

Impact of Multicultural Education on Students Personality in India

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Abstract

India, an emerging global society is a beautiful mixture of various cultures. India is an old civilization; the birthplace of four to transform this culture to blend into our multicultural society is the role of education. Multicultural education includes content integration, the sharing and enhancement of knowledge, reducing any prejudices and empowering social culture in students. A teacher in this multicultural society has no particular religion or culture. India as a global village is the melting pot of different cultures where 'international understanding' is the essential need of multicultural globalized society.

The paper uses primary and secondary data to study the impact of multicultural education on students, if the development is positive etc. Also how teachers should develop themselves in the new emerging global society. The results after analysis of data collected from primary and secondary sources confirm that there is positive relationship and students show development while studying in the multicultural classroom.

Keywords: *Multicultural, Pearson, Global, Education*

I. Introduction

We are a multicultural country - always have been, and to our credit, always will be. It is something that we should be very proud of and embrace. Cheech Marin

India, an emerging global society is a beautiful mixture of various cultures. Culture is the base of civilization and a tool to transmit education. To transform this culture to blend into our multicultural society is the role of education. Multicultural education includes content integration, the sharing and enhancement of knowledge, reducing any prejudices and empowering social culture in students. A teacher in this multicultural society has no particular religion or culture. India as a global village is the melting pot of different cultures where 'international understanding' is the essential need of multicultural globalized society.

Multiculturalism is a term used to describe many cultures and learning to get on with one another with mutual respect. Multicultural education is a process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society. A teacher must have multicultural competencies to integrate all culturally diverse students in a sensitive and sentimental classroom.

India is an old civilization, the birthplace of four world religions and a unique place where one finds diversity of cultures, languages, and traditions. It also has breathtaking natural beauty from Himalayas to the deserts of Rajasthan. For the students it offers access both to rich history and growing technological revolution options and programmes to suit them no matter what their interests. The number of students coming to India for higher education from 2010 – 2012 can be viewed from Figure 1 below (Source: mhrd.gov.in)

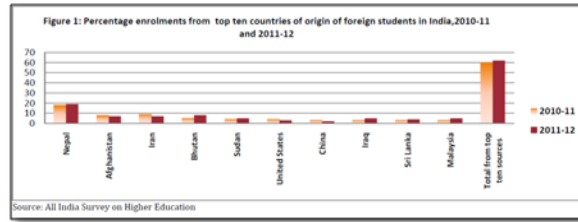


Figure 1 : (Source: mhrd.gov.in)

Globalization has brought in the importance for quality education that emphasizes on development of knowledge and skills in students. It has brought in internationalization of education and multiculturalism into the tradition classroom. This trend has changed the atmosphere, working patterns of teacher-students and teaching learning process to great extent. The choice of students for any course in India is evident from Figure 2 below:

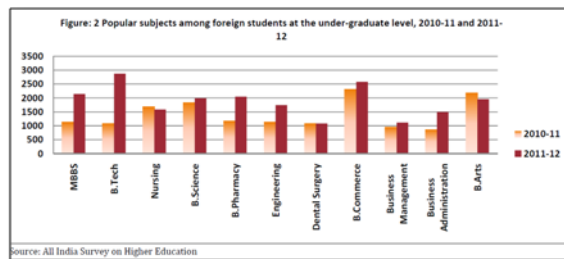


Figure 2: (Source: mhrd.gov.in)

A few thoughts on education in a Multicultural Globalised Society (MCGS) (Source www.srjis.com)

“Multicultural education is a philosophical concept built on the ideals of freedom, justice, equity and human dignity as acknowledged in various documents.”

Banks and Banks (1995) said, “I believe that all students regardless of their gender and social class, their ethnic racial or cultural characteristics should have an equal Opportunity to learn in school.”

Following aims should be fulfilled by the education in a multicultural globalized society.

1. To develop and encourage co-existence between cultures
2. To motivate each student to respect other cultures
3. To focus on all round development of students by developing an effective teaching pedagogy
4. To create peaceful and stable society this will enable students to socialize with different cultures.
5. To develop international understanding to face the challenges of globalization

The top-level trends found in the OECD data are: (Source www.oecd-ilibrary.org)

- The global population of internationally mobile students more than doubled from 2.1 million in 2000 to nearly 4.5 million in 2011. Given that growth trajectory, that total number is likely nudging closer to 5 million in 2014.

- Asia is the key. China, India, and South Korea are the world's leading sources of international students. All told, Asian students account for 53% of all students studying abroad.

II. Review of Literature

Christine Bennett 2001 This article develops a conceptual framework of research genres that illustrate the complex multidisciplinary roots of multicultural education. The primary objective is to provide educational researchers and teacher educators with a lens as they design new (or rethink existing) inquiry and teacher preparation programs in the meta-disciplinary field of multicultural education. Other objectives are to encourage multicultural theoreticians to consult a range of original research (as opposed to other theoreticians and secondary or tertiary sources in the field), and to underscore hopeful possibilities for practice. (Genres of Research in Multicultural Education, 2001)

Christine E. Sleeter 2001 This article reviews databased research studies on pre-service teacher preparation for multicultural schools, particularly schools that serve historically underserved communities. In this article, the author reviews 80 studies of effects of various pre-service teacher education strategies, including recruiting and selecting students, cross-cultural immersion experiences, multicultural education coursework, and program restructuring. Although there is a large quantity of research, very little of it actually examines which strategies prepare strong teachers. Most of the research focuses on addressing the attitudes and lack of knowledge of White pre-service students. This review argues that although this is a very important problem that does need to be addressed, it is not the same as figuring out how to populate the teaching profession with excellent multicultural and culturally responsive teachers. (PREPARING TEACHERS FOR CULTURALLY DIVERSE SCHOOLS, 2001)

Karen S. Cockrell, Peggy L. Placier, Dan H. Cockrell, Julie N. Middleton 1999 A teacher educator team addressed negative student responses to a multicultural foundations course by designing an action research study to learn more about their student's identities, experiences and beliefs. Through qualitative analysis of written assignments, they identified three categories of student beliefs about the purposes of schools in relation to cultural diversity in American society. These categories were reinforced through triangulation with data from focus group dialogues. The findings suggest relationships between previous cross-cultural experiences, gender, and beliefs. Focus group data also revealed unrecognized sources of student resistance to multicultural teacher education, even among students who took a transformative position. (Coming to terms with "diversity" and "multiculturalism" in teacher education: Learning about our students, changing our practice, 1999)

Kenneth M. Zeichner, Carl Grant, Geneva Gay, Maureen Gillette, Linda Valli, Ana Maria Villegas 1998 The Design Principles Described in this article represent one view of good practice in multicultural pre-service teacher education. Developed by the Multicultural Pre-service Teacher Education Project, the principles are organized into three main categories: (a) those emphasizing issues of institutional and programmatic reform, (b) those addressing issues related to personnel (staff and students), and (c) those focusing on issues of curriculum and instruction in teacher education programs. (A Research Informed Vision of Good Practice in Multicultural Teacher Education: Design Principles, 1998)

Karen Noordhoff, Judith Kleinfeld 1993 This article examines issues involved in teaching culturally diverse students and questions current practice in multicultural teacher education. An alternative approach to preparing teachers for multicultural classrooms, illustrated by the Teachers for Alaska program at the University of Alaska Fairbanks, focuses prospective

teachers on (a) attending to multicultural classroom and community contexts, (b) designing instruction to make connections between academic subject matter and diverse students' backgrounds, and (c) learning how to learn from students, communities, and practical experience. The authors argue that radical departures from traditional teacher education are possible and that breaks from standard practice are both desirable and effective in preparing teachers for multicultural classrooms. (Preparing teachers for multicultural classrooms, 1993)

III. Objectives

1. To study behavioral changes in students through multicultural education
2. To analyze the impact of multicultural education on students personality
3. To find the methods and techniques for teaching in a multicultural society

IV. Hypothesis

Ho1: There is no change in students behaviour due to multicultural education.

Ho2: There is no impact of multicultural education on students personality.

V. Research Methodology

The paper is based upon primary and secondary data both from 2010 – 2015. Secondary data is obtained from Indian HRD ministry website, OECD and other research papers and articles. Primary data is collected from the institute about the number of foreign students enrolled in last 5 years. The same is taken from our own institute as the data collection is convenient. Also a behaviour analysis [Association behaviour as per Das (1993)]of students from 2011 – 2014 batch is done to study the behaviour change by taking depth interviews. Based on pilot testing of questionnaires, 12 items of teacher’s questionnaire and 15 items of student’s questionnaire were finalized and included in the final questionnaire. Questionnaires are filled by 25 teachers and 100 students.

These three data variables [Number of foreign students in India for UG admission (FSI) and Number of foreign students in Maharashtra (FSM) and Number of foreign students in our Institute (FSS)] are used to analyze the status of foreign students in India and Maharashtra and in our Institute. Data collected was tabulated analyzed and interpreted in the light of the objectives of the study. The most suitable statistical tools like chi-square and Pearson’s Product- Moment Coefficient of Correlation (r) were used for getting the results.

VI. Data Analysis

The study was aimed at finding change in behaviour of students during the 3 years degree (UG) programme due to multicultural education. Also to study this change and methods adopted bt teachers in this global era for effective education. The data collected through research instruments was tabulated, analyzed and interpreted in the light of the objectives of the study. After scoring the items on the basis Strongly Agree 1, Agree 2, Undecided 3, Disagree 4, Strongly disagree 5 .they are added to get the students behaviour scores. Results are being presented in the following lines.

Table 1 : Response of Students

	1	2	3	4	5	Total
Responses	956	372	152	20	0	1500
Percentage	63.73	24.8	10.13	1.33		100

* Significant $df = 4$ value of χ^2 using Excel 0.999

Above Table 1 shows that the calculated χ^2 value was found to be 0.999 and hence the statement “Students accept that they undergo behaviour changes during 3 years UG programme due to multicultural education”.

	1	2	3	4	5	Total
Responses	196	78	26	0	0	300
Percentage	65.33	29	8.66	0	0	100

* Significant $df = 4$ value of χ^2 using Excel 0.988

Table 2: Response of Teaches

Above Table 2 shows that the calculated χ^2 value was found to be 0.988 and hence the statement “Students undergo behaviour changes during 3 years UG programme due to the teaching pedagogy and personality development”.

	FSI (A)			FSM (B)			FSS (C)			(C) % of (A)			(C) % of (B)		
Year	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Total	9865	11445	15567	23562	20107	15567	2466	2861	3891	120	268	228	1.5	1.98	6.2

Table 3 : Source: mhrd.gov.in and Institute

The above table 4 shows that the number of students coming to India is increasing and improving every year. The above trend relates to UG students only. The institute percentage includes students for BBA course only. A small deviation of 0.08 in the results can be added.

Academic Performance	Frequency	Mean	Std. Deviation
Development perceived by the students	312	2.4	0.569
Development perceived by the teachers	56	2.35	0.573

Table 4 : Calculation from data

Means in Table 4, suggest the differences in perceiving academic performance of BBA by students and teachers. The conclusion therefore is that there is a significant relationship between academic performance and personality development.

VII. Findings

Hypothesis First: There is no change in students’ behaviour due to multicultural education.

To test this hypothesis we filled out questionnaires from 100 students and 25 teachers. The rating was according to likert scale. Above Table 1 show that the calculated χ^2 value was found to be 0.988 and hence the statement “Students undergo behaviour changes during 3 years UG programme due to the teaching pedagogy and personality development”.

Hypothesis Second : There is no impact of multicultural education on students personality.

To test this hypothesis we filled out questionnaires from 100 students and 25 teachers. The rating was according to likert scale. Above Table 2 shows that the calculated χ^2 value was found to be 0.999 and hence the statement “Students accept that they undergo behaviour changes during 3 years UG programme due to multicultural education”.

Objective first and second can be evaluated from the above results. The third objective can be studied by looking at the various options available today:

1. Traditional Learning with Audio / Video aids
2. Teaching with the help of Mind Maps
3. Z to A or A to Z approach with lot of revision
4. Role Play, Debate or other participative methods of teaching
5. Learning on the job like field visits etc.

VIII. Conclusion

Multicultural Globalised education crosses the boundaries and asserts secularism and equality. A multicultural classroom provides every student with opportunities to effectively work in a globalized society. It also helps them to understand their and appreciate their own culture. It also gives them a chance to recognize similarities and differences between cultures.

The teachers have to be ready for their role in developing such students multicultural. Their academic content should be relevant to cultural groups and they should have skill to communicate effectively across cultures.

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Web links

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