

**Cross-Cultural Competence of
Student Teachers in Music Education
(Research study in progress)**

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Abstract

The purpose of this study was to investigate the kind and extent of cross-cultural competence reported by music education majors enrolled in student teaching, as measured by three dimensions: (a) factors that foster readiness for teaching music in diverse educational environments, (b) factors that constrain readiness for teaching music in diverse educational environments, and (c) educational experiences during teacher preparation relative to multicultural education and multicultural music education.

Subjects were 109 music education majors conducting student teaching during the spring semester of the 2006-2007 academic year. The subjects were from 21 colleges and universities selected randomly from among 79 colleges and universities with music programs accredited by the National Association of Schools of Music (NASM) and located in the South Atlantic census region of the United States.

Subjects completed a 31-item survey, adapted from a survey designed by Wiggins and Follo (1999). Each item of the survey consisted of a five-point Likert response scale designed to assess subjects' responses as related to the "foster," "constrain," and "teacher preparation" dimensions of the survey. The final eleven items in the survey elicited demographic information regarding subjects' gender, race/ethnicity, primary language, types of practicum and student teaching placements, primary area of concentration in the music education program, teaching level preference, enrollment in courses focusing on multicultural issues, and the United States census geographical region in which they lived.

Wiggins and Follo (1999) reported alpha coefficients of reliability of .77, .68, and .88 respectively for the "foster," "constrain," and "teacher preparation" dimensions of the survey.

Internal consistency reliability for the total survey was not reported. For the adapted survey used in the current study, reliability coefficients obtained for the "foster," "constrain," and "teacher preparation" dimensions were .81, .74, and .72, respectively. The reliability coefficient for the overall survey was .87. The obtained alpha coefficients suggested that the survey was a reliable measure of the three dimensions.

Analyses of data from the surveys are ongoing. These include preliminary descriptive analyses, cross tabulations and correlation analyses.

Reference

Wiggins, R. & Follo, E. (1999). Development of knowledge, attitudes and commitment to teach diverse student populations. *Journal of Teacher Education*, 50, 94-105.