

A Study on Factors Affecting Multicultural Efficacy of Early Childhood Teachers

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유아교사들의 다문화효능감에 영향을 미치는 요인 연구

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Abstract The purpose of this study is to find out what factors that multicultural awareness and multicultural attitude of early childhood teachers affect multicultural efficacy are. In order to achieve this research purpose, the survey was carried out by using questionnaires targeting 394 early childhood teachers working in Early Childhood Educational Institutions located in I city. The response results are as follows: First, multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers did not show any difference by workplace. Second, it turned out that there is a significant correlation between multicultural awareness, multicultural efficacy of early childhood teachers. Third, it turned out that multicultural awareness and multicultural attitude of early childhood teachers have a positive influence on multicultural efficacy. In view of the results of this study, multicultural efficacy can be improved when awareness and attitude of early childhood teachers on multicultural education are changed so it is thought that various studies that can continuously conduct multicultural education training programs etc. for early childhood teachers should be conducted.

요약 이 연구의 목적은 유아교사들의 다문화인식과 다문화태도가 다문화효능감에 영향을 미치는 요인은 무엇인지를 알아보고자 하였다. 이러한 연구목적을 달성하기 위하여 I시에 소재한 유아교육기관에 근무하고 있는 유아교사 394명을 대상으로 질문지를 사용하여 실시하였다. 응답결과에 대하여 첫째, 유아교사들의 다문화인식, 다문화태도, 다문화효능감이 근무지별에 따라 차이가 나타나지 않았다. 둘째, 유아교사들의 다문화인식, 다문화효능감에서 유의미한 상관관계가 있는 것으로 나타났다. 셋째, 유아교사들의 다문화인식과 다문화태도가 다문화효능감에 긍정적인 영향을 미치는 것으로 나타났다. 이러한 연구결과로 볼 때, 다문화교육에 대한 유아교사들의 인식과 태도가 변화되어야 다문화효능감은 향상될 수 있으므로, 유아교사들을 위하여 다문화교육 연수프로그램 등을 지속적으로 실시할 수 있는 다양한 연구가 진행되어야 할 것으로 사료된다.

Key Words : Multicultural Awareness, Multicultural Attitudes, Multicultural Efficacy

1. Introduction

Due to the recent development of advanced science and technology etc., all nations and peoples are rapidly changing into internationalization and globalization transcending time and space. In this reality, the portion of

members with different languages, ethnicity, and lifestyle is increasing rapidly every year due to an increase in international marriage, influx of foreign immigrant workers, expansion of personnel, physical, and cultural exchanges between countries etc. Actually, the number of foreigners staying in Korea is growing by 11.4% per year

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after 2000 and foreigners residing in Korea in 2010 corresponds to 2.3% of people registered as residents. Considering the world's lowest birthrate and rapid aging, the arithmetic prospects are expected to be surpassed and if this trend continues, the figure is expected to reach 5% in 2020[1,2].

It should be noted that most of children are infants in these population trend changes from multicultural families through marriage immigration. Actually, the fact that children of marriage immigration families compared to the number of total foreigners account for 6.1% of total foreigners and 51.7% of them is young children under the age of 6[3] implies that Multicultural Education for young children, especially, timely enough bilingual education for infants needs to be more emphasized in Multicultural Education for next generations along with awareness change on multicultural of social members as well as at institutional level. Early childhood multicultural education can be accessed from two major directions and one is about the attitude that Korean infants and parents accept multicultural and the other is about helping infants of multicultural families to adapt[4] and especially given that infants are exposed to stereotypes in forming attitude, perspective, understanding on various cultures etc. and this greatly affects the formation self-identity of infants[5] and is a consistently positive influence later in if multicultural education of early childhood can be said to be very important[6].

Also, an infant's attitude and value toward other cultures are determined by the elements of the surrounding environment of the infant, that is, parents, peers, teachers, television etc.[7]. This means that the prejudices about 'difference' that infants already have can be changed by right multicultural education provided by kindergartens. The fact that infants spend more time at kindergartens compared to the past means that teachers have a higher influence on early childhood education and teachers have emerged as the most important helpers in educating infants to have right knowledge and attitude on multicultural[6].

Individual internal-external factors of teachers will exchange many effects and inwardly, will be affected from efficacy acting as an important factor for Multicultural Education and outwardly, will affect the attitude toward children from multicultural families. A

teacher with a good attitude and efficacy on multicultural understands educational contents accurately and delivers them to learners and uses more appropriate teaching methods focusing on learners' thinking and understanding[8,9].

Therefore, the effective multicultural education must begin from checking the awareness of teachers working as the subject of education in the field of education. The part that should be considered first for desirable multicultural education is teachers' awareness which is the basis of actual educational activities and it is difficult that multicultural education achieves the intended purpose without right awareness of teachers so teachers are a very important variable in multicultural education[10-13].

Infants accept, react and act as they perceive awareness or attitudes, behaviors on multicultural of teachers[12]. Their teachers' belief and values, and their awareness and attitudes of multicultural education can have influence on the infants in substance.[14]

Therefore, for early childhood multicultural education, multicultural awareness and attitude, multicultural efficacy of teachers can be seen to be important factors. Assuming that children in early childhood are associated with awareness on multicultural of teachers etc., it can be seen that the purpose of this study is to come up with ways of activating multicultural education by developing-applying teacher education programs for Early Childhood Multicultural Education by identifying multicultural awareness of early childhood teachers responsible for early childhood education and in addition, by finding out examining the relevance between multicultural efficacy and attitudes toward multicultural and to use them as basic data.

The research questions set in this study by the research purpose as above are as follows.

First, how different is multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers by workplace?

Second, what kind of relationship is there between multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers?

Third, what are the factors that multicultural awareness of early childhood teachers affects multicultural attitude and multicultural efficacy?

2. Research method

2.1 Research object and data collection

The object of this study is 394 early childhood teachers working in Early Childhood Educational Institutions(nurseries, kindergartens) located in I city. The data collection period is from April 30 to June 29, 2012 and early childhood teachers were asked to fill in the questionnaire directly. Among 421 respondents, 394 copies except 27 copies containing insincere response or insufficient entries became the target of analysis.

The social and demographic characteristics of early childhood teachers which are the object of study are shown in Table 1.

[Table 1] Sample component

	Spec.	Respondents	Percentage
Workplace	Nursery	226	57.4
	Kindergarten	168	42.6
Education Career	Less than 5 years	214	54.3
	6~10 years	134	34.0
	11~15 years	36	9.1
Academic background	16~20 years	10	2.5
	2(3)-year	134	34.0
Age	4-year	260	66.0
	20s	198	50.3
All	30s	152	38.6
	40s	44	11.2
All		394	100

2.2 Research tool

2.2.1 Multicultural awareness

To find out teachers'awareness on multiculture, the questionnaire[15] used by referring to the questionnaire used by[14] and reorganizing it for elementary school teachers was used. Also, to find out the necessity of multicultural education, the questionnaire[17] used by reorganizing the contents of the questionnaire written in Chapter 2 "Teacher'of 'Applying Multicultural and Global Concepts in the Classroom and Beyond" of[16] was used. The number of questionnaire questions is total 13 questions and 5-point Likert scale was used in questions [Table 2]

2.2.2 Multicultural attitude

As the tool for measuring multicultural attitude, the

questionnaire, adapted and revised by four people who are two teachers in a preschool and two doctor's degree professor in education for this study from the study of[19] based on teacher multicultural attitude scale (TMAS) developed by[18] was used. The number of questionnaire questions is total 17 questions and 5-point Likert scale was used in questions [Table 2].

2.2.3 Multicultural efficacy

In this study, multicultural efficacy was composed of the questionnaire, adapted and revised by four people who are two teachers in a preschool and two doctor's degree professor in education for this study from the study that[20] developed multicultural efficacy scale (MES) and used in the study of[21]. The number of questionnaire questions is total 14 questions and 5-point Likert scale was used in questions [Table 2].

[Table 2] Construction of questionnaire and reliability

	Spec.	N	Cronbach's α
Multicultural awareness	Multicultural awareness	8	.77
	Necessity of multicultural education	5	.85
	All	13	.86
Multicultural attitude	Attitude toward multicultural classroom environment	5	.64
	Attitude toward the role of a teacher	4	.73
	Attitude toward Teacher Education	3	.64
	Attitude toward curriculum	5	.70
	All	17	.83
Multicultural efficacy	General function aspect	4	.74
	Class function aspect	4	.70
	Human relationship promotion aspect	3	.80
	Multicultural families caring aspect	3	.70
	All	14	.86

2.3 Data analysis

For data analysis of this study, frequency analysis was carried out to identify the general characteristics of the respondents and the mean and standard deviation were calculated and F verification was conducted to find out

the variable-specific differences by workplace. Also, to verify the reliability, Cronbach's α was calculated and to find out the relevance between multicultural awareness, multicultural attitude, multicultural efficacy and find out the relationship by each sub-factor, product moment correlation coefficient was calculated. And to find out the influence of multicultural awareness on multicultural attitude, multicultural efficacy, stepwise regression analysis was conducted.

3. Result and Analysis

3.1 The difference of multicultural awareness, multicultural attitude, multicultural efficacy by workplace

The result about if multicultural awareness, multicultural attitude and multicultural efficacy of early childhood teachers are different by workplace is as Table 3. First, in multicultural awareness, it turned out that there is no significant difference between teachers working in nurseries and those working at kindergartens. Second, teachers working at kindergartens showed higher multicultural attitude than those working in nurseries in 'Attitude toward the curriculum ($F=5.540, p<.05$) and the remaining sub-factors showed no difference. Third, teachers working at kindergartens showed higher multicultural efficacy than those working in nurseries in 'Promoting aspect of human relationships' ($F=6.142, p<.05$) but it turned out that the remaining sub-factors showed no difference.

These results show that there are no differences in multicultural awareness, multicultural attitude, multicultural efficacy according to the types of institutions where early childhood teachers are working. Rather than acting as an important factor showing a significant difference depending on places where early childhood teachers work, this is related to teachers themselves who have correct sense of values, philosophy and belief etc. for multicultural awareness, multicultural attitude, multicultural efficacy and it seems that teachers commonly perceive objective point of view and attitude, rich knowledge and belief etc. for multicultural education to effectively educate infants.

[Table 3] Variable difference by workplace

Spec.	Workplace	N	M	SD	F	p	
Multicultural awareness	Awareness	①	226	3.94	.49	.564	.453
		②	168	3.98	.50		
		All	394	3.96	.49		
	necessity	①	226	4.00	.65	.503	.479
		②	168	4.04	.61		
		All	394	4.02	.63		
	All	①	226	3.96	.49	.652	.420
		②	168	4.00	.50		
		All	394	3.98	.50		
Multicultural attitude	Classroom environment	①	226	3.56	.53	.403	.526
		②	168	3.59	.52		
		All	394	3.57	.52		
	Teacher role	①	226	3.94	.59	.443	.506
		②	168	3.98	.59		
		All	394	3.96	.59		
	Teacher Education	①	226	3.73	.60	2.196	.139
		②	168	3.82	.59		
		All	394	3.77	.60		
	Curriculum	①	226	2.62	.48	5.540	.019
		②	168	2.74	.51		
		All	394	2.67	.49		
	All	①	226	3.40	.39	2.857	.092
		②	168	3.47	.42		
		All	394	3.43	.41		
Multicultural efficacy	General function	①	226	3.68	.55	.193	.661
		②	168	3.71	.58		
		All	394	3.69	.56		
	Class function	①	226	3.53	.55	1.456	.228
		②	168	3.61	.59		
		All	394	3.56	.57		
	Human relationship	①	226	3.61	.62	6.142	.014
		②	168	3.77	.61		
		All	394	3.68	.62		
	Multicultural families caring	①	226	3.40	.60	1.513	.219
		②	168	3.48	.60		
		All	394	3.43	.60		
	All	①	226	3.56	.49	2.317	.129
		②	168	3.65	.50		
		All	394	3.60	.49		

①Nursery ②Kindergarten

3.2 Verifying Correlation

The result of the correlation analysis to find out the correlation between multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers is as Table 4. The result of analysis showed that necessity, awareness by sub-factor of multicultural awareness and classroom environment, teacher role, teacher education, curriculum which are sub-factors of multicultural attitude have the statistically significant positive correlation with general function, class function, human relation promotion, multicultural families caring which are the sub-factors of multicultural efficacy ($p<.01$). These results show that sub-factors of multicultural awareness, multicultural attitude, multicultural efficacy of

early childhood teachers are related.

[Table 4] Correlation between each variable

Spec.	Multicultural awareness			Multicultural attitude			Multicultural efficacy			
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
②	.640 ^(**)									
③	.351 ^(*)	.406 ^(*)								
④	.402 ^(*)	.473 ^(*)	.458 ^(*)							
⑤	.461 ^(*)	.475 ^(*)	.500 ^(*)	.527 ^(*)						
⑥	.314 ^(*)	.396 ^(*)	.258 ^(*)	.337 ^(*)	.464 ^(*)					
⑦	.402 ^(*)	.317 ^(*)	.382 ^(*)	.326 ^(*)	.368 ^(*)	.267 ^(*)				
⑧	.277 ^(*)	.219 ^(*)	.347 ^(*)	.188 ^(*)	.288 ^(*)	.226 ^(*)	.781 ^(*)			
⑨	.270 ^(*)	.231 ^(*)	.266 ^(*)	.175 ^(*)	.369 ^(*)	.333 ^(*)	.563 ^(*)	.736 ^(*)		
⑩	.267 ^(*)	.185 ^(*)	.296 ^(*)	.211 ^(*)	.277 ^(*)	.188 ^(*)	.506 ^(*)	.600 ^(*)	.462 ^(*)	

* p<.05 ** p<.01 (N=394)

- ①Awareness ②necessity ③Classroom environment
- ④Teacher role ⑤Teacher Education ⑥Curriculum
- ⑦General function ⑧Class function
- ⑨Human relationship ⑩Multicultural families caring

3.3 Factors that multicultural awareness affects multicultural attitude and multicultural efficacy

3.3.1 Factors that multicultural awareness affects multicultural attitude

The factors that multicultural awareness of teachers affects multicultural attitude are as Table 5. To identify the influencing factors of multicultural attitude, stepwise regression analysis was carried out by including variables showing a significant correlation.

The result of analyzing multi-collinearity among independent variables showed that there is no problem of multi-collinearity, showing .590~.965 of tolerance range limit and 1.036~1.694 of variance inflation factor(VIF).

The result of multiple regression analysis showed that the variables affecting classroom environment were necessity(t=5.147, p<.001), awareness(t=2.584, p<.05) and these variables have 17.4% of explanatory power. Also, it turned out that the variables affecting teacher role were necessity(t=6.363, p<.001), awareness(t=2.935, p<.01) and these variables have 24% of explanatory power for teacher role. And the variables affecting teacher education were necessity(t=5.405, p<.001), awareness and these variables turned out to have 26.3% of explanatory power for teacher education.

Also, the variable affecting curriculum was necessity(t=7.945, p<.001) and this variable turned out to have 15.4% of explanatory power for teacher role.

[Table 5] Multicultural awareness factors affecting multicultural attitude

Spec.	model	B	SE	β	t	p
Classroom environment	(Constant)	1.902	.198		9.629	.000
	necessity	.256	.050	.307	5.147	.000
	Awareness	.163	.063	.154	2.584	.010
	Adj R ² =.174 F=42.535 p<.001					
Teacher role	(Constant)	1.788	.214		8.340	.000
	necessity	.343	.054	.365	6.363	.000
	Awareness	.201	.068	.168	2.935	.004
	Adj R ² =.240 F=61.858 p<.001					
Teacher Education	(Constant)	1.337	.213		6.273	.000
	necessity	.290	.054	.305	5.405	.000
	Awareness	.321	.068	.266	4.719	.000
	Adj R ² =.263 F=71.289 p<.001					
Curriculum	(Constant)	1.426	.149		9.600	.000
	necessity	.311	.037	.396	8.528	.000
	Adj R ² =.154 F=72.720 p<.001					

3.3.2 Factors that multicultural awareness affects multicultural efficacy

The factors that multicultural awareness of teachers affects multicultural efficacy are as Table 6. To identify the influencing factors of multicultural efficacy, stepwise regression analysis was carried out by including variables showing a significant correlation.

The result of multiple regression analysis showed that the variable affecting general function aspect was awareness(t=8.687, p<.001) and this variable turned out to have 15.9% of explanatory power for general function aspect. And, the variable affecting class function aspect was awareness(t=5.700, p<.001) and this variable turned out to have 7.4% of explanatory power for human relationship promotion aspect. Also, the variable affecting human relationship promotion aspect was awareness(t=5.554, p<.001) and this variable turned out to have 7.1% of explanatory power for human relationship promotion aspect. And, the variable affecting multicultural families caring aspect was awareness(t=5.487, p<.001) and this variable turned out to have 6.9% of explanatory power for multicultural families caring aspect.

[Table 6] Multicultural awareness factors affecting multicultural efficacy

Spec.	model	B	SE	β	t	p
General function	(Constant)	1.883	.210		8.952	.000
	Awareness	.458	.053	.402	8.687	.000
	Adj R ² =.159 F=75.458 p<.001					
Class function	(Constant)	2.313	.222		10.414	.000
	Awareness	.317	.056	.277	5.700	.000
	Adj R ² =.074 F=32.488 p<.001					
Human relationship	(Constant)	2.340	.244		9.592	.000
	Awareness	.339	.061	.270	5.554	.000
	Adj R ² =.071 F=30.847 p<.001					
Multicultural families caring	(Constant)	2.150	.236		9.094	.000
	Awareness	.325	.059	.267	5.487	.000
	Adj R ² =.069 F=30.104 p<.001					

3.3.3 Factors that multicultural attitude affects multicultural efficacy

The factors that multicultural attitude of teachers affects multicultural efficacy are as Table 7. To identify the influencing factors of multicultural efficacy, stepwise regression analysis was carried out by including variables showing a significant correlation.

The result of analyzing multi-collinearity among independent variables showed that there is no problem of multi-collinearity, showing .630 ~ .785, of tolerance range limit and 1.274 ~ 1.1.587 of variance inflation factor(VIF).

The result of multiple regression analysis showed that the variables affecting general function aspect were classroom environment (t=4.970, p<.001), teacher education(t=3.232, p<.01) and curriculum(t=2.240, p<.05) and these variables turned out to have 19.2% of explanatory power for general function aspect. Also, the variables affecting class function aspect were class management(t=6.368, p<.001), curriculum(t=3.010, p<.01) and these variables turned out to have 13.6% of explanatory power for class function aspect. Also, the variable affecting human relationship promotion aspect were teacher education(t=5.254, p<.001), curriculum(t=3.973, p<.001) and these variables turned out to have 16.6% of explanatory power for human relationship promotion aspect. Also, the variables affecting multicultural families caring aspect were class management(t=3.804, p<.001), teacher education(t=3.133, p<.01) and these variables turned out to have 10.5% of explanatory power for

multicultural families caring aspect.

[Table 7] Multicultural attitude factors affecting multicultural efficacy

Spec.	model	B	SE	β	t	p
General function	(Constant)	1.687	.208		8.122	.000
	Classroom environment	.280	.056	.260	4.970	.000
	Teacher Education	.174	.054	.185	3.232	.001
	Curriculum	.131	.058	.115	2.240	.026
	Adj R ² =.192 F=32.104 p<.001					
Class function	(Constant)	1.923	.209		9.183	.000
	Classroom environment	.335	.053	.309	6.368	.000
	Curriculum	.168	.056	.146	3.010	.001
	Adj R ² =.136 F=31.869 p<.001					
Human relationship	(Constant)	1.916	.200		9.579	.000
	Teacher Education	.284	.054	.273	5.254	.000
	Curriculum	.260	.065	.207	3.973	.000
Adj R ² =.166 F=39.974 p<.001						
Multicultural families caring	(Constant)	1.919	.220		8.705	.000
	Classroom environment	.241	.063	.210	3.804	.000
	Teacher Education	.174	.055	.173	3.133	.002
	Adj R ² =.105 F=24.113 p<.001					

4. Conclusion and discussion

The purpose of this study is to help to recognize the importance of multicultural efficacy and provide basic data for multicultural education activities and program development which can improve multicultural efficacy by finding out how different multicultural awareness, multicultural attitude, multicultural efficacy are by workplace and which correlation between them and the impact of multicultural awareness, multicultural attitude on multicultural efficacy targeting teachers responsible for early childhood education. Conclusion and discussion focusing on research findings are as follows.

First, multicultural awareness, multicultural attitude, multicultural efficacy by workplace of early childhood teachers turned out to be statistically insignificant. These research findings are identical with those of previous studies[22-26]. Rather than acting as an important factor

showing a significant difference depending on places where early childhood teachers work, this is shown that early childhood teachers commonly perceive correct sense of values, philosophy and belief etc. of teachers themselves for multicultural awareness, multicultural attitude, multicultural efficacy. However, the research of [27,28] shows that there is a difference by workplace, showing different results from this study so confirmation through repeated research is necessary.

Second, it turned out that there is a statistically significant positive correlation in multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers. These results show that each sub-factor of multicultural awareness, multicultural attitude, multicultural efficacy of early childhood teachers is positively related.

Third, the result of conducting regression analysis for factors that sub-factors of multicultural awareness affect sub-factors of multicultural attitude showed that sub-factors of multicultural awareness, that is, both 'awareness' and 'necessity' have statistically significant influence. This shows that multicultural awareness has a positive influence on 'Classroom environment', 'Teacher role', 'Teacher Education', 'curriculum', sub-factors of multicultural attitude. Therefore, this is the result showing the fact that necessity or awareness on multicultural education of teachers affects all sub-factors of multicultural attitude. These results show that teaching children from multicultural families is interesting and rewarding also, using teaching methods appropriate for them and cultural difference recognition in class, participation in training courses for current teachers, recognition of the importance of cultural diversity etc. are required for them.

Also, looking at the factors that multicultural awareness of teachers affect multicultural efficacy, it turned out to have a statistically significant influence on 'awareness', sub-factor of multicultural awareness. This shows that multicultural awareness has a positive influence on 'general function aspect', 'class function aspect', 'human relationship promotion aspect', 'multicultural families caring aspect', all sub-factors of multicultural efficacy. Therefore, it shows that 'awareness' on multicultural education of teachers has a positive influence on all sub-factors of multicultural

efficacy. This result becomes a factor affecting teachers' awareness on multicultural that they can make students themselves reduce prejudices and direct children from multicultural families to feel confident, teach mutual respect for other peoples, develop learning materials appropriate for multicultural classroom and cultivate the ability for diversity, that is, multicultural efficacy.

And looking at the factors that multicultural attitude of early childhood teachers affects multicultural efficacy, it turned out to have a statistically significant influence on 'Classroom environment', 'Teacher Education', 'curriculum', sub-factors of multicultural attitude. This shows that multicultural awareness has a positive influence on 'general function aspect', 'class function aspect', 'human relationship promotion aspect', 'multicultural families caring aspect', all sub-factors of multicultural efficacy. Therefore, it shows that sub-factors of multicultural attitude of teachers have a positive influence on all sub-factors of multicultural efficacy. Ability that can cope with cultural diversity, directing to discover and reduce their prejudices, developing learning materials appropriate for multicultural classroom, mutual respect for other peoples, attitudes toward multiculturalism which can direct children from multicultural families to have confidence are important so various ways to actively improve multicultural efficacy should be prepared.

The above research findings show that multicultural awareness and multicultural attitude of early childhood teachers have a direct effect on multicultural efficacy. These results became directly connected with the research [19, 27] findings. And teachers come to have a view on multicultural students affirmatively mainly when they have positive awareness and attitude on cultural diversity. Therefore multicultural education that have a main focus on improving teachers' general multicultural awareness than emphasizing some interest in the specific group of students is needed in due course.

For effective multicultural education in early childhood institutions, teachers' awareness and attitude on multicultural education should be changed and a variety of training courses for teachers etc. should be actively prepared and conducted so that multicultural education can be activated. Also, to increase multicultural efficacy, first, if developing specific programs for teachers so that they can understand and respect different cultures and

have positive awareness and attitude toward other cultures and conducting systematic training to increase multicultural awareness and attitude of teachers, multicultural efficacy of teachers seems to be improved.

Limitations of this study and suggestions for future research are as follows.

First, this study targeted early childhood teachers working in Early Childhood Educational Institutions located in I city so it is difficult to generalize the research findings due to regional concentration and there is a limitation to generalize the research findings due to the fact that random sampling is unfulfilled. In the future research, by increasing sampling personnel more and targeting the teachers of early childhood institutions of various regions, studies whose findings can be generalized must be carried out.

Second, only self-report questionnaire was used as a research tool so it is difficult to verify the authenticity of the contents of responses and due to relatively many questions of the questionnaire, when considering how faithfully answers were made, there is a limit to ensure reliability.

Also, by relying on only statistics by questionnaire, it can be said to be difficult to identify specific and various contents. Thus, when using this scale, interpretation must be noted and it must be used comprehensively with other the results of other measurements and future research needs to supplement it through qualitative research methods such as observations or interviews which can supplement it.

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