, 10-minute session each).

FP = Frequency of Positive Behaviors

QP = Quality of Positive Behaviors

FN = Frequency of Negative Behaviors

QN = Quality of Negative Behaviors



analyses period. Coders may have become more comfortable and settled into their own manner of coding data. Yet, this is based on conjecture at this time.

The coding sheet used to code the videotaped activity sessions, is located in Appendix H. In addition to the TBCC categories, the coding sheet included spaces to fill in the observation coder's number, preservice teacher's code number (i.e., a previously assigned subject number), child's code number, numbers for the child's gender, ethnicity, age, and socioeconomic status, the child's video position, program code number, room code number, observation number, video tape number, video log start and stop time, activity type, and activity name (i.e., S = Structured, U = Unstructured). A section for summing the types of positive and/or negative behaviors displayed (total frequency) and a scale for rating the positive and negative quality of teacher behaviors displayed were also included at the bottom of the sheet.

## CHAPTER 4

### RESULTS

#### Introduction

The major purpose of this study was to examine two theoretically-based models for explaining the relationships among preservice teachers' past experiences, perceptions about international children, and behaviors displayed toward international children in small group activity interactions. Aspects of preservice teachers' past experiences included teacher preparation level and past international interaction experience. Their perceptions about international children included personal teaching efficacy and causal attributions of locus of causality, stability, and controllability about international children's ethnic behaviors. Furthermore, preservice teachers' behaviors included the frequency and quality of positive and negative behaviors displayed by preservice teachers toward international children in two types of small group activities. These activities included an unstructured table activity and a structured storytime activity.

In this study, preservice teachers' past experiences represented the exogenous variables in the model, while their perceptions and behavior toward international children were the endogenous variables. Of primary interest was how past experience and perceptual variables contributed to the variance in preservice teachers' behaviors displayed toward international children.

The analysis of the data was primarily designed to provide an explanation for the variance in the dependent variable, teachers' behavior toward international children, given the teachers' personal teaching efficacy, ethnic attributions, and background. The analysis utilized the total raw scores of subjects' Teachers Preparation Level, Past International Interaction Experience, Personal Teaching Efficacy, Teacher' Ethnic Causal Attributions, and Teachers' (quality of positive and negative) Behavior.

The procedures of path analysis described by Alwin and Hauser (1975), Kerlinger (1973), and Pedhauzur (1982) were applied to determine the associations and explanation of direct and indirect effects among the variables generated by the theoretical framework for this study. Assumptions of path analysis stated that the proposed model predict linear, causal relationships. Also, residuals are not correlated with variables that are a part of a specified path system. Another essential assumption specifies that the causal flow begins at a point and leads in one direction to another point, excluding reciprocal causation. Finally, model variables are measured using an interval scale of measurement.

The exogenous variables of Teacher Preparation Level (four levels) and Past International Interaction Experience (six levels) were independent past experience variables whose causes were believed to be found among variables outside the model. The curved arrows linking these variables represent the possibility of correlated causes among them. All other paths are directed toward endogenous, or dependent variables whose cause(s) were traced to the exogenous

variables. The residuals ( $e_1, e_2, e_3, e_4, e_5$ ) indicated in these models corresponded to the analysis of unknown correlated causes that exclusively pertain to each endogenous variable.

According to Bandura's theory of self-efficacy (Model I), in a specific teacher preparation environment, preservice teachers' personal teaching efficacy will explain more of the variance of their behaviors toward international children than their past experiences or causal attributions. In fact, this model argues that personal teaching efficacy will act as an intervening variable between causal attributions/past experiences and their teacher behaviors.

In contrast, Weiner's theory of causal attributions argues that such causal attributions as locus of causality, stability, and controllability, will explain more of the variance of a preservice teacher's behavior toward international children than past experiences or personal teaching efficacy. In fact, according to this model, preservice teachers' causal attributions about international children's ethnic behavior will act as the intervening variable between personal teaching efficacy, past experiences and teacher behaviors.

Finally, following application of path analytic procedures to the data, a secondary analysis of a larger set of data of which this study was a part, including children from both international and U.S. (Caucasian, non-Hispanic) cultures was undertaken. This analysis was pursued to examine whether significant differences were found for the variable, Teacher Behavior, based upon the general ethnic category of classroom children, gender, age, children's socioeconomic status

(SES), and the type of small classroom activity. The analysis of teacher behavior scores on the basis of these five factors led to a 2 (Ethnicity: international vs. U.S.) x 2 (Gender: girls vs. boys) x 2 (Age: younger vs. older) x 2 (SES: lower vs. higher) x 2 (Activity type: unstructured table vs. structured storytime) MANOVA to determine the main and first-order interaction effects of the variables. However, univariate F-tests were also used to determine whether there were significant differences among the frequency and quality of positive and negative teacher behaviors as a result of children's ethnicity, gender, age, SES, involvement in activity type, and their interactions.

#### Path Analyses

A series of four path analytic procedures were applied to the data to test the utility of two models. These analyses were done for all four types of Teacher Behavior. None of the models tested were significant. Therefore, neither Model I, based on Bandura's (1977, 1986) theory of self-efficacy, nor Model II, based on Weiner's (1979, 1985) theory of causal attributions could be utilized to explain the data. As a result, further exploratory analyses were pursued.

#### Exploratory Analyses

Further analyses were conducted to determine whether the preservice teachers' behavior scores were affected by the characteristics of international children. These characteristics included international children's gender (girl vs. boy) and age (younger vs. older). The variable SES was dropped from these analyses, since over 90% of all international children came from middle-and

upper-middle socioeconomic classes as determined by Hollingshead's (1975) Four Factor Index of Social Position. An additional factor included in these analysis, however, involved the type of small group activities in which both preservice teachers and international children participated together. As previously noted, these types of activities included an unstructured table activity and a structured storytime activity. Results of  $t$ -tests to test the differences between the means relative to the variables summarized above are found in Table 5. The  $p = .05$  level was used as the criterion for statistical significance for all analyses.

Findings revealed significant gender and type of activity differences relative to the frequency (FN) and quality (QN) of negative behaviors displayed by preservice teachers toward International children. Specifically, preservice teachers displayed more frequent (FN),  $t(2, 534) = 3.46, p < .001$ , and lower quality (QN),  $t(2, 534) = 4.17, p < .001$ , of negative behaviors toward international girls. Furthermore, significantly higher frequency (FN),  $t(2, 534) = 4.76, p < .001$ , and quality (QN),  $t(2, 534) = 3.77, p < .001$ , of negative behaviors were displayed by preservice teachers toward international children during structured storytime activities than during unstructured table activities. Age of international children was insignificant for all teacher behaviors.

Based on these findings, the reapplication of path analytic procedures to test the relative utility of the two different theoretically-based models (Model I and Model II), was done separately for international boys and girls, involved in unstructured table and structured storytime activities, for all four preservice

Table 5. T-test Comparisons for Preservice Teachers' Positive and Negative Behaviors Displayed Toward International Children by Gender, Age, and Activity Type.

Variable	<u>Teacher Behaviors</u>			
	Frequency		Quality	
	Positive	Negative	Positive	Negative
Gender <u>t</u>	-0.14	-3.46***	-0.87	-4.17***
Girls <u>M</u>	32.33	25.06	3.06	4.75
Boys <u>M</u>	34.18	31.17	3.16	5.38
Age <u>t</u>	0.24	0.03	0.23	1.52
Younger <sup>1</sup> <u>M</u>	33.95	28.78	3.17	5.17
Older <sup>2</sup> <u>M</u>	32.44	27.34	3.04	4.95
Activity Type <u>t</u>	0.72	-4.76***	0.50	-3.77***
Unstructured <u>M</u>	33.72	24.86	3.14	4.78
Structured <u>M</u>	32.79	31.36	3.07	5.35

\*\*\*  $p < .001$

<sup>1</sup> 48 months or less

<sup>2</sup> over 48 months

teacher behavior scores, frequency of positive (FP) and negative (FN), and quality of positive (QP) and negative (QN) behaviors. Table 6 summarizes the means and standard deviations associated with all four preservice teachers' behavior scores for international children by gender and activity type.

A series of 16 path analytic procedures were then applied to the data to test the utility of two models previously described. Six of the 16 models tested were significant. The  $R^2$  for each of these significant models was quite low, therefore, extreme caution must be taken in generalizing from the results. Only the results of the six significant models tested will be presented here. The 10 remaining nonsignificant models and their path coefficients can be found in Appendix J. The six significant models included (a) two models explaining the FP and QP behaviors displayed by preservice teachers toward international girls during unstructured table activities, (b) two models explaining the FP and QP behaviors displayed by preservice teachers toward international boys during structured storytime activities, and (c) two models explaining the FN and QN behaviors displayed by preservice teachers toward international boys during unstructured table activities. Findings for each of the significant path models identified above are presented in the order listed. For each path model, a diagram of the original model, labeled with its path coefficients are presented. Unstandardized coefficients for these models are reported in Appendix I. Direct, indirect, and total effects for each of the exogenous and endogenous variables in the model were also computed. A modified path model is proposed and tested.



**Table 6.** Means and Standard Deviations of Preservice Teachers' Positive and Negative Behaviors Displayed Toward International Children by Gender and Activity Type.

Activity Type	<u>Teacher Behaviors</u>							
	Frequency				Quality			
	Positive		Negative		Positive		Negative	
	<u>m</u>	<u>sd</u>	<u>m</u>	<u>sd</u>	<u>m</u>	<u>sd</u>	<u>m</u>	<u>sd</u>
Unstructured								
Girls	33.03	13.64	21.11	11.02	3.10	1.11	4.37	1.74
Boys	34.42	15.52	28.50	15.75	3.19	1.21	5.19	1.69
Structured								
Girls	31.64	14.76	28.90	15.95	3.03	1.22	5.14	1.75
Boys	33.94	16.22	33.83	18.41	3.12	1.37	5.52	1.71

Note. Quality positive values and negative values are each based on a 7-point scale from virtually no positiveness (or no negativeness) to very high positiveness (or negativeness), respectively.

Models Explaining Preservice Teachers' Positive Behaviors  
Toward International Girls

Two path models tested for international girls were significant and assisted in explaining the FP and QP behaviors displayed by preservice teachers toward them during unstructured table activities.

Frequency of Positive Behaviors, International Girls.

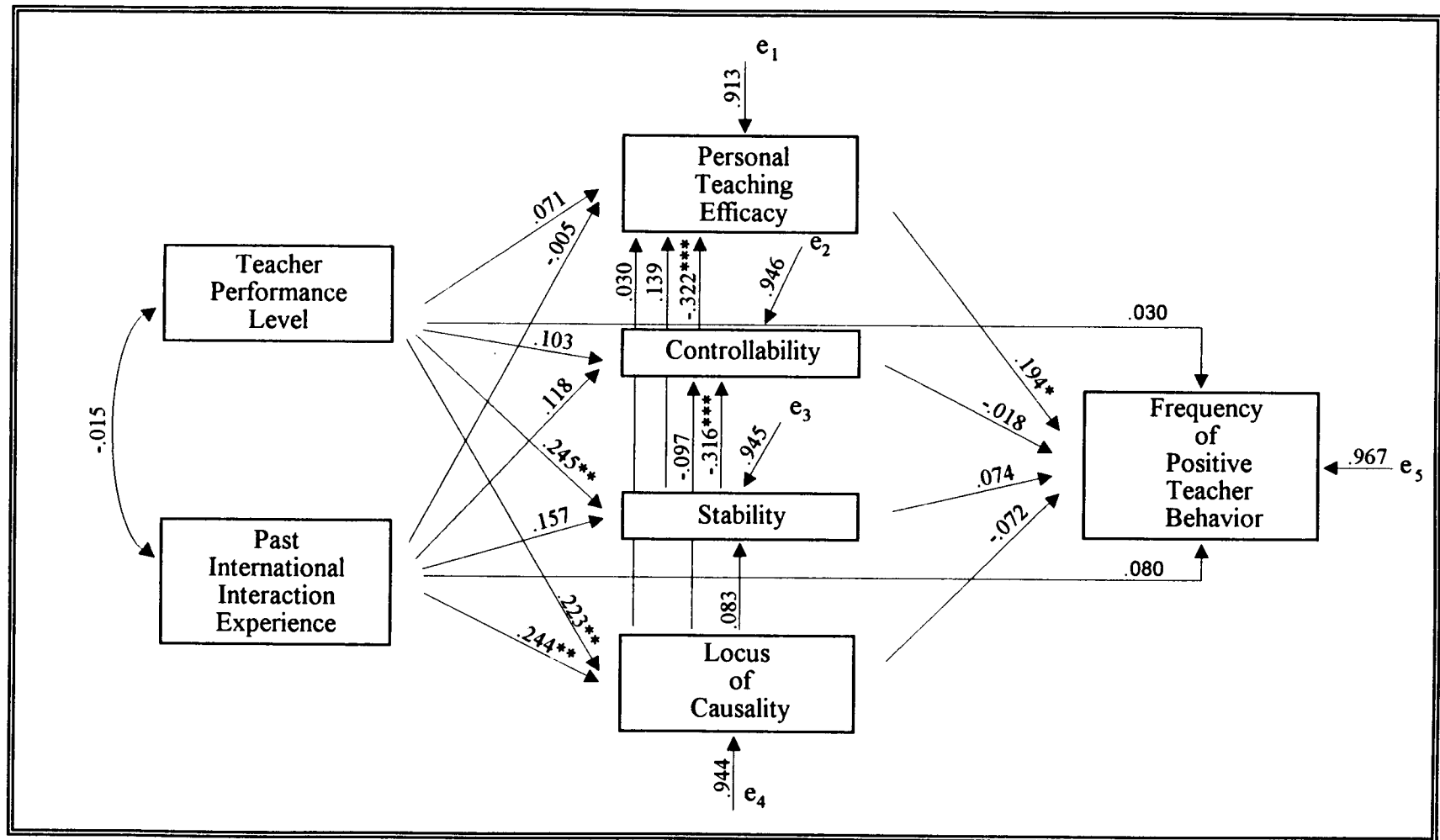
Figure 5 displays the original model examined for preservice teachers' FP behaviors displayed toward international girls during unstructured table activities. The only significant direct path from the exogenous and the endogenous variables in the model to the FP behaviors displayed by preservice teachers was the direct positive path from Personal Teaching Efficacy to the FP behaviors (.194,  $p < .05$ ). All other direct and indirect paths to the FP behaviors were minimal and non-significant (see Table 7).

The original model was then trimmed, retaining only those variables achieving coefficients of .05 or above. This modified model is presented in Figure 6. However, before findings of the modified model can be interpreted, an additional  $\chi^2$  statistic needed to be computed to determine the degree to which data from the modified model fit data found in the original model (Sprecht, 1975). Results revealed no significant difference between the two models,  $\Delta\chi^2 = -2.264$ ,  $p < .005$ ,  $\chi^2 = 3.6$ . The modified model ( $R^2 = .0662$ ), therefore, was similar to the original model ( $R^2 = .0840$ ) in its ability to explain the path analytic relationships among the variables. Significant findings associated with the path

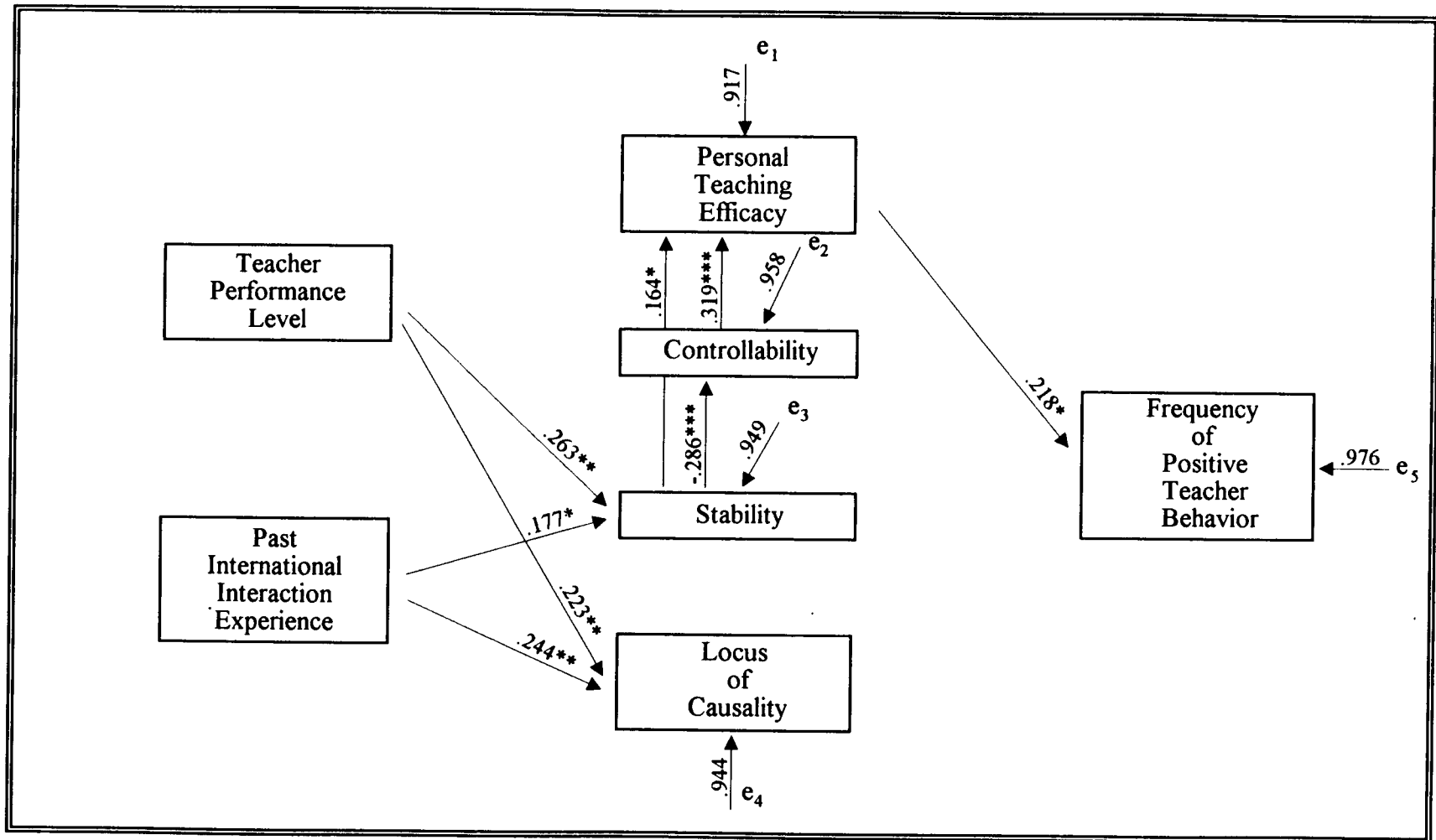
**Table 7.** Direct, Indirect, and Total Effects of the Six Significant Path Models Examined for the Original (O) and the Modified (M) Models.

Variables	Path Models (Teacher Behavior)											
	Positive								Negative			
	Frequency				Quality				Frequency		Quality	
	Girls O	Girls M	Boys O	Boys M	Girls O	Girls M	Boys O	Boys M	Boys O	Boys M	Boys O	Boys M
<b>Personal teaching efficacy</b>												
Direct	.194*	.218*	.070	---	.255**	.256**	.082	---	- .157	---	- .163	---
Indirect	---	---	-.031	---	---	---	-.021	---	---	---	---	---
Total	.194*	.218*	.039	---	.255**	.256**	.061	---	- .157	---	- .163	---
<b>Causal attributions</b>												
<b>Locus of causality</b>												
Direct	-.072	---	.236**	.249**	-.034	---	.226*	.216*	-.068	---	-.071	---
Indirect	.022	---	.010	---	.009	---	.011	---	.022	---	-.012	---
Total	-.050	---	.246**	.249**	-.025	---	.215*	.216*	-.046	---	-.083	---
<b>Stability</b>												
Direct	.074	---	-.025	---	.069	---	-.013	---	.084	---	.110	---
Indirect	.053	.056	-.028	---	.051	.023	-.032	---	-.017	---	-.038	---
Total	.127	.056	-.053	---	.120	.023	-.045	---	.067	---	.072	---
<b>Controllability</b>												
Direct	-.018	---	.117	---	.034	---	.132	---	-.066	---	-.053	---
Indirect	-.063	-.069	.000	---	.082	.081	.000	---	.050	---	.052	---
Total	-.081	-.069	.117	---	.116	.081	.132	---	-.061	---	-.001	---
<b>Teacher preparation level</b>												
Direct	.030	---	-.207*	-.210*	-.018	---	-.166*	---	-.185*	-.194*	-.076	---
Indirect	.055	.014	.070	.055	.040	.016	.075	.048	-.015	---	.005	---
Total	.085	.014	-.137	-.154	.022	.016	-.091	.048	-.201	-.194	-.071	---
<b>Past international interaction experience</b>												
Direct	.080	---	.089	---	.107	---	.142	---	-.137	---	-.179*	-.181
Indirect	-.003	.009	.060	.060	.008	.011	.061	.052	.002	---	-.020	---
Total	.077	.009	.149	.060	.115	.011	.203*	.052	-.135	---	-.199*	-.181*

\*  $p < .05$  \*\*  $p < .01$



**Figure 5.** Original Path Model: Frequency of Positive Teacher Behaviors  
Toward International Girls in Unstructured, Table Activities



**Figure 6.** Modified Path Model: Frequency of Positive Teacher Behaviors  
Toward International Girls in Unstructured, Table Activities

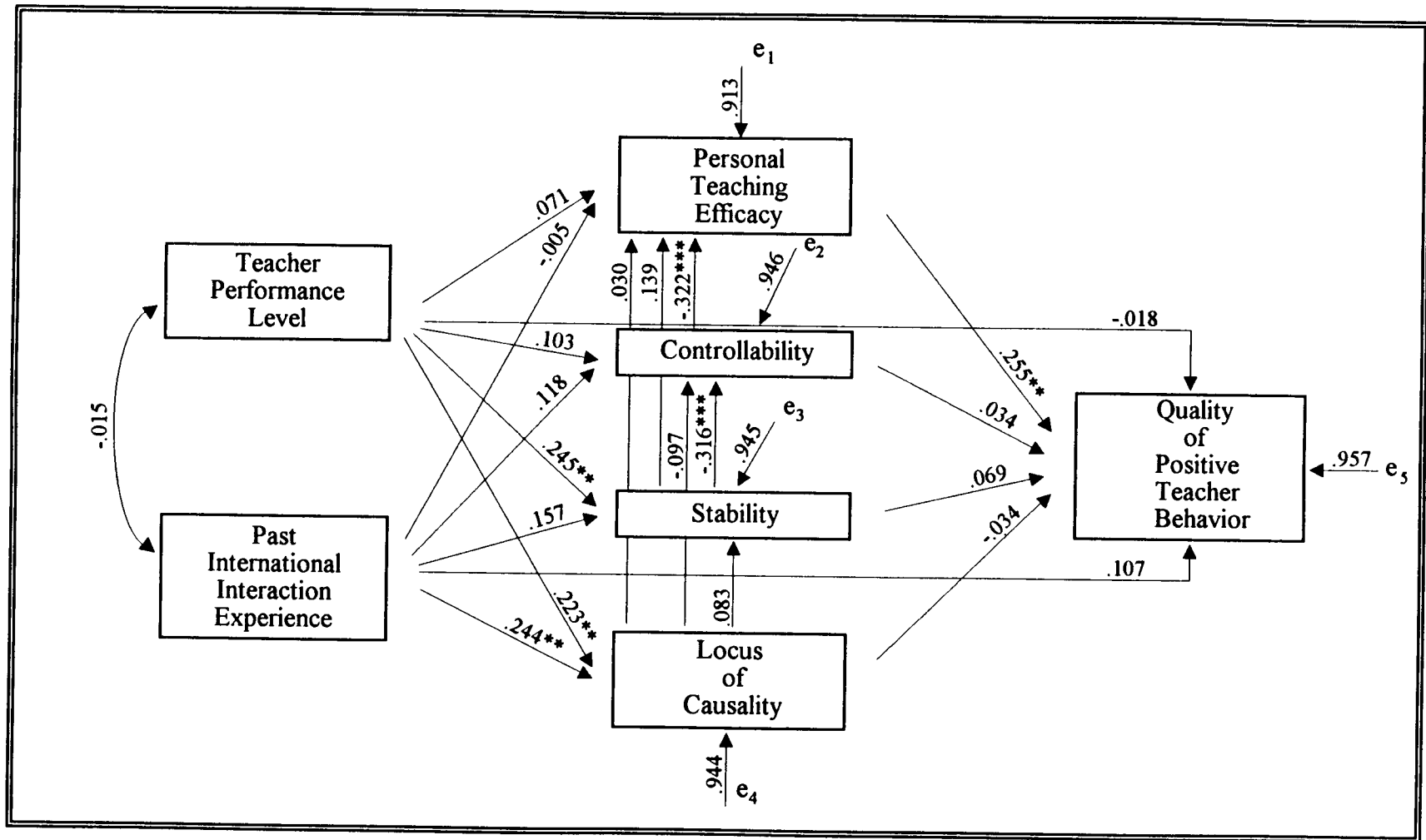
analytic relationships in the modified model are found in Figure 6 and Table 7.

As in the original model, the only significant direct path from the exogenous and endogenous variables was the direct positive path from Personal Teaching Efficacy to preservice teachers' FP behaviors (.218,  $p < .05$ ).

In reference to relationships among other exogenous and endogenous variables in the model, both Teacher Preparation Level and Past International Interaction Experiences respectively, had significant direct positive effects on the causal attribution variables of Locus of Causality (.223,  $p < .05$ ), .244,  $p < .05$ ) and Stability (.263,  $p < .01$ , .177,  $p < .05$ ). In addition, the causal attribution variable of Stability had a significant direct negative effect on Controllability (-.286,  $p < .01$ ), and a significant direct positive effect on Personal Teaching Efficacy (.164,  $p < .05$ ). Finally, the causal attribution variable of Controllability had a significant direct negative effect on Personal Teaching Efficacy (-.319,  $p < .01$ ).

#### Quality of Positive Behaviors, International Girls.

Figure 7 displays the original model examined for preservice teachers' QP behaviors displayed toward international girls during unstructured table activities. The only significant direct path from the exogenous and endogenous variables was the direct positive path from Personal Teaching Efficacy to the QP behaviors (.255,  $p < .01$ ). All other direct and indirect effects were minimal and non-significant (see Table 7).

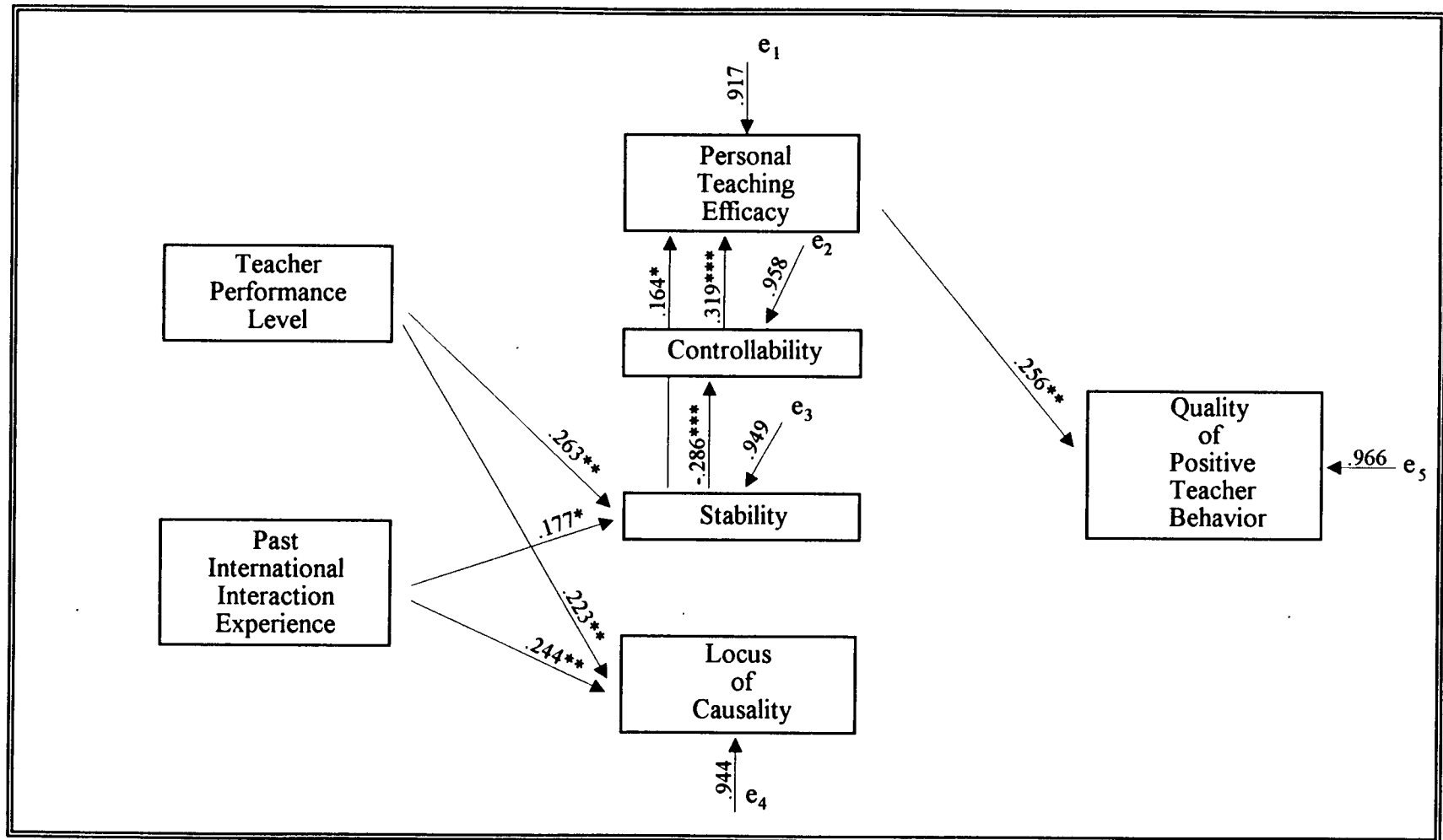


**Figure 7.** Original Path Model: Quality of Positive Teacher Behaviors  
Toward International Girls in Unstructured, Table Activities

The original model was then trimmed, retaining only variables achieving coefficients of .05 or above. This modified model is presented in Figure 8. Application of the  $\chi^2$  statistic revealed no significant difference between the original and modified models,  $\Delta\chi^2 = -2.238$ ,  $p < .005$ ,  $\chi^2 = 3.6$ . The modified model ( $R^2 = .066$ ), therefore, was similar to the original model in its ability to explain the path analytic relationships among the variables. Significant findings associated with the path analytic relationships in the modified model are found in Figure 8 and Table 7.

As in the original model, the only significant direct path from the exogenous and endogenous variables was the direct positive path from Personal Teaching Efficacy to preservice teachers' QP behaviors (.256,  $p < .01$ ). Findings for relationships among the other exogenous and endogenous variables were also similar to those found for preservice teachers' FP behaviors. Both Teacher Preparation Level and Past International Interaction Experiences had significant direct positive effects on the causal attribution variables of Locus of Causality (.223,  $p < .05$ ; .244,  $p < .01$ ) and Stability (.263,  $p < .01$ ; .177,  $p < .05$ ). In addition, the causal attribution variable of Stability had a significant direct negative effect on Controllability (-.286,  $p < .01$ ) and a significant direct positive effect on Personal Teaching Efficacy (.164,  $p < .05$ ). Finally, the causal attribution variable of Controllability had a significant direct negative effect on Personal Teaching Efficacy (-.319,  $p < .01$ ).





**Figure 8.** Modified Path Model: Quality of Positive Teacher Behaviors  
Toward International Girls in Unstructured, Table Activities

## Summary

Overall, findings associated with preservice teachers' FP and QP behaviors displayed toward international girls during unstructured table activities closely approximated predictions made by Model I, based on Bandura's theory of self-efficacy. This model suggested that a preservice teachers' Personal Teaching Efficacy would contribute to their positive teacher behaviors. For teachers of international girls during unstructured table activities, this was true. Causal attributions, particularly Controllability (negatively) and Stability (positively), directly impacted on Personal Teaching Efficacy, yet did not directly impact on preservice teachers' positive behaviors. Personal Teaching Efficacy, therefore, appears to be an intervening variable between causal attributions (primarily Controllability and Stability) and positive teacher behaviors.

With respect to the variable of past experiences, including Teacher Preparation Level and Past International Interaction Experiences, these directly and positively impacted on causal attributions, particularly, Locus of Causality and Stability, but not on Controllability, Personal Teaching Efficacy, or positive preservice teacher behaviors.

## Models Explaining Preservice Teachers' Positive Behaviors

### Toward International Boys

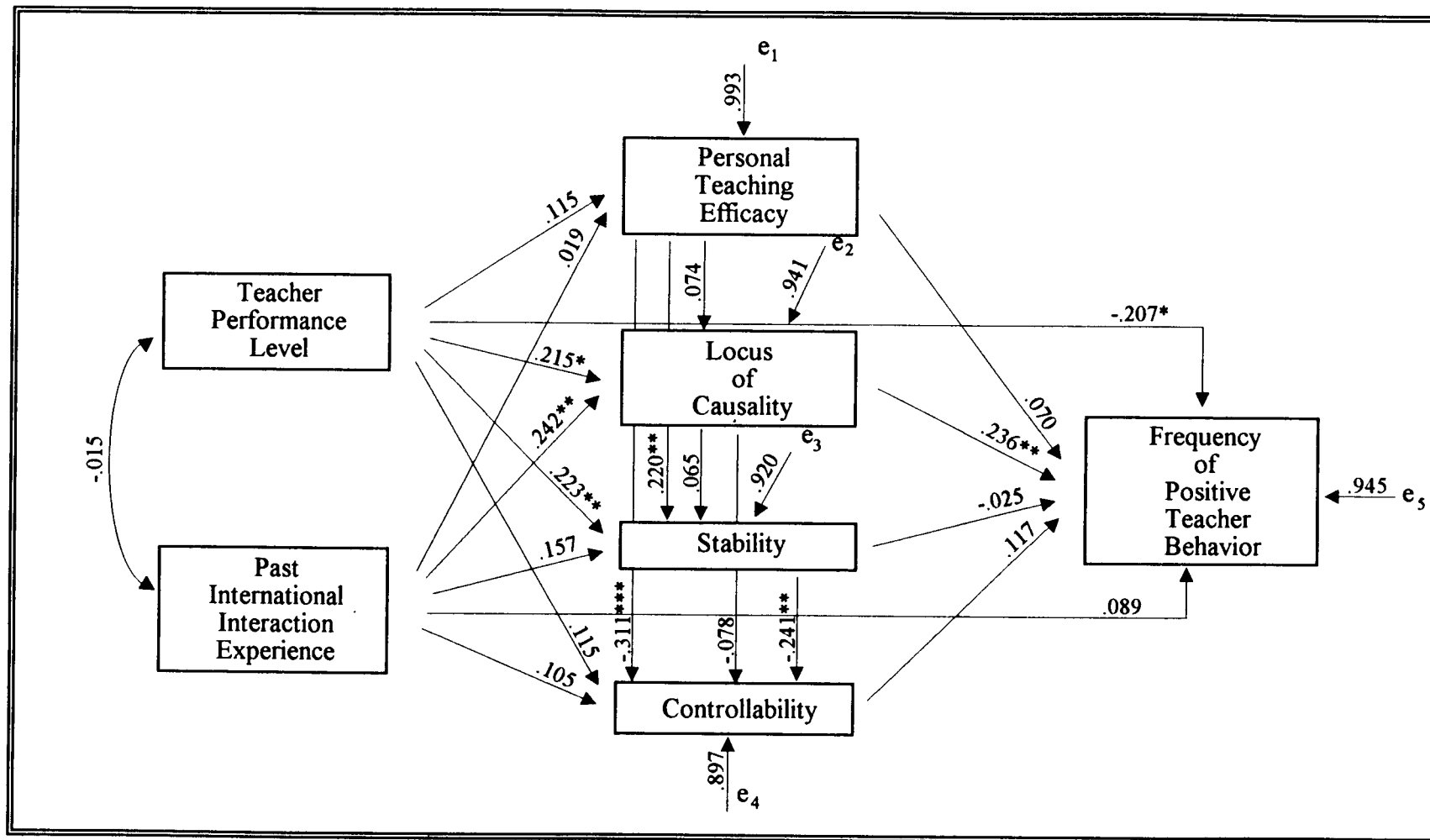
Two path models tested were significant and assisted in explaining the frequency and quality of positive behaviors displayed by preservice teachers toward international boys during structured storytime activities.

### Frequency of Positive Behaviors, International Boys.

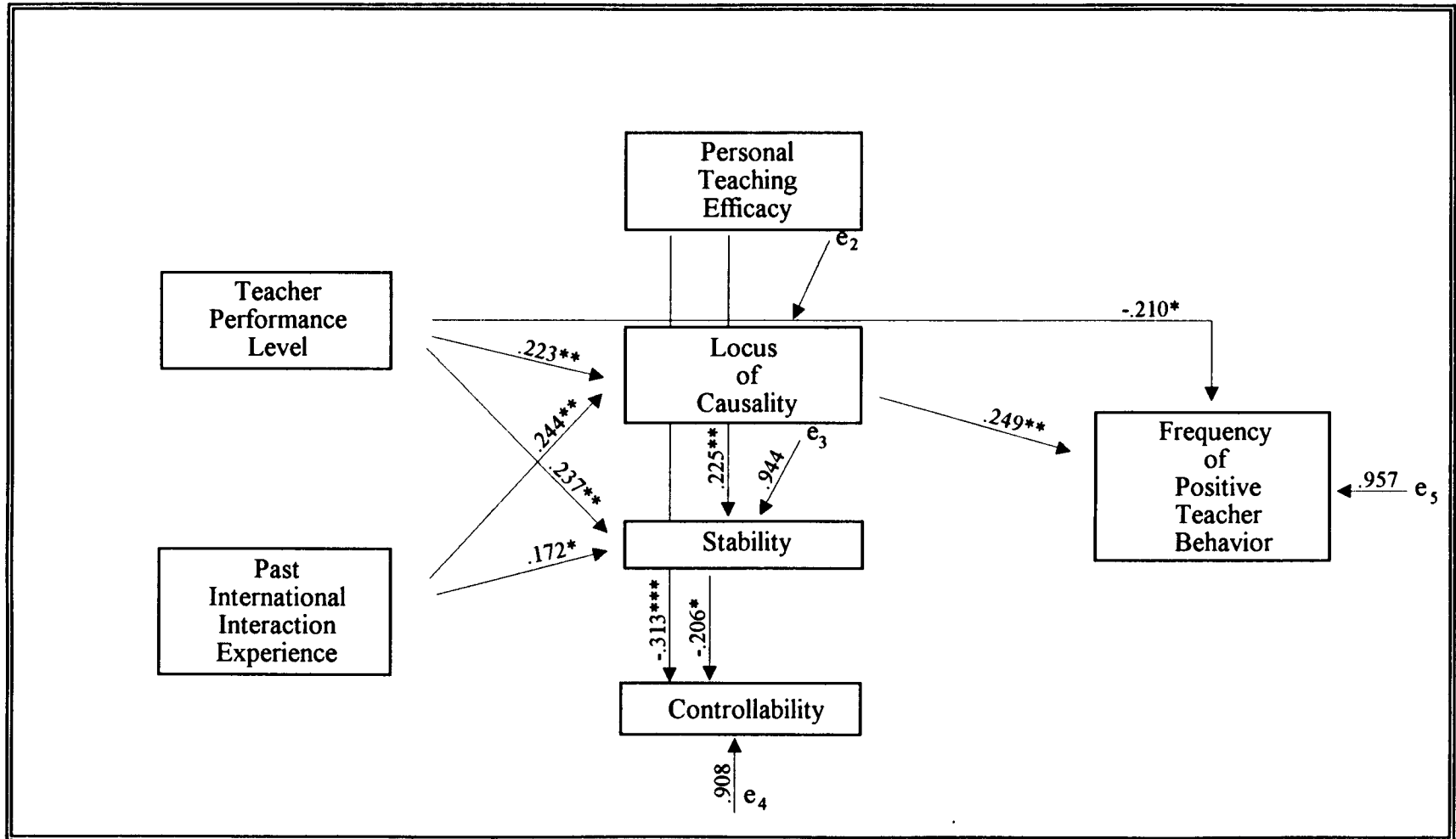
Figure 9 displays the original model examined for preservice teachers' FP behaviors displayed toward international boys during structured storytime activities. Two significant direct effects were found. These included the direct positive path from the causal attribution variable of Locus of Causality (.236,  $p < .01$ ) to preservice teachers' FP behaviors and the direct negative path from Teacher Preparation Level (-.207,  $p < .05$ ) to preservice teachers' FP behaviors. All other direct and indirect effects were minimal and non-significant (see Table 7).

It is interesting to note (Table 7) that although non-significant, the indirect positive effect of teacher preparation level on FP reduced the direct negative effect of this variable (-.207,  $p < .05$ ) rendering it nonsignificant. Therefore, the variable Teacher Preparation Level had a non-significant, indirect positive effect on FP probably via the causal attribution variable of Locus of Causality (see Figure 9 and Table 7) and a significant direct negative effect on Controllability (-.206,  $p < .05$ ). Finally, Personal Teaching Efficacy had a significant direct positive effect on the causal attribution variable of Stability (.255,  $p < .01$ ), and a significant direct negative effect on Controllability (-.313,  $p < .01$ ).

The original model was then reduced, retaining only variables with coefficients of .05 or above. This modified model is presented in Figure 10. The  $\chi^2$  statistic revealed no significant difference between the original and



**Figure 9.** Original Path Model: Frequency of Positive Teacher Behaviors  
Toward International Boys in Structured, Storytime Activities



**Figure 10.** Modified Path Model: Frequency of Positive Teacher Behaviors  
Toward International Boys in Structured, Storytime Activities

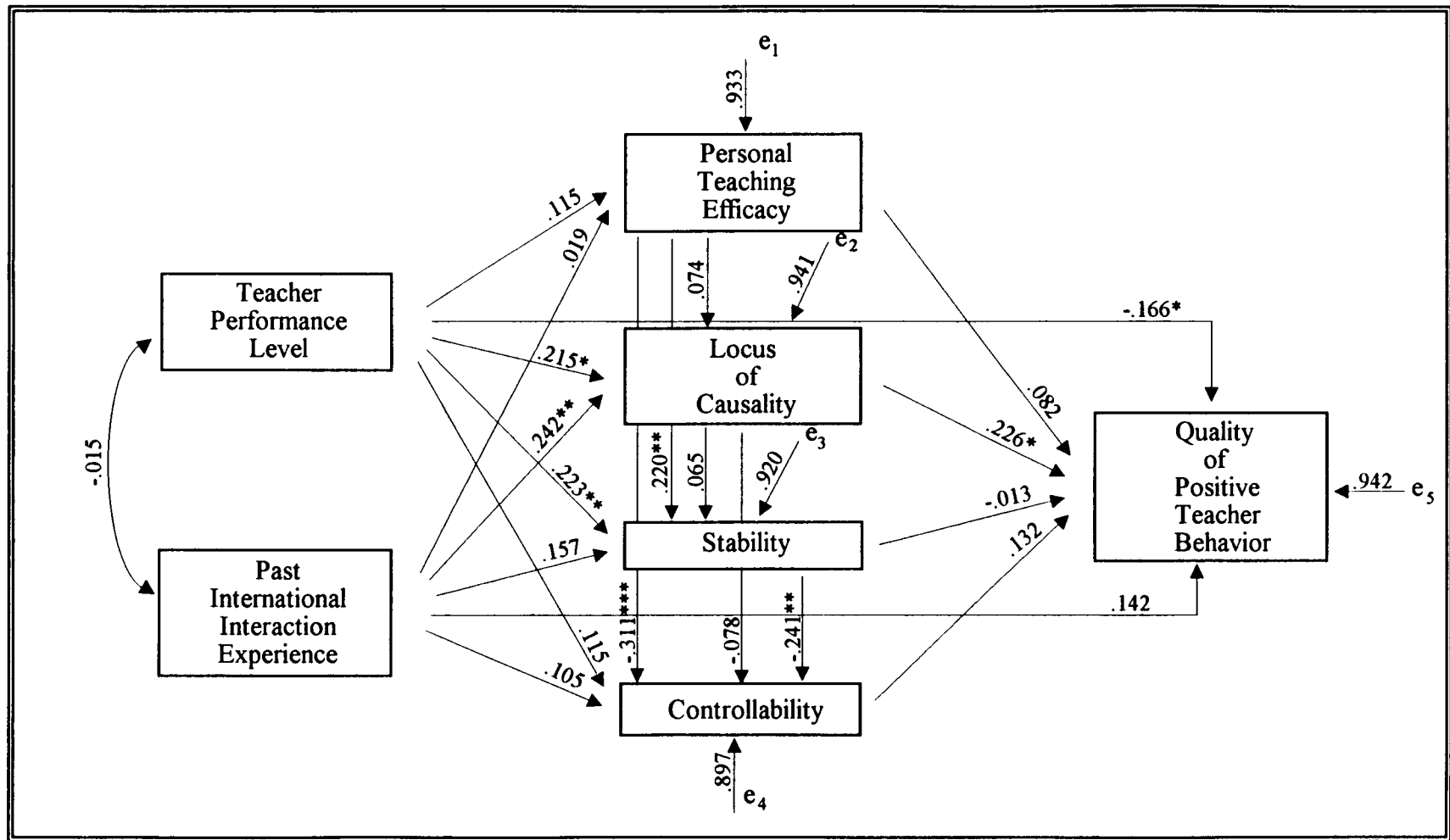
modified models,  $\underline{W} = -2.257$ ,  $p < .005$ ,  $\underline{X}^2 = 2.6$ . The modified model ( $\underline{R}^2 = .083$ ), therefore, was similar to the original model ( $\underline{R}^2 = .106$ ) in its ability to explain the path analytic relationships among the variables. Significant findings associated with the path analytic relationships for the modified model are found in Figure 10 and Table 7.

As in the original model, the causal attribution variable of Locus of Causality (.249,  $p < .01$ ) had a significant direct positive effect on FP displayed toward international boys during structured storytime activities, while Teacher Preparation Level had a significant direct negative effect (.210,  $p < .05$ ).

In reference to other exogenous and endogenous variables in the model, both teacher preparation level and past international interaction experiences had significant direct positive effects on the causal attribution variables of Locus of Causality (.223,  $p < .05$ , .244,  $p < .01$ ), and Stability (.237,  $p < .01$ ; .172,  $p < .05$ ). In addition, the causal attribution variable of Stability had a significant and direct negative effect on Controllability (-.206,  $p < .05$ ). Finally, Personal Teaching Efficacy had a significant direct positive effect on the causal attribution variable of Stability (.255,  $p < .01$ ), and a significant direct negative effect on Controllability (-.313,  $p < .01$ ).

#### Quality of Positive Behaviors, International Boys

Figure 11 displays the original model of QP behaviors displayed toward international boys during structured storytime activities. Two significant direct effects were found. These included the direct positive path from the causal



**Figure 11.** Original Path Model: Quality of Positive Teacher Behaviors  
Toward International Boys in Structured, Storytime Activities

attribution variable of Locus of Causality (.226,  $p < .05$ ) and the direct negative path from the Teacher Preparation Level variable (-.166,  $p < .05$ ) to QP.

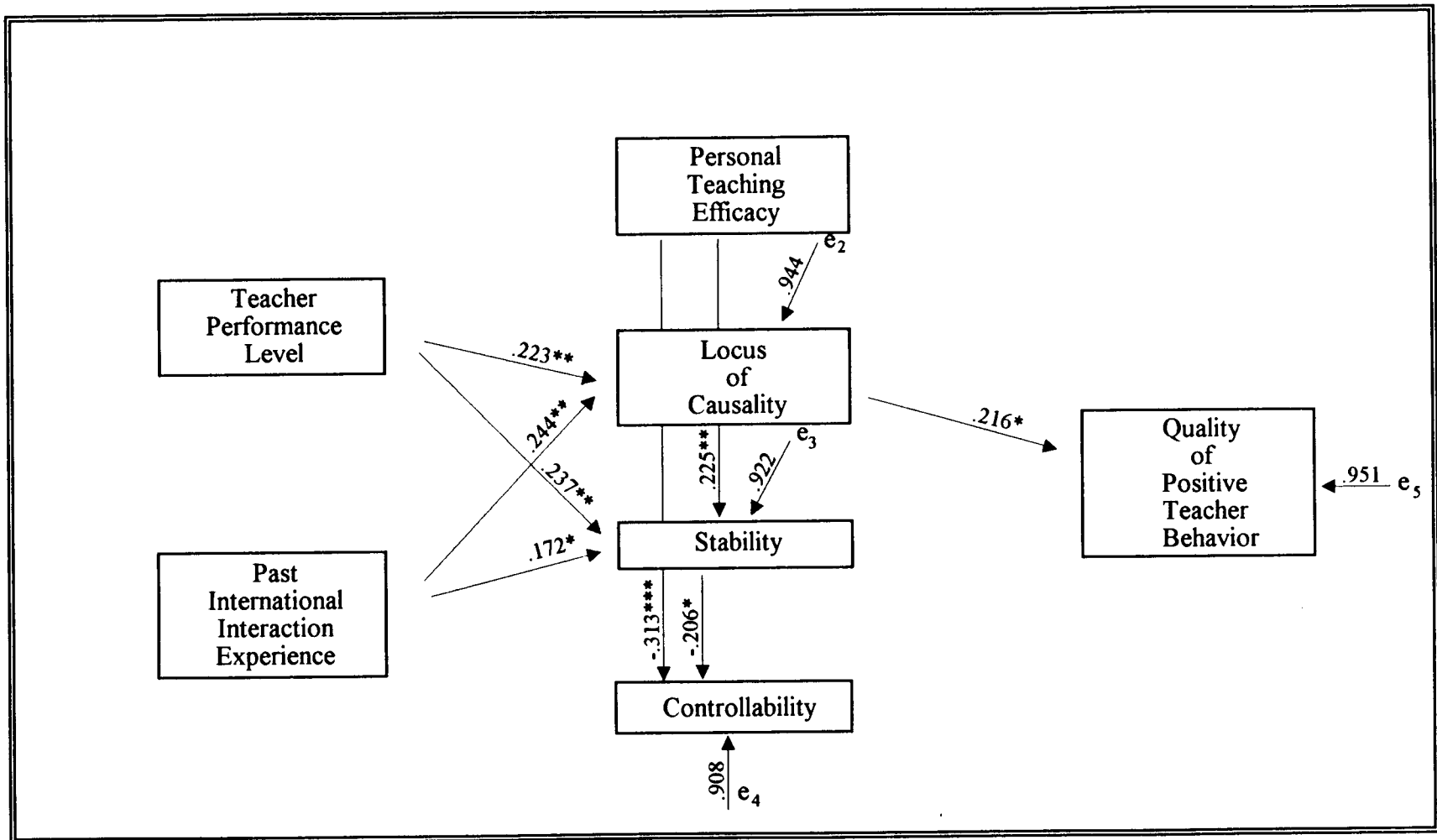
All other direct and indirect effects behaviors were minimal and non-significant (see Table 7).

It is interesting to note Table 7, that, although non-significant, the indirect positive effect of Teacher Preparation Level on QP rendered the direct negative effect (-.166,  $p < .05$ ) non-significant. Therefore, the variable of Teacher Preparation Level a non-significant, positive indirect effect on the QP probably via the causal attribution variable of Locus of Causality.

Furthermore, also noticeable in Table 7 is the finding that, although the separate positive direct and indirect effects of Past International Interaction Experience on the QP were non-significant, their combined total direct positive effect was (.203,  $p < .05$ ). This indicated, in the original model at least that the combined direct and indirect effect of Past International Interaction Experiences significantly and positively impacted on QP. The positive indirect effects occurred probably via the causal attribution variable of Locus of Causality.

The original model was reduced, keeping only variables with coefficients of .05 or above. The modified model is presented in Figure 12. Application of the  $\chi^2$  statistic comparing the models revealed no significant difference between the original and modified models,  $\chi^2 = 2.581$ ,  $p < .025$ ,  $\chi^2 = 3.2$ . The modified model ( $R^2 = .022$ ), therefore, was similar to the original model ( $R^2 = .061$ ) in its ability to explain the path analytic relationships among the variables. Significant





**Figure 12.** Modified Path Model: Quality of Positive Teacher Behaviors  
Toward International Boys in Structured, Storytime Activities

findings associated with the path analytic relationships for the modified model found in Figure 12.

Unlike the original model, in the modified model, the direct negative path from Teacher Preparation Level to QP behaviors toward international boys during structured storytime activities was not significant. However, like the original model, the direct positive path from the causal attribution variable of Locus of Causality to QP found in the modified model was significant (.216,  $p < .05$ ).

In reference to relationships among other exogenous and endogenous variables in the model, both Teacher Preparation Level and Past International Interaction Experiences had significant direct positive effects on the causal attribution variables of Locus of Causality (.223,  $p < .05$ , .244,  $p < .01$ ) and stability (.237,  $p < .01$ , .172,  $p < .05$ ). In addition, the causal attribution variable of Stability had a significant direct negative effect on Controllability (-.206,  $p < .05$ ). Finally, Personal Teaching Efficacy had a significant direct positive effect on the causal attribution variable of Stability (.255,  $p < .01$ ) and a significant direct negative effect on Controllability (-.313,  $p < .01$ ).

### Summary.

Overall, findings associated with preservice teachers' FP behaviors displayed toward international boys during structured storytime activities more closely approximated predictions from Model II, based on Weiner's theory of causal attributions. This model suggested that preservice teachers' causal attributions would directly contribute to their positive behaviors. This was true

for the causal attribution variable of Locus of Causality. It was not true, however, for the causal attribution variables of Stability and Controllability. Furthermore, Personal Teaching Efficacy was significantly and directly related to Stability and Controllability in contrasting ways, suggesting that the causal attribution variables may be intervening between Personal Teaching Efficacy and positive teacher behaviors. However, since Personal Teaching Efficacy was not found to have a significant direct positive impact on the causal attribution variable of Locus of Causality, which was ultimately found to have a significant direct positive impact on positive teacher behaviors.

Teacher Preparation Level and Past International Interaction Experience, were found to have a significant direct positive impact on the causal attribution variables of Locus of Causality and Stability. Furthermore, in the original model, Teacher Preparation Level was found to have a significant direct negative effect on FP and QP behaviors toward international boys during structured storytime activities. Combined with the significant direct positive impact of Teacher Preparation Level with the causal attribution variable of Locus of Causality, which in turn significantly and positively impacted FP and QP, these findings suggest that Teacher Preparation Level had impact on preservice teachers' positive behaviors as well (see Table 7). However, in the modified model, this finding was maintained only for FP. Finally, the combined direct and indirect positive effects of Past International Interaction Experience on QP was significant in the original but not the modified model.

## Models Explaining Preservice Teachers ' Negative Behaviors

### Toward International Boys

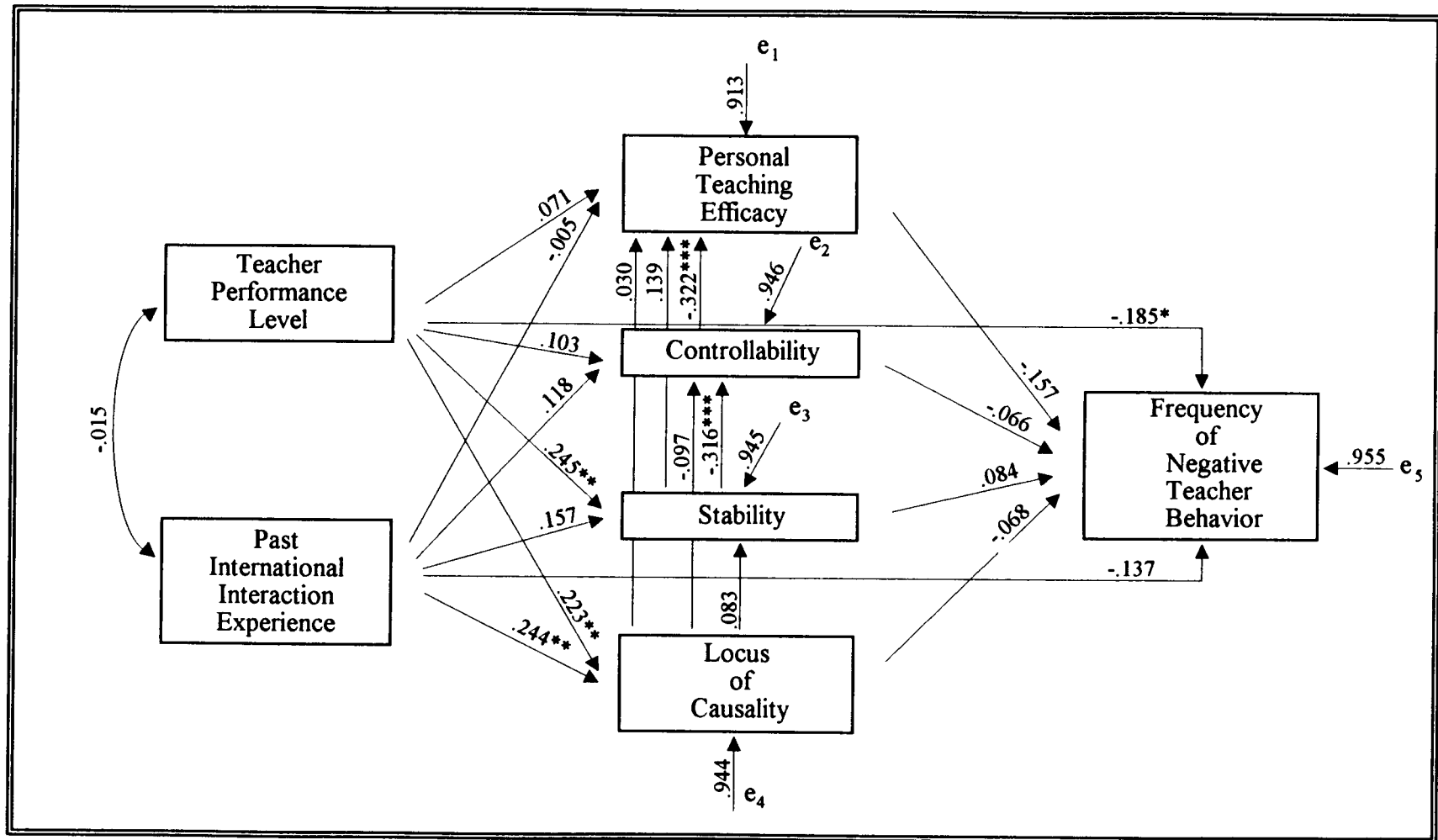
Two path models tested for international boys were significant and assisted in explaining the FN and QN toward international boys during unstructured table activities.

### Frequency of Negative Behaviors, International Boys

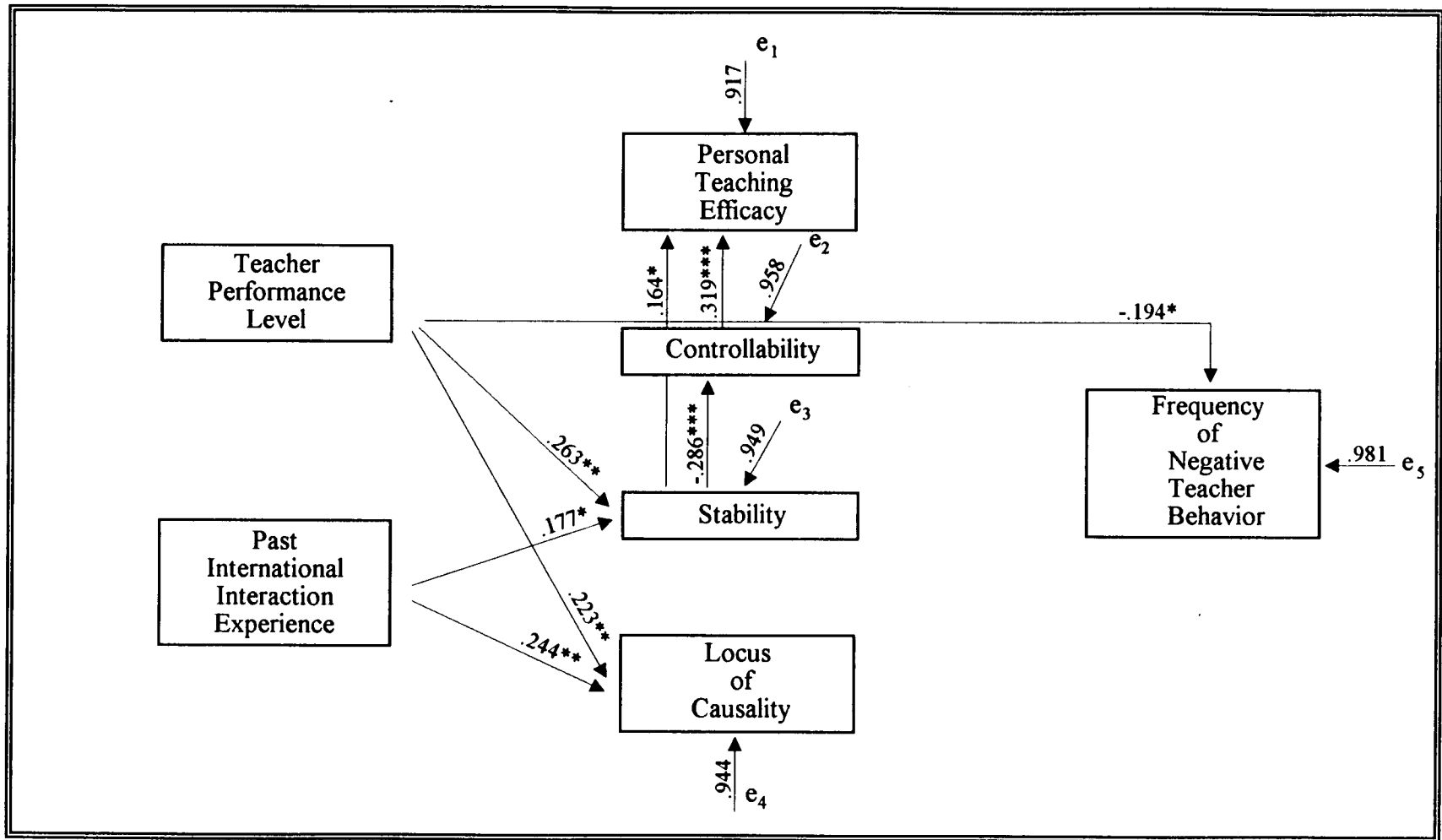
Figure 13 displays the original model for FN behaviors displayed toward international boys during unstructured table activities. There was a significant direct negative path from the exogenous variable of Teacher Preparation Level to FN ( $-.185, p < .05$ ). All other direct and indirect effects were minimal and non-significant (See Table 7).

The original model was reduced, maintaining only coefficients of .05 or above. This modified model is presented in Figure 14. Application of an additional  $\chi^2$  statistic comparing both models revealed no significant difference between the original and modified models,  $\Delta\chi^2 = -2.605, p < .005, \chi^2 = 3.6$ . The modified model ( $R^2 = .058$ ), therefore, was similar to the original model ( $R^2 = .087$ ) in its ability to explain the path analytic relationships among the variables. Significant findings associated with the path analytic relationships in the modified model are found in Figure 14 and Table 7.

As in the original model, Teacher Preparation Level had a significant direct negative effect on FN behaviors ( $-.194, p < .05$ ) displayed toward international boys during unstructured table activities. Neither Personal Teaching



**Figure 13.** Original Path Model: Frequency of Negative Teacher Behaviors  
Toward International Boys in Unstructured, Table Activities



**Figure 14.** Modified Path Model: Frequency of Negative Teacher Behaviors  
Toward International Boys in Unstructured, Table Activities

Efficacy nor the causal attribution variables had a significant (direct or indirect) FN. In reference to the relationships between other exogenous and endogenous variables in the model, both Teacher Preparation Level and Past International Interaction Experience had significant direct positive effects on the causal attribution variables of Locus of Causality (.223,  $p < .05$ ; .244,  $p < .01$ ) and Stability (.263,  $p < .01$ ; .177,  $p < .05$ ). In addition, the causal attribution variable of Stability had a significant direct negative effect on Controllability (-.286,  $p < .01$ ), and a significant direct positive effect on Personal Teaching Efficacy (.164,  $p < .05$ ). Finally, the causal attribution variable of Controllability had a significant direct negative effect on Personal Teaching Efficacy (-.329,  $p < .001$ ).

#### Quality of Negative Behaviors, International Boys

Figure 15 displays the original model for QN toward international boys during unstructured table activities. A significant direct negative path from the exogenous variable of Past International Experience to QN was found (-.179,  $p < .05$ ). All other direct or indirect effects were minimal and non-significant (see Table 7).

The original model was reduced, maintaining only coefficients at the .05 level or above. The modified model is presented in Figure 16. Application of a  $\chi^2$  statistic comparing both models revealed no significant difference between the original and modified models,  $\Delta\chi^2 = -3.093$ ,  $p < .005$ ,  $\chi^2 = 3.6$ . The modified model ( $R^2 = .050$ ), therefore, was similar to the original model ( $R^2 = .072$ ) in its

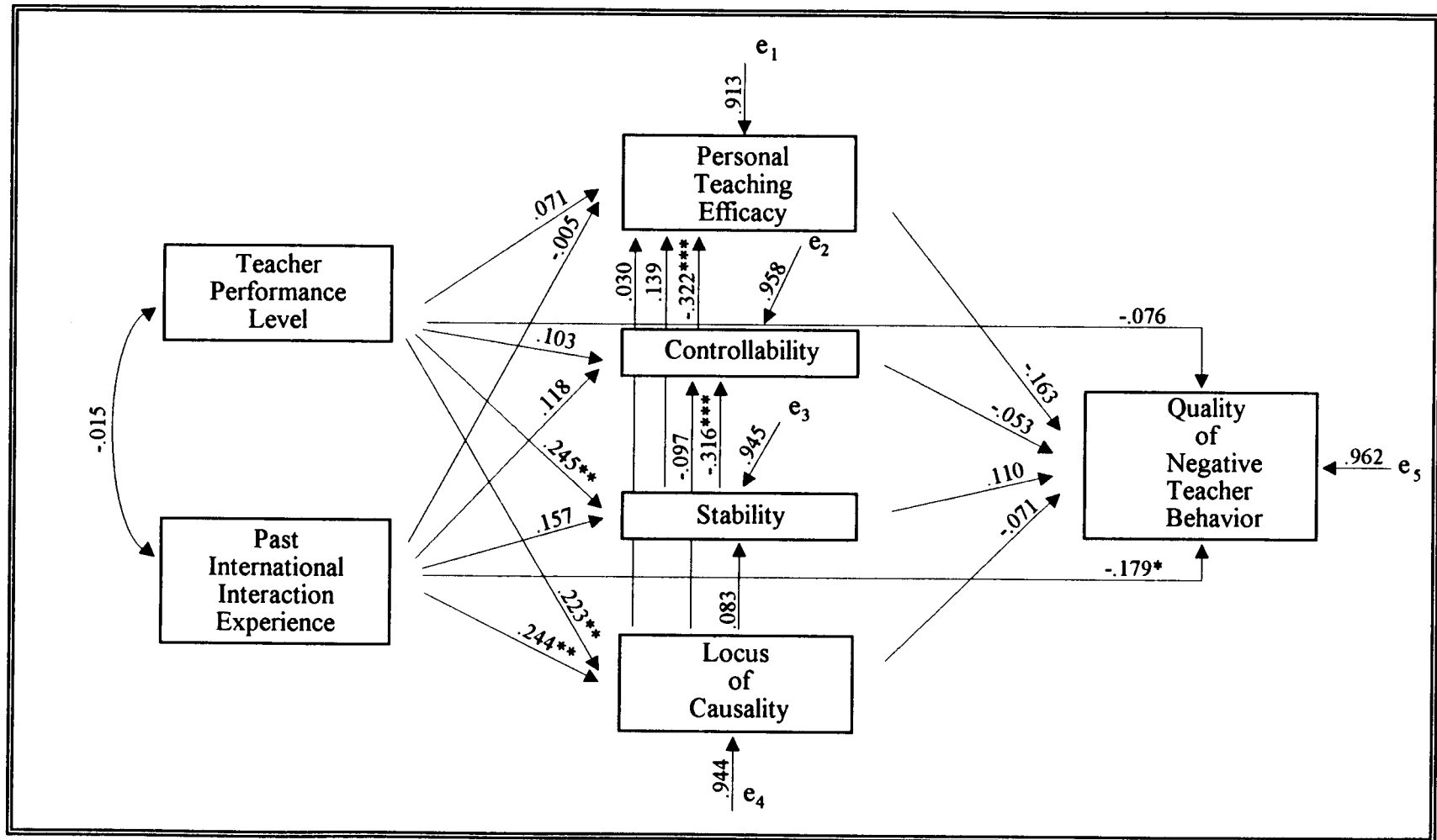
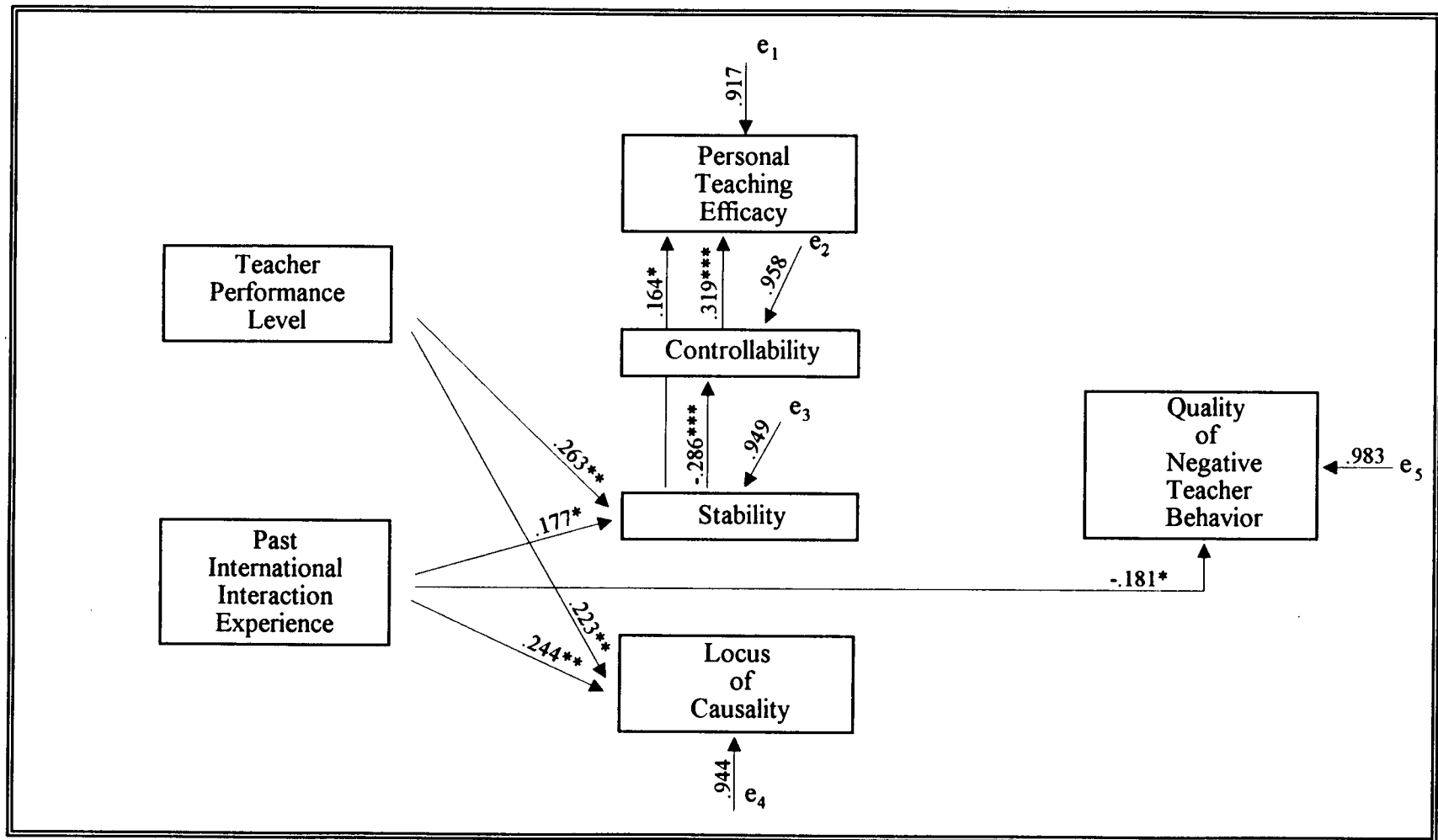


Figure 15. Original Path Model: Quality of Negative Teacher Behaviors  
Toward International Boys in Unstructured, Table Activities





**Figure 16.** Modified Path Model: Quality of Negative Teacher Behaviors  
Toward International Boys in Unstructured, Table Activities

ability to explain the path analytic relationships among the variables. Significant findings associated with the path analytic relationships in the modified model are found in Figure 16 and Table 7.

As in the original model, only Past International Interaction Experience had a significant direct negative effect on QN behaviors ( $-.181, p < .05$ ) displayed by preservice teachers toward international boys during unstructured table activities. Neither personal teaching efficacy nor causal attributions had any significant (direct or indirect) effects on QN.

In reference to other exogenous and endogenous variables in the model, both Teacher Preparation Level and Past International Interaction Experiences had significant direct positive effects on the causal attribution variables of Locus of Causality ( $.223, p < .05$ ;  $.244, p < .01$ ) and Stability ( $.263, p < .01$ ;  $.177, p < .05$ ). In addition, the causal attribution variable of Stability had a significant direct negative effect on Controllability ( $.286, p < .01$ ), and a significant positive effect on Personal Teaching Efficacy ( $.164, p < .05$ ). Finally, the causal attribution variable of Controllability had a significant direct negative effect on Personal Teaching Efficacy ( $-.319, p < .01$ ).

Summary. Overall, findings associated with QN behaviors toward international boys during unstructured table activities provided findings which supported neither Model I (Bandura-based model of self-efficacy) nor Model II (Weiner-based model of causal attributions). Instead, the exogenous variables of Teacher Preparation Level and Past International Interaction Experiences were

respectively, significant direct negative predictors of FN and QN. This suggested that those at higher Teacher Preparation Levels were less likely to display negative behaviors toward International boys during unstructured table activities. Likewise, QN behaviors displayed by preservice teachers toward international boys during unstructured table activities is much lower for teachers with higher levels of Past International Interaction Experiences.

In addition to these results, other noteworthy effects were found in all six significant modified path models. First, the exogenous variables of Teacher Preparation Level and Past International Interaction Experience all had significant direct positive impacts on the causal attribution variables of Locus of Causality and Stability. Second, the causal attribution variable of Locus of Causality was not linked to Stability and Controllability in any of the path models. The causal attribution variable of Stability had a significant direct negative effect on Controllability in all six models examined. Finally, in all significant models examined, the path coefficients between personal teaching efficacy and the causal attribution variable of stability were positive, while those associated with controllability were negative.

### Secondary Analysis: International and U.S. Children

A secondary analysis was undertaken of a larger set of data of which the present study is a part including both international ( $n = 37$ ) and U.S. (Caucasian, non-Hispanic,  $n = 43$ ) children. A 2 (Ethnicity: International vs. U.S) x 2 (Gender: girls vs. boys) x 2 (Age: younger vs. older) x 2 (Socioeconomic Status: higher vs. lower) x 2 (Activity Type: unstructured table vs. structured story-time) MANOVA was applied to all preservice teacher behavior scores, to determine the main and interaction effects of the variables in this study. Due to the limited sample of children used in this study, only main and first-order interaction effects were interpreted.

#### Main Effects

Examination of results in Table 8 revealed significant main effects for Ethnicity, multivariate- $F(4, 1037) = 21.85, p < .001$ , Gender, multivariate- $F(4, 1037) = 3.82, p < .01$ , and Activity Type (multivariate- $F(4, 1037) = 2.34, p < .05$ ). The univariate tests associated with these significant main effects revealed that, Ethnicity and Gender, were related to all preservice teacher behavior scores while Activity Type was related only to FN. International children experienced significantly less FP,  $F(1, 1040) = 18.21, p < .001$ , and QP,  $F(1, 1040) = 32.55, p < .001$  positive behaviors, and significantly more FN,  $F(1, 1040) = 43.46, p < .001$ , and QN,  $F(1, 1040) = 58.02, p < .001$  negative behaviors during small group activity interactions than U.S children. In addition, girls experienced significantly lower frequency and quality of both

**Table 8.** MANOVA Effects of Child 's Ethnicity, Gender, Age, Socioeconomic Status, Activity Type and Their Interactions on Teacher Behavior Scores.

Variables	<u>T e a c h e r   B e h a v i o r</u>				
	Multivariate (F-test)	FP Univariate (F-test)	FN Univariate (F-test)	QP Univariate (F-test)	QN Univariate (F-test)
Main effects					
Ethnicity (E)	21.58***	18.21***	43.46***	32.55***	58.02***
Gender (G)	3.82**	5.23*	5.61*	6.50**	4.08*
Age (A)	.20	.23	.45	.33	.19
Socioeconomic status (SES)	.94	1.98	1.82	1.91	.69
Activity Type (AT)	2.34*	2.50	7.31**	2.43	3.59
First-order interactions					
E x G	1.34	.91	3.89*	.91	1.42
E x A	1.38	.05	.08	.19	.74
E x SES	2.27	1.52	7.68**	1.17	8.36
E x AT	1.76	.78	.96	1.74	.00

table continues

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<u>T e a c h e r   B e h a v i o r</u>					
Variables	Multivariate (F-test)	FP Univariate (F-test)	FN Univariate (F-test)	QP Univariate (F-test)	QN Univariate (F-test)
G x A	.77	.78	.04	.36	.27
G x SES	.66	2.52	.00	2.14	.00
G x AT	.47	.11	1.00	.34	.40
A x SES	.99	.03	.03	.14	.46
A x AT	.72	1.16	.47	.81	.00
SES x AT	.75	.30	.86	.01	1.06

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\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$

FP = Frequency of Positive Behaviors

FN = Frequency of Negative Behaviors

QP = Quality of Positive Behaviors

QN = Quality of Negative Behaviors

**Table 9.** Summary of Means Associated with All Four Preservice Teacher Behavior Scores.

Variables	<u>T e a c h e r   B e h a v i o r s</u>			
	FP	FN	QP	QN
Ethnicity (G):				
International (I)	33.26	28.12	3.11	5.07
U.S. (US)	41.47	16.53	3.97	3.43
Gender (G)				
Girls	35.85	20.55	3.42	4.04
Boys	38.88	24.10	3.67	4.45
Age (A) <sup>1</sup>				
Younger	36.17	24.35	3.44	4.54
Older	38.67	20.12	3.66	3.93
Socioeconomic status (SES) <sup>2</sup>				
Lower	40.75	17.76	3.89	3.64
Higher	35.83	24.39	3.39	4.52
Activity				
Unstructured (U)	38.19	20.14	3.62	4.01
Structured (S)	36.54	24.51	3.46	4.49

table continues

---

Variables	<u>T e a c h e r   B e h a v i o r s</u>			
	FP	FN	QP	QN
<hr/>				
CE x CG				
I girls	32.34	25.06	3.07	4.75
I boys	34.19	31.17	3.16	5.38
US girls	39.37	16.04	3.77	3.33
US boys	43.56	17.03	4.17	3.52
CE x A				
I younger	33.43	28.69	3.13	5.16
I older	32.93	27.02	3.08	4.90
US younger	40.81	16.97	3.96	5.50
US older	41.88	16.26	3.98	3.38
CE x CSES				
I lower	35.64	21.49	3.32	4.30
I higher	33.03	28.75	3.09	5.14
US lower	41.59	17.15	3.98	3.54
US higher	41.33	15.82	3.96	3.30

---

table continues



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Variables	<u>T e a c h e r   B e h a v i o r s</u>			
	FP	FN	QP	QN
<hr/>				
CE x AT				
I U	33.73	24.87	3.15	4.78
I S	32.79	31.37	3.08	5.35
US U	42.66	15.42	4.09	3.24
US S	40.28	17.65	3.85	3.62
CG x A				
Girls, younger	35.57	22.79	3.23	4.38
Girls, older	38.08	18.36	3.60	3.71
Boys, younger	38.50	25.76	3.62	4.69
Boys, older	39.33	22.09	3.72	4.17
CG x SES				
Girls, lower	37.39	17.04	3.62	3.53
Girls, higher	35.15	22.17	3.33	4.28
Boys, lower	44.19	18.50	4.16	3.76
Boys, higher	36.51	26.59	3.45	4.76

---

table continues

Variables	<u>T e a c h e r   B e h a v i o r s</u>			
	FP	FN	QP	QN
CG x AT				
Girls, U	35.78	17.73	3.42	3.71
Girls, S	35.93	23.37	3.42	4.37
Boys, U	40.61	22.56	3.82	4.31
Boys, S	37.14	25.64	3.51	4.60
A x SES				
Younger, lower	40.75	18.57	3.88	3.80
Younger, higher	35.37	25.36	3.36	4.67
Older, lower	40.75	17.49	3.89	3.59
Older, higher	36.68	22.63	3.44	4.24
A x AT				
Younger, U	37.03	21.67	3.53	4.28
Younger, S	35.37	26.84	3.36	4.79
Older, U	39.37	18.61	3.72	3.74
Older, S	37.91	21.76	3.59	4.13

table continues

---

Variables	<u>T e a c h e r   B e h a v i o r s</u>			
	FP	FN	QP	QN

---

SES x AT				
Lower, U	41.89	17.08	3.97	3.51
Lower, S	39.54	18.48	3.80	3.78
Higher, U	36.45	21.59	3.46	4.24
Higher, S	35.23	27.12	3.32	4.79

---

<sup>1</sup> Children's age mean score = 50.96

<sup>2</sup> Children's SES mean score = 54.55

FP = Frequency of Positive Behaviors

FN = Frequency of Negative Behaviors

QP = Quality of Positive Behaviors

QN = Quality of Negative Behaviors

FP,  $F(1, 1040) = 5.23, p < .05$  and QP,  $F(1, 1040) = 6.50, p < .01$  and FN,  $F(1, 1040) = 5.61, p < .01$  and QN,  $F(1, 1040) = 4.08, p < .05$ , behaviors from preservice teachers during small group activity interactions than boys. Furthermore, preservice teachers displayed significantly more FN and QN behaviors toward children during structured storytime activities in contrast to unstructured table activities,  $F(1, 1040) = 7.31, p < .01$ .

### First-Order Interactions

Inspection of the results in Table 8 revealed no significant multivariate first-order interaction effects. However, examination of the univariate tests associated with these non-significant first-order interactions indicated three significant findings. The first involved the interaction between Ethnicity and Gender,  $F(3, 1038) = 3.89, p < .05$  FN. The remaining two involved the interaction between Ethnicity and Socioeconomic Status for FN,  $F(3, 1038) = 7.68, p < .01$ , and QN,  $F(3, 1038) = 8.36, p < .01$ , of negative behaviors displayed by preservice teachers. The Scheffe test (Bruning & Kintz, 1977) was used to conduct post-hoc comparisons between the means of the groups associated with these significant findings. Figure 17 illustrates the significant Ethnicity x Gender interaction effect on FN. Post-hoc comparisons revealed that international girls ( $p < .001$ ) and boys ( $p < .001$ ) received more FN behaviors than their U.S. counterparts. In addition, international boys received significantly more FN behaviors than (a) U.S. girls ( $p < .001$ ) and (b) international girls ( $p < .001$ ). International girls also received significantly more FN behaviors than U.S. boys ( $p < .001$ ).

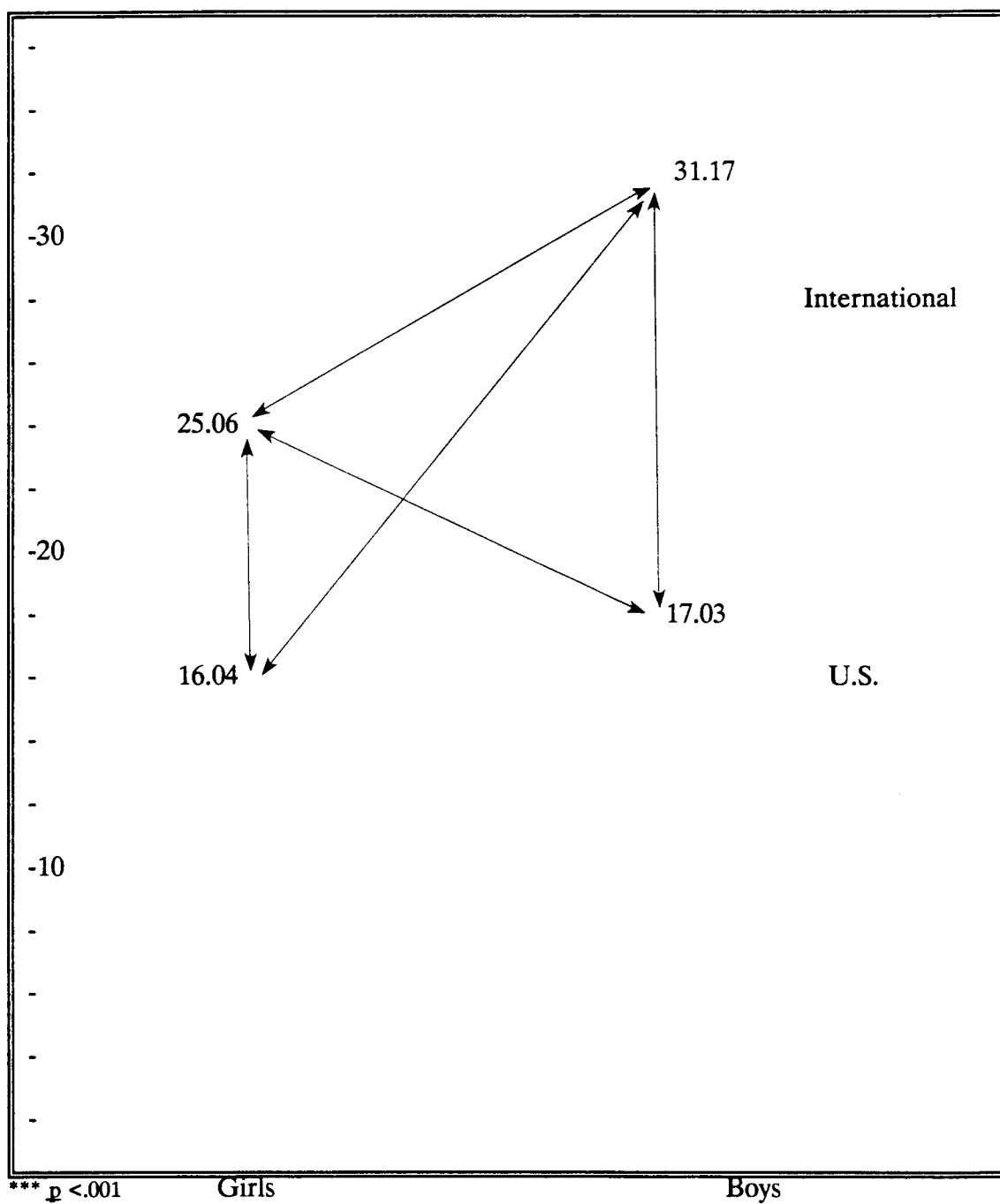
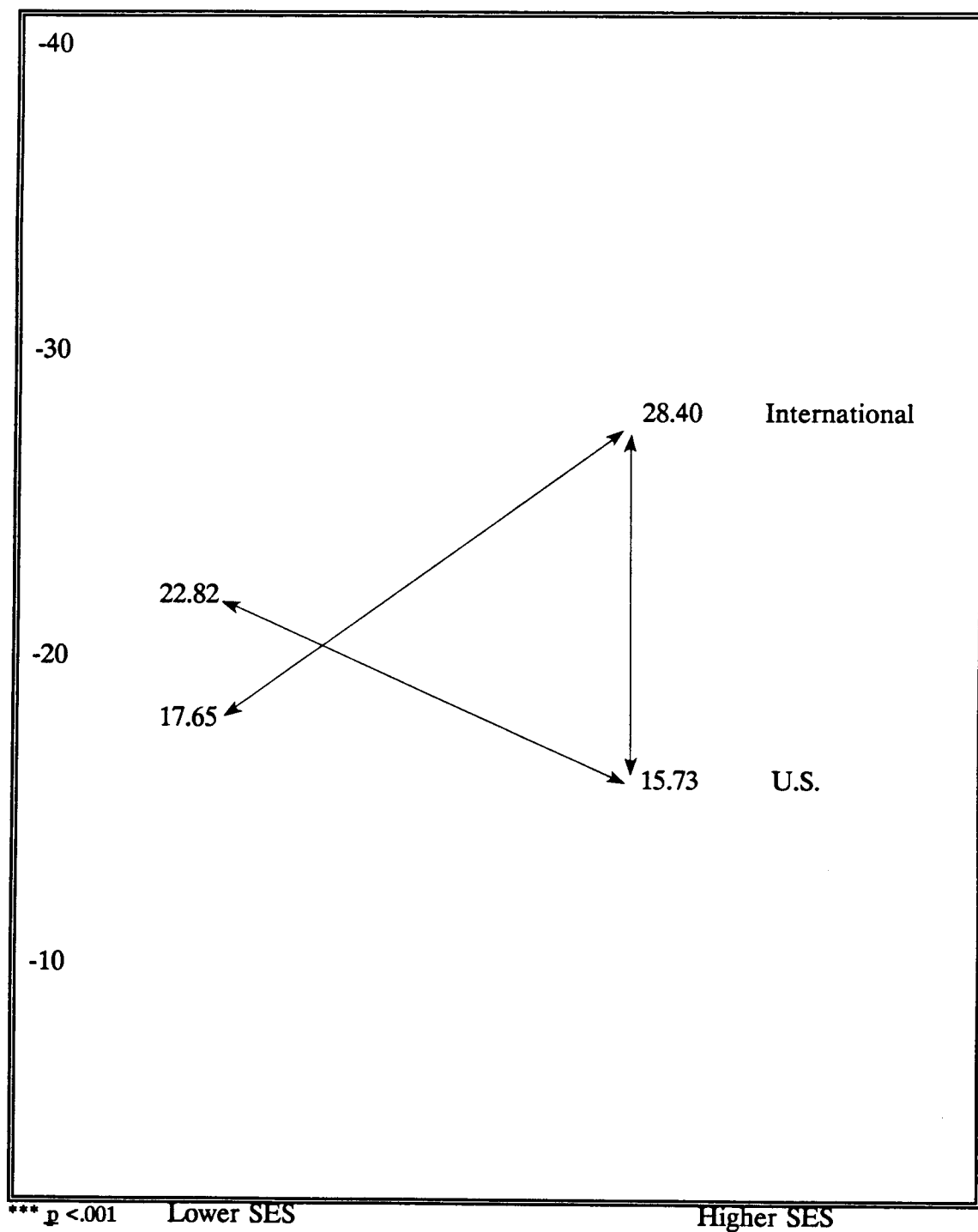


Figure 17. Ethnicity x Gender Interaction Effect  
On Preservice Teachers' Frequency of Negative Behaviors

Figure 18 illustrates the significant Ethnicity x SES interaction effect on FN. Since the Ns of the groups compared in post-hoc analyses varied considerably (e.g., U.S. children, lower SES = 287, higher SES = 249, international children, lower SES = 47, higher SES = 489), the standard error was computed separately for each comparison before individual Scheffe tests were applied (Bruning & Kintz, 1977). Statisticians have cautioned researchers about the interpretation of such results. Findings revealed that international children received significantly more FN behaviors than U.S. children at the higher SES level ( $p < .001$ ). In addition, higher SES international children received significantly more FN behaviors than U.S. children at the lower SES level ( $p < .001$ ). Furthermore, lower SES international children also received significantly more FN behaviors than higher SES U.S. children ( $p < .05$ ).

Figure 19 illustrates the significant Ethnicity x SES interaction effect on preservice teachers' QN. Since, the Ns of each of the groups compared in post-hoc analysis associated with the interaction effect varied considerably, the standard error was computed separately for each comparison before individual Scheffe tests were applied (Bruning & Kintz, 1977). Findings revealed that higher SES international children received significantly more QN than higher SES U.S. children ( $p < .001$ ). In addition, higher SES international children received significantly more QN than lower SES U.S. children ( $p < .001$ ). Furthermore, lower SES international children received more QN than higher SES U.S. children ( $p < .001$ ).



**Figure 18.** Ethnicity x Socioeconomic Status Interaction Effect  
On Preservice Teachers' Frequency of Negative Behaviors

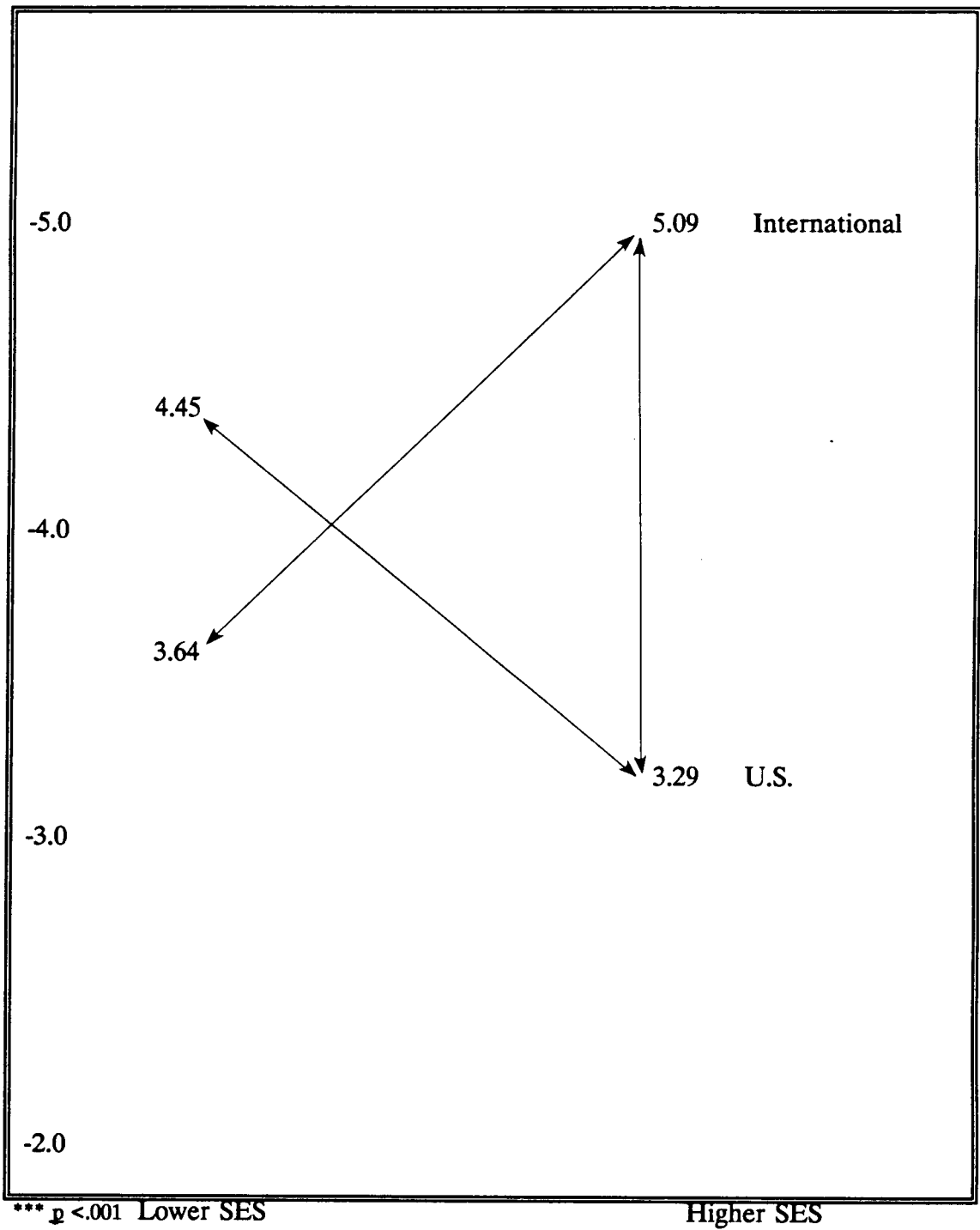


Figure 19. Ethnicity x Socioeconomic Status Interaction Effect  
On Preservice Teachers' Quality of Negative Behaviors



### Summary

Overall, the main effect findings revealed that FP and QP behaviors were significantly lower toward international children than U.S. children, while the converse was true for FN and QN. In addition, all behaviors displayed by preservice teachers were significantly lower for girls than for boys. Furthermore, preservice teachers displayed significantly more FN behaviors toward children during structured storytime activities than during unstructured table activities.

None of the multivariate, first-order interaction effects among the variables was significant. However, a few significant findings were noted upon examination of the univariate tests associated with these non-significant first-order interactions. While international girls and boys received significantly more FN behaviors than their U.S. counterparts, international boys also received significantly more FN behaviors than U.S. and international girls. International girls also had significantly more FN behaviors displayed toward them than U.S. boys.

In addition, higher SES international children received significantly more FN and QN behaviors than U.S. children. Also, lower SES international children received significantly more FN and QN behaviors than higher SES U.S. children.

## CHAPTER 5

### DISCUSSION

#### Introduction

The primary purpose of this study was to describe and explain the relationships among preservice teachers' (a) past experiences, (b) perceptions about international children, and (c) behaviors displayed toward international children in small group activity interactions. Aspects of preservice teachers' past experiences included such variables as Teacher Preparation Level and Past International Interaction Experience. Their perceptions about international children included their Personal Teaching Efficacy and causal attributions of Locus of Causality, Stability, and Controllability about international children's ethnic behavior. Furthermore, preservice teachers' behaviors included the frequency of positive (FP) and negative (FN), and the quality of positive (QP) and negative (QN) behaviors displayed by preservice teachers toward international children in two types of small group activities; unstructured table and structured storytime activities.

The secondary purpose of this study was to describe a larger set of data (of which the present study is a part), that included children from both international and U.S. (Caucasian, non-Hispanic) cultures. Group comparisons were made for all preservice teacher behavior scores to determine the main and first-order interaction effects of the variables of ethnicity, gender, age, SES, and activity type.

Subjects in this study included 67 female, Caucasian, non-Hispanic practicum preservice teachers enrolled in one of four multicultural preschool programs at the Oregon State University Child Development Center. Their past experiences and perceptions about international children were collected through a survey administered at the first class meeting of the term. Their behaviors were videotaped four times (10 minutes for each segment), twice in an unstructured table activity and twice in a structured storytime activity, each with two international and two U.S. (Caucasian, non-Hispanic) children both of each gender. Preservice teachers and children were randomly selected for each videotaped segment. Preservice teacher behaviors on each of the videotaped segments were coded by trained coders who recorded four types of behaviors displayed toward each child (i.e., FP and QP, NF and QN).

Data analyses included a series of path analytic procedures to test two models regarding the relationships among the variables in this study:

- (a) Model I, based on Bandura's (1977, 1986) theory of self-efficacy, and
- (b) Model II, based on Weiner's (1979, 1985) theory of causal attributions, including the concepts of stability, controllability, and locus of causality.

A secondary analysis using MANOVA was conducted to determine the effects of children's ethnicity, gender, age, SES, activity type, and their interactions on the behaviors displayed by preservice teachers toward preschool children.

### Path Analytic Results

Overall, path analytic results revealed that the past experience variables of Teacher Preparation Level and Past International Interaction Experiences, as well as the perceptual variables of Personal Teaching Efficacy and causal attributions of ethnic behavior, including Controllability, Stability, and Locus of Causality, together were not significant in explaining the behaviors displayed by preservice teachers toward International children. Among the path models tested for FP, FN, QP, and QN, none were significant. Further exploratory analysis of 16 path models, revealed only six to be significant. Furthermore, the six significant path models had small  $R^2$ s, indicating that these models did not explain a large percent of the variance associated with preservice teachers' behaviors. As a result, caution must be made when interpreting the results.

In spite of these limitations however, a number of significant findings are worth discussing. First, it appeared that Bandura's (1977, 1986) self-efficacy model was more effective for explaining the path analytic relationships between past experience and perceptual variables and the FP and QP behaviors international girls during unstructured table activities. Preservice teachers' Personal Teaching Efficacy was found to be the sole significant positive contributor of FP and QP behaviors toward international girls during unstructured table activities. This means, therefore, that the degree to which preservice teachers' perceived and believed in their own abilities to interact with international children was the most significant predictor of the FP and QP

displayed international girls during unstructured table activities. Only the causal attribution variables of Controllability (negative) and Stability (positive) had significant direct effects on Personal Teaching Efficacy, while the past experience variables of Teacher Preparation Level and Past International Interaction Experience had only significant direct positive effects on the causal attribution variables of stability and locus of causality. Taken together, these findings support the notion that Personal Teaching Efficacy was an intervening variable between past experience/causal attributions and the FP and QP displayed toward and international girls during unstructured table activities. If causal attributions, can be said to be closely related to past experiences (i.e., attributions are in part determined by past experiences; Weiner, 1980), then the connection from past experience to Personal Teaching Efficacy to teacher behavior espoused by Bandura is supported for international girls during unstructured table activities.

On the other hand, it appeared that Weiner's (1979, 1985) causal attribution model was more effective for explaining the path analytic relationships between the perceptual variables and the FP and QP behaviors displayed toward international boys during structured storytime activities. As predicted by Weiner, preservice teachers' casual attributions, in this case, Locus of Causality were found to be the sole significant positive contributor of the FP and QP behaviors toward international boys during structured storytime activities. Russell (1982) found that Locus of Causality accounted for nearly 60% of the variance among items on the Causal Dimension Scale which also included constructs of Stability

and Controllability. It appears then, among the measurable dimensions, Locus of Causality is the only significantly contributing construct to the FP and QP behaviors toward international boys during structured storytime activity sessions. This means that when preservice teachers attributed the causes of a child's ethnic behavior to situations and conditions not personally related to the child, they would likely offer FP and QP behaviors to international boys during structured storytime activities.

Personal Teaching Efficacy only had significant direct positive and negative effects on the causal attribution variables of Stability (positive) and Controllability (negative), and Locus of Causality in turn had a direct positive effect on FP and QP. Taken together, these findings provide general support for the notion that causal attributions may be an intervening variable between Personal Teaching Efficacy and FP and QP toward international boys during structured storytime activities. The past experience variables of Teacher Preparation Level and Past International Interaction Experiences again had direct positive impacts on the causal attribution variables of Locus of Causality and Stability, substantiating the relationship between past experience and the development of causal attributions (Weiner, 1990).

The question remains: Why did preservice teachers' Personal Teaching Efficacy have a direct positive impact on FP and QP toward international girls during unstructured table activities while causal attribution (e.g. Locus of Causality) had a direct positive impact on FP and QP toward international boys

during structured storytime activities? Possible reasons for these findings are presented for consideration. With respect to international girls, perhaps the unrestricted and open nature of table activities created a comfortable atmosphere in which they felt freer to behave in ways more reminiscent of their international cultures. For example, a number of studies are available describing the interdependent style of relating and basic connectedness to others that characterize families from international Asian, Latin American, and Southern European cultures (De Vos, 1985; Kondo, 1982; Hsu, 1985; Markus & Kitayama, 1991; Miller, 1988; Schweder & Bourne, 1984). The sample of children used in this study were predominantly from these cultures. Such characteristics would suggest that given an open atmosphere, girls from these cultures would be quite responsive to their preservice teachers. On the other hand, in these international cultures, families demand that members conform to family norms, role definitions, and values (Triandis, 1989). Often encountering stringent gender stereotypes, children are socialized early to assume stereotyped behaviors in same-sex activities. Therefore, children and their same-sex parent may develop higher responsiveness to each other, rather than to their opposite-sex parent.

This responsiveness developed among girls and their mothers may transfer readily to small group situations at preschools where female preservice teachers predominate. In an unrestricted, comfortable atmosphere, these female preservice teachers may become surrogates for interpersonal contact among international

girls, facilitating the development of preservice teachers' personal teaching efficacy, thus encouraging more positive interactions between them.

In reference to international boys, perhaps the controlled and structured nature of storytime was most comfortable to them. As indicated previously, in the international cultures of the sample used in this study, conformity to family norms, role definitions, and values (Triandis, 1984) is expected. Small group interaction situations, are clearly reminiscent of such family experiences, thus a more comfortable setting for international boys. On the other hand, the cultural backgrounds of children represented in this study were patriarchal in nature (Chan, 1992; Dias-Guerrero, 1988; Zuniga, 1993). These families often encouraged paternal leadership roles and activities for boys in order to prepare them for future male-dominated roles and activities exhibiting male supremacy (Chan, 1992; Zuniga, 1992).

In some settings, in the absence of the father, the son assumes the role as the family authority figure (Diaz-Guerrero, 1988). Transferring such experiences from home into a preschool small group setting in which the preservice teacher is a female offer interesting implications. The absence of a male adult during the structured storytime activity may lead boys to assume greater leadership responsibilities by asserting themselves to communicate their ideas, as they have been socialized to do. This assertion, coupled with preservice teacher's unbiased ethnic attributions toward international children, particularly those related to locus of causality may facilitate international boys' display of behaviors in the



more comfortable structured small group setting which are positively responded to by preservice teachers.

Other significant findings associated with FP and QP displayed to international boys during unstructured table activities were found. Neither Bandura's (1977, 1986) nor Weiner's (1979, 1985) models were effective for explaining the findings. In part, this may be due to the kinds of variables investigated in this study. Researchers investigating the concept of personal teaching efficacy have suggested that this perceptual variable measures positive beliefs and feelings and exclusively predicts positive behavioral outcomes (Woolfolk & Hoy, 1991). If this is the case, the fact that Personal Teaching Efficacy was not found to be predictive of the FP and QP toward international children would be supported.

On the other hand, Weiner (1979, 1985, 1990) has proposed that negative behavioral outcomes are often dependent on negative affect, such as frustration and sadness. Emotions, therefore, may play a powerful role in influencing behavior apart from the cognitive reasoning processes of causal attributions. If this is the case, the fact that causal attributions were not found to be predictive of the FN and QN toward international children would also be supported. However, in the present study, negative affect variables were not assessed.

The past experience variables of Teacher Preparation Level (FN) and Past International Interaction Experience (QN) were found to be the only direct negative predictors of the negative behaviors toward international boys during

unstructured table activities. This means that the higher the Teacher Preparation Level of preservice teachers, the less frequently they displayed negative behaviors toward international boys during unstructured table activities. Likewise, the higher the Past International Interaction Experience of preservice teachers, the lower the QN toward international boys during unstructured table activities. Findings such as these appear reasonable in light of research in the area of teacher competency and teachers' preparation and experience. Teachers at the higher teacher preparation levels would be assumed to be more competent as teachers (Cramer & Sugawara, 1980). As more competent teachers, they are less likely to display negative behaviors toward young children. Furthermore, the more international experience one has, particularly of the kind that involves interactions with individuals from other cultures, the more understanding one would have of the diversity that exists among people (Weiner, 1990). It seems reasonable to assume, therefore, that an understanding of such diversity would be predictive of a decrease in the QN toward international children.

Among the six significant path analytic models found in this study, there were also additional findings worth discussing. First, the past experience variables of Teacher Preparation Level and Past International Interaction Experience both had a direct positive impact on the causal attribution variables of Locus of Causality and Stability. These findings support Weiner's (1979, 1985) perspective that sources of past experiences serve as causal ascriptions influence the type of causal attributions one makes in a given situation. These causal ascriptions

include the perception one has about one's abilities, the effort involved in carrying out a task, the strategies required for the task, and the degree of risk involved in a given situation. Perceptions such as these are all influenced by past experiences. Likewise, Bandura (1977, 1986) suggested that past experiences or sources of past efficacies serve as causal ascriptions. These causal ascriptions contribute to the type of causal attributions one makes in a given situation, which then affects one's self-efficacy. It seems reasonable, therefore, that the more experiences preservice teachers have with preschoolers in a multicultural classroom, and the more experiences they have in interacting with individuals from international cultures, the more likely they would view the child's ethnic behavior as a nondispositional aspect of the situation that is variable and changeable (Russell, 1982; Weiner, 1985).

Second, the causal attribution variable of Locus of Causality was not found to be linked to those of Controllability and Stability. It appears that the degree of dispositional bias in relationship to international children's ethnic behavior was uniquely independent of preservice teachers' perceptions of how responsible international children were for their own ethnic behaviors and how stable these behaviors were. Items assessing the Locus of Causality, focused on the degree to which the cause of a given stereotyped behavior was perceived by preservice teachers to be located within or outside the international child (Russell, 1982). Thus, whether a behavior is caused by something within or outside of an individual does not necessarily lead one to conclude automatically that such a

behavior is or is not the responsibility of the individual, nor whether the behavior is or is not stable (Russell, 1982).

On the other hand, the causal attribution variable of Stability was found to have a direct negative effect on Controllability. This relationship appears reasonable since low scores on the Stability subscale indicate that the child's ethnic behavior is more permanent and unchangeable. A high score on the Controllability subscale means that the child has less responsibility for (and is less in control of) their ethnic behavior. Thus, the negative relationship resulted. The more permanent preservice teachers perceived the child's ethnic behavior, the less responsibility they perceived the child personally had for it (Brophy & Rohrkemper, 1981; Cunningham, 1986). Brophy et al. (1981) found the same negative attributional relationship which teachers perceived in response to children's behavior described as shy and withdrawn. Passive and withdrawn behaviors were descriptors used in some of the ethnic vignettes used for this study.

Finally, the path coefficients between Personal Teaching Efficacy and the causal attribution variable of Stability were positive while those associated with Controllability were negative. These findings indicate that the more preservice teachers view children's ethnic behaviors as variable and changeable, the greater their Personal Teaching Efficacy concerning their abilities to interact with international children. Weiner's (1980) theoretical and research findings support such a proposition. According to Weiner (1990), one's perception of behavior as

changeable in a given situation leads to positive efficacy expectations, of which personal efficacy is a part. Therefore, preservice teachers may feel that when behavior is changeable, they have a greater chance of having a positive impact on the child through their interactions, thus the increase in their feelings of personal teaching efficacy. It should also be indicated, however, that the causal attribution variable of Controllability was negatively related to Personal Teaching Efficacy. This means that when preservice teachers view the child as more responsible for their ethnic behaviors, then they believe they have the ability to have a positive impact on the child through their interactions. When children are perceived as not being responsible for their behaviors, then such behaviors may negatively impact on our perceptions of our abilities to positively interact with them (Brophy & Rohrkemper, 1981; Cunningham, 1986).

### MANOVA Results

In determining the effects of children's ethnicity, gender, age, SES, activity type, and their interactions, the following points can be made.

First, international children received less positive and more negative behaviors in both frequency and quality from preservice teachers than U.S. children. This finding is consistent with data from this study indicating that international children solicited less responses from preservice teachers than U.S. children. Exploratory analyses of data revealed that 47.7% of the behaviors soliciting preservice teachers' responses were from international children while 52.2% of the behaviors were from U.S. children. Among these behaviors, 85.6%

were positive and 14.4% were negative. Among positive behaviors, international children solicited about 44.1% (compared to U.S. children at 55.9%). Yet, international children elicited approximately 69.4% of the negative behaviors (compared to U.S. children at 30.6%).

However, these findings should not lead one to conclude hastily that preservice teachers had a dislike or bias against international children. When studying the written comments of preservice teachers in the survey portion of this research, many teachers mentioned their discomfort with the language barrier and their lack of knowledge of children's ethnic and family backgrounds. For example, one preservice teacher said, "It's very hard to communicate with international children when you are unfamiliar with their language. It's frustrating at times." Another preservice teacher commented, "I need to learn more about different cultures."

In addition, findings revealed that the FP and QP, FN and QN displayed by preservice teachers were significantly lower for girls than for boys. Recent studies report similar teacher behavior patterns (Huston, 1982). Teachers show more attention and respond to boys (positively or negatively) more often than girls. Such a finding may have been further magnified in this study, since half of the children with whom preservice teachers interacted were from international cultures. In such international cultures, gender role stereotypes are more rigidly upheld (Chan, 1992; Zuniga, 1992). Girls in these cultures are described as being particularly passive and withdrawn in comparison to boys. Informal observations

of international children's interactions with teachers in the classroom supports this idea.

Furthermore, findings indicated that preservice teachers displayed a significantly higher FN during structured than unstructured table activities. Such a finding is not unusual for a number of reasons. Structured group activities involve more restrictions placed upon children. Such limitations are likely to be tested by preschool children, thus leading to more attempts to control children's behaviors (Nowacek, McKinney & Hallahan, 1990). In addition, during structured group activities such as storytime, teacher assistance and facilitation are necessary to engage children in the activity. Such an activity is, therefore, more teacher-directed and may be more demanding since all children in the group often need attention at the same time. In such a situation, opportunities for attending to the solicitations of individual children are often lost, and more children end up being ignored. On the other hand, in unstructured activities, manipulative materials are provided for each child to play with in their own manner, individually or together with other children. In such an unstructured situation, preservice teachers have the possibility of spending more time listening and responding to individual children, thus reducing FN toward them.

Aside from the main effects of the MANOVA just discussed above, several univariate-Fs for interactions were significant. Post-hoc comparison of the significant ethnicity x gender interaction effect revealed that international girls and boys had a significantly higher FN than U.S. children. This replicated the

ethnicity main effect discussed earlier relative to preservice teachers' negative behavior displays. In addition, however, international boys had significantly higher FN than U.S. and international girls. Together, these findings indicate that international boys received the highest FN of all other ethnicity x gender groups studied.

Since, relatively more rigid gender stereotypes are held in cultures from which the children came (Chan, 1992; Zuniga, 1992), could it be that international boys adopted a more assertive and aggressive profile to gain the attention of preservice teachers? Such assertiveness may have led to more controlling negative behavioral responses from preservice teachers. On the other hand, international girls are more passive and withdrawn, and thus less likely to be as assertive in their behavioral displays than international boys. However, international girls also had a higher frequency of negative behaviors displayed toward them by preservice teachers than U.S. boys. While more passive than international boys, international girls may still have persisted more in their attempts at gaining the attention of preservice teachers than U.S. girls and boys. Such attempts, though less overt and assertive than international boys' may have led to more ignoring responses from preservice teachers.

Casual observations support this conclusion. While international children appeared to be nonverbal in their attempts at gaining teacher attention, international boys were more overt (i.e., pounding hard on the play dough, or directing the preservice teacher to something by pointing to it) while international



girls were less overt (i.e., looking at the teacher to see if she was watching). Of interest and concern, however, is that more negative behavioral responses such as ignoring were displayed by preservice teachers toward children, particularly international children, in this sample.

Post-hoc comparisons of the significant ethnicity x SES interaction effect revealed that higher SES international children had significantly higher FN and QN than higher and lower SES U.S. children. In addition lower SES international children had significantly higher FN and QN than higher SES U.S. children. This latter finding, however, is suspect, since only a few international children (i.e.,  $n = 6$ ) were classified at the lower SES levels. Discussion of findings in this section, therefore, only be relative only to international children from the higher SES levels.

Also there was the finding that higher SES international children had significantly higher FN and QN than higher and lower SES U.S. children. This finding can be interpreted on the basis of expectations higher SES international parents have for their children's educational achievements and for their desire to maintain close ethnic ties. Approximately half of the families from which our international children came were Korean or Chinese. Parents in these families had recently come to the United States to do graduate studies or were on faculty sabbaticals at Oregon State University. Their educational and occupational aspirations for themselves and their children were very high, particularly among Koreans (Chan, 1992). This was also true of children and parents from other

international cultures in the study (i.e., Japanese, Middle Eastern, French, Latin American, and Mexican). Possibly, the kind of educational experiences in their countries these parents could provide for their children, due to their more affluent economic circumstances, may have conflicted with those experienced in the United States.

Educational systems in countries such as Korea, China, Japan, and the Middle East are known to be more structured and academically-oriented (Chan, 1992; Sharifzadeh, 1992). Behaviors displayed by children in such schools, therefore, may have conflicted with those expected in the United States. This may have led preservice teachers to display more negative behaviors toward these children.

On the other hand, a deep desire to maintain close family ties was noticed among the high SES international families. The maintenance of traditional family practices, and the language of their culture was most important to them. Concerns were raised by these parents about the difficulties that might occur among their children when readjustment to their own culture occurred in the future. Further, many of these parents had maintained citizenships in their own countries, and planned to return home when their studies and sabbaticals were over. Preservice teachers' lack of knowledge of the cultural backgrounds from which these children and families came may have led to difficulties in communicating with children during the small group activity sessions. Such difficulties may have manifested themselves in a variety of negative ways, such as

commanding, restricting, and ignoring. However, data need to be further analyzed relative to these specific negative behavioral responses before any conclusion can be reached.

### Limitations and Suggestions for Future Research

The limitations of this study are presented and discussed in this section. Suggestions for future research are also included.

#### Variable Selection

In this study, only a limited number of theoretically linked perceptual variables were investigated. Since these perceptual variables only explained a small amount of the variance associated with preservice teachers' behaviors, future studies might wish to consider additional theoretical and research-based variables in their investigations.

However, the nature of the cognitive-behavioral relationship suggested in the proposed theoretical models may not comply with those who advocate a behavioral position. Bandura (1977, 1986), suggested that cognitive perceptions about behaviors predict outcomes in highly specific ways. More generalized perceptions, from this perspective, are not linked to behavioral outcomes. The proposed models for this study may have been too general to adequately predict teacher behavior. For future study, researchers may wish to propose models more limited to behavior specific variables to explore the cognitive-behavioral relationship.

The variable of Personal Teaching Efficacy used in this study pertained to a belief in one's ability to interact with international children. Although this form of efficacy may be relevant to teacher behaviors, since it did not relate specifically to the skills and abilities required of preservice teachers to interact with international children, such a measure of efficacy may have been limited in its power to predict preservice teachers' behaviors. Future studies, therefore, should take care in the manner in which the concept of teacher efficacy related to interactions with international children are assessed. According to Bandura (1986), domain specific measures of efficacy are more powerful in predicting relevant behavioral outcomes than general measures. Also, measures of teaching efficacy focused on teachers' expectations about their performance may be more closely linked to their actual behaviors.

In addition, as discovered in this study, the causal attribution variables of controllability and stability failed to make any major contribution to the frequency and quality of preservice teachers' behaviors toward international children. Locus of Causality was the only attribution variable found to have a significant direct impact on the frequency and quality of positive behaviors displayed by preservice teachers toward international boys during structured storytime activities. Causal attributions involve complex cognitive processes, requiring considerable familiarity not only with the person and the situation, but also the overall situation in which the person is involved. Use of brief vignettes to elicit preservice teachers' causal attributions, therefore, may have been very limiting.

In addition, preservice teachers may not have had enough experience in teaching, especially international children, to identify their own patterns of causal attributions in this area. However, there may be other aspects of causal attributions relevant to preservice teachers that can be identified for future research.

Furthermore, other perceptual variables related to preservice teachers' interactions with international children be used in future studies. Attitudes towards others who are different from one's self, one's values, stereotypes, cultural perspectives, and practices are some of these variables.

### The Sample

The sample employed in this study was limited to Caucasian, non-Hispanic undergraduate women enrolled in one of two practicum courses offered by the Department of Human Development and Family Sciences at Oregon State University. Due to the homogeneous nature of this sample, generalizability of the results obtained is limited. Future studies might include other samples of preservice teachers, including both males and females from international cultures, as well as males from the U.S culture. Expansion of the sample in these directions can further enhance our understanding of how various perceptual and background variables are related to preservice teachers' behaviors.

### The Measures

Instruments used to assess variables included in this study were compiled in the form of a survey and administered to subjects. The reliability and validity estimates associated with these devices, with the exception of the measure tapping subjects' Past International Interaction Experiences, were obtained from published studies using different samples. The degree to which such reliability and validity estimates support employing these measures in the present study, is open to question.

Additional investigations involving internal consistency estimates, factor analytic studies, and construct validity research for application of the instruments to samples similar to the present one would be worthwhile. In this manner, results obtained through use of instruments with sample-related reliability and validity can allow researchers to develop path models that better explain the relationships between preservice teachers' perceptions and their teaching behaviors.

With respect to the causal attribution measure used in this study, scales employed were limited in their application to vignettes about various international children, depicting stereotypic generalizations about a particular culture. Cultural backgrounds selected for these vignettes were limited to the Korean, Mexican, and French cultures. These selections underrepresented all of the cultures of international children participating in this study. For example, there were as many Chinese as Korean children used in this study. While the vignette of the Korean child was still somewhat accurate for Chinese children, preservice

teachers' perceptions could have varied depending upon whether the child in the vignette was identified as a Chinese or Korean boy or girl. In addition, there were several children from Arabic-speaking countries included in this study. An additional vignette could be developed to describe stereotypic generalizations about that culture as well.

Future research could address whether the use of vignettes was effective in helping preservice teachers report their causal attributions about ethnic behaviors. Causal attributions are made on a certain amount of background information. Perhaps insufficient information was provided in the vignettes for preservice teachers to form impressions and opinions about the cause of the child's ethnic behavior. Several preservice teachers commented about how difficult it was for them to respond to the causal attribution items after reading each vignette.

Finally, measurement problems associated with the three subscales found in Russell's (1982) Causal Dimension Scale were evident. Each subscale in this measure had three items, each based on a semantic differential. The items may have led to some uncertainty among subjects in using the rating scale. In addition, interpreting responses that fell within the middle of the scale posed some problems. Furthermore, the descriptive phrases used at the end of the subscales were general and often appeared ambiguous rather than specific to the multicultural situation. Although Russell (1982) obtained satisfactory reliability estimates for the scale, Cunningham's (1986) use of it with preservice teachers revealed lower reliability estimates, especially for the subscale of Controllability.

Assessing causal attributions that preservice teachers make about children in the classroom, therefore, may require the development of more refined measures containing specific subscale items related to children's classroom experiences.

### The Research Design

Several methodological strategies employed as part of the study's research design relative to data collection posed some limitations. In the present study, observational behavioral data were collected utilizing standardized procedures. The small group sessions in which preservice teacher-child interactions took place consisted of two adjacent preschool rooms located in close proximity to the large classroom. Children and preservice teachers were randomly assigned to these smaller classrooms for their small group activity sessions. Care was taken in the small classrooms to provide as naturalistic a classroom setting as possible. However, there was always the risk that the classrooms were an intervening variable that markedly influenced the preservice teacher-child interactions. Future studies might be conducted in larger naturalistic classroom environments to assess whether results obtained in the present study are replicated.

Although the videotaped time of four, 10-minute periods of observations, including preservice teachers and children in a small classroom, provided researchers with ample opportunity to assess the frequency and quality of preservice teacher behaviors, the accuracy of this kind of data can be enhanced by videotaping small groups of children and preservice teachers on an ongoing basis over time within the larger classroom environment to capture more fully the



interactions that occur between them. In the larger classroom environment, children may come and go from activity areas where preservice teachers are located. Yet, longer videotaped periods would allow the researcher with an opportunity to observe preservice teachers interacting with a larger number of children than in the smaller classrooms, where a limited number children are randomly selected for participation at any one time.

In the small classroom setting, activities available for children to participated in were designed to include table activities with more unstructured, open-ended goals, and storytime activities with more structured closed-ended goals. Though efforts were made to provide children with activities free from ethnic and gender biases that were representative of those found in the larger classroom environment, limitations in this regard may still have arisen. Future studies, therefore, should take care in the selection of activities for children in small group situations, making sure that neutral activities are chosen that would be appealing and enriching for preschool children of both genders.

While efforts were made to acclimate preservice teachers to the general research project so they would behave naturally during the videotaped periods, some teachers indicated anxiety about their participation. Though they were assured that their videotaped performance in the small classroom with children would not influence their grades, some concern about this matter arose. In addition, other preservice teachers who encountered difficulties in interacting with children in the small group sessions wanted feedback about how they might

improve in their interactions with children. In all of these situations, the researcher listened carefully to the concerns of preservice teachers, reassuring them of the confidentiality of the research project, and the contribution they were making to the teacher preparation program. At no time were specific recommendations given to preservice teachers as to how they might improve their interaction skills. Presentation of such recommendations might have influenced the outcome of this research in ways counter to the purpose of this study. In future studies, however, researchers might look for a way to provide preservice teachers with an opportunity to debrief their experiences and concerns without jeopardizing the design and intent of the study.

The majority of children who were part of this study, continued to be participants in the study during the course of the entire academic year. As a result, children's enthusiasm for participation in the small group activity sessions waned during the course of the year, becoming particularly noticeable during the last two months of this study. This was particularly true for those children who were frequently chosen for participation in the small group activities. A larger sample of children would have alleviated this problem, and observing children in their more natural, larger classroom environments would have allowed them to engage in activities with preservice teachers of their own choosing. Such free choice of activities among children would not likely have decreased their enthusiasm for activity participation.

It should be noted, however, that such free choice of activities, while consistent with the ethnic values of the dominant U.S. culture, that encourages independence and autonomy among children, may not be consistent with the values of children from other cultures. In fact, informal observations of children from international cultures during the year suggested that these children were more eager to participate in small group activities than U.S. children, while U.S. children were more hesitant when they were interrupted during their involvement in large classroom activities. Future studies might wish to examine the participation patterns of children from both U.S. and international cultures in large group/free choice environments and small group activity classrooms.

#### Data Analysis

Application of selected statistics for analyses of data collected in this study required that random selection procedures be used in assigning children to each videotaped session, but such a procedure did create some problems in the actual research process. In this study, some children were randomly chosen for participation in small group activity sessions more frequently than others due to absences of other children from school. This situation provided preservice teachers with opportunities to interact and get-acquainted with some children more than others. If a similar small classroom design is used in a future study, researchers may wish to have each preservice teacher interact with four or more different groups of randomly assigned children for videotaping of their

interactions. However, if the larger, more natural classroom environment is used for videotaping, these problems would cease to exist.

Finally, preservice teachers' behavioral frequency scores were specified as the total number of positive and negative behaviors displayed by them toward international and U.S. children occurring over all four, 10-minute activity periods videotaped for each teacher. Problems arose, however, when the researchers realized that each preservice teacher did not interact with the same children in all four, 10-minute activity periods. Although random procedures were used to assign children to participate in group activities during these periods, differences in group composition of children may have affected preservice teachers' interactions. In future studies, researchers might standardize procedures for calculating the frequency scores of preservice teachers to see if results of the present study are replicated under modified scoring procedures.

In addition, only the total positive and negative behavior scores of preservice teachers were analyzed in this study. Future studies might analyze the data using scores relative to the different aspects of positive and negative behaviors. Further, a cursory exploration of the present data revealed that the verbal teacher behavior categories were typically brief (i.e., one or two seconds), while the nonverbal teacher behavior categories, including attending and ignoring, occurred over longer periods of time. Analyses of the duration scores of various aspects of positive and negative behaviors may be informative.

### Implications for Early Childhood Teacher Preparation Programs

In the following section, implications of the findings obtained in this study for early childhood teacher preparation programs are discussed. Areas of focus relative to this discussion include consideration of such teacher variables as Personal Teaching Efficacy, Causal Attributions, Past International Interaction Experience, and Teacher Preparation Level. Areas of focus related to the child variables, include such characteristics as children's ethnicity, gender, activity type, and SES.

#### Teacher Variables

Path analytic findings indicated that preservice teachers' personal teaching efficacy had a significant and direct positive effect on FP and QP toward international girls during unstructured table activities. This meant that the more preservice teachers' believed that they had the abilities and skills necessary to interact with international children, the more positive were their behavioral interactions with international girls during unstructured table activities.

Perhaps, as discussed previously, the interaction of international girls with preservice teachers in unstructured group activities was beneficial to the development of both. The open and unrestricted environment of table activities may have encouraged international girls to express themselves culturally in interdependent ways, fostering positive relationships with their preservice teachers. Such positive relationships with teachers, may have maintained or boosted international girls' self-esteem (Chan, 1992; Markus Y Kitayama, 1991;

Zuniga, 1992). Such positive relationships with international girls may have also facilitated the development of preservice teachers' personal teaching efficacy. Findings such as these suggest that, in teacher preparation programs, practicum experiences involving international girls in unstructured table activities may help to facilitate the positive development of international girls and the personal teaching efficacy of female preservice teachers.

With reference to the variable of causal attributions, the more preservice teachers attributed the causes of an International child's ethnic behavior to situations and conditions not personally related to the child, the more FP and QP toward international boys in structured storytime activities. Findings such as these suggest the importance of preservice teachers' nondispositional attributions in promoting positive behaviors. Further, as described previously, structured, small group activity sessions may be more comfortable for boys from international cultures. During these small group sessions with female preservice teachers, international boys may feel more comfortable in expressing their leadership and role responsibilities which are consistent with familial expectations that are positively responded to by preservice teachers. Practicum experiences involving preservice teachers in interaction with international boys in structured activities can be used to facilitate the development of international boys and provide a setting in which teachers can examine their ethnic attributions.

Generally, therefore, preservice teachers' personal teaching efficacy and causal attributions were significant contributors to the manner in which they responded to international children's behavior. Programs should encourage and assist preservice teachers to reflect upon and openly discuss their own personal teaching efficacy beliefs and causal attributions related to children's ethnic behaviors in a manner that leads them to interact positively with international children. Reviewing videotaped interactions of preservice teachers' with international children in all kinds of classroom situations may be an excellent way to encourage such reflection and discussion.

The higher the Teacher Preparation Level of preservice teachers, the less FN and QN toward international boys in unstructured table activities. Likewise, the higher the Past International Interactional Experience of preservice teachers, the less the FN and QN toward international boys in unstructured table activities.

These findings suggest continued involvement of preservice teachers in practicum experiences that provide them with the knowledge and skills to interact with children from diverse cultural backgrounds and can play a role in curtailing their negative responses to international children's behavior, particularly boys. Likewise, increasing preservice teacher involvement in interactional experiences with persons from a wide range of international cultures may lead to a deeper level of understanding, thus facilitating less negative interactions.

Finally, in the present study, the path analytic relationships between past experiences, causal attributions, and personal teaching efficacy revealed complex relationships which, in circumstances described above, ultimately had a unique impact on preservice teacher behaviors. Mentoring teachers should be cognizant of such complex and unique relationships among individual preservice teachers, and provide opportunities for them to explore and understand how these aspects of their lives and perceptions are related to one another. Hopefully, through such an examination, individual preservice teachers may be better able to use their past experiences in enhancing their personal teaching efficacies and developing unbiased ethnic attributions so as to display behaviors that facilitate rather than inhibit the development of international children.

#### Child Variables

In the present study, a variety of child variables had a significant impact on preservice teachers' behavior scores. These included the variables of ethnicity, gender, activity type, and SES. In contrast to U.S. children, international children experienced significantly less FP and QP and more FN and QN from preservice teachers during small group activities. Examination of the statements made by preservice teachers in the open-ended portions of the survey about their interactions with international children revealed a concerned group of individuals who were aware of their communication difficulties and their lack of knowledge about the behaviors of international children, their family backgrounds, culture, and traditions. It was not unusual for preservice teachers to remark, "I don't



understand them and I don't know whether they understand me!," or "It would be beneficial if I knew more about their family and cultural backgrounds."

Teacher preparation programs, therefore, would do well in helping preservice teachers find ways to communicate with international children and gain knowledge of the diverse cultural backgrounds from which these children come.

In addition, among U.S. and international children, girls were found to experience significantly less FP, QP, FN, and QN behaviors from preservice teachers than boys. These findings verify a number of studies of gender differences in the way teachers respond to children's behavior (Huston, 1982). However, they are disheartening in the fact that they continue to reinforce the gender stereotypes through which inequities among the sexes are maintained. While the magnitude of these gender differences may have been due to the more rigid gender stereotypes held by international families, teacher preparation programs must begin to find ways to deal with these cultural conflicts so that such inequities do not impede the development of all children, boys and girls.

Further, findings revealed that among U.S. and international children, there was a significantly higher FN during structured storytime activities rather than unstructured table activities. This finding suggests that teacher preparation programs should find ways to help preservice teachers to guide children's behaviors positively in more structured settings where teacher-direction and behavior management skills are important issues. Skills in group guidance

techniques would be helpful to preservice teachers who are involved in these kinds of situations.

Finally, with respect to findings associated with the significant ethnicity x gender and ethnicity x SES interaction effects, there are several implications for teacher preparation programs. Regarding the ethnicity x gender interaction effect, international boys received the highest FN by preservice teachers. This may be due to the socialization of such gendered behaviors as assertiveness among males in international cultures, which is more likely to lead to negative responses from preservice teachers.

On the other hand, while the socialized passive and withdrawn nature of international girls may have led preservice teachers to display less negative behaviors toward them than international boys, such negative behaviors were significantly more evident among international girls than among U.S. girls and boys. These findings suggest that teacher preparation programs must find ways to help preservice teachers deal simultaneously with the ethnicity and gender issues discussed above, since no significant difference was found for FN toward U.S. boys and girls. Videotaping preservice teachers' interactions with children of different genders and from different ethnic backgrounds for review may prove useful in dealing effectively with these issues.

With respect to the significant ethnicity x SES interaction effect, higher SES international children had significantly more FN and QN toward them than either higher or lower SES U.S. children. The significant difference between the

FN and QN of interest in this study was the very high FN and QN toward international children at the SES levels. As previously indicated, higher SES international families, who come to study or take their sabbaticals in the United States, have very high educational and occupational aspirations for themselves and their children. These families are more likely to return to their own countries when they complete their studies or terminate their sabbaticals, thus, continue to maintain close ethnic ties with and traditions of their various cultures. Educational experiences in their own countries were likely to be more structured and academically-oriented than those in the United States. Their cultural traditions are certainly different from those experienced in this country.

Teacher preparation programs, therefore, must help preservice teachers develop skills in dealing with these cultural conflicts in ways that will help international families adjust to this country during their short stay, while still supporting them in maintaining their own cultural values and traditions. Preservice teachers should be made aware that not all international families who come to the U.S. plan to settle here. Many will stay for only a short period of time. Further, the reasons why these families come to the United States may vary from family to family. Their goals and expectations, therefore, may differ considerable from each other. Helping preservice teachers to develop effective ways of obtaining information and understanding families from international backgrounds, would be a worthwhile endeavor in teacher preparation programs.

### Summary

Two theoretical models were examined based on the contributions of preservice teachers' personal teaching efficacy, ethnic causal attributions, past teaching, and international interaction experiences to their behaviors toward international children in multicultural small group activity sessions. Path analytic results revealed that for both models, these variables together did not significantly predict the positive or negative behavior of preservice teachers.

Further t-test analysis indicated that positive and negative behaviors varied significantly based on the child's gender and classroom activity type. Aspects of gender and activity type were included in an additional exploratory analysis of 16 path models. Only six were significant, although even these did not explain a large percentage of the variance associated with preservice teachers' behaviors.

Personal Teaching Efficacy had a significant direct positive effect on the frequency and quality of positive behaviors displayed by preservice teachers toward international girls during unstructured table activities. However, the ethnic attribution variable of Locus of Causality had a significant direct positive effect on the frequency and quality of positive behaviors displayed by preservice teachers toward international boys during structured storytime activities.

In addition, Teacher Preparation Level and Past International Interaction Experience had a significant direct negative effect on the frequency and quality of negative behaviors, respectively displayed by preservice teachers toward international boys during unstructured table activities.

Finally, among these significant path models (a) Teacher Preparation Level and Past International Interaction Experience made significant direct positive effects on the causal attribution variables of Locus of Causality and Stability; (b) the causal attribution variable of stability had a significant direct negative effect on Controllability, and (c) the significant path coefficients between Personal Teaching Efficacy and the causal attribution variable of Stability were positive, while those associated with Controllability were negative.

In a secondary analysis, differences between preservice teachers' behaviors toward international and U.S. children as a result of children's ethnicity, gender, age, SES, and involvement in different types of small group activities were examined, applying a multivariate analysis of variance. Positive behaviors displayed by preservice teachers were significantly lower for international than for U.S. children, while the converse was true for negative behaviors. In addition, both positive and negative behaviors displayed to girls were significantly lower than for boys. Preservice teachers also displayed significantly more negative behaviors toward children during structured storytime than unstructured table activities. Overall, however, preservice teachers exhibited more positive than negative behaviors toward both international and U.S. children.

Findings were discussed on the basis of personal teaching efficacy and causal attribution theories and past research. Limitations of the study, suggestions for future research, and recommendations for teacher preparation programs were presented. This study represents a first step toward understanding the kinds of

interactions that take place between preservice teachers and international children and how preservice teachers' past experiences and perceptions may effect their behavior toward international children. In addition, it is hoped that this study will provide the basis for more effective studies.

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## APPENDICES

## **APPENDIX A**

### **Student Permission Form**

OREGON STATE UNIVERSITY

COLLEGE OF HOME ECONOMICS

Department of Human Development &amp; Family Sciences

Child Development Center Research Activities

Student Permission Form

While the major objective of the Child Development Center of the Department of Human Development and Family Sciences at Oregon State University is to provide for the healthy development of young children, the center is a facility in which teacher preparation and research on teacher preparation is carried on.

I, \_\_\_\_\_, will participate in such activities.  
(Student)

I understand that participation in these research activities may involve videotaped observations, questionnaires, interviews and individual or group testing, depending on the research project. Such participation will not exceed more than 2 hours of testing time during one academic year.

The purposes and procedures of the research activities of which I am a participant has been explained to me. In no way do I perceive such research activities to be psychologically or physically harmful to me. Any information pertaining to me will be coded and thereafter be referred to by a code number so that anonymity is insured. Information from all research studies will be kept strictly confidential. Specifically, the choice to participate or not and the data obtained in such research will have no bearing on my grade in any course in this department.

I understand that I may ask any question regarding the research activities in which I am a participant, and may withdraw from participation in such activities at any time. A complete copy of the Child Development Center Research Policies is available in the Child Development Center from the Director's Office in Bates Hall.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_ Address \_\_\_\_\_

TO BE FILLED OUT BY THE RESEARCH COORDINATOR  
OF THE CHILD DEVELOPMENT CENTER

Code Number \_\_\_\_\_  
Research Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX B**  
**Survey Cover Letter**

January 6, 1992

Dear Practicum Teacher:

Welcome! Perhaps you are a new or returning practicum teacher about to engage in a variety of classroom experiences with preschool children at the OSU Child Development Center. Your preparation experiences can be a vital component to enhance your competency as a teacher or professional in a related occupation.

Presently, however, we know very little about how practicum teachers feel about their abilities or competencies as they pursue teaching experiences at the OSU Child Development Center. For example, some students may or may not perceive themselves as confident as they teach a variety of children in various classroom situations. To best support and provide for the preparation needs of practicum students, it is important for us to understand your personal beliefs about your abilities in teaching young children and those you hold as an individual.

By completing the following survey, you can help us determine the types of beliefs and perceptions practicum students hold at such a critical time in their professional preparation. Please take the time to read each item carefully, then based on your first impression, honestly rate how you feel at the present time. We also need your responses to the background questionnaire which focuses on your previous academic and teaching experiences, family background, and previous cultural interactions.

All information you share with us will be kept strictly confidential. Any information pertaining to you will be coded and thereafter be referred to by a code number so that your anonymity is insured. Your participation in this research project can greatly aid us in designing meaningful and relevant teacher preparation programs for individuals like you.

Thank you kindly for your cooperation.

Sincerely,

---

Linda Burt, Doctoral Student	Alan Sugawara, Professor
Human Development & Family Sciences	

## APPENDIX C

### Parent Letter

Dear Parents:

By now your child may have told you about playing in the "Zoo" Room or the "Circus" Room. During the course of this year, we will be using these rooms to observe how practicum teachers interact with small groups of preschool children as they play with common preschool activities such as playdough, blocks, and storytime. In order to best understand the behavior of the practicum teacher, we will be videotaping these activities.

Each preschool day small groups of children will be invited to participate in an activity for about 10 minutes in length. The preschool activities are designed to encourage your child's thinking and social skills using attractive learning materials to enhance your child's participation.

Although the focus of our study is centered on the practicum teachers' competencies, these videotapes of your child's participation will be held strictly confidential. Tapes will only be viewed by the research staff for the purposes of coding the teachers' behavior.

Your child's participation will add greatly to our understanding of the practicum teacher. On the basis of our past experiences we know that this will be a fun and enriching experience for your child.

Sincerely,

---

Linda Burt  
Doctoral Student

and

---

Alan Sugawara  
Professor

Human Development & Family Sciences

## APPENDIX D

### Scale of Personal Teaching Efficacy



### Scale of Personal Teaching Efficacy

**INSTRUCTIONS:** This section of the survey focuses on your abilities and skills in teaching International children. Please indicate the degree to which you believe the following statements will reflect your teaching ability with International children at this time. Use the following rating scale to complete your responses.

SA = Strongly Agree      MA = Moderately Agree      A = Agree  
D = Disagree              MD = Moderately Disagree      SD = Strongly Disagree

- |     |  |                           |
|-----|--|---------------------------|
| 1.  | When I really try, I can get through to most difficult International children.   | SA   MA   A   D   MD   SD |
| 2.  | If an International child did not recall information I gave in a previous activity, I would know how to increase his/her retention in the next activity.     | SA   MA   A   D   MD   SD |
| 3.  | When an International child performs at a higher level than he/she usually does, it is because I found better ways of teaching that child.                   | SA   MA   A   D   MD   SD |
| 4.  | If an International child in my class becomes disruptive and noisy, I believe that I know some techniques to redirect him/her quickly.                       | SA   MA   A   D   MD   SD |
| 5.  | If I really try hard, I can get through to even the most difficult or unmotivated International child.   | SA   MA   A   D   MD   SD |
| 6.  | If one of my International children could not do a group task, I would be able to accurately assess whether the task was at the correct level of difficulty. | SA   MA   A   D   MD   SD |
| 7.  | When an International child is having difficulty with a task, I am usually able to adjust it to his/her level.   | SA   MA   A   D   MD   SD |
| 8.  | When the performance of my International children improves, it is usually because I found more effective teaching approaches.                                | SA   MA   A   D   MD   SD |
| 9.  | My teacher preparation and/or experience has given me the necessary skills to be an effective teacher with International children.                           | SA   MA   A   D   MD   SD |
| 10. | I have enough preparation to deal with almost any developmental problem of International children that may occur in the preschool classroom.                 | SA   MA   A   D   MD   SD |
| 11. | If an International child masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.                          | SA   MA   A   D   MD   SD |
| 12. | When an International child does better than usual, many times it is because I exerted a little extra effort.  | SA   MA   A   D   MD   SD |

**APPENDIX E**  
**Vignette Descriptions**

### Pacific Asian

\_\_\_\_\_ is a Korean (boy/girl) who has just arrived from Korea. \_\_\_\_\_ is highly dependent on his/her family. At preschool and at home, \_\_\_\_\_ tends to follow others to guide what actions and play activities he/she may do. (group-oriented) \_\_\_\_\_ is compliant, unassertive, obedient, dependable and accepting of authority. (attitude toward authority) In the classroom \_\_\_\_\_ is restrained, cautious, and silent toward others. \_\_\_\_\_ does not indicate own needs or wishes and tends to look down and away from a teacher who may seek his/her attention. When \_\_\_\_\_ speaks, the meaning of what is spoken is unclear and indirect. Peers and teachers frequently inquire further about what \_\_\_\_\_ means. (Expressiveness: indirect)

### European

\_\_\_\_\_ is a French (girl/boy) who has just arrived from France. \_\_\_\_\_ spontaneously interacts and shows self-initiative with family, friends, preschool peers, and her/his teacher. \_\_\_\_\_ also performs various activities and newly acquired skills at will on (her/his) own. (Individual oriented) Toward parents and teachers, \_\_\_\_\_ communicates intentions, wishes and needs assertively and demonstrates her/his independence, self-reliance and autonomy. \_\_\_\_\_ actively explores and experiments with people and things around (him/ or her). (Attitude toward authority) Also, \_\_\_\_\_'s feelings and intentions are displayed directly, openly and confidently. \_\_\_\_\_ explicitly expresses needs and wishes, making frequent attempts to speak the English language. (Expressiveness: direct)

### Latin American

\_\_\_\_\_ is a Mexican (boy/girl) who has just arrived from Mexico. \_\_\_\_\_ who interacts closely with siblings, parents, and extended family members. \_\_\_\_\_ tends to be dependent on family members for social opportunities with peers. (Group-oriented) \_\_\_\_\_ also tends to accept and respect his/her parents' wishes and would never question their requests or intentions. \_\_\_\_\_ is obedient, cooperative, and fearful and seeks opportunities to please others. (Attitude toward authority) At preschool \_\_\_\_\_ plays closely with others and seeks opportunities to associate with those who initiate their approval. \_\_\_\_\_ shows restraint in expressing thoughts and emotions and does not indirectly, if at all. \_\_\_\_\_ does not communicate needs or desires. (Expressiveness: indirect)

## APPENDIX F

### Vignettes and the Causal Dimension Scale

### Vignettes with the Causal Dimension Scale

**DIRECTIONS:** Imagine that you are a practicum teacher in a preschool classroom at the beginning of the school year. As in classrooms nationwide, children display a variety of behaviors. In this section of the survey you are given three vignettes to read about children from other countries: France, Mexico, and Korea. After you read the first vignette, complete the nine items of the scale that follows, then continue on to the next vignette until you have completed all three.

Chu-Soo is a Korean boy who has just arrived from Korea. He is highly dependent on his family. At preschool and at home, Chu-Soo tends to follow others to guide what actions and play activities he may do. He is compliant, unassertive, obedient, dependable and accepting of authority. In the classroom Chu-Soo is restrained, cautious, and silent toward others. He does not indicate his own needs or wishes and tends to look down and away from a teacher who may seek his attention. When he speaks, the meaning of what is spoken is unclear and indirect. Peers and teachers frequently inquire further about what he means.

The items below concern your impressions about the cause or causes of Chu-Soo's behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Chu-Soo	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) controllable by Chu-Soo or other people	1	2	3	4	5	6	7 uncontrollable by Chu-Soo or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Chu-Soo or other people	1	2	3	4	5	6	7 unintended by Chu-Soo or other people
The cause(s) is(are) something that is outside Chu-Soo	1	2	3	4	5	6	7 inside Chu-Soo
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Chu-Soo	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible

Youngee is a Korean girl who has just arrived from Korea. She is highly dependent on her family. At preschool and at home, Youngee tends to follow others to guide what actions and play activities she may do. She is compliant, unassertive, obedient, dependable and accepting of authority. In the classroom Youngee is restrained, cautious, and silent toward others. She does not indicate her own needs or wishes and tends to look down and away from a teacher who may seek her attention. When she speaks, the meaning of what is spoken is unclear and indirect. Peers and teachers frequently inquire further about what she means.

The items below concern your impressions about the cause or causes of Youngee's behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Youngee	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) uncontrollable by Youngee or other people	1	2	3	4	5	6	7 uncontrollable by Youngee or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Youngee or other people	1	2	3	4	5	6	7 unintended by Youngee or other people
The cause(s) is(are) something that is outside Youngee	1	2	3	4	5	6	7 inside Youngee
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Youngee	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible

Carlos is a Mexican boy who has just arrived from Mexico. He interacts closely with siblings, parents, and extended family members. Carlos tends to depend on family members for social opportunities with peers. He also tends to accept and respect his parents' wishes and would never question their requests or intentions. Toward parents and teachers he fears behaving in a way that would cause disrespect. At preschool Carlos is obedient, cooperative, and seeks opportunities to associate with those who show their approval of him. He tends to show restraint in expressing thoughts and emotions and does so indirectly, if at all. If he needs or desires assistance or materials, he does not seek or request them.

The items below concern your impressions about the cause or causes of Carlos' behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Carlos	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) uncontrollable by Carlos or other people	1	2	3	4	5	6	7 uncontrollable by Carlos or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Carlos or other people	1	2	3	4	5	6	7 unintended by Carlos or other people
The cause(s) is(are) something that is outside Carlos	1	2	3	4	5	6	7 inside Carlos
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Carlos	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible

Maria is a Mexican girl who has just arrived from Mexico. She interacts closely with siblings, parents, and extended family members. Maria tends to be dependent on family members for social opportunities with peers. She also tends to accept and respect her parents' wishes and would never question their requests or intentions. Toward parents and teachers she fears behaving in a way that would cause disrespect. At preschool Maria is obedient, cooperative, and seeks opportunities to associate with those who show their approval of her. She tends to show restraint in expressing thoughts and emotions and does so indirectly, if at all. If she needs or desires assistance or materials, she does not seek or request them.

The items below concern your impressions about the cause or causes of Maria's behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Maria	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) uncontrollable by Maria or other people	1	2	3	4	5	6	7 uncontrollable by Maria or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Maria or other people	1	2	3	4	5	6	7 unintended by Maria or other people
The cause(s) is(are) something that is outside Maria	1	2	3	4	5	6	7 inside Maria
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Maria	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible



Laurent is a French boy who has just arrived from France. He spontaneously interacts and show self-initiative with family, friends, preschool peers, and his teacher. Laurent also performs various activities and newly acquired skills at will on his own. Toward parents and teachers, Laurent communicates his intentions, wishes, and needs assertively and demonstrates his independence, self-reliance and autonomy. He actively explores and experiments with people and things around him. Also, his feelings and intentions are displayed directly, openly and confidently. Laurent explicitly expresses needs and wishes, making frequent attempts to speak the English language.

The items below concern your impressions about the cause or causes of Laurent 's behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Laurent	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) controllable by Laurent or other people	1	2	3	4	5	6	7 uncontrollable by Laurent or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Laurent or other people	1	2	3	4	5	6	7 unintended by Laurent or other people
The cause(s) is(are) something thing that is outside Laurent	1	2	3	4	5	6	7 inside Laurent
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Laurent	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible

Sophie is a French girl who has just arrived from France. She spontaneously interacts and show self-initiative with family, friends, preschool peers, and her teacher. Sophie also performs various activities and newly acquired skills at will on her own. Toward parents and teachers, Sophie communicates her intentions, wishes, and needs assertively and demonstrates her independence, self-reliance and autonomy. She actively explores and experiments with people and things around her. Also, her feelings and intentions are displayed directly, openly and confidently. Sophie explicitly expresses needs and wishes, making frequent attempts to speak the English language.

The items below concern your impressions about the cause or causes of Sophie's behavior. Please circle one number for each of the following items, where on the scale you think the cause(s) lie(s).

The cause(s) is(are) something that reflects an aspect of Sophie	1	2	3	4	5	6	7 reflects an aspect of the situation
The cause(s) is(are) controllable by Sophie or other people	1	2	3	4	5	6	7 uncontrollable by sophie or other people
The cause(s) is(are) something that is permanent	1	2	3	4	5	6	7 temporary
The cause(s) is(are) something intended by Sophie or other people	1	2	3	4	5	6	7 unintended by Sophie or other people
The cause(s) is(are) something thing that is outside Sophie	1	2	3	4	5	6	7 inside Sophie
The cause(s) is(are) something that is variable over time	1	2	3	4	5	6	7 stable over time
The cause(s) is(are) something about Sophie	1	2	3	4	5	6	7 other people
The cause(s) is(are) something that is changeable	1	2	3	4	5	6	7 unchangeable
The cause(s) is(are) something for which no one is responsible	1	2	3	4	5	6	7 someone is responsible

## APPENDIX G

### Survey: Background Information

## BACKGROUND INFORMATION

**INSTRUCTIONS:** The following questionnaire asks you for information about you and your family. Please complete all items as accurately as you can.

### INFORMATION ABOUT YOURSELF

1. Birthdate (fill in): \_\_\_\_\_ month \_\_\_\_\_ day \_\_\_\_\_ year

2. Gender (check one): \_\_\_\_\_ Female \_\_\_\_\_ Male

3. Major (fill in): \_\_\_\_\_

4. Class Standing (check one):

\_\_\_\_\_ Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior

\_\_\_\_\_ Senior \_\_\_\_\_ Other, specify \_\_\_\_\_

5. Grade Point Average (fill in estimate): \_\_\_\_\_

6. Ethnic Background (optional, check one):

\_\_\_\_\_ Asian or Pacific Islander, (specify nationality)  
\_\_\_\_\_

\_\_\_\_\_ African American, Non-Hispanic

\_\_\_\_\_ Hispanic

\_\_\_\_\_ American Indian or Alaskan Native Peoples

\_\_\_\_\_ Caucasian, Non-Hispanic

\_\_\_\_\_ Other, (please specify) \_\_\_\_\_

7. Your Current Marital Status: (Check one)

\_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Other (please specify)  
\_\_\_\_\_

# INFORMATION ABOUT YOUR FAMILY

8. What is your mother's and your father's occupation? (specify)

_____	Mother	_____	Father
_____	Mother	_____	Father
Hours/Week		Hours/Week	

9. Estimate your mother's and your father's occupational income.

Mother (Check one)		Father (Check one)
_____	Under \$8,000	_____
_____	\$8,001-20,000	_____
_____	\$20,001-\$30,000	_____
_____	\$30,001-\$40,000	_____
_____	\$40,001-\$50,000	_____
_____	\$50,001-\$60,000	_____
_____	\$60,001 and up	_____

10. Please indicate your parent's current marital status.

Mother (Check one)		Father (Check one)
_____	Married, first marriage	_____
_____	Married, remarried after divorce	_____
_____	Married, remarried after death	_____
_____	Not married, divorced	_____
_____	Not married, widowed	_____
_____	Never married	_____

11. What is the last grade your mother and father completed in school?

Mother  
(Check one)

Father  
(Check one)

_____	None	_____
_____	1-6 grade	_____
_____	7-9 grade	_____
_____	10-12 grade	_____
_____	12 grade	_____
_____	Some college	_____
_____	Undergrad degree	_____
_____	Graduate degree	_____

#### ABOUT YOUR COURSEWORK AND TEACHING EXPERIENCES

12. Please indicate in which course you are currently enrolled (Check one):

\_\_\_\_\_ HDFS 313      \_\_\_\_\_ HDFS 430      \_\_\_\_\_ HDFS 406

\_\_\_\_\_ Other, please indicate course number and title:

\_\_\_\_\_

If you checked HDFS 406, briefly describe what you did.

\_\_\_\_\_

13. Please indicate which of the above or other unlisted past teacher practicum courses you have completed. Designate course number and title below.

HDFS \_\_\_\_\_ : (Title) \_\_\_\_\_  
 HDFS \_\_\_\_\_ : (Title) \_\_\_\_\_  
 HDFS \_\_\_\_\_ : (Title) \_\_\_\_\_  
 HDFS \_\_\_\_\_ : (Title) \_\_\_\_\_

14. Please use the chart below to describe briefly all practicum experiences you have had working with young children during the last four years. Three examples are provided below:

<u>Experience Description</u>	<u>Position</u>	<u>Hours/Week</u>	<u>Length of Time</u>
Led a troop of 15, 8-year-olds	Girls Scout Leader	5 hours	2 years
Led a morning playgroup of 6, 3-5-year-olds	Playgroup Leader	4 hours	1 summer
Student in an early childhood class (other than courses listed above)	Student Teacher	4 hours	1 quarter

---

YOUR CHART

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## YOUR PAST INTERNATIONAL INTERACTION EXPERIENCES

**DIRECTIONS:** Information requested in this section concerns your past experiences with international people. Please indicate all experiences you have had by checking all items that represent your background. (Experiences relating to travel to English speaking areas of Canada are not considered international for these survey items).

### 1. Academic Course Experiences (Check all that apply)

- ☐ I have taken one or more languages course(s) other than English, have a speaking knowledge and can speak the language conversationally with others.
- ☐ I have taken one or more courses that focus on international studies topics.
- ☐ I have participated in team class project assignments with international students also enrolled in the same courses.
- ☐ I have shared my ethnic background with an international classmate who has also shared their background with me.
- ☐ I have studied or tutored with an international classmate.
- ☐ So far, I have not had these kinds of experiences.

### 2. Noncourse Campus Experiences (Check all that apply)

- ☐ I have served on campus committees whose membership consists of one or more international students.
- ☐ I have conducted a joint team project with one or more international students on a campus committee, or campus activity function.
- ☐ I participated in campus functions designed to increase global awareness such as lectures, forums, conferences and/or celebrations.
- ☐ I have participated with family members of international students and faculty.
- ☐ I have participated in supportive services to one or more individual international students through such campus programs offered by the Department of International Affairs, Office of International Education, English as a Second Language Institute, or Crossroads International.
- ☐ So far, I have not had these kinds of experiences.



3. Off-Campus Experiences (Check all that apply)

- \_\_\_\_\_ I have participated as a member of one or more global networking organizations that involves personal contacts with one or more individual international members.
- \_\_\_\_\_ I have provided services to one or more international families living in the community assisting in their adjustment, providing child care, transportation for errands, sightseeing, etc.
- \_\_\_\_\_ I have exchanged ideas with one or more among community members who have International interests.
- \_\_\_\_\_ I have participated in planning community based international events which involved sharing specific ideas with individuals from other countries about ethnic events, festivities, cultural exchanges, and fairs.
- \_\_\_\_\_ I have conversed with others in the community in a language other than English.
- \_\_\_\_\_ So far, I have not had these kinds of experiences.

4. Student Living Experiences (Check all that apply)

- \_\_\_\_\_ I have experienced sharing one or more living quarters with a person from another culture for one month or more.
- \_\_\_\_\_ I have experienced a close friendship with a person from another culture.
- \_\_\_\_\_ I socialize with students from other cultures on a weekly basis.
- \_\_\_\_\_ I have been informally acquainted with international students.
- \_\_\_\_\_ I have observed international festivities and events with International students.
- \_\_\_\_\_ So far, I have not had these kinds of experiences.

5. Family Experiences (Check all that apply)

- ☐ My family has participated in an international exchange program, receiving international students in their home.
- ☐ My family observes international events and festivities.
- ☐ My family participated in organized global concerns and/or networks that involve supporting families in other countries.
- ☐ My family has traveled to one or more countries to stay with family members, friends, or cultural exchanges that involve home accommodations for at least one month or more.  
(Do not consider experiences in English speaking areas of Canada).
- ☐ My family has resided in another country for six months or more.  
(Do not consider experiences in English speaking areas of Canada).
- ☐ So far, I have not had these kinds of experiences.

6. Experiences in Other Countries (Check all that apply)

- ☐ I have experienced being an international exchange student for one month or more.
- ☐ I have traveled in one or more countries for one month or more.  
(Do not consider experiences in English speaking areas of Canada).
- ☐ I have resided in another country with a host family for one month or more. (Do not consider experiences in English speaking areas of Canada).
- ☐ I have resided in another country with a family living in that country for one month or more. (Do not consider experiences in English speaking areas of Canada).
- ☐ I have lived as a volunteer in another country for one month or more. (Do not consider experiences in English speaking areas of Canada).
- ☐ So far, I have not had these kinds of experiences.

If you have any comments you would like to make about this research project, you may do so in the space provided below. Thank you very much for your participation in this research project.

PLACE YOUR NAME ON THE NAME TAG STICKER BELOW. THE STICKER WILL BE REMOVED AND A CODE NUMBER WILL BE ASSIGNED TO THIS SURVEY TO GUARANTEE YOUR ANONYMITY.

---

CODE NUMBER

## **APPENDIX H**

**Teacher Behavior Coding Categories:**

**Coding Sheet**

## APPENDIX G

## TEACHER BEHAVIOR OBSERVATION CODING SHEET

Tape no. \_\_\_\_\_

Observational Coder # \_\_\_\_\_ Teacher Code # \_\_\_\_\_ Program Code: 1 2 3 4 (Circle one)  
 Room Code: 1 2 (Circle one) Observation: 1 2 (Circle one) Activity Type: S U (Circle one)  
 Child's Video Position: 1 2 3 4 (Circle one) Child Code # \_\_\_\_\_ Activity Name: \_\_\_\_\_

**INSTRUCTIONS:** Check the behaviors found in this 10 minute video segment. Begin the observation time at the Log Start Time \_\_\_\_\_ and end at the Log Stop Time \_\_\_\_\_.  
 The following symbols are used for checking the behaviors:

EG (Ego Boosting); T (Teaching); Q (Questioning- O = Open; C = Closed); A (Attending);

COMM (Commanding); NR (Negatively Responding); IG (Ignoring); PC (Physical Control).

EG	T	Q Open    Closed	A	COMM	NR	IG	PC
1		.					
2		.					
3		.					
4		.					
5		.					
6		.					
7		.					
8		.					
9		.					
10		.					
11		.					
12		.					
13		.					
14		.					
15		.					
16		.					
17		.					
18		.					
19		.					
20		.					
Total		.					

When you have finished, take a moment and reflect upon what you have just viewed. Using the scale below, rate how **positive** you feel the teacher's behavior was to the child (circle one).

1                      2                      3                      4                      5                      6                      7  
 (1 = Virtually No Positiveness; 2 = Low Positiveness; 3 = Some Positiveness; 4 = Moderate Positiveness;  
 5 = More Than Moderate Positiveness; 6 = High Positiveness; 7 = Very High Positiveness)

Now, rate how **negative** you feel the teacher's behavior was toward the child (circle one).

1                      2                      3                      4                      5                      6                      7  
 (1 = Virtually No Negativeness; 2 = Low Negativeness; 3 = Some Negativeness; 4 = Moderate Negativeness;  
 5 = More Than Moderate Negativeness; 6 = High Negativeness; 7 = Very High Negativeness)

## APPENDIX I

Direct Unstandardized Coefficients:

Significant Path Models

Direct Unstandardized Coefficients of Teacher Preparation Level (TPL), Past International Interaction Experience (PIIE), Personal Teaching Efficacy (PTE), Locus of Causality (LOC), Stability (S), and Controllability (C) from Significant Models.

Models	TPL	PIIE	<div>Variables</div> PTE	LOC	S	C
Girls, unstructured						
FP	.055	.078	.218**	-.011	.139	-.101
QP	.020	.117	.257	.022	.133	-.071
Boys, structured						
FP	-.156*	.151*	.023	.204**	-.039	.078
QP	-.113	.204**	.037	.217**	-.010	-.089
Boys, unstructured						
FN	-.194*	-.142	-.143*	-.137	-.021	-.031
QN	-.076	-.181*	.135	-.124	.021	-.025

\*  $p < .05$ . \*\*  $p < .01$ .

FP = Frequency Positive, FN = Frequency Negative, QP = Quality Positive, QN = Quality Negative.

## **APPENDIX J**

**Direct Path Coefficients:**

**Insignificant Path Models**



Direct Coefficients of Teacher Preparation Level (TPL), Past International Interaction Experience (PIIE), Personal Teaching Efficacy (PTE), Locus of Causality (LOC), Stability (S), and Controllability (C) from models not significant.

Models	<u>Variables</u>					
	TPL	PIIE	PTE	LOC	S	C
Girls, structured						
FP	-.083	-.003	.049	.102	-.067	.132
FN	-.052	-.098	-.027	.064	-.040	-.052
QP	-.072	-.016	.042	.110	.078	.180
QN	-.034	-.117	-.062	.018	-.087	-.093
Girls, unstructured						
FN	-.053	-.083	.021	-.048	-.012	-.015
QN	-.013	-.082	.011	-.099	.005	-.029

table continues

Models	<u>Variables</u>					
	TPL	PIIE	PTE	LOC	S	C
Boys, structured						
FN	.009	.078	-.006	-.029	-.079	-.130
QN	.050	.079	.026	-.009	-.080	-.165
Boys, unstructured						
FP	.123	.131	-.025	.077	-.102	.038
QP	.116	.127	-.087	.122	-.138	-.057

FP = Frequency Positive, FN = Frequency Negative, QP = Quality Positive, QN = Quality Negative