

**The Moderating Role of General Multicultural Attitudes on the Relation Between
General Teaching Self-Efficacy and Attitudes Toward Culturally Responsive Teaching**

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Abstract

This explanatory quantitative survey research investigated to what extent teachers' general multicultural attitudes reinforces the relation between teachers' general teaching self-efficacy and teachers' attitudes toward Culturally Responsive Teaching. Krijnen et al. (2021) constructed a questionnaire, the Cultural Responsive Teaching Attitudes Scale, assessing three attitudes: cultural responsive ($\alpha = .78$), shared culture ($\alpha = .82$), and national culture ($\alpha = .82$). A factor analysis explored the validity of the questionnaire. Teaching self-efficacy consists of student engagement, instructional strategies and classroom management and was measured by Ohio State Teacher Efficacy Scale ($\alpha = .88$) (Tschannen-Moran & Hoy, 2001). Furthermore, teachers' general multicultural attitudes are the teachers' views toward cultural diversity and were measured by the Dutch Multicultural Ideology Scale ($\alpha = .68$) (Arend-Thót & Van de Vijver, 2003). A moderation analysis was performed with the scores of primary school teachers excluding ($N = 162$) and including multivariate outliers ($N = 168$). The analysis (including outliers) had a significant interaction term for culturally responsive attitude and shared culture attitude. The analysis (excluding outliers) presented teachers with high self-efficacy did not need positive multicultural attitudes to have the culturally responsive attitude, while teachers with low self-efficacy needed high multicultural attitudes to have this attitude.

Keywords: Culturally Responsive Teaching, teachers' attitudes, self-efficacy, multicultural attitudes, culturally responsive attitude, shared culture attitude, national culture attitude.

This research investigated primary school teachers' attitudes toward cultural diversity in the classroom. Krijnen et al. (2021) derived three teacher attitudes from Culturally Responsive Teaching (CRT): culturally responsive attitude, shared culture attitude, and national culture attitude. With these attitudes, teachers should effectively use students' cultural characteristics, experiences, and perspectives as guidelines in teaching (Gay, 2002; Ladson-Billings, 1995). However, what influences teachers to adapt one of those attitudes remains unclear as no research about this topic has been done before. The influences on teachers' attitudes would be interesting to investigate, because it can help primary schools and teachers to effectively implement CRT, which is relatively new in the Netherlands. A possible influence on the CRT-attitudes could be teachers' general teaching self-efficacy, since teachers with high self-efficacy implement new innovations in the classroom more easily than teachers with low self-efficacy (Guskey, 1988). Additionally, according to Abacioglu (2020), teachers with a positive multicultural attitude engage more often in CRT, because they would want to integrate and maintain cultural aspects in teaching. Therefore, teachers' positive general multicultural attitudes might reinforce the relation between teaching self-efficacy and attitudes toward CRT.

For teachers to carry out CRT, the class should be culturally diverse to represent different cultures. A culturally diverse classroom is multicultural, meaning mixed-races and/or mixed-ethnicities students carry another culture in addition to the mainstream culture (Benet-Martínez, 2012). The Dutch society has several minority cultures (CBS, 2020) represented by students in education and in the classroom. Hence, those students can experience inequality because of their cultural background (Jungbluth, 2003). Teachers of a multicultural classroom should apply CRT to reduce achievement gaps and promote positive ethnic-racial identities (Aronson & Laugther, 2016).

CRT increases student engagement, higher academic achievement, and more positive peer relationships between students (Abacioglu et al., 2020). However, implementing and applying CRT asks for positive attitudes toward CRT. According to Krijnen et al. (2021), teachers' attitudes differ from culturally responsive, to a shared culture, to a national culture in the classroom. Culturally responsive attitude has several positive outcomes: students understand lives, experiences, and perspectives of others (Rosenthal & Levy, 2010), while shared and national culture have adverse outcomes, such as ignorance (Civitillo et al., 2017) and prejudice (Whitley & Webster, 2019). Additionally, teachers with a high self-efficacy seem more open to generally new innovations and perceive less stress than teachers with low self-efficacy (Guskey, 1988; Putwain & Von der Embse, 2019). If teachers are willing to implement CRT, they could adopt the culturally responsive attitude. Nevertheless, teachers with low self-efficacy might be more reluctant to adopt a positive attitude toward CRT, since they experience more stress with new implementations (Putwain & Von der Embse, 2019).

Additionally, teachers with a positive multicultural attitude support and value cultural differences. The positive attitude is called the multiculturalism attitude, which describes the integration of cultures (Arends-Tóth & Van de Vijver, 2003), and therefore, can be compared to the culturally responsive attitude. Besides, positive attitudes correlate with higher self-efficacy (Schwab & Alnahdi, 2020). So, it seems reasonable that positive multicultural attitudes might strengthen the relation of teachers' self-efficacy on the attitudes toward CRT. Eventually, knowing what influences teachers' attitudes toward CRT can help teachers and school principals implement CRT in schools. Thus, this study aimed to investigate whether teachers' self-efficacy influences teachers' attitudes toward CRT and to investigate if teachers' general multicultural attitudes moderate the relation.

Culturally Responsive Teaching Attitudes

There are several ways teachers can cope with students' different cultures in their class. Krijnen et al. (2021) divided the culturally responsive teaching attitudes into three subscales: culturally responsive, shared culture, and national culture attitude. The attitudes derive from the concept Culturally Responsive Teaching, which effectively uses students' cultural characteristics, experiences, and perspectives of those students as guidelines. Students' cultural ideas should be applied in teaching to increase connection and meaning (Gay, 2002; Ladson-Billings, 1995). This study discusses Culturally Responsive Teaching (CRT) as a way to create inclusiveness and higher motivation of students in culturally diverse classrooms. When applied and utilized correctly, CRT has several positive outcomes: increasement in student engagement, higher academic achievement, and more positive peer relationships (Abacioglu et al., 2020), thereby, proving how teachers need a positive attitude about CRT.

Teachers with a culturally responsive attitude want to understand the cultural particularities and the cultural differences (Abacioglu et al., 2020; Gay, 2002). They wish to acknowledge and value differences in cultures (Schachner, 2019) and pay attention to the enriching cultures to learning materials (Schachner et al., 2016). In the classroom, students can openly discuss their cultural values to increase mutual understanding and appreciation among each other (Schachner, 2019). The culturally responsive attitude reduces prejudices between students (Whitley & Webster, 2019) and increases students' understanding of others' lives, experiences, and perspectives (Rosenthal & Levy, 2010).

Another attitude about cultural diversity in the classroom focuses on the shared culture, which emphasizes the similarities between students of different cultures. Teachers wish to create equality and inclusion by promoting positive contact between the different cultures (Schachner, 2019). Differences of backgrounds receive little to no attention (Civitillo

et al., 2017), but the attention leans toward the shared, cultural backgrounds of students (Hachfeld et al., 2015). When the emphasis lays on equality and inclusion, the perceived individual peer discrimination lowers (Schachner, 2019). However, if teachers constantly avoid talking about the differences in cultures, students might feel their background are unimportant (Civitillo et al., 2017). Hachfeld et al. (2015) found no relation between positive teacher-related outcomes and the attitude of emphasis on equality. So, even though students share their similarities, the ignorance of differences can provoke a feeling of unimportance (Civitillo et al., 2017).

Contrary to culturally responsive attitude, the national culture attitude describes how teachers exclude the minority culture from the classroom, which comes from the assimilation perspective (Whitley & Webster, 2019). When students from another country come to the Netherlands, teachers believe students should adjust to the culture and ideologies of the mainstream culture (Rosenthal & Levy, 2010). This viewpoint argues the statement: ‘we are all the same;’ however, the similarities are noted from the majority’s perspectives (Hahn et al., 2015) and that national culture attitude leaves no room for other ideologies and norms. Whitley and Webster (2019) found higher levels of prejudice when assimilation was applied and argued that assimilation does not foster positive change. According to Rosenthal and Levy (2010), assimilation has a negative consequence, such as stronger stereotypes of minority groups.

However, the active thought on teaching different cultures is relatively new in the Netherlands; thus, implementing a culturally responsive attitude in schools may be difficult for teachers. Yet, teachers with a high self-efficacy appear more open to new implementations than teachers with low self-efficacy (Guskey, 1988). So, teachers who have difficulties with implementations might not want to adopt a culturally responsive attitude. Therefore, teachers’ self-efficacy could relate to the attitudes toward CRT.

Teaching Self-Efficacy

Self-efficacy of teachers relates to implementing innovative methods in education, as self-efficacy relates to teachers' investments in teaching, goals for themselves and their students, and ability to reflect and resilience to setbacks (Bangura, 2018). High self-efficacy revealed how skilled teachers reflect upon the curriculum and their teaching. Hence, proving how teachers with high teaching self-efficacy are more positive toward a new teaching method than teachers with low teaching self-efficacy (Guskey, 1988). Additionally, teachers with low self-efficacy experience more stress with new implementations (Putwain & Von der Embse, 2019).

The Self-Efficacy theory describes self-efficacy as the belief that one can successfully accomplish specific behavior required to produce certain outcomes (Bandura, 1977). Teachers' self-efficacy beliefs are self-fulfilling, meaning positive beliefs turn into positive competence to produce certain outcomes. However, negative self-efficacy beliefs result in incompetence to produce those certain outcomes (Bandura, 1997; Cruz et al., 2020; Tschannen-Moran & Johnson, 2011). According to Tschannen-Moran and Hoy (2001), three elements represent the requirements for good teaching and the value of teachers' work lives: student engagement, instructional strategies and classroom management. Holzberger, et al. (2013) found a positive relationship between teachers' self-efficacy beliefs and teachers' instructional strategies, classroom management, and individual learning support. So, the three elements represent the requirements for good teaching and the value of teachers' work lives (Tschannen-Moran & Hoy, 2001).

Guskey (1988) described how teachers who are more open to a new teaching method would likely have high self-efficacy in teaching. Teachers with high self-efficacy and a culturally responsive attitude use multicultural components in their teaching and the curriculum (Bangura, 2018). Bangura (2018) investigated the relationship between preservice

teachers' multicultural self-efficacy and cultural awareness when teaching multicultural classes. The results showed teachers' cultural awareness positively relates to high self-efficacy in teaching multicultural classrooms (Bangura, 2018). So, teachers with a high self-efficacy for student engagement, instructional strategies, and classroom management could adopt the culturally responsive approach. Teachers with low self-efficacy do not feel confident in maintaining high expectations with culturally different students in using the students' cultural perspective to keep structure in class. Additionally, to have a culturally responsive attitude, teachers probably need positive attitudes toward cultural diversity (Abacioglu et al., 2020). Teachers with a positive multicultural attitude could positively influence the relationship between teachers' general teaching self-efficacy and teachers' attitudes toward CRT.

Multicultural Attitudes

Teachers have personal multicultural beliefs. Schwab and Alnahdi (2020) found positive attitudes towards inclusion of cultures correlate with higher self-efficacy. Both self-efficacy and general multicultural attitudes predict teachers' behavior to students (Hellmich et al., 2019). Teachers' behavior can be compared to CRT-attitudes because a certain attitude carries out a certain behavior. With the culturally responsive attitude, teachers' behavior is valuing and acknowledging several cultures (Schachner, 2019), and since teachers' self-efficacy presumably predicts the CRT-attitudes, positive general multicultural attitudes possibly increase the relationship between high self-efficacy and a culturally responsive attitude.

General multicultural attitudes define as personal understandings of how cultural diversity should be present in society (Schachner, 2019), and as the awareness of, comfort with, and sensitivity to having different cultures integrated (Verkuyten & Van de Vijver, 2013). The displayed attitudes can be defined on multicultural perspectives, with on one side,

the way the minority should adjust to the majority's culture and forget about its own. On the other side of the perspective, the minority and majority's cultures should be integrated and kept (Horenczyk & Tatar, 2002) because teachers who have more positive multicultural attitudes engage more often in CRT (Abacioglu et al., 2020). A positive attitude is the multiculturalism attitude, which describes integration of cultures. The majority values and supports cultural differences to create equal chances and opportunities (Arends-Tóth & Van de Vijver, 2003) and sees cultural diversity as a strength. A negative attitude influences unfavorable educational outcomes of minority students (Abacioglu et al., 2020), which is called the assimilation attitude. The attitude describes how other cultures should adjust to the majority's culture and how the majority's culture routines and structures should be maintained. According to this attitude, changes are unnecessary (Horenczyk & Tatar, 2002).

The multiculturalism and assimilation attitudes are the view from the majority's group culture. Acculturation describes the perspectives and changes from the minorities (Arends-Tóth & Van de Vijver, 2003). Nevertheless, this study only investigated the majority group (Dutch teachers) not the acculturation perspectives, and only included the assimilation and multiculturalism attitudes. According to Schalk-Soekar et al. (2009), the Dutch majority group members in their study did not believe immigrants are able to combine immigrants' cultural maintenance and the adjustments to Dutch society. Their study found that the Dutch majority group perceives to have an assimilation orientation, which possibly relates to the national culture perspective toward CRT. According to Breugelmans and Van de Vijver (2004), the Dutch majority in their study did accept cultural diversity. However, the participants did not want to aid in integration of minorities. Teachers who accept, yet do not facilitate integration might show a shared culture attitude, as they do accept the cultures in the classroom, but they might not want to focus on the differences.

In sum, in order to create the multicultural society, people should have positive attitudes toward diversity and should be aware of their own attitudes toward other cultures (Verkuyten & Van de Vijver, 2013). For CRT, multiculturalism means teachers have culturally responsive attitudes, and therefore, teachers need knowledge about the represented cultures to adjust their teaching (Abacioglu et al., 2020).

Present Study

Teachers need a culturally responsive attitude or shared culture attitude to create equal opportunities among students (Whitley & Webster, 2019). Using aspects of different cultures in the curriculum and creating mutual understanding between students are closely related to the attitudes (Schachner, 2019). To strengthen such an attitude, teachers need a positive general teaching self-efficacy (Bandura, 1977) to have positive beliefs toward CRT, because teachers with a high self-efficacy appear more open to new implementations (Guskey, 1988). Besides, general positive multicultural attitudes could further enhance the relation between teachers' self-efficacy and attitudes toward CRT, because with multiculturalism, teachers want to create equal chances and opportunities for students (Arends-Tóth & Van de Vijver, 2003).

The present study investigated to what extent teachers' general multicultural attitudes reinforced the relation between teachers' general teaching self-efficacy and teachers attitudes toward CRT. The expectation was that positive general multicultural attitudes strengthen the effect of the relationship between self-efficacy and the attitudes of culturally responsive and shared culture. Also, positive general multicultural attitudes were expected to be associated with the national culture attitude, meaning, it was expected that low scores on general multicultural attitudes relate to the national culture approach. This research carried out explanatory quantitative survey research. Three moderation analyses examined the interaction effect of teachers' general multicultural beliefs and teaching self-efficacy on the three

attitudes toward CRT. Furthermore, several possible covariates (the number of multicultural students in the classroom, teachers' years of experience, teachers' ethnicity) were taken into account to reduce biases of the predictions.

Method

Participants and Procedure

The participants were recruited through the researchers' personal network and social media. *Qualtrics* collected the data, and we stored the data in YODA through services of the University of Utrecht. Before participants started the questionnaire, they received informed consent (Appendix A) which they agreed on before starting the questionnaire. The consent stated the purpose of this study: to investigate how primary school teachers deal with diversity in the classroom and which factors influence the teachers and diversity. Besides, the informed consent stated the privacy and anonymity of the study. The information notified participants that the data will remain confidential, and that participation was entirely voluntarily. Participants were able to stop at any point. Contact details were presented in case questions arose, and once consent was given, the participants began the questionnaire.

From the Dutch primary school teachers available, 168 participated in the study through the online survey company *Qualtrics*. The participants ages ranged from 21 to 65 years of age ($M = 39.26$, $SD = 12.66$), with a combination of 86% female and 13% male participants (with 1% categorized as other). Within the society analyzed 80% of the teachers are of the Dutch nationality and about 10% of the teachers has a foreign ethnicity (Traag, 2018). The ethnicity of most participants was Dutch (95%), their years of experience differed from one to forty-five ($M = 13.24$, $SD = 11.22$) scattered throughout the grades kindergarten to sixth. Eighteen participants did not teach their own class; yet, because they were substitute teachers who have experience within several classes, they were included in the study. The

number of students in the classroom differed from five to thirty-five ($M = 21.88$, $SD = 6.09$), and in most classrooms less than half the students had a migration background (49%).

Instrumentation

First, general questions were asked of participants: demographics, years of teaching experience, and classroom characteristics, followed by questions from the questionnaire (Appendix B). The Cultural Responsive Teaching Attitudes Scale (CRTAS) measured attitudes toward CRT (Krijnen et al., 2021). To measure teachers' general teaching self-efficacy, this study used the questionnaire of Ohio State Teacher Efficacy Scale (OSTES) (Tschannen-Moran & Hoy, 2001). The Dutch Multicultural Ideology Scale (DMIS) measured general multicultural attitudes (Arend-Thót & Van de Vijver, 2003). Participants finished the complete questionnaire within 15 minutes.

Cultural Responsive Teaching Attitude Scale

The CRTAS questionnaire (Krijnen et al., 2021) consisted of 26 items divided in three subscales: 11 items measure culturally responsiveness ('Taking my students' cultural background into account'), eight emphases on shared culture ('Treating all students the same, despite their different cultural backgrounds'), and seven emphases on and adaption of dominant national culture ('Students should be familiar with the Dutch values and beliefs'). The participants answered the items on a Likert-scale from 1 to 7 (not important at all to very important).

With a factor analysis, the CRTAS (Krijnen et al., 2021) was assessed for the three subscales and performed by a Principal Axis Factoring (PAF), because it was expected the model had a structure of the underlying sets of variables: culturally responsive (CULTURES), shared culture (SHARCULT), and national culture (NATCULT). No multicollinearity has been found between all items (Tolerance > .10, VIF < 10.00). An oblique rotation was operated, since it was reasonable to assume dependence between the factors. The Kaiser-

Table 1*Deleted Items with Labels*

	Deleted item	Label
Culturally Responsive	Aandacht besteden aan de normen en waarden die leerlingen van verschillende culturele achtergronden van huis uit meekrijgen.	CULTURES_1
	Zorgen dat leerlingen, ongeacht de samenstelling van de klas, zich bewust zijn van culturele diversiteit.	CULTURES_9
	De omgang tussen leerlingen van verschillende culturele achtergronden stimuleren.	CULTURES_11
Shared Culture	Leerlingen op dezelfde manier benaderen, ondanks hun verschillende culturele achtergronden.	SHARCULT_1
	Benadrukken dat we allemaal mensen zijn, ondanks onze verschillende culturele achtergronden.	SHARCULT_6
	Wederzijds begrip stimuleren tussen leerlingen met verschillende culturele achtergronden.	SHARCULT_7
	Zorgen dat leerlingen van verschillende culturele achtergronden elkaars tradities en gebruiken leren kennen.	SHARCULT_8
National Culture	Ervoor zorgen dat alle leerlingen op school alleen maar Nederlands praten.	NATCULT_6
	Ik vind het niet nodig om aandacht te besteden aan niet-Nederlandse culturen in mijn klas.	NATCULT_2.1

Meyer-Olkin-test showed a value of .83, which indicated compact correlation patterns and reliable factors in the analysis (Field, 2018). Before the PAF, the factor analysis showed seven eigenvalues >1.00, which explained 63% of the variance.

The scree plot presented an inflection of the slope between three and four factors. However, the analysis continued with seven factors, since the communalities explained enough variance (Field, 2018), as the communality of all but one item was >.30. Table 1 shows the rotated pattern matrix. All items above .40 were interpreted as sufficient. Factors 5 to 7 showed only two or less items loading on the factor; therefore, six items were removed from the analysis because at least three items on one factor were needed for a representable reliability score.

Additionally, three items with factor loadings <.30 were removed.

Table 2*Pattern Matrix After Oblimin Rotation with Fixed for Three Factors*

Items	Labels	Factor		
		1	2	3
Aandacht hebben voor de behoeften van leerlingen met verschillende culturele achtergronden.	CULTRES_3	0.72		
Rekening houden met de culturele achtergrond van leerlingen	CULTURES_2	0.58		
Conflicten rondom cultuurverschillen aangrijpen als leermoment voor omgaan met verschillen.	CULTURES_7	0.57		
Spanningen die veroorzaakt worden door culturele verschillen openlijk in de klas bespreken.	CULTURES_8	0.54		
Mij bewust zijn van de rol van mijn eigen culturele achtergrond in mijn werk als leerkracht	CULTURES_5	0.51		
Leerlingen van verschillende culturele achtergronden de mogelijkheid geven vanuit hun eigen perspectief aan de les bij te dragen	CULTURES_6	0.49		
Culturele diversiteit in de klas als een verrijking zien	CULTURES_10	0.45		
Vooroordelen tussen leerlingen met verschillende culturele achtergronden verminderen	CULTURES_4	0.44		
Zorgen dat leerlingen bekend zijn met Nederlandse normen en waarden	NATCULT_1		0.77	
Stimuleren dat leerlingen zich gedragen volgens Nederlandse normen en waarden	NATCULT_2		0.75	
Alle leerlingen houden zich aan Nederlandse normen en waarden	NATCULT_3		0.74	
Leerlingen laten zien hoe we in Nederland met elkaar omgaan	NATCULT_5		0.69	
Alle leerlingen stimuleren mee te doen aan de Nederlandse tradities op school	NATCULT_7		0.55	
De Nederlandse cultuur overbrengen aan leerlingen	NATCULT_4		0.49	
Zorgen dat leerlingen van verschillende culturele achtergronden juist hun onderlinge overeenkomsten zien	SHARCULT_4			-0.80
Overeenkomsten tussen leerlingen van verschillende culturele achtergronden benadrukken	SHARCULT_2			-0.71
Aan leerlingen overbrengen dat mensen van verschillende culturele achtergronden veel gemeen hebben	SHARCULT_3			-0.69
De omgang tussen leerlingen van verschillende culturele achtergronden stimuleren, zodat ze zien dat ze eigenlijk heel erg op elkaar lijken	SHARCULT_5			-0.67
Reliability	α	.78	.82	.82

Following the factor analysis, the reliability analysis per factor was calculated with the Cronbach's Alpha (α). Factors 1, 2, and 3 had high reliability scores ($\alpha > .70$), while Factor 4 had a relatively lower reliability score ($\alpha = .68$). Since Factor 4 loaded three items of culturally responsive attitude and Factor 1 also loaded items of culturally responsive attitude, an analysis with three fixed factors was operated for the content variability. And thus, producing the new Factor 1 (including the items of Factor 4) with loadings of >0.40 . The explained variance of the model was 52%. Table 2 shows the factor loadings and reliability score.

Ohio State Teacher Efficacy Scale

The OSTES short version of the scale with 12 items ($\alpha = 0.88$) was used with a Likert-scale of nine-points, 1 meaning 'nothing' to 9 meaning 'a great deal' (Tschannen-Moran & Hoy, 2001). The short version covers four questions per aspect of self-efficacy in teaching: instructional strategies (e.g., 'To what extent can you use a variety of assessment strategies?'), classroom management (e.g., 'How much can you do to get children to follow classroom rules?'), and student engagement (e.g., 'How much can you do to foster student creativity?'). Also, the short version proved better suited for this study, considering the length of the whole questionnaire. A translated Dutch version was used.

Dutch Multicultural Ideology Scale

The DMIS ($\alpha = 0.68$) had an eight-item scale to measure multiculturalism ('Dutch should recognize that the Dutch society consists of groups with different cultural backgrounds') (Arend-Thót & Van de Vijver, 2003). Four items (2, 3, 6, 7) were worded negatively and were recoded in the analysis. The participants answered items on a Likert-scale ranging from 1 (strongly disagree) to 7 (strongly agree). Arend-Thót and Van de Vijver (2003) translated the items from Dutch to English; therefore, this study used the original Dutch items.

Table 3*Correlation Matrix Including the Control Variables*

Culturally Responsive Attitude						
	Culturally Responsive	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
Culturally Responsive	1.00	0.33	0.15	-0.01	0.08	0.06
Multicultural Attitudes	0.33	1.00	0.11	-0.04	-0.05	0.24
Self-Efficacy	0.15	0.11	1.00	0.13	-0.02	0.17
Experience	-0.01	-0.04	0.13	1.00	0.11	0.01
Ethnicity	0.08	-0.05	-0.02	0.11	1.00	-0.18
Student migration background	0.06	0.24	0.17	0.01	-0.18	1.00
Shared Culture Attitude						
	Shared Culture	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
Shared Culture	1.00	0.16	0.08	0.09	-0.05	-0.04
Multicultural Attitudes	0.16	1.00	0.11	-0.04	-0.05	0.24
Self-Efficacy	0.08	0.11	1.00	0.13	-0.02	0.17
Experience	0.09	-0.04	0.13	1.00	0.11	0.01
Ethnicity	-0.05	-0.05	-0.02	0.11	1.00	-0.18
Student migration background	-0.04	0.24	0.17	0.01	-0.18	1.00
National Culture Attitude						
	National Culture	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
National Culture	1.00	-0.39	0.12	0.01	-0.01	-0.07
Multicultural Attitudes	-0.39	1.00	0.11	-0.04	-0.05	0.24
Self-Efficacy	0.12	0.11	1.00	0.13	-0.02	0.17
Experience	0.01	-0.04	0.13	1.00	0.11	0.01
Ethnicity	-0.01	-0.05	-0.02	0.11	1.00	-0.18
Student migration background	-0.07	0.24	0.17	0.01	-0.18	1.00

Data-analysis

The collected data was analyzed in IBM SPSS Statistics 26. The moderation regression presented whether multicultural attitudes did or did not reinforce the relationship between self-efficacy in general teaching and attitudes toward CRT. First, the assumptions were tested (Appendix D). The variables could not have had a $SD = 0.00$ and the variables had to be measured on interval scale. Histograms and normality plots showed that the residuals were normally distributed and linear. Multicollinearity was tested by the Tolerance value, which had to be <1.00 , and the VIF value, which had to be <10.00 . Several covariates (multicultural classroom, years of experience, ethnicity) were considered to influence the outcome of the moderation regression. Additionally, the model was tested with and without the covariates.

To investigate whether general multicultural attitudes moderated the association between self-efficacy and CRT attitudes, the interaction-effect of general teaching self-efficacy and general multicultural attitudes were included. A significant interaction term on the attitudes would mean that multicultural attitudes moderated the link between self-efficacy and the attitude. The *B*-value indicated whether this relationship was positive or negative. The analysis was conducted with an alpha level set at .05.

Results

Descriptive

A total of 340 participants filled in the questionnaire for this study; however, 172 participants did not complete the questionnaire, 138 participants quit the questionnaire before the CRTAS, and the other 39 participants stopped before the DMIS questionnaire. All of these findings resulted in 51% missing values for a total of 168 remaining participants. The removed participants were equal to the sample and therefore, expected to not reveal a bias to the analysis data. After deleting the missing values, 168 participants remained. Multivariate

Table 4*Descriptive After Deleting Multivariate Outliers*

	<i>N</i>	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)	Minimum	Maximum
Teaching experience (years)	160	13.27	11.04	1	45
Ethnicity	162	1.95	0.22	1	2
Migration background students	162	2.81	1.41	1	6
Multicultural attitudes	162	3.89	0.44	3.10	5.00
Self-efficacy	162	5.15	0.45	3.67	6.25
Culturally responsive	162	6.19	0.52	4.75	7.00
Shared culture	162	5.91	0.79	3.75	7.00
National culture	162	5.71	0.68	3.33	7.00

Note. Two participants did not report their years of teaching experience.

outliers were detected, which resulted in a removal of an additional six participants. The scores of the removed participants did not show an excessive difference in demographics or questionnaire from scores of the remaining participants. Therefore, the data was also analyzed including the outliers to ensure no information was overlooked (Appendix F). Nonetheless, the analysis was performed excluding the outliers.

Additionally, the variables were centered because the questionnaires measured on a different Likert-scale (Field, 2018). Table 3 shows the correlation matrix between the variables. The general multicultural attitudes seemed to have a moderate correlation for the culturally responsive and the national culture attitude. Also, in the analysis including multivariate outliers, the correlation was moderate between multicultural attitudes and the culturally responsive ($r = 0.38$) and the national culture ($r = -0.39$) attitude. Table 4 shows the descriptive of the variables. The means of the independent variables and dependent variables were rather high since all participants indicated a score > 3.00 on the questionnaires.

Regression analysis

Assumptions

Before the interaction effect of self-efficacy and multicultural attitudes (toward CRT) were interpreted, the necessary assumptions were verified (Appendix D). First, both

independent and dependent variables were on interval scale. The SD of all variables was >0.00 . Then, the assumption of multicollinearity was tested. Because the interaction effect correlated high with general multicultural attitudes and self-efficacy, multicollinearity was found. However, after centering the variables, the problem of multicollinearity was solved (Tolerance = 0.99, VIF = 1.01) (Fields, 2018).

After the regression several other assumptions were tested (Appendix D). Normality was tested by normally disturbed residuals and outliers. The Maximum Mahalanobis Distance indicated the presence of several outliers. The critical χ^2 value for $df = 3$ at $\alpha = .001$ was 16.27 (Allen et al., 2014). The computed Maximum Mahalanobis distance was 25.85, indicated concerns for the multivariate outliers, and once the six outliers were removed, the distance reduced to 18.31 (close to the critical value). No other participants were deleted as the p -values were $>.01$. Again, normality was tested with the remaining data and indicated a normally distributed and linear residuals, even though the overall means were rather high (Table 3). The assumption of homoscedasticity was also tested by interpreting a scatterplot of standardized predicted and residual values, creating an output similar to a cloud and, therefore, meeting the analysis assumption. Finally, the Durbin-Watson test aided in the interpretation of independent errors for the culturally responsive, shared culture, and national culture attitude. The Durbin-Watson values were all near 2.00, indicating the residuals were uncorrelated (Field, 2018).

Moderation Analysis

Three separate analyses were conducted for the attitudes: culturally responsive, shared culture, and national culture. The control variables (number of multicultural students in the classroom, teachers' years of experience, teachers' ethnicity) were added to the models to check whether the effect cannot be explained by other factors. The p -value of all attitudes barely changed for the shared and national culture attitude (Appendix E). For the culturally

Table 6*Moderation Outcomes for the Three Attitudes Toward CRT Excluding Multivariate Outliers*

Attitude		<i>B</i> [95% CI]	<i>SE B</i>	β	<i>t</i>
Culturally Responsive	Constant	6.20 [6.13, 6.28]	0.04		161.53
	Multicultural attitudes	0.37 [0.20, 0.55]	0.09	0.32**	4.30
	Self-efficacy	0.13 [-0.04, 0.30]	0.09	0.11	1.54
	Interaction	-0.44 [-0.87, -0.01]	0.22	-0.15*	-2.01
Shared Culture	Constant	5.92 [5.80, 6.04]	0.06		96.19
	Multicultural attitudes	0.29 [0.01, 0.56]	0.14	0.16*	2.01
	Self-efficacy	0.09 [-0.18, 0.36]	0.14	0.05	0.69
	Interaction	-0.43 [-1.12, 0.26]	0.35	-0.10	-1.23
National Culture	Constant	5.72 [5.62, 5.82]	0.05		117.05
	Multicultural attitudes	-0.62 [-0.84, -0.40]	0.11	-0.40**	-5.58
	Self-efficacy	0.23 [0.02, 0.45]	0.11	0.16*	2.16
	Interaction	-0.29 [-0.83, 2.62]	0.28	-0.07	-1.03

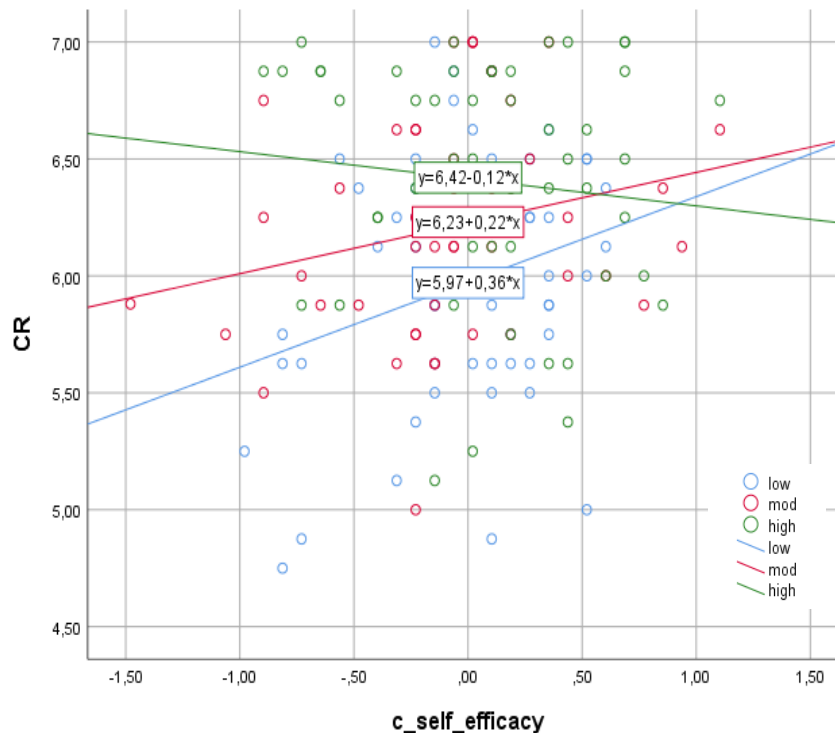
Note. * = $p < .05$, ** $p < .01$.

responsive attitude, the significance did change to non-significant ($p = .08$). In the analysis (including multivariate outliers) the p -value of shared culture changed from significant ($p = .04$) to non-significant ($p = .07$). Neither of the control variables significantly predicted one of the attitudes, either including or excluding the multivariate outliers.

In the regression analysis, general multicultural attitudes, self-efficacy and the interaction term (general multicultural attitudes x self-efficacy) were added. As noted in Table 6, the output reveals a significant moderation of the culturally responsive attitude ($p = .05$), yet a non-significant moderation of the shared culture ($p = .22$) and national culture attitude ($p = .31$). The analysis including the outliers showed a significant interaction for the culturally

Figure 1

Simple Slope Analysis of Teachers' General Self-Efficacy on the Culturally Responsive Attitude at Three Levels of Teachers' General Multicultural Attitudes.



responsive attitude ($B = -0.45$, $\beta = -0.18$, $t = -2.59$, $p = .01$) and for the shared culture attitude ($B = -0.59$, $\beta = -0.016$, $t = -2.11$, $p = .04$), but not for the national culture attitude ($B = -0.26$, $\beta = -0.08$, $t = -1.19$, $p = .24$).

To investigate to what extent the general multicultural attitudes moderated the relationship between general teaching self-efficacy and the culturally responsive attitude, the multicultural attitudes were split into three subgroups: low (low), moderate (mod), and high (high). According to the simple slope analysis (Figure 1), the difference between low and high multicultural attitudes was rather large (>1.00), as the difference greater than the SD of the culturally responsive attitude ($SD = 0.52$). Low multicultural attitudes and self-efficacy reinforced each other, as the attitude score increased with the self-efficacy score. Whereas, high multicultural attitudes already showed a high score on the culturally responsive attitude,

despite the self-efficacy score. Also, the multicultural attitude proved non-consequential, as all subgroups' scores ranged between 6.00 and 6.50 (on the attitude high self-efficacy score). The analysis (including outliers) showed a similar outcome, since the culturally responsive and shared culture attitude with the low multicultural attitudes increased in attitude as the self-efficacy increased.

Discussion

Summary

This study investigated whether teachers' general multicultural attitudes moderated the relation between teachers' general teaching self-efficacy and teachers attitudes toward CRT. The hypothesis stated that general multicultural attitudes strengthen the link between teachers' self-efficacy and their culturally responsive or shared culture attitude. Since CRT is a fairly new concept in the Netherlands, the study provided insights of the factors that influence teachers' attitudes toward cultural diversity. The results showed that general multicultural attitudes do not strengthen the link between teachers' general self-efficacy and the shared and national culture attitude. Yet, the general multicultural attitudes together with teaching self-efficacy predicted the culturally responsive attitude. Meaning, in this study the multicultural attitudes only moderated the link between self-efficacy and approaches to the culturally responsive attitude. The control variables (number of multicultural students in the classroom, teachers' years of experience, teachers' ethnicity) merely influenced the interaction outcome for the culturally responsive attitude.

Insights

For this research, teachers with high general teaching self-efficacy were expected to show a culturally responsive or shared cultural attitude, one affected by their multicultural attitude. Figure 1 displays how the difference between low and high multicultural attitudes is greater than the standard deviation of the culturally responsive attitude. So, indeed, self-

efficacy interacting with multicultural attitudes predicted the culturally responsive attitude, however, those teachers with low self-efficacy required high multicultural attitudes to reach a similar response. The high multicultural attitudes can be compared to the multiculturalism attitude (Abacioglu et al., 2020; Arends-Tóth & Van de Vijver, 2003). Furthermore, for teachers with high self-efficacy, their multicultural attitude did not matter much, since they would already have the attitude. In comparison, the analysis including multivariate outliers showed that teachers with high self-efficacy have the culturally responsive attitude or shared culture attitude despite their general multicultural attitude. Teachers with low self-efficacy needed high multiculturalism to have the culturally responsive attitude and the shared culture attitude.

Additionally, the control variables influenced the culturally responsive perspective, which means the measured effect might be caused by the teachers' years of experience, ethnicity, or by the number of students in their classrooms with a migration background. Within the analysis including the outliers, the control variables influenced the shared culture outcome; yet, for both analyses, both control variables were non-significant. The teachers' years of experience and student migration background did not increase for the dependent variable, meaning those variables did not have any influence on the attitudes. That the student migration background does not influence the attitudes is notable, since Van Tartwijk et al. (2009) found that less of cultural characteristics were addressed when more students with a migration background were present in the classroom. The teachers' ethnicity influenced the attitudes; yet the descriptive revealed a small percentage of the participants with no migration background, and ethnicity had weak correlations with dependent and independent variables. Therefore, the control variables were not analyzed further, and this study continued with this model excluding outliers. Nevertheless, the culturally responsive attitude model should be interpreted with careful consideration.

Multicultural attitudes showed no moderation link between teachers' self-efficacy and their shared culture attitude. Besides, teachers' general self-efficacy did not predict shared culture. This was unexpected, because teachers should have wanted to create equality and inclusion (Schachner, 2019) and to keep all cultures (Horenczyk & Tatar, 2002). A possible explanation for the non-significant outcome could be that shared culture has a less positive effect on students than expected. Hachfeld et al. (2015) described the emphases on similarities as colorblindness, which means every student is treated equally no matter the background. Teachers could feel unconfident talking about cultural differences which influences their self-efficacy. Van Tartwijk et al. (2009) found in their qualitative study that teachers addressed less of cultural characteristics when there were more students with a migration background in the classroom. Therefore, teachers' multicultural attitudes might not be as positive as they envisioned. However, the analysis including outliers indicated that the shared culture attitude was predicted by self-efficacy interacting with multicultural attitudes, which implies that shared culture could have a positive effect on students. Accordingly, no strong conclusions can be drawn upon the shared culture attitude.

Furthermore, the national culture attitude was not predicted by self-efficacy interaction with multicultural attitudes for both excluding and including the multivariate outliers. The expectation was that low self-efficacy and low multicultural attitudes resulted in the national culture approach, because it was compared to the assimilation attitude (Horenczyk & Tatar, 2002). However, it is possible that teachers wanted to carry out the Western norms and values to students without ignoring students' cultures, which is contrary to the assumption that the assimilation could be compared to the national culture attitude (Schalk-Soekar et al., 2009). The correlation between multicultural attitudes and national cultures was moderate, and multicultural attitudes were a significant predictor; thus, significantly predicting the multicultural attitude teachers can positively influence a national culture attitude.

Additionally, the participants scored a higher rating on all analyzed attitudes, indicating teachers can have more than one attitude. The assimilation attitude is seen as a negative approach as stereotypes and inequality increase (Rosenthal and Levy, 2010; Whitley and Webster, 2019), while teachers might find it important to teach students about the Dutch culture, they might also integrate the other different cultures within their classrooms. That could explain why participants scored high on all attitudes.

Limitations

This study knows several limitations. First of all, the CRTAS (Krijnen et al., 2021) was a newly constructed questionnaire. The factor analysis showed a distinction between national culture and the other items. However, the original items of culturally responsive and shared culture attitude were mixed together after the rotation. Because this study investigated the attitudes constructed by Krijnen et al. (2021), several items were removed to distinctly place culturally responsive items under one factor and the shared culture items under another factor. But a possibility is that culturally responsive and shared culture were not the right labels for the items or that the attitudes have some overlap.

Another limitation was that the participants indicated high scores on each part of the questionnaire. The possible minimum scores were one, while participants did not score lower than three. Therefore, the average scores were rather high, which raised questions about whether teachers overestimated their own teaching abilities on the OSTES, and whether they indicated an ideal situation on the CRTAS and DMIS rather than expressing their actual attitude. On the other hand, it could be argued the high average of the OSTES makes sense, as teachers with low self-efficacy probably do not enjoy teaching, and therefore, would not have filled in this questionnaire. The results should be interpreted with consideration, since the low scores were not represented in this study. Besides, the results could be biased as the participants were recruited through personal network and social media. From all the Dutch

teachers in the Netherlands and from all the teachers from the personal networks, only a certain number of teachers actually started and completed the questionnaire. It could be possible that only teachers who are positive toward cultural diversity were interested in the subject and finished the questionnaire. Yet, teachers who do not have such a positive attitude never started or did not finish the questionnaire as they do not find this an interesting subject.

Interestingly, the significance of the shared culture attitude differed for each analysis. The multivariate outliers influenced the outcome, while an excessive difference in demographics or questionnaire scores was not found. So apparently, the outliers did differ from the remaining participant scores. For this research, whether general multicultural attitudes reinforced the link between teaching self-efficacy and the shared culture attitude, remains uncertain. Future research should investigate how much the shared culture attitude can be compared to the colorblindness approach (Hachfeld et al., 2015) and what other factors could influence the shared culture attitude. There are several other recommendations for future research.

Future directions

First of all, future researchers should critically review the factor analysis. The pattern matrix showed an isolation of the national culture items, while the culturally responsive and shared culture items were somewhat mixed together. It would be interesting to further investigate the differences and similarities between the items of culturally responsive and shared culture, and if the items and/or factors should be reconstructed. Additionally, research should consider that teachers can have multiple attitudes, since the participants scores high on each attitude. Teachers could wish to integrate the different cultures and teach students about the Dutch culture. In the current study, a clear distinction was made between all three approaches, while teachers might have characteristics of several.

Another recommendation is to investigate whether teachers' multicultural attitudes moderate the link between general teaching self-efficacy and the approaches in a qualitative analysis. An interview and/or observation setting might tackle the problem of high means on multicultural attitudes, self-efficacy and the attitudes. Teachers would be forced to think aloud and reflect about their attitude and abilities. Researchers will be able to ask teachers about their reasoning, which could give more information and insights about the attitudes. Furthermore, adding teachers who do not seem positive toward cultural diversity to the sample could give more understanding to the attitudes and its predictors.

Also, a future direction is to investigate the perceived attitudes from the students' perspectives. This study researched the multicultural attitudes from the Dutch majority's culture. Acculturation attitudes, perspectives from the minorities (Arends-Tóth & Van de Vijver, 2003), were not taken into account. Possibly teachers estimated their own attitudes more positive than they actually were. Including students' opinions to the results could give a more accurate image of the teachers' attitudes.

All in all, the general multicultural attitudes predicted each separate CRT-attitude. However, self-efficacy only predicted the national culture attitude. Table 6 shows the output excluding multivariate outliers, Appendix F shows the output including the outliers. For the future, an investigation towards other possible predictors for the attitudes would be interesting. Schools that would know other factors influencing teachers' attitudes can focus on implementing CRT. Additionally, future research should investigate why self-efficacy only predicts the national culture attitude, which could give insight in the role of self-efficacy interacting with multicultural attitudes and how they relate to the CRT-approaches.

Conclusion

Despite the limitations, the current research provides insights in teachers' attitudes toward culturally responsive teaching, which was a new concept constructed by Krijnen et al.

(2021). The results showed that teachers' positive multicultural attitudes interacting with general teaching self-efficacy positively predict the culturally responsive attitude. The interaction between multicultural attitudes and self-efficacy did not predict the shared culture and national culture attitudes. The culturally responsive attitude seems to be predicted by general teaching self-efficacy combined with teachers' general multicultural attitudes. However, before strong conclusions can be made, more research should be done about teachers attitudes toward CRT and their influences. The insights from this study should be considered in future research. Nevertheless, just teachers' general multicultural attitudes did predict all attitudes toward CRT. So, primary schools and primary school teachers should consider teachers' general multicultural attitudes to implement CRT.

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Appendix A

Beste leerkracht,

Hartelijk dank voor uw interesse in de deelname aan deze vragenlijst over lesgeven in (cultureel) diverse basisschoolklassen. Dit onderzoek is een thesisproject van vier studenten van de master Onderwijswetenschappen aan de Universiteit Utrecht. Het is tegelijk een pilotonderzoek in het kader van het onderzoeksproject Burgerschap door Lesgeven: Onderzoek in de Klas (BLOK) dat volgend schooljaar zal worden uitgevoerd.

Onderzoeksdoel en inhoud vragenlijst

Het doel van het huidige onderzoek is om in kaart te brengen hoe leerkrachten uit het basisonderwijs denken over omgaan met diversiteit in een klas en welke factoren hiermee samenhangen. In veel basisschoolklassen in Nederland zijn de achtergronden van leerlingen verschillend, zowel op het gebied van etniciteit en migratie als sociaal-economisch. In dit onderzoek testen we een nieuwe vragenlijst, waarin uw houding ten aanzien van deze thema's wordt bevraagd. Daarnaast vragen we u naar andere aspecten van het leraarschap (zoals uw ervaringen met ouders, uw eigen inschatting van de manier waarop u in het algemeen lesgeeft, en uw samenwerking met collega's) en naar uw houding ten aanzien diversiteit in de Nederlandse maatschappij. Door deze thema's te onderzoeken, kunnen we leerkrachten beter ondersteunen in het lesgeven aan diverse klassen. Het invullen van de online vragenlijst kost u maximaal 15 minuten.

Privacy en vrijwilligheid

Deze dataverzameling is anoniem: dat betekent dat wij geen persoonsgegevens vragen. Verder behandelen wij de verzamelde gegevens strikt vertrouwelijk en gebruiken deze enkel voor onderzoeksdoeleinden. Alleen onderzoekers hebben toegang tot de gegevens. De gegevens worden op beveiligde servers opgeslagen. Als het project is afgerond, wordt de

anonieme data volgens de geldende regelgeving nog maximaal 10 jaar bewaard. Eventueel worden de gegevens nog gebruikt voor verder onderzoek. Deelname aan dit onderzoek is geheel vrijwillig. Ook kunt u op elk moment beslissen om te stoppen met de vragenlijst, zonder opgave van reden. Uw antwoorden worden dan niet opgeslagen.

Toestemming

Als u mee wilt doen aan het onderzoek, dan is het belangrijk dat u toestemming geeft door aan het begin van de vragenlijst aan te kruisen dat u voldoende geïnformeerd bent en vrijwillig meedoet aan dit onderzoek. Als u dit niet doet, kunt u helaas de vragenlijst niet invullen.

Nadere informatie

Mocht u vragen hebben over dit onderzoek, vooraf of achteraf, dan kunt u zich wenden tot supervisor Minke Krijnen (m.a.krijnen@uu.nl). Voor eventuele klachten over dit onderzoek kunt u een e-mail sturen naar klachtenfunctionaris-fetcsocwet@uu.nl.

Bij voorbaat hartelijk dank voor uw medewerking!

Met vriendelijke groeten,

Maureen van Boxtel, Bente Jongkees, Iris Lambregtse en Marieke Post
en supervisors: dr. Tim Mainhard en Minke Krijnen MSc (m.a.krijnen@uu.nl)

Appendix B

Informed consent

Demographics

1. Wat is uw leeftijd (in jaren)?
2. Wat is uw geslacht? (man, vrouw, anders, zeg ik liever niet)
3. Heeft u een migratieachtergrond (d.w.z. heeft één van uw ouders of hebben uw beide ouders een niet-westerse achtergrond)? (ja, nee)

Years of teaching experiences

4. Hoe veel jaar werkt u als leerkracht in het onderwijs?

Classroom characteristics

5. Welke groep(en) geeft u dit schooljaar het meeste les? (groep 1 t/m 8, anders)
6. Hoe veel leerlingen heeft u in de klas? (aantal, ik geef niet aan een vast groep les)
7. Hoe veel van uw leerlingen in de klas hebben een migratieachtergrond (d.w.z. hoeveel van uw leerlingen hebben minimaal één ouders met een niet-westerse achtergrond)? (niemand, minder dan de helft, ongeveer de helft, meer dan de helft, (bijna) de hele klas, niet van toepassing)

Attitudes Toward CRT (CRTAS)

Likert-scale: 1 (not important at all) – 7 (very important).

Culturally Responsive Attitude (CULTURES)

In hoeverre vindt u de onderstaande zaken belangrijk?

1. Aandacht besteden aan de normen en waarden die leerlingen van verschillende culturele achtergronden van huis uit meekrijgen.
2. Rekening houden met de culturele achtergrond van leerlingen.
3. Aandacht hebben voor de behoeften van leerlingen met verschillende culturele achtergronden.

4. Vooroordelen tussen leerlingen met verschillende culturele achtergronden verminderen.
5. Mij bewust zijn van de rol van mijn eigen culturele achtergrond in mijn werk als leerkracht.
6. Leerlingen van verschillende culturele achtergronden de mogelijkheid geven vanuit hun eigen perspectief aan de les bij te dragen.
7. Conflicten rondom cultuurverschillen aangrijpen als leermoment voor omgaan met verschillen.
8. Spanningen die veroorzaakt worden door culturele verschillen openlijk in de klas bespreken.
9. Zorgen dat leerlingen, ongeacht de samenstelling van de klas, zich bewust zijn van culturele diversiteit.
10. Culturele diversiteit in de klas als een verrijking zien.
11. De omgang tussen leerlingen van verschillende culturele achtergronden stimuleren.

Shared Culture Attitude (SHARCULT)

In hoeverre vindt u de onderstaande zaken belangrijk?

1. Leerlingen op dezelfde manier benaderen, ondanks hun verschillende culturele achtergronden.
2. Overeenkomsten tussen leerlingen van verschillende culturele achtergronden benadrukken.
3. Aan leerlingen overbrengen dat mensen van verschillende culturele achtergronden veel gemeen hebben.
4. Zorgen dat leerlingen van verschillende culturele achtergronden juist hun onderlinge overeenkomsten zien.

5. De omgang tussen leerlingen van verschillende culturele achtergronden stimuleren, zodat ze zien dat ze eigenlijk heel erg op elkaar lijken.
6. Benadrukken dat we allemaal mensen zijn, ondanks onze verschillende culturele achtergronden.
7. Wederzijds begrip stimuleren tussen leerlingen met verschillende culturele achtergronden.
8. Zorgen dat leerlingen van verschillende culturele achtergronden elkaars tradities en gebruiken leren kennen.

National Culture Attitude (NATCULT)

In hoeverre vindt u de onderstaande zaken belangrijk?

1. Zorgen dat leerlingen bekend zijn met Nederlandse normen en waarden.
2. Stimuleren dat leerlingen zich gedragen volgens Nederlandse normen en waarden.
3. Alle leerlingen houden zich aan Nederlandse normen en waarden.
4. De Nederlandse cultuur overbrengen aan leerlingen.
5. Leerlingen laten zien hoe we in Nederland met elkaar omgaan.
6. Ervoor zorgen dat alle leerlingen op school alleen maar Nederlands praten.
7. Alle leerlingen stimuleren mee te doen aan de Nederlandse tradities op school.

In hoeverre bent u het eens met de volgende stelling?

- 2.1. Ik vind het niet nodig om aandacht te besteden aan niet-Nederlandse culturen in mijn klas.

Teachers' general teaching self-efficacy (OSTES)

Likert scale: 1 (nothing), 3 (very little), 5 (some influence), 7 (quite a bit), and 9 (a great deal).

Instructional strategies

Hoe goed kunt u...

1. Vragen voor leerlingen formuleren?
2. Variëren in vormen van toesting?
3. Alternatieve uitleg of voorbeelden geven als leerlingen iets niet snappen?
4. Verschillende werkvormen in uw lessen toepassen?

Classroom management

Hoe goed kunt u...

5. Een einde maken aan storend gedrag in de klas?
6. Leerlingen de regels na laten leven?
7. In verschillende klassen effectief lesgeven?
8. Een leerling kalmeren die de les verstoort of onrustig is?

Student engagement

Hoe goed kunt u...

9. Bij leerlingen een positieve houding ten opzichte van leren ontwikkelen?
10. Ouders stimuleren hun kinderen goed te laten presteren op school?
11. Leerlingen ervan overtuigen dat zij goed kunnen zijn op school?
12. Leerlingen motiveren die weinig interesse in school hebben?

Teachers' general multicultural attitudes (Multiculturalism Scale)

Likert-scale: 1 (strongly disagree) – 7 (strongly agree).

1. Nederlanders zonder migratieachtergrond moeten accepteren dat Nederland uit allerlei culturele en godsdienstige groepen bestaat.
2. Mensen die er zelf voor kiezen om naar Nederland te komen dienen zich aan te passen.
3. Het is het beste voor Nederland als mensen met een migratieachtergrond hun culturele achtergrond zo snel mogelijk vergeten.
4. Hoe meer culturen er zijn, hoe beter het is voor Nederland.

5. Mensen met een migratieachtergrond mogen hun eigen waarden en normen behouden, ook buiten huis.
6. Nieuwkomers moeten zoveel mogelijk hun eigen cultuur opgeven en de cultuur van Nederlanders overnemen.
7. Nederland is van oorsprong een christelijk land en dat moet zo blijven.
8. In de samenleving moet geen enkele groep meer te zeggen hebben dan andere groepen.
9. Alle culturele groepen moeten gelijke kansen krijgen in Nederland.
10. Nieuwkomers hebben net zo veel te zeggen over de toekomst van Nederland als mensen die in Nederland geboren zijn.

Appendix C

Academic integrity

During this research, I expect to retrieve about 120 participants. Through the cluster principle of the Katholieke Scholenstichting Utrecht, I will recruit participants through an online letter. Also, I will recruit participants through Linked-In. The participants are teachers; thus, they will be able to read the informed consent and they will not be classified as vulnerable. The participants will be aware of their participation and will have knowledge about the research. I expect that most participants in my research will be Dutch, white, female teachers. When male or other race participants contribute to the study, participants could think that the researchers are able to track them by their gender or race. The informed consent states there will be no data of individual participants, so no one can link certain answers to an individual. Additionally, the answer option 'prefer not to say' will be available. This is how anonymity and confidentiality are guaranteed. For the participants characteristics and consent procedures, I see no other possible risks.

The research will investigate teachers' self-efficacy, attitudes toward CRT, and multicultural attitudes. Neither of these topics is labelled as sensitive. The participants have to fill in a questionnaire, so there are no possible risks such as harm. The questions contain teachers' experiences and can be answered within 45 minutes. With the questionnaires, participants can stay anonymous, and the findings remain confidential. As a researcher, I will not be able to track down individuals' answers. To decrease certain discomfort, the participants receive the informed consent before they start the questionnaire. The informed consent states: the goal of the study, the anonymity and confidentiality of the study, and the participant cessation of the study.

Since the questions asked during the study are professional and not personal, no sensitivity is expected; however, there might be a possibility of a participant becoming self-

conscious when answering the CRTAS questionnaire. A question of culturally responsive, like 'Mij bewust zijn van de rol mijn eigen culturele achtergrond in mijn werk als leerkracht' ('Being aware of the role of my cultural background in my job as a teacher'), can provoke the feeling of insecurity because the participant answers all these questions with a low number. The same could happen with the questions of OSTES. However, I choose not to change these questions due to their reliability and validity. The Multiculturalism Scale prevents this issue from occurring by wording three of the items as "negative," allowing the participants to pause and think before answering.

Data will not be saved to my computer hard drive, but participant answers will (instead) be stored in the UU servers. When the findings are shared, names, school names, or other personal information will not be shared; therefore, participants will not be identified. The questionnaire consists of 54 questions, with consummation of the questionnaire not requiring more than 45 minutes. This study is not long or repetitive, meaning the participants are finished after completing the questionnaire.

Appendix D

Output of assumptions when outliers deleted.

Table 1

Testing for Multicollinearity and Independent Errors for the Attitudes Toward CRT

Attitude	Durbin-Watson test	Multicollinearity	
		Tolerance	VIF
Culturally responsive	2.17	0.99	1.01
Shared culture	1.94	0.99	1.01
National culture	1.60	0.99	1.01

Figure 1

Testing Normality of the Culturally Responsive Attitude

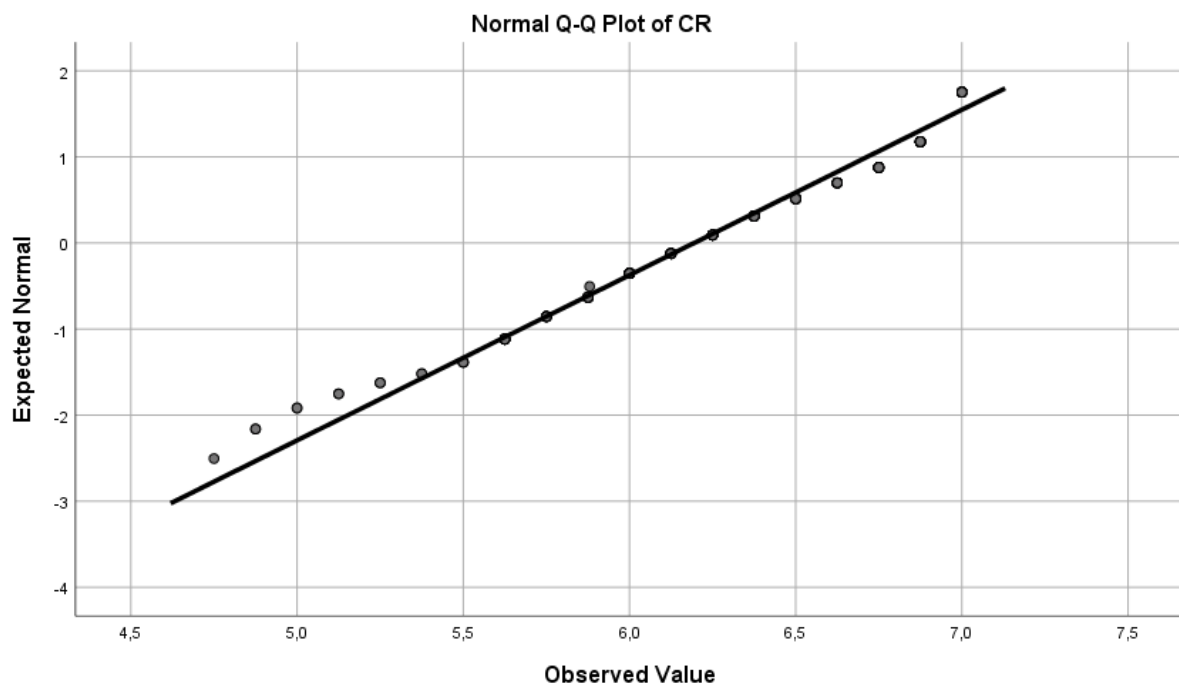


Figure 2

Testing Normality of the Shared Culture Attitude

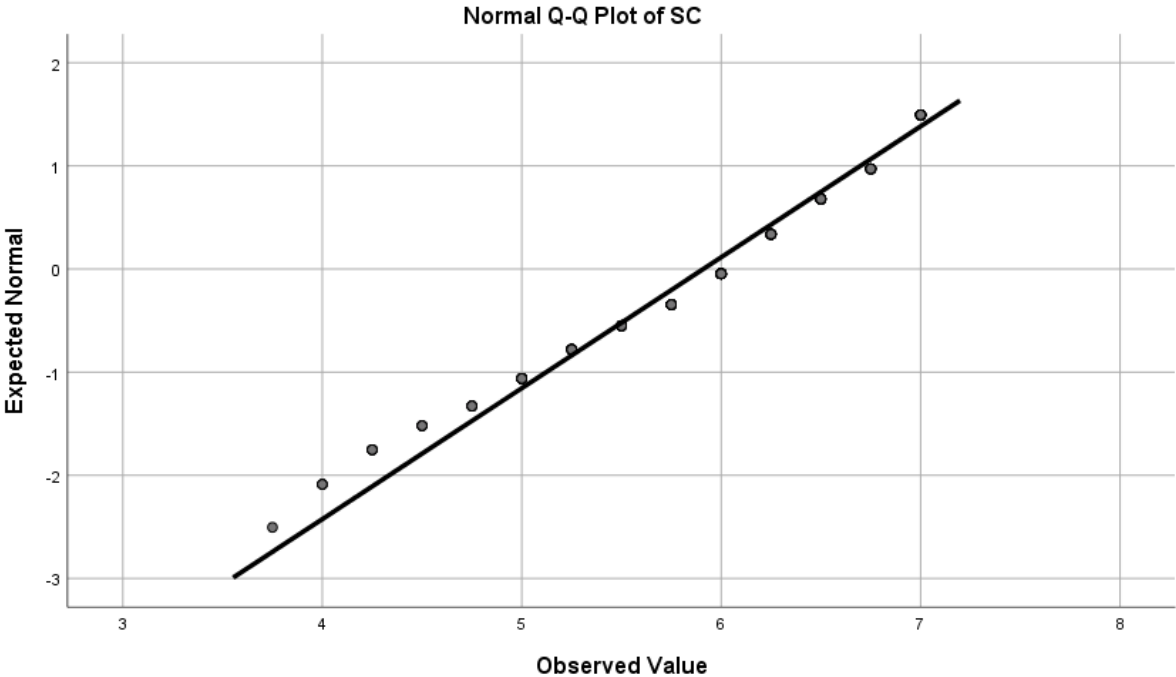


Figure 3

Testing Normality of the National Culture Attitude

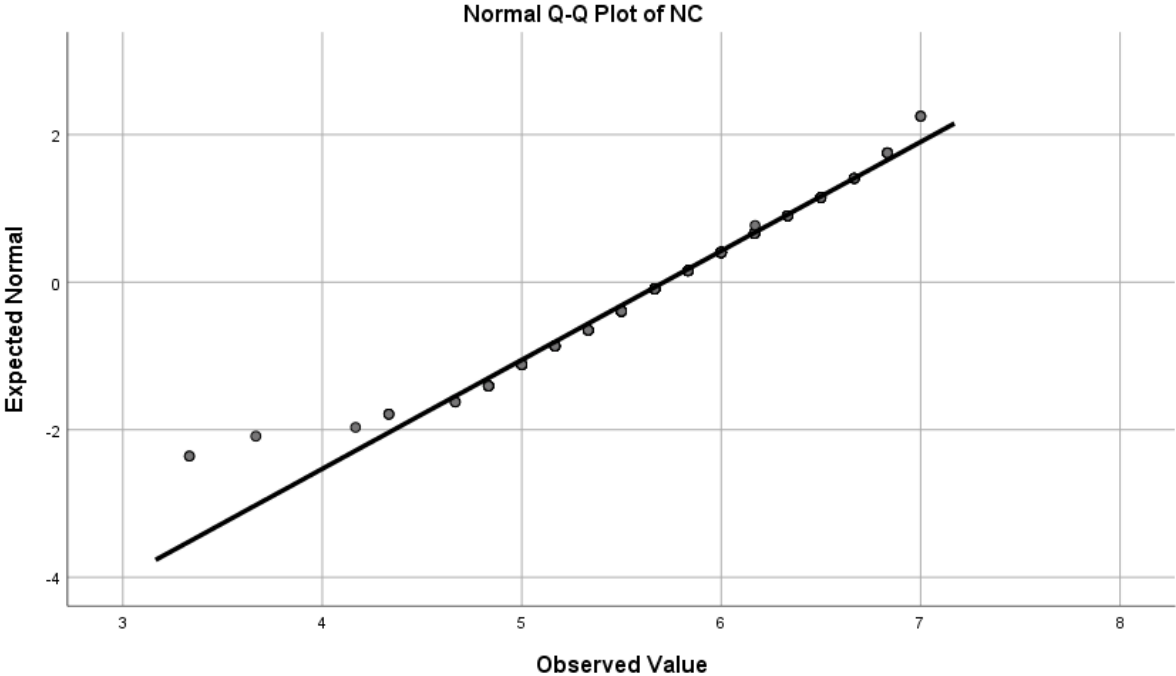


Figure 4

Testing for Homoscedasticity of the Culturally Responsive Attitude

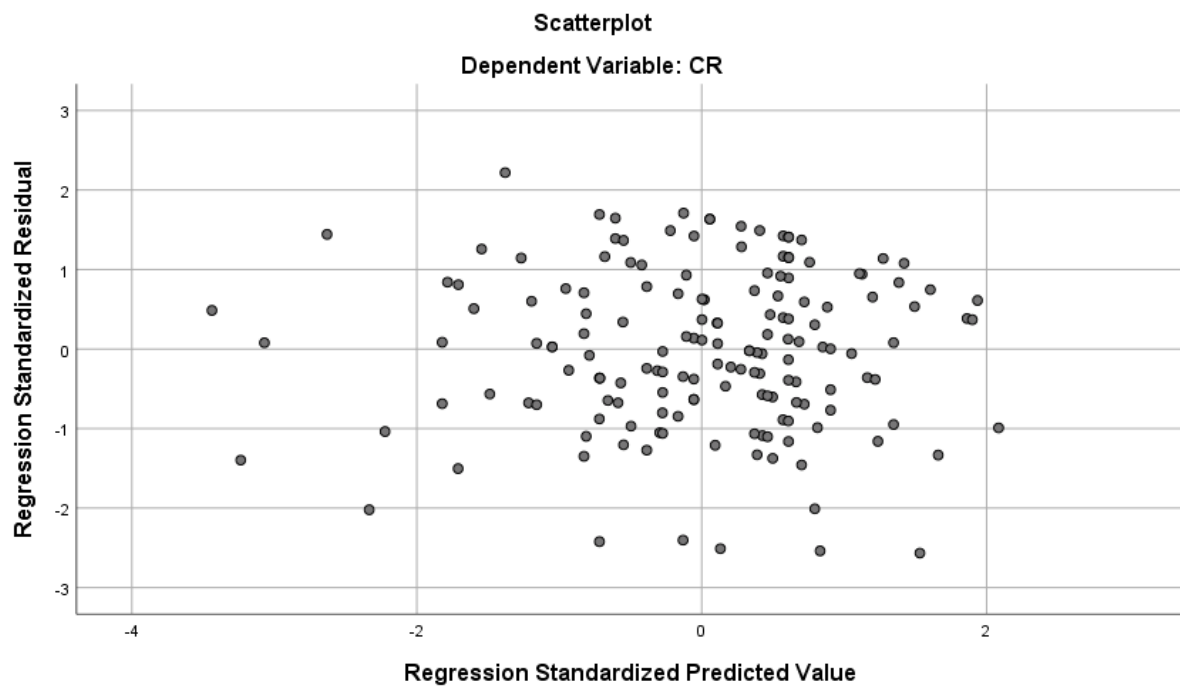


Figure 5

Testing for Homoscedasticity of the Shared Culture Attitude

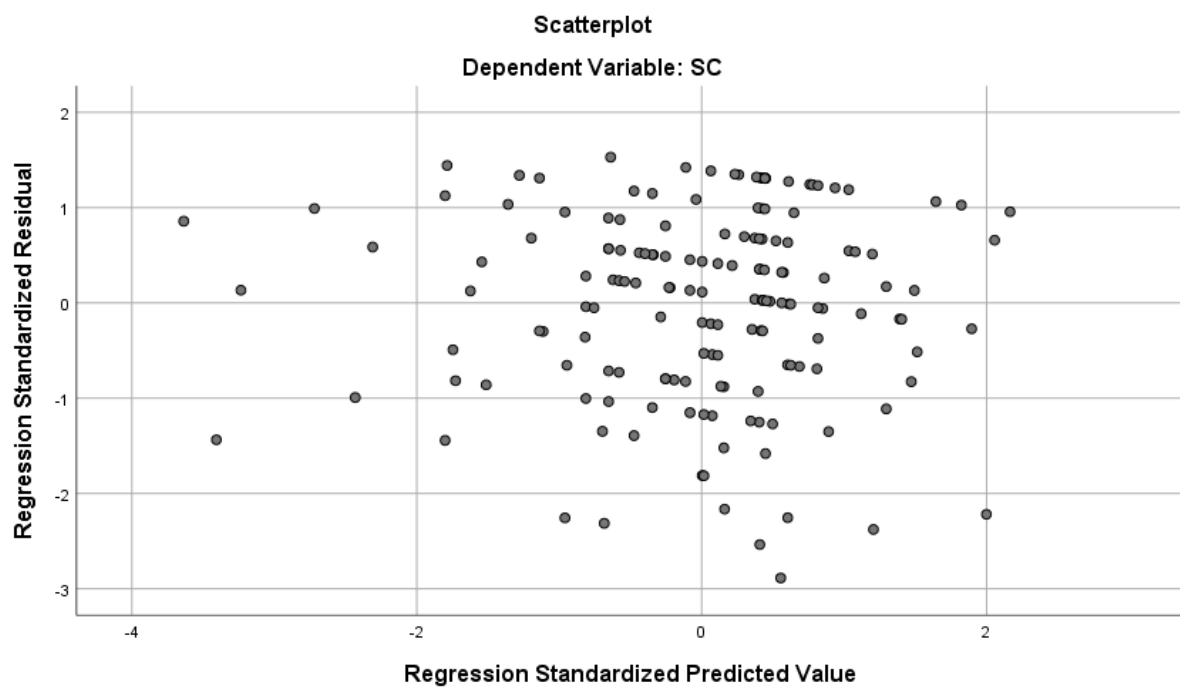
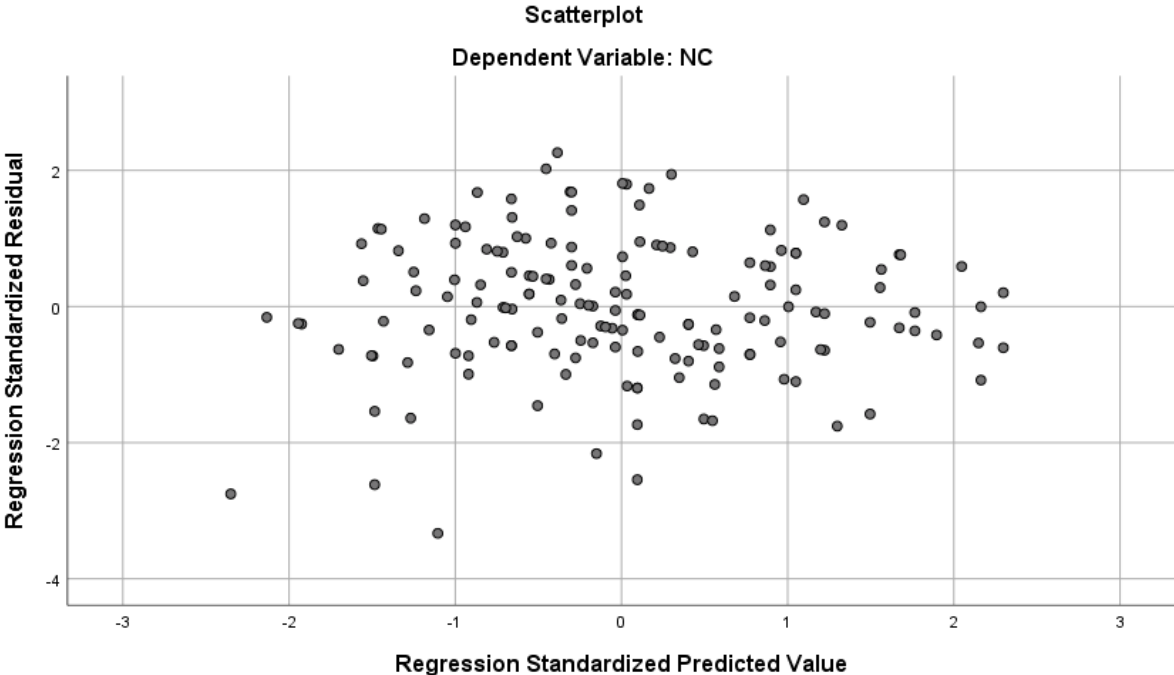


Figure 6

Testing for Homoscedasticity of the National Culture Attitude



Appendix E

Tables of models excluding the multivariate outliers and including the control variables:

teachers' years of experience, ethnicity, and number of students with migration background.

Table 1

Culturally Responsive Attitude Including the Control Variables

	ΔR^2	F	B (CI 95%)	$SE B$	β	t	p
Model	0.15	4.45					
Constant			5.81 (5.07, 6.56)	0.38		15.37	<.01
Multicultural attitudes			0.38 (0.20, 0.56)	0.10	0.32	4.13	<.01
Self-efficacy			0.14 (-0.04, 0.32)	0.09	0.12	1.58	.12
Interaction			-0.40 (-0.85, 0.04)	0.23	-0.13	-1.79	.08
Experience			-0.00 (-0.01, 0.01)	0.00	-0.03	-0.41	.68
Ethnicity			0.21 (-0.15, 0.57)	0.18	0.09	1.17	.25
Students' migration background			-0.00 (-0.06, 0.06)	0.03	-0.01	-0.10	.92

Note. $N = 162$, df (3,156).

Table 2

Shared Culture Attitude Including the Control Variables

	ΔR^2	F	B (CI 95%)	$SE B$	β	t	p
Model	0.06	1.50					
Constant			6.53 (5.34, 7.72)	0.60		10.85	<.01
Multicultural attitudes			0.31 (0.03, 0.60)	0.15	0.18	2.15	.03
Self-efficacy			0.12 (-0.16, 0.39)	0.14	0.07	0.82	.41
Interaction			-0.36 (-1.10, 0.35)	0.36	-0.08	-1.00	.32
Experience			0.01 (-0.01, 0.02)	0.01	0.09	1.12	.27
Ethnicity			-0.28 (-0.85, 0.30)	0.29	-0.08	-0.95	.34
Students' migration background			-0.06 (-0.15, 0.04)	0.05	-0.10	-1.21	.23

Note. $N = 162$, df (3,156).

Table 3*National Culture Attitude Including the Control Variables*

	ΔR^2	<i>F</i>	<i>B</i> (CI 95%)	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Model	0.18	5.76					
Constant			5.88 (4.92, 6.83)	0.48		12.15	<.00
Multicultural attitudes			-0.63 (-0.86, -0.40)	0.12	-0.41	-5.41	<.00
Self-efficacy			0.25 (0.02, 0.47)	0.11	0.16	2.20	.03
Interaction			-0.28 (-0.85, 0.29)	0.29	-0.01	-0.98	.33
Experience			-0.00 (-0.01, 0.01)	0.01	-0.03	-0.46	.65
Ethnicity			-0.07 (-0.53, 0.39)	0.23	-0.02	-2.89	.77
Students' migration background			0.00 (-0.07, 0.08)	0.04	0.00	0.02	.98

Note. *N* = 162, *df* (3,156).

Appendix F

Output of results including the multivariate outliers.

Descriptive

Table 1

Descriptive of Participants Before Deleting Multivariate Outliers

	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Age (years)	39.26	12.66	21	65
Teaching experience (years)	13.24	11.22	1	45
Number of students	21.88	6.09	5	35

Note. $N = 168$

Table 2

Frequencies of Participants Before Deleting Multivariate Outliers

Variable		<i>N</i>	%
Gender	Female	144	86
	Male	22	13
	Other	2	1
	<i>Total</i>	<i>168</i>	<i>100</i>
Ethnicity	Yes	9	5
	No	159	95
	<i>Total</i>	<i>168</i>	<i>100</i>
Grade	Kindergarten (group 1)	30	18
	Kindergarten (group 2)	30	18
	First grade (group 3)	28	17
	Second grade (group 4)	26	16
	Third grade (group 5)	36	21
	Fourth grade (group 6)	34	20
	Fifth grade (group 7)	40	24
	Sixth grade (group 8)	35	21
	Other	15	9
Student migration background	None	21	13
	Less than half	83	49
	About half	11	7
	More than half	15	9
	Almost whole class	37	22
	Does not apply	1	1
	<i>Total</i>	<i>168</i>	

Table 3*Correlation Matrix Including the Control Variables and Including the Multivariate Outliers*

Culturally Responsive Attitude						
	Culturally Responsive	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
Culturally Responsive	1.00	0.38	0.21	0.00	0.04	0.04
Multicultural Attitudes	0.38	1.00	0.17	-0.00	-0.09	0.20
Self-Efficacy	0.21	0.17	1.00	0.10	-0.07	0.16
Experience	0.00	-0.00	0.09	1.00	0.11	0.01
Ethnicity	0.04	-0.10	-0.07	0.10	1.00	-0.15
Student migration background	0.04	0.20	0.16	0.00	-0.15	1.00
Shared Culture Attitude						
	Shared Culture	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
Shared Culture	1.00	0.22	0.10	0.10	-0.06	-0.06
Multicultural Attitudes	0.22	1.00	0.17	-0.00	-0.09	0.20
Self-Efficacy	0.10	0.17	1.00	0.10	-0.07	0.16
Experience	0.11	-0.00	0.09	1.00	0.11	0.01
Ethnicity	-0.06	-0.10	-0.07	0.10	1.00	-0.15
Student migration background	-0.06	0.20	0.16	0.00	-0.15	1.00
National Culture Attitude						
	National Culture	Multicultural Attitudes	Self-Efficacy	Experience	Ethnicity	Student migration background
National Culture	1.00	-0.40	0.11	0.00	0.01	-0.05
Multicultural Attitudes	-0.39	1.00	0.17	-0.00	-0.09	0.20
Self-Efficacy	0.11	0.17	1.00	0.10	-0.07	0.16
Experience	0.00	-0.00	0.09	1.00	0.11	0.01
Ethnicity	0.01	-0.10	-0.07	0.10	1.00	-0.15
Student migration background	-0.05	0.20	0.16	0.00	-0.15	1.00

Assumptions

Table 4

Testing for Multicollinearity and Independent Errors for the Attitudes Toward CRT

Attitude	Durbin-Watson test	Multicollinearity	
		Tolerance	VIF
Culturally responsive	2.01	0.98	1.02
Shared culture	2.16	0.98	1.02
National culture	1.74	0.98	1.02

Figure 1

Testing Normality of the Culturally Responsive Attitude Including the Multivariate Outliers

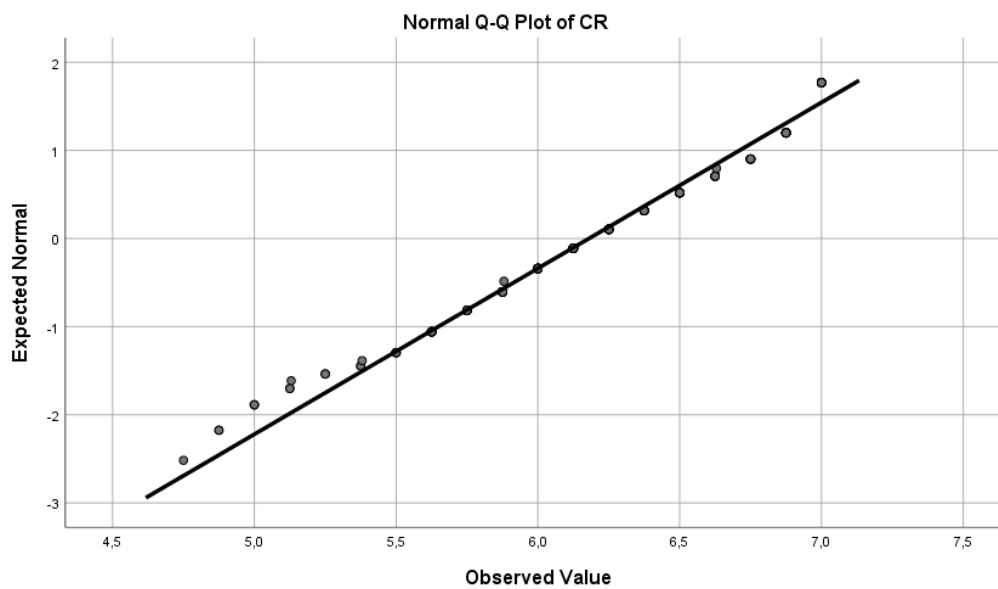


Figure 2

Testing Normality of the Shared Culture Attitude Including the Multivariate Outliers

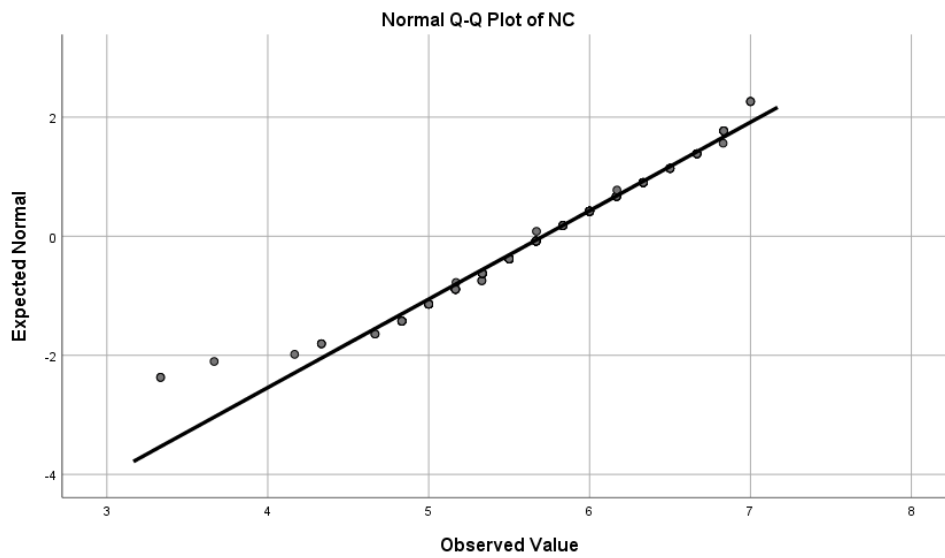


Figure 3

Testing Normality of the National Culture Attitude Including the Multivariate Outliers

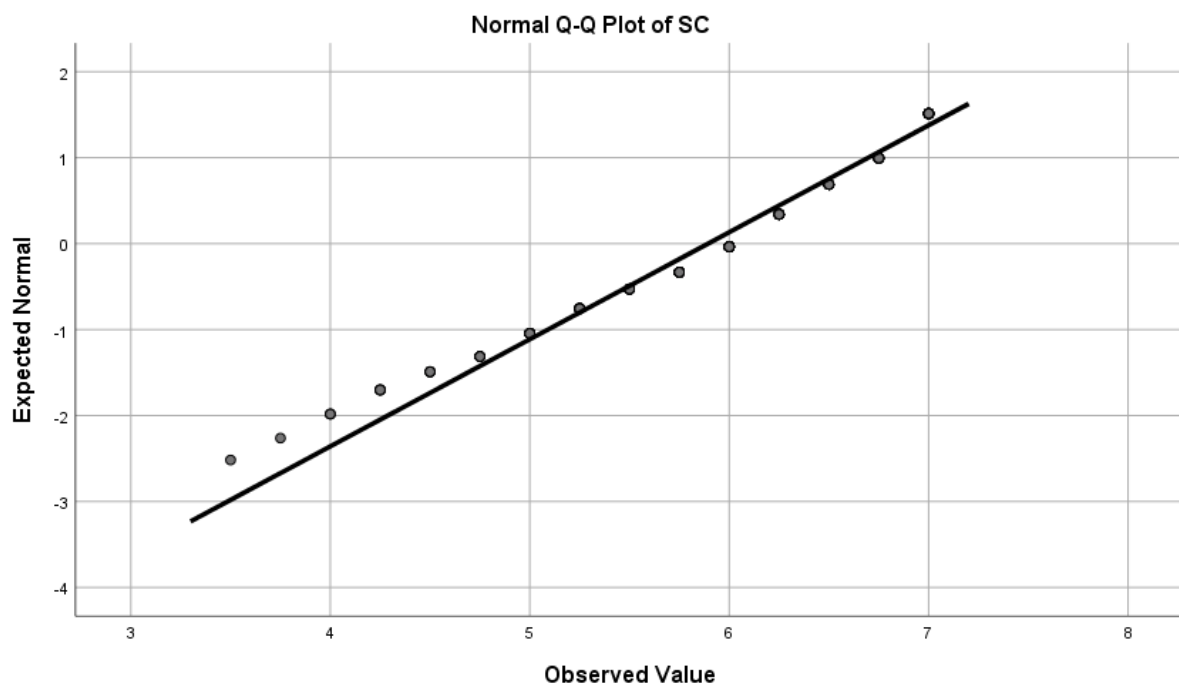


Figure 4

Testing for Homoscedasticity of the Culturally Responsive Attitude Including the Multivariate Outliers

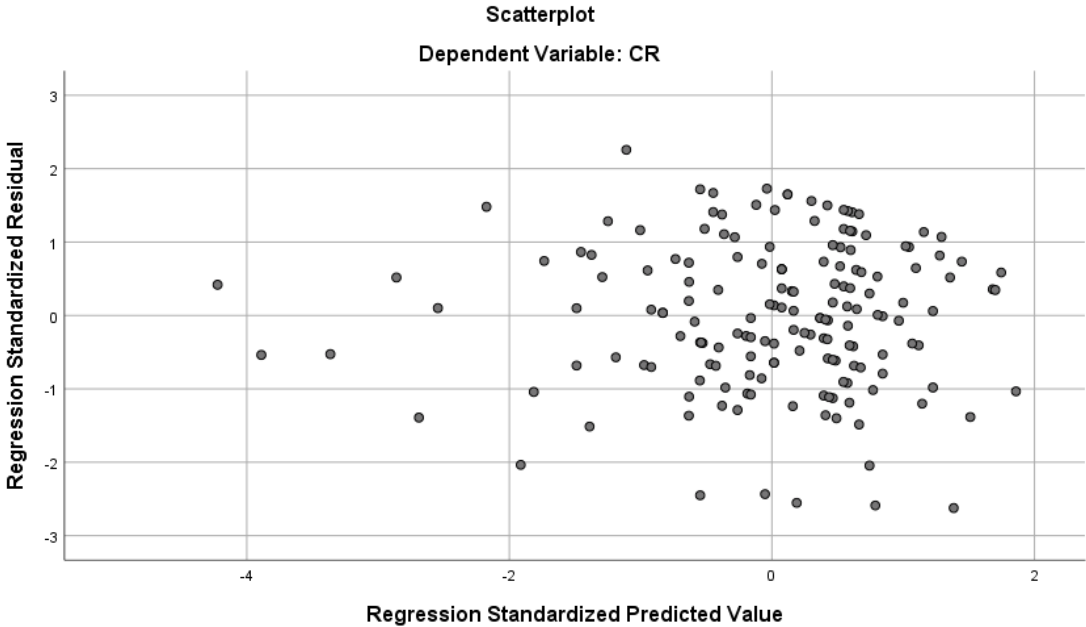


Figure 5

Testing for Homoscedasticity of the Shared Culture Attitude Including the Multivariate Outliers

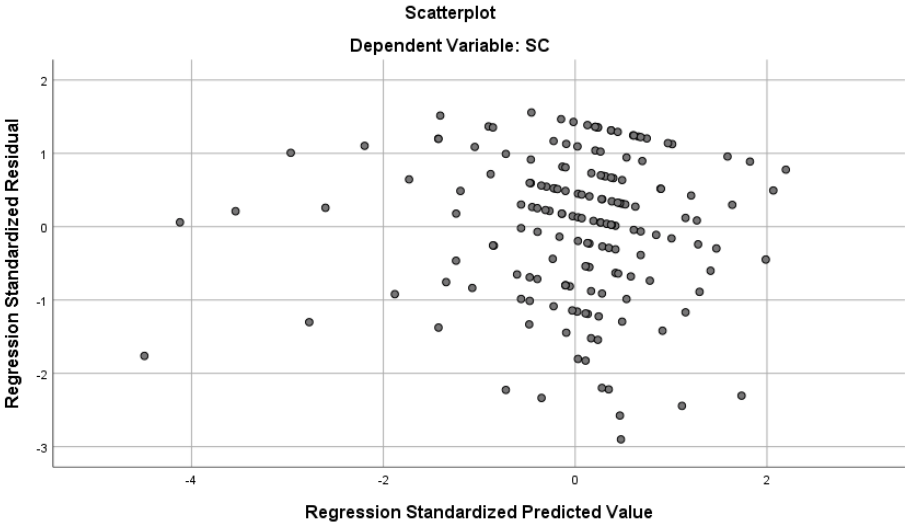
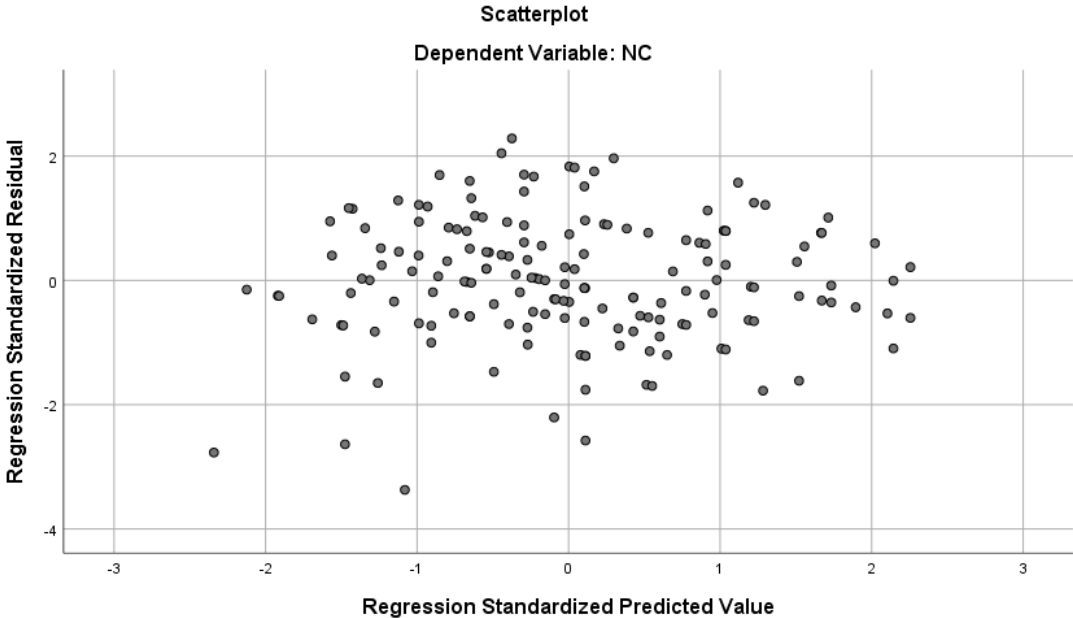


Figure 6

Testing for Homoscedasticity of the National Culture Attitude Including the Multivariate Outliers



Output Results**Table 5***Culturally Responsive Attitude Including Multivariate Outliers Without Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.20	13.60					
Constant			6.20 (6.12, 6.27)	0.04		165.11	<.01
Multicultural attitudes			0.40 (0.24, 0.56)	0.08	0.35	4.86	<.01
Self-efficacy			0.14 (-0.02, 0.29)	0.08	0.13	1.77	.08
Interaction			-0.45 (-0.79, -0.11)	0.17	-0.18	-2.59	.01

*Note. N = 168, df (3, 164).***Table 6***Culturally Responsive Attitude Including Multivariate Outliers with Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.20	6.62					
Constant			5.92 (5.23, 6.62)	0.35		16.93	<.01
Multicultural attitudes			0.41 (-0.24, 0.58)	0.09	0.35	4.78	<.01
Self-efficacy			0.15 (-0.01, 0.30)	0.08	0.14	1.83	.07
Interaction			-0.41 (-0.77, -0.06)	0.18	-0.17	-2.28	.02
Experience			-0.00 (-0.01, 0.01)	0.00	-0.02	-0.21	.84
Ethnicity			-.15 (-0.18, 0.49)	0.17	0.07	0.90	.37
Students' migration background			-0.01 (-0.06, 0.05)	0.03	-0.02	-0.28	.78

Note. N = 168, df (3, 164).

Table 7*Shared Culture Attitude Including Multivariate Outliers Without Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.08	4.81					
Constant			5.92 (5.80, 6.04)	0.06		97.34	<.01
Multicultural attitudes			0.36 (0.10, 0.62)	0.13	0.21	2.74	.01
Self-efficacy			0.06 (-0.18, 0.31)	0.12	0.04	0.51	.61
Interaction			-0.59 (-1.14, -0.04)	0.28	-0.16	-2.11	.04

Note. $N = 168$, $df(3, 164)$.**Table 8***Shared Culture Attitude Including Multivariate Outliers with Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.10	3.00					
Constant			6.50 (5.40, 7.61)	0.56		11.61	<.01
Multicultural attitudes			0.38 (0.11, 0.65)	0.14	-.22	2.79	.01
Self-efficacy			0.08 (-0.17, 0.33)	0.13	0.05	0.61	.54
Interaction			-0.53 (-1.10, 0.04)	0.29	-0.14	-1.83	.07
Experience			0.01 (-0.00, 0.02)	0.01	0.11	1.47	.14
Ethnicity			-0.27 (-0.80, 0.27)	0.72	-0.08	-0.98	.33
Students' migration background			-0.06 (-0.15, 0.03)	0.05	-0.11	-1.40	.16

Note. $N = 168$, $df(3, 164)$.

Table 9*National Culture Attitude Including Multivariate Outliers Without Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.08	4.81					
Constant			0.72 (5.63, 5.82)	0.05		119.52	<.01
Multicultural attitudes			-0.62 (-0.83, -0.41)	0.10	-0.42	-05.93	<.01
Self-efficacy			0.23 (0.04, 0.42)	-0.10	0.17	2.35	.02
Interaction			-0.26 (-0.70, 0.17)	0.22	-0.08	-1.19	.24

Note. $N = 168$, $df(3, 164)$.**Table 10***National Culture Attitude Including Multivariate Outliers with Control Variables*

	ΔR^2	F	B	$SE B$	β	t	p
Model	0.19	6.27					
Constant			5.83 (4.95, 6.72)	0.45		13.03	<.01
Multicultural attitudes			-0.64 (-0.85, -0.42)	0.11	-0.43	-5.84	<.01
Self-efficacy			0.24 (0.04, 0.44)	0.10	0.17	2.32	.02
Interaction			-0.27 (-0.73, 0.18)	0.23	-0.09	-1.18	.24
Experience			0.00 (-0.01, 0.01)	0.00	-0.03	-0.35	.73
Ethnicity			-0.06 (-0.49, 0.37)	0.22	-0.02	-0.27	.79
Students' migration background			0.01 (-0.06, 0.08)	0.04	0.02	0.23	.82

Note. $N = 168$, $df(3, 164)$.

Figure 7

Simple Slope Analysis of Teachers' General Self-Efficacy on the Culturally Responsive Attitude at Three Levels of Teachers' General Multicultural Attitudes Including Multivariate Outliers.

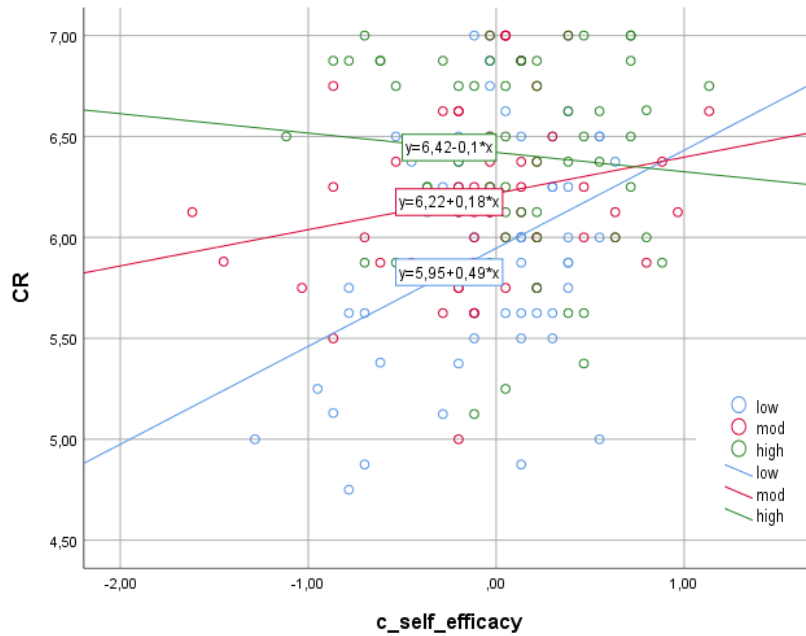


Figure 8

Simple Slope Analysis of Teachers' General Self-Efficacy on the Shared Culture Attitude at Three Levels of Teachers' General Multicultural Attitudes Including Multivariate Outliers.

