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The Munroe Multicultural Attitude Scale Questionnaire

A New Instrument for Multicultural Studies

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Institutions of higher education want to diversify their learning climates, and many offer courses in multiculturalism, yet these courses still do not meet the needs of attitudinal change. A new instrument was developed, the Munroe Multicultural Attitude Scale Questionnaire (MASQUE), that was theoretically based in Banks's transformative approach, which specifically measured multicultural attitudes. Psychometric properties of the instrument's scores are discussed. Exploratory factor analysis supported the "know," "act," and "care" domains of Banks's transformative approach, and the instrument was sensitive to detecting group differences on several demographic variables. The MASQUE's potential uses for affecting multicultural research and instruction are discussed.

Keywords: *multiculturalism; multicultural studies; multicultural attitudes; instrument validation; Banks's transformative approach*

Many institutions of higher education want to diversify their learning climates, and research has indicated that their leadership must incorporate initiatives that mandate pedagogical understanding and practical diversity knowledge; however, they currently offer courses in diversity or multiculturalism that do not meet these needs (Aleman, 1998; Banks, 1999; Bell & Munn, 1996; Hooks, 2000). The argument is made that in existing courses, oppressive indicators do not truly affect the consciousness of those who are not experientially involved in or cognizant of discriminatory encounters lived by those who are oppressed; if perceptions and attitudes are to be altered, an intensive practical effort needs to be undertaken to affect consciousness, which clearly accounts for existing subjective variances (Ancis, Sedlacek, & Mohar, 2000; Boyle-Heimann, 1997; Cockriel, Cuyjet, & Gosset, 1998).

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Multicultural attitudes are based on the factors of presumed knowledge and beliefs, the emotional ties associated with such knowledge and beliefs, and the behavioral actions displayed owing to both (Adams & Zhou-McGovern, 1994; Banks, 1999). If this is the case, then it becomes important to be able to differentiate between these factors so as to identify educational deficiencies (Sabnani & Ponterotto, 1992). Some form of evaluation that reveals deficiencies in these areas would then suggest ways in which to prescribe remediation to determine course or program effectiveness. We are governed by cognitive motives to understand and organize attained experiences, but these experiences are within the confines of our emotions (Adams & Zhou-McGovern, 1994; Kendall, 1996); these cognitive motives, their corresponding emotions, and how they relate to our experiences are all affected and constructed by our cultural and moral socialization (Arnold, 2000). Rogers (1980) denoted that research "points strongly to the conclusion that a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning" (p. 139). For any philosophical multicultural education initiatives to fully develop, specific target elements such as attitudes must be addressed so that they can be aligned with determining effects (Bevacqua, Johnson, Kim, & Wood, 1996). With the overwhelming variation of printed multicultural literature available, it is not uncommon to find skepticism on what select attitudes best meet the needs of educational initiatives. Research has made considerable progress in this span of time, although the findings expressed so far have led to a need to further define attitudes toward multiculturalism to make any kind of progress in terms of changing them (Chall, Conrad, & Harris-Sharples, 1991).

It is difficult, however, to define and accurately measure all of the components that compose multiculturalism. Such a multifaceted construct requires a viable means of measurement that will aid researchers in empirical research, especially that which is geared toward attitudinal change (Ponterotto, Baluch, Greig, & Rivera, 1998). The intent of this study was to develop an instrument that used a specific model, Banks's transformative approach, as an underlying theoretical framework that is based on specific stages of curriculum reform that could aid in measuring attitudes toward multiculturalism and that would serve a need that is now being addressed across many institutions of higher education (Avramidis, Bayliss, & Burden, 2000; Banks & Banks, 1995).

According to Banks and Banks (1995),

> as a concept, idea, or philosophy, multicultural education is a set of beliefs and explanations that recognizes and values the importance of ethnic and cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities of individual groups and nations. (p. 28)

Bennett (1999) further defined multicultural education as a representative foundation of central democratic and indigenous American ideologies that accepts and recognizes individual differences; values the comprehensive, equitable, and dignified treatment of individuals; and fulfills accountability to the global community and environment. In

spite of the meaning of multicultural education, even when institutions do deliver multicultural courses, it is not always a guarantee that an attitudinal change or behavioral act will occur (Allport, 1979).

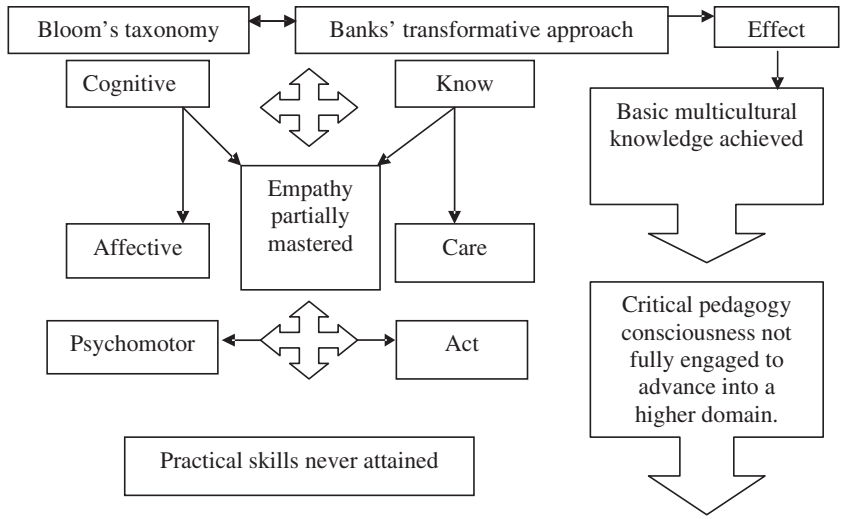
Theoretical Framework

The cognitive, affective, and psychomotor domains of Bloom's taxonomy are well known and have provided the foundation for instructional design and attitude assessment in the past, and as Bloom (1999) indicated, "Students can learn the higher-order mental processes if they become more central in the teacher-learning process" (p. 222). The taxonomy has been heavily used, and its most important role has been to highlight the importance of objectives involving skills and abilities as differentiated from memorized knowledge. More specifically, it provides a framework for analyzing the relative emphasis given various behaviors in a test or curriculum and reveals the dependency of certain goals on the prior learning of others (Krathwol, 1994). The unfortunate aspect is that "our instructional materials, classroom teaching methods, and testing methods rarely rise above the lowest category of the Taxonomy—knowledge" (p. 222); instructors often do not expand instruction to encompass the affective and psychomotor domains, critical to the process of internalizing learning and changing attitudes.

Figure 1 represents a conceptual framework that links Bloom's taxonomy to Banks's transformative approach that must be achieved in order for decisive multicultural education actions to occur. Banks recognized the importance of using all aspects of Bloom's taxonomy, especially as it relates to permanently changing attitudes and behavior. Banks's transformative approach translates the taxonomy into components that mold an attitude, which are firmly established in cognitive thoughts, beliefs, perceived facts, and knowledge about the attitude object (know); the affective emotion felt toward the object, through either positive or negative evaluation (care); and the behavioral course of action regarding the object (act; Allport, 1979; Hammersley, 1998). The changing of attitudes occurs through the process of reinforcement, punishment, or imitation and association and is acquired by a constructivist approach whereby an individual is an active agent in constructing meaning to his or her life from such interactions (Berscheid, Snyder, & Omoto, 1989; Tripod, 2001).

As demonstrated, Banks's transformative approach goes further to address issues inherent in multicultural education because "multicultural education typically has been institutionalized within the curriculum and schools in ways that affirm the boundaries between the center and margins of the curriculum" (Carlson, 1997, p. 65). The very same multicultural education programs that propose to stimulate and transform multicultural education initiatives, in fact, restrain and confine the transformation to the knowledge level. The "effect" of such constraint is that although "basic multicultural knowledge is achieved" (far right of the figure), without the latter part of the model (care and act), attitudes and behaviors are not truly affected (Carlson, 1997). Operating in such a way suppresses any "critical pedagogical advancement" (far right

Figure 1
Theoretical Model of Multicultural Education Applications Based on the Ideologies of Bloom's Taxonomy and Banks's Transformative Approach to Multicultural Curriculum Reform



of the figure); thus, without any exercise of affective or psychomotor cognitive-developmental activities, understanding will not take place, and the functional skills of multicultural education cannot be realized (Arnold, 2000).

Instructors take on a very important role in selecting the route to follow, not only to teach students but also to provide resourceful instructional guidance that is empathic and experiential, which leads the student toward internalized growth and learning (Athanases, Christiano, & Lay, 1995). According to Carlson (1997), "one way to begin moving beyond the structural marginalization of multicultural education is to move toward a curriculum that is not rigidly framed" (p. 65) and instead uses approaches that resemble the circumstances representative of our entire societal makeup (Adigwe, 1997; Barnett-Theodori, 2000). To advance from the knowledge level toward the caring and action levels that Banks and Banks (1995) referred to as the "transformative approach [toward] multicultural curriculum reform" (pp. 30-32), students must be engaged in critical pedagogy that activates affective and psychomotor capabilities, thus stimulating them to be proactive and participatory in the reality of our global community (Brown, 1997). Through such proper instructional strategies, and assessments related to these strategies, professionals can supply what students need that teaches them "to know, to care, and to act" (Banks, 1999, p. 32).

Based on this framework, an instrument was developed to measure multicultural attitudes. By isolating the three domains' or "goal's placement in the structure, one attains a better definition of the behavior involved and learns of its relation to other

behaviors" (Krathwol, 1994, p. 184). The proper assessment of where a participant lies within the multicultural domains will aid in determining the effectiveness of instruction and if it is conducive to an atmosphere that fosters transformation (Kagan, 1995). Based on the review presented, the purpose of this study was to develop and initially validate scores from an instrument that used Banks's transformative approach as the foundation for the corresponding stages of development that are associated with attitude formation. The intent was to develop and examine the reliability and construct validity of the scores of the instrument, which specifically measures multicultural attitude transformation.

Method

Participants

We gathered responses from 422 undergraduate students enrolled in university or collegiate programs who were registered for various academic courses from three academic institutes: Blue Mountain Community College (Oregon), James Madison University (Virginia), and the University of West Florida. Participants of the study were a convenience sample and were enrolled in various program disciplines, with no specifically targeted classification or instructional area. Demographics revealed that the students who participated in the study were mainly categorized as a somewhat homogeneous arrangement of European Americans (65%) who were female (65%), with a moderate proportion (38%) being 1st-year college/university attendees, ranging in age from 17 to 24 years (61%). In addition, a fair portion (40%) declared having completed only one (self-identified) multicultural- or diversity-related class.

Procedure

Each participant, after receiving the same guided instructions describing the administration of the instruments and informed consent, completed all forms at the beginning of class. The researcher facilitated the University of West Florida administrations, and two colleagues administered the questionnaires at the other two institutions (administration instructions explained via personal communication). The researcher and colleagues maintained complete anonymity and privacy for each participant; no one was identified on any of the forms that were used for data collection.

Instrumentation

Three instruments were administered to all participants: The first was used to gather demographic information to describe the participants and to conduct further analyses; the second was the Marlowe-Crowne Social Desirability Scale Short Form C (Crowne & Marlowe, 1960), which was used to gather further evidence of validity by providing some insight into the authenticity of each participant's response to the multicultural questionnaire (Reynolds, 1982); and the third, the principal instrument

under investigation, was the investigator-created Munroe Multicultural Attitude Scale Questionnaire (MASQUE) that was developed based on the model presented earlier.

The portion of the model that was specifically used for the logical derivation of the MASQUE items was Banks's transformative approach of knowledge (know), empathy (care), and active experience (act). The 28 original items of the scale were written to directly correspond to these areas; for example, the knowledge domain items contain such words as *know* or *understand* (e.g., "I realize that racism exists," or "I understand religious beliefs differ"; 10 items). The care domain items contain such words as *care* or *sensitive* (e.g., "I care about respecting diverse cultural values," or "I am sensitive toward people of every financial status"; 10 items), and the act domain items contain such words as *act* or *react* (e.g., "I do not act to stop racism," or "I react positively to cultural differences"; 8 items). Twenty-one of the items reflected positive attitudes (e.g., "I actively challenge gender inequities"), and the remainder reflected negative attitudes (e.g., "I do not act to stop racism"). Participants responded to the items using a modified Likert-type scale that ranged from 1 (*strongly disagree*) to 6 (*strongly agree*); a 6-point scale was selected to eliminate neutrality, and items that were stated negatively were recoded to reflect high scores on the attribute. Scores were obtained for each subscale (Know, Care, Act) by summing the items, and a total multicultural score was obtained by summing the subscales.

An initial review of the items by academic experts at the University of West Florida representing sociology, educational research, communication, language acquisition, and multicultural-multiethnic studies was conducted to establish content validity of the items. Each expert responded to the scale twice, first from a perception of a person who was positive in his or her multicultural attitudes and then from a perception of a person who was negative in his or her multicultural attitudes. Responses for each item were then tallied to determine if the items were sensitive to the responses on the attribute and to determine if any items needed correction for clarity. A field test of the items was then conducted at James Madison University with 15 participants to resolve any issues regarding content validity (including instructions, item clarity, administration time). Although the initial data were based on a small sample, a Cronbach's alpha internal consistency reliability coefficient of .72 was yielded and deemed adequate for the 28 items of the MASQUE; therefore, it was decided that further data would be collected.

Data Analysis

For the final version of the instrument, it was expected that the scores would yield high internal consistency reliability (Cronbach's coefficient alpha). Three factors corresponding to the know, care, and act domains of Banks's transformative approach were expected and were examined using exploratory factor analysis with oblique rotation because correlations between the factors were expected. The Pearson product-moment correlation coefficient was used to examine the relationship between the MASQUE scores and the Marlowe-Crowne Social Desirability Scale scores to determine the possibility that responses given on the MASQUE provided evidence of more socially desirable responses rather than reflecting multicultural attitudes.

To provide further validation evidence, additional multivariate analyses of variance were conducted using a composite of the know, care, and act scores from the MASQUE as a dependent variable and several of the demographic variables as independent variables (gender, age, ethnicity, and number of multicultural/diversity courses completed) to determine the sensitivity of the instrument in detecting group differences. Banks and Banks (1995) have stated that a paradigm exists in society that is based on a difference variability; that is, a dominant culture emerges via the cultural deprivation of others (Banks & Banks, 1995) and is expressed in the notions of others (Ancis et al., 2000; Boyle-Heimann, 1997; Cockriel et al., 1998; McLaren, 2003). Therefore, it was expected that there would be statistically significant and meaningful differences in the scores across several classifications. Gender, age, and ethnicity are principal cultural attributes that are representative of the oppressive milieu articulated in the literature and are most often behaviorally linked in society at large (Adams & Zhou-McGovern, 1994; Banks, 1999; Hooks, 2000). It was also expected that as the number of multicultural courses completed increased, group differences in the MASQUE scores would be detected as it was assumed that those who pursue courses have more positive attitudes to begin with. Statistical assumptions (e.g., linearity, univariate and multivariate outliers) that are pertinent to either the factor analysis or multivariate analyses of variance were examined.

Results

Factor Structure of the MASQUE Scores

We examined several statistical assumptions prior to the exploratory factor analysis. Examination of bivariate scatterplots between several of the MASQUE items revealed linear relationships and item-total correlations ranging from .20 to .65. When each of the subscales was examined, there was one univariate outlier that was detected and deleted from further analyses, and there were no multivariate outliers. The maximum number of factors to be extracted, in an initial examination of the data, was determined using Velicer's minimum average partial (MAP) test and parallel analysis. Velicer's MAP test and parallel analysis usually result in the same decision regarding the number of factors to retain; however, researchers have been encouraged to run both tests as identical results are not always produced (O'Connor, 2000; Zwick & Velicer, 1986). Velicer's MAP test yielded eigenvalues of 4.36, 1.55, and 1.35 and indicated that three factors should have been retained. Parallel analysis, which extracted eigenvalues from random data sets that paralleled the actual data set in terms of number of variables and cases, also yielded eigenvalues that indicated that three factors should be retained.

Exploratory factor analysis was performed on the 28 items using principal axis factoring with promax rotation ($\kappa = 4$) because it was expected that the factors would correlate. Several examinations of the data resulted in a series of item deletions to refine the items to obtain the best model possible, and the final version of the instrument yielded 18 items. Correlations between the factors were substantial (Know and Care,

$r = .50$; Care and Act, $r = .59$; Act and Know, $r = .53$). The first factor accounted for 16.89%, the second factor 15.33%, and the third factor 14.44% of the total variance. Examination of the factor pattern and structure coefficients indicated that the Know, Care, and Act domains emerged with 7, 6, and 5 items, respectively, that associated with each factor.

Table 1 contains the means and standard deviations, which revealed that for most of the items the responses were favorable. The highest means were in the knowledge domain, but there were several lower means including sensitivity to languages other than English, ending gender inequities, contesting religious prejudices, and taking action when witnessing bias based on sexual orientation.

Internal Consistency Reliability

Internal consistency reliability of the MASQUE scores and the Marlowe-Crowne Social Desirability Scale scores was determined using the Cronbach's alpha internal consistency coefficient (corrected item-total correlations are provided in Table 1). Because the exploratory standard for instrument development is often noted as .70 (Nunnally, as cited in Henson, 2001), and it is often accepted that .80 is adequate for general research purposes (Loo, 2001), the reliability of the scores for the total MASQUE was determined to be adequate for the refined 18 items ($\alpha = .80$). The reliability of the scores for the Marlowe-Crowne Social Desirability Scale for this study was lower ($\alpha = .70$). Reliability for the Know subscale scores was .70, for the Care subscale was .70, and for the Act subscale was .58, of which the latter is below the acceptable exploratory standard; however, this subscale contained the fewest items (7, 6, and 5 items for Know, Care, and Act, respectively). Results of this study indicate that the internal consistency reliability of the total scale scores was adequate for general research purposes, yet only two of the three subscale score reliabilities were acceptable. It is recommended that the subscales be used collectively because of the low reliability of the Act subscale and the substantial interfactor correlations.

Correlation With Marlowe-Crowne Scores

The correlation between the Marlowe-Crowne Social Desirability Scale scores and the MASQUE total scores was low but statistically significant ($r = .16$, $p < .05$), which was owing mainly to the large sample size. The low shared variance ($r^2 = .03$) provides some evidence that the participants were providing authentic responses to the MASQUE, at least as regards social desirability.

MASQUE Sensitivity to Group Differences

A composite score was formed from the three domains to serve as the dependent variable with gender, age (17-24, 25-34, and 35+ years), ethnicity (European American or minority), and number of multicultural/diversity courses completed (1, 2, 3, 4, or more) as independent variables. The range of raw scores possible was from 6 to 42 for the Know subscale, from 6 to 36 for the Care subscale, and from 6 to 30 for the Act

Table 1
Corrected Item-Total Correlations, Means and Standard Deviations, and Promax (κ = 4) Factor Structure and Pattern Coefficients for MASQUE Items

				Factor 1		Factor 2		Factor 3	
	r	*M*	*SD*	Structure	Pattern	Structure	Pattern	Structure	Pattern
Know									
I realize that racism exists.	.44	5.69	0.59	.29	.04	.58	.61	.25	–.10
I know that social barriers exist.	.45	5.43	0.75	.20	–.10	.61	.71	.23	–.09
I understand religious beliefs differ.	.45	5.71	0.52	.34	.16	.55	.57	.22	–.17
I understand sexual preferences may differ.	.33	5.16	1.00	.18	–.10	.41	.38	.29	.14
I understand that gender-based inequities exist.	.45	5.18	0.90	.29	–.09	.55	.46	.45	.25
I accept the fact that languages other than English are spoken.	.40	5.37	0.87	.43	.20	.47	.28	.43	.16
I do not understand why people of other cultures act differently.	.37	4.84	1.24	.35	.15	.44	.34	.31	.03
Care									
I am sensitive to respecting religious differences.	.55	4.89	1.13	.73	.77	.32	–.07	.41	–.02
I am sensitive to differing expressions of ethnicity.	.65	4.79	1.08	.83	.89	.37	–.04	.43	–.08
I am emotionally concerned about racial inequality.	.39	4.40	1.22	.57	.41	.38	.04	.50	.23
I am sensitive toward people of every financial status.	.20	4.55	1.19	.29	.32	.15	.02	.14	–.05
I am not sensitive to language uses other than English.	.39	3.83	1.48	.47	.45	.26	.03	.28	.01
A person's social status does not affect how I care about people.	.31	5.13	1.01	.37	.29	.26	.08	.28	.06

(continued)

Table 1 (continued)

	r	*M*	*SD*	Factor 1 Structure	Factor 1 Pattern	Factor 2 Structure	Factor 2 Pattern	Factor 3 Structure	Factor 3 Pattern
Act									
I do not act to stop racism.	.34	4.19	1.24	.38	.19	.22	–.10	.47	.40
I actively challenge gender inequities.	.30	3.95	1.30	.22	–.06	.18	–.08	.47	.55
I do not actively respond to contest religious prejudice.	.33	3.44	1.32	.25	.02	.24	.04	.38	.35
I respectfully help others to offset language barriers that prevent communication.	.30	4.62	1.06	.44	.15	.42	.16	.52	.34
I do not take action when witnessing bias based on people's preferred sexual orientation.	.32	3.70	1.40	.15	–.13	.16	–.04	.41	.51
Percentage of variance				16.89		15.33		14.44	
Percentage of covariance				36.19		32.86		30.95	

Note: MASQUE = Munroe Multicultural Attitude Scale Questionnaire.

Table 2
Composite Variable Centroids and Linear Discriminant Function Weights for Know, Care, and Act Scores by Gender, Age, and Number of Multicultural Courses Completed

Effect	Structure *r*	Standard Weight	Independent Variable Level	Centroid
Gender				
Know	–.98	–.86	Male	.35
Care	–.57	–.15	Female	–.18
Act	–.53	–.15		
Age				
Know	–.86	–.60	17-24	.16
Care	–.65	–.21	25-35	–.26
Act	–.77	–.45	35+	–.25
Multicultural courses				
Know	–.92	–.72	1	.21
Care	–.62	–.11	2	.05
Act	–.71	–.38	3	–.22
			4+	–.76

subscale. As stated earlier, it was expected that there would be statistically significant differences in the scores based on gender, age, and ethnicity and that as the number of multicultural courses completed increased, group differences in the MASQUE scores would be detected. Statistical assumptions examined included normality of the subscales and homogeneity of the variance/covariance matrices. Normality of the subscales was examined via Shapiro-Wilk, and the assumption was met; homogeneity of the variance/covariance matrices via Box's M across several of the demographics indicated that the equal variance assumption was also met.

Statistically significant differences were observed for gender, age, and courses completed but not for ethnicity for the omnibus multivariate tests: $F(3, 408) = 8.56, p < .001$; $F(6, 814) = 2.89, p < .01$; $F(9, 701) = 3.68, p < .001$; and $F(3, 405) = 2.24, p > .05$, respectively. Follow-up analyses were conducted for gender, age, and courses on a composite score that was created by first standardizing the three scores (using each grand mean and pooled standard deviation) and then weighting the standardized scores by the standardized discriminant function weights (obtained via descriptive discriminant analysis). The resulting composite was then examined via univariate analysis of variance with pairwise contrasts because the omnibus multivariate test was of interest, and so that the composite score would be consistent across the variables examined (Enders, 2003).

The follow-up analysis for gender revealed a statistically significant difference on the composite score, $F(1, 410) = 25.82, p < .001$, yet the effect size was small ($\eta^2 = .06$) (Table 2). An examination of the structure coefficients indicated that the higher centroid for the male participants was associated with lower scores on the composite, particularly the know component. For age, the follow-up analysis revealed a statistically

significant difference on the composite score, $F(2, 409) = 8.17$, $p < .001$, and pairwise contrasts indicated a statistically significant difference between participants who were ages 17 to 24 years and the two older categories, but there was no statistically significant difference between the participants who were ages 25 to 34 years and 35+ years, and again the effect size was small ($\eta^2 = .04$). An examination of the structure coefficients indicated that the youngest age category was associated with lower scores on the composite, particularly the know component again, but this time the act component was weighted more heavily than was the care component. For courses completed, the follow-up analysis revealed a statistically significant difference on the composite score, $F(3, 290) = 10.22$, $p < .001$, and the pairwise contrasts indicated a statistically significant difference between participants who completed one course and those who completed three and four or more and between participants who completed four or more courses and all other categories; again, the effect size was small ($\eta^2 = .10$). Examination of the structure coefficients indicated that the participants who completed one course were associated with lower scores on the composite, and again the act component weighted more heavily than did the care component, consistent with the age analysis.

Examination of the means and standard deviations in Table 3 revealed that female participants, older participants, and those who completed more courses had more favorable attitudes across the three scores. Although the various classifications were reported for ethnicity, the scores within the various groups did not differ much, and collapsing into a European American and minority category was done for the main analysis as several of the groups were underrepresented. Although statistically significant differences were found on the composite score by gender, age, and courses completed, the effect sizes were generally small. Nevertheless, the relationships observed were consistently in the expected directions.

Discussion

The results of this study provide some initial support for the reliability and validity of the scores from the theoretically grounded diversity constructs that were measured. Reliability of the total MASQUE scale scores was adequate for general research purposes, yet only two of the three subscale score reliability coefficients were acceptable for exploratory purposes. The lowest reliability coefficient was associated with the Act subscale scores, which had the fewest items. As mentioned earlier, it is recommended that total scores be used instead of the subscale scores because of the low reliability of the Act subscale and the substantial interfactor correlations. The results of the exploratory factor analysis were encouraging because the three constructs did emerge, and none of the items were complex. Future studies will be attempted in an effort to further clarify the items to strengthen their association with the factors. Results of this study also indicate variability in the responses across the items, which may indicate that the participants did react to each item separately and gave careful consideration to their responses.

Table 3
Means and Standard Deviations of Know, Care, and Act Scores by Gender, Age, Ethnicity, and Number of Multicultural Courses Completed

		Know		Care		Act	
Effect	*n*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Gender							
Female	270	37.96	3.14	27.98	4.33	20.26	3.70
Male	142	36.18	4.03	26.66	4.24	19.22	3.80
Age (years)							
17-24[a]	253	36.87	3.53	27.04	4.48	19.45	3.81
25-34	68	38.25	3.88	28.40	4.52	20.40	3.78
35+	91	38.00	3.22	28.12	3.99	20.79	3.76
Ethnicity							
African American	32	38.66	3.40	29.81	4.15	20.72	4.47
Asian/Pacific American	6	36.67	3.39	25.83	7.20	20.33	2.73
Hispanic/Latin American	10	39.80	2.49	29.10	4.38	18.20	1.93
Mideastern American	9	38.00	4.30	28.33	4.44	21.22	4.79
Native American	30	35.93	2.96	26.43	3.88	19.67	3.67
Not represented on list	56	35.65	3.45	26.75	4.43	18.78	3.44
European American	266	37.63	3.52	27.54	4.31	20.09	3.74
Multicultural courses							
1[b]	164	37.05	3.52	27.37	4.45	19.57	3.90
2	57	37.38	3.31	27.66	3.97	20.25	3.23
3	35	38.54	2.82	28.94	3.73	20.11	3.93
4+[c]	38	39.88	2.38	29.76	4.08	22.29	3.38

a. Statistically significantly different from 25 to 34 years and 35+ years at $p < .01$ on composite score.
b. Statistically significantly different from 3 and 4+ courses at $p < .01$ on composite score.
c. Statistically significantly different from 1, 2, and 3 courses at $p < .01$ on composite score.

The low correlation obtained between the MASQUE scores and those obtained on the Marlowe-Crowne was encouraging and may provide further evidence of validity. It appears that the participants reflected multicultural attitudes rather than socially desirable responses. In an attempt to gain even further evidence of the validity of the MASQUE scores, additional analyses were performed using several of the demographic variables as independent variables and a composite score created by standardizing and weighting the subscales of the MASQUE as the dependent variable; of particular interest were gender, age, and ethnicity because these are often cited as areas of oppression. It was also expected that group differences on the MASQUE composite score would be detected because it was assumed that those who pursued more courses in multiculturalism would have more positive attitudes. The MASQUE composite score was sensitive to detecting group differences on gender, age, and number of multicultural courses completed but not on ethnicity. Female participants, older participants, and those who completed more courses had more favorable attitudes across the three raw scores. It was surprising that differences were not detected based on ethnicity; however, we urge caution regarding the results obtained for ethnicity. Several of the ethnic groups were underrepresented, and statistically significant differences

may not have been found simply because of this underrepresentation; future studies will attempt to obtain a larger sample so as to be more representative of these designated groups.

The participants in this study did express perceptibility of their social environment and seemed to advance beyond the knowledge plateau to an internalized affective level that included caring and acting on what they declared to know (Ancis et al., 2000; Boyle-Heimann, 1997; Cockriel et al., 1998); therefore, this study provides evidence that what is at times often pronounced as an endless effort toward multicultural transformation and practical understanding is actually a more receptive environment than the negativity that is often outwardly espoused. Foremost, the study did contribute to the knowledge base linking multicultural attitudes and practice as well as the development of assessment strategies (Banks & Banks, 1995; Chall et al., 1991). Research so far has demonstrated the need to further define attitudes toward multiculturalism to make progress in the field (Chall et al., 1991), and the MASQUE should prove useful in assessing the specific stage of development a person has obtained (Avramidis et al., 2000). Further research, however, will be conducted with a refined version of the instrument to resolve item clarity and to obtain better ethnic representation in the participants. Also, future studies that include specifically isolated isms or separate-domain attributes would perhaps provide a more focused and systemic approach to the field. As Sabnani and Ponterotto (1992) asserted, more intricate means of analogy are necessary to understand and define the inner workings of affective, cognitive, and behavioral interplay.

One limitation of this study was its dependence on a convenience sample, although the sample did prove to be helpful in the initial validation process. A random sample, however, would be more appropriate and representative and would be much more generalizable to the inferred population (Gall, Borg, & Gall, 1996). Finally, it is important to note that although there are few specific instruments that have been created to adequately investigate college or university multicultural- and diversity-related attitudes, this study did support the need for the creation of more theoretically based assessments that delve into specific attitudinal domains so as to be able to identify educational deficiencies (Sabnani & Ponterotto, 1992) and to meet the needs of many institutions of higher education (Aleman, 1998; Banks, 1999; Bell & Munn, 1996; Hooks, 2000).

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