

Identifying Student Cultural Awareness and Perceptions of Different Cultures

Mary T. Rodriguez¹ and Alexa J. Lamm²

Abstract

The population of the United States is growing and increasing in cultural diversity. Of the total U.S. population in 2010, 50.48 million were of Hispanic or Latino origin. Colleges and universities must prepare students to be successful in this diverse work place. Agricultural college students must know how to navigate diversity in order to adapt to an ever-changing industry; one that employs a large number of foreign-born and possibly undocumented immigrants, and all the complexities of decisions made that involve this workforce. Bandura's social cognitive theory provides the framework for teaching students to have a multicultural mindset leading to positive attitudes and behaviors toward immigrants. This study investigated the colorblind racial attitudes of undergraduate students in a College of Agriculture. The relationship between colorblindness and their attitudes toward undocumented immigrants was found to have a correlation. A regression analysis showed level of colorblindness as a significant predictor of attitudes toward undocumented immigrants. Therefore showing that if students adopt a colorblind racial attitude, it can be predicted they will have less favorable attitudes toward undocumented immigrants. Improving students' attitudes of immigrants by teaching multiculturalism can lead to better engagement in the agricultural industry by up and coming professionals.

Keywords: Multiculturalism, colorblindness, cultural awareness

Introduction

The population of the United States is ever growing and increasing in cultural diversity. In 2010, the U.S. Census reported a population of 308.7 million people, a total population increase of about 9.7% (United States Census Bureau, 2011). Of the total population in 2010, 50.48 million were of Hispanic or Latino origin. This represents a 43% increase in the Hispanic population from 2000-2010. Overall, nearly 40 million, or approximately 13%, of the total population were foreign-born, representing those born in other regions of the world including Africa, Asia, Europe, Latin America and the Caribbean, Northern America, and Oceania (United States Census Bureau, 2012). Not all foreign-born people are illegally in the country, as many have the right to work and live in the United States legally. However, in 2011 there was an unauthorized population of an estimated 11.5 million immigrants (DHS office of Immigration Statistics, 2013). Mexico was the leading source country of unauthorized immigration to the United States, followed by El Salvador, Guatemala, Honduras, and the Philippines (DHS office of Immigration Statistics, 2013).

Immigration reform is a pervasive issue that is consistently present in national discussions. In recent years, there has been greater attention paid to the growing number of people immigrating into the United States. In a public opinion poll conducted by Gallup (2014), 17% of polled citizens said immigration is a top issue facing the United States. Immigration has increasingly become a hot topic of conversation not

¹ Mary T. Rodriguez is an Assistant Professor of Community Leadership and Extension in the Department of Agricultural Communication, Education, and Leadership at The Ohio State University, 204A Ag Administration Bldg, 2120 Fyffe Rd, Columbus, OH 43210, rodriugez.746@osu.edu

² Alexa J. Lamm is an Assistant Professor in the Department of Agricultural Education and Communication and Associate Director for the Center for Public Issues Education at the University of Florida, 121F Bryant Hall, P.O. Box 112060, Gainesville, FL, alamm@ufl.edu

only at the federal level, but also at the state level, impacting many different sectors including agriculture (Zahniser, Hertz, Rimmer, & Dixon, 2012).

Immigration reform can have immense effects on the agricultural industry. Agricultural production in the United States depends on migrant farm workers. In 2007-2009, 71% of surveyed crop workers were foreign-born (67% from Mexico and 4% from elsewhere), and 48% of those crop workers indicated they were not legally authorized to work in the United States (World Agricultural Economic and Environmental Services, 2014). The agricultural work force is as diverse as ever, creating challenges for those that work within it.

Colleges and universities are faced with the challenge of preparing students to be successful in navigating an increasingly diverse work place (Platt, 2004). University scholars, administrators, and business communities within universities have seen an increasing need to be more engaged in international education (Bruening & Frick, 2004). Not only must students engage in international and cultural education, there is also a demonstrated need for globally competent graduates who will be able to expertly work with different cultures (Platt, 2004). Students in colleges of agriculture and life sciences across the nation must be prepared to face the challenges of this century. Additionally, they must be educated about the diverse workforce in which they will find themselves employed.

Although there is a desire and need to produce culturally competent students, universities still lack sufficient cultural diversity education (Bell, Connerley, & Cocchiara, 2009). Attitudes toward diversity are often engrained and negative, shaped by the media, stereotypes, socialization, and formed from experiences in and out of the classroom (Bell, 2007). Agricultural focused students stand to enter the workforce with inaccurate perceptions of diversity and unprepared to work in diverse environments due to a lack of cultural diversity education during their university experience (Bell et al., 2009).

Agricultural college students must know how to understand and embrace diversity so they can adapt to an ever-changing industry; one that employs a large number of foreign-born and possibly undocumented immigrants, and all the complexities of decisions made that involve this workforce. The need for increased cultural diversity training is also true for future educators. Secondary and postsecondary agricultural education programs are not keeping up with the changing demographic shifts (Vincent, Killingsworth, & Torres, 2012). Preparing the workforce to meet these changes directly relates to the National Research Agenda Priority Area 3, preparing a scientific & professional workforce (Doerfert, 2011).

Theoretical Framework

The theoretical framework for this study is based on the social cognitive theory as based on the concepts of multiculturalism and colorblindness (Bandura, 1986). Bandura (1986) stated that there are three factors that influence human behavior: cognitive, behavioral, and environmental factors. Working with diverse populations requires a change in what Bandura calls the cognitive factors which in turn can also influence the behavioral factors, more specifically, skills. In order to influence the knowledge, attitudes and skills students have pertaining to working with diverse populations, the multiculturalism approach can be adopted.

Views and attitudes toward different cultures can vary from one approach to another. Two predominant approaches to dealing with the various interracial tensions and stratifications are multiculturalism and colorblindness. Multiculturalism is a response to cultural and religious diversity (Richeson & Nussbaum, 2003). Multiculturalism proposes that group differences should be acknowledged, considered, and celebrated (Richeson & Nussbaum, 2003). The opposite of this is colorblindness, also known as race blindness. Colorblindness proposes that racial categories do not matter and should not be taking into consideration (Richeson & Nussbaum, 2003). The premise for this approach is that social categories should be dismantled and disregarded in an attempt to create equal treatment for all, as individual

parts of a collective group (Richeson & Nussbaum, 2003). There is research to support and advocate for both approaches.

Multiculturalism has been shown to be an effective method to increasing diversity in the workplace. Multiculturalism changes the way diverse people are perceived. Bandura (1989) stated that what people think, believe, and feel, directly affects how they behave. A multicultural mindset can influence the how students behave toward diverse people in various settings. As organizations, especially agricultural organizations, continue to work with a diverse workforce, there is a need for all employees, supervisors, and managers to value multicultural differences in their associates and customers so that everyone is treated with dignity (Green, Lopez, Wysocki, & Kepner, 2002). Embracing diversity has the potential to yield greater productivity and competitive advantages as well as helping to ensure the creation, management, and valuing of a diverse workforce (Lockwood, 2005). In turn, this will lead to organizational effectiveness and sustained competitiveness. Not only do organizations benefit from multiculturalism, so do the relationships amongst work teams, customers, and other stakeholders.

From a different perspective, colorblindness is used to combat the negative outcomes that stem from social categorization, as well as prejudice and stereotyping (Richeson & Nussbaum, 2003). While the intentions are perhaps in the right place, colorblindness can also have negative effects. Colorblindness can often serve to maintain, rather than break down, racial separations. Individuals who hold a colorblind ideology also tend to hold more prejudicial views (Bonilla-Silva, 2003). In their study on multiculturalism and colorblindness and their effects on racial bias, Richeson and Nussbaum (2003) found that explicit racial bias was greater when subjects were exposed to a colorblindness perspective. This racial bias can greatly impact how people interact with and perceive undocumented immigrants.

Individuals use their own culture, life experiences, and the people around them to build their values (Hall, 2004). They must clarify their values upon which they base personal decision-making (Bell, 2011). A person's perceptions and biases toward other cultures can create issues when working and making decisions in diverse situations (Ely & Thomas, 2001). When colorblindness influences one's values, it can have adverse effects on how people work together. Groups that do not encourage members to use their cultural experiences create tension, competitiveness, and distrust (Ely & Thomas, 2001). Ultimately, colorblindness has the potential to hinder learning, limit members' sense of self and overall group efficacy, and can prevent the success of an organization (Ely & Thomas, 2001). Additionally, there are other challenges imparting from colorblindness pertaining to individual social interaction. Avoiding mentioning race detracts from the quality of interracial interactions (Apfelbaum, Sommers, & Norton, 2008). This may lead to misinterpretations of one another's intentions or disinterest during such encounters, thus creating barriers to future positive interactions (Apfelbaum et al., 2008). The impact of colorblindness and people's perceptions of different cultures are essential to understand. In doing so, agricultural students will be better prepared to enter and ensure success in an ever diversifying workforce that includes a large contingent of undocumented immigrants.

Purpose and Objectives

The purpose of this study was to explore how the colorblind racial attitudes of College of Agriculture undergraduate students influence their perceptions of undocumented immigrants. The objectives were to:

1. Identify student's attitudes toward undocumented immigrants.
2. Identify student's level of colorblindness racial attitudes.
3. Identify if relationships exist between student's attitudes toward undocumented immigrants and their level of colorblindness and racial attitudes.
4. Determine if colorblindness predicts attitudes toward undocumented immigrants.

Methods

Participants

The population for this study was undergraduate students in the College of Agriculture. Researchers took a purposive, convenience sample of two large lecture courses required of undergraduate students obtaining a degree in the College of Agricultural at [the University]. Due to practical constraints, efficiency, and accessibility, the use of a convenience sample was deemed appropriate for this study (McMillan & Schumacher, 2010). Although data from convenience samples cannot be generalized to the general population, they can still provide insight into the relationships in question by examining the data through the use of inferential statistics (McMillan & Schumacher, 2010). In addition, Kam, Wilking and Zechmeister (2007) found that when theory testing causal relationships the focus should be on internal validity rather than external validity and found using college students as a convenience sample to be appropriate.

Instrumentation & Data Collection

A questionnaire was developed and administered using Qualtrics, an online survey development tool. The tailored design method was followed in the design of the questionnaire (Dillman, Smyth, & Christian, 2009). Specific data were collected using two separate, previously developed scales: (a) Attitudes Towards Undocumented Immigrants and (b) the Color-Blind Racial Attitudes Scale. The first scale, Attitudes Towards Undocumented Immigrants, was adopted from the Attitudes Towards Illegal Aliens scale developed and tested by Ommundsen and Larsen (1997). Their scale consisted of 30 items on a five point Likert-type scale with a Spearman Brown corrected split-half correlation coefficient of .89 ($p < .001$). The scale was modified for this study resulting in a 19 item instrument more appropriate for the college student audience. The responses to the 19 items were averaged to create an attitudes toward undocumented immigrant index, by changing the verbiage from illegal to undocumented, which was found to be reliable with a Chronbach's alpha of .93 when calculated *ex post facto*.

The second scale, the Color- Blind Racial Attitudes scale, was originally developed by Neville, Lilly, Duran, Lee and Browne (2000). The original version consisted of 26 items that requests responses on a six-point Likert-type scale. Their scale yielded a Chronbach's alpha of .86 for the total instrument. The scale was modified for this study resulting in a 20 item instrument. The responses to the 20 items were averaged to create a level of colorblindness index that was found to be reliable with a Chronbach's alpha of .86 when calculated *ex post facto*. Both instruments were reviewed by an expert panel. In order to determine content validity, the instrument was pilot tested with the general public in the State of Florida and all constructs were found to have a Chronbach's alpha of 0.70 or above and deemed reliable (Chronbach, 1971).

In addition, respondents were asked to identify their gender, race/ethnicity, place of birth, and their connection with any immigrants to the U.S. The entire questionnaire consisted of 36 items, two of the items providing the adapted scales mentioned above. Access to the Internet by the target population allowed for an online survey instrument to be used (Dillman, Smyth, & Christian, 2009). A list of the students' names and email addresses enrolled in the courses were acquired from the instructors ($N = 253$). All students were contacted by email and invited to take the survey. Students who fully completed the survey were offered extra credit, the value determined by their instructors. While identification information was collected to record the extra credit, the data was cleaned of any identifying markers. It is important to note a possible limitation to this study. Respondents may have experienced a certain level of response bias. In order to solicit honest responses, the students were assured that aside from determining extra credit, their responses were confidential and would not be attributed to them individually. A total of 209 responses were received with complete responses, yielding a response rate of 83%.

Respondents were primarily female ($n = 137$, 66.2%) and represented several different racial groups: Caucasian or White ($n = 147$, 71.0%), American Indian/ Alaskan Native ($n = 5$, 2.4%), Asian ($n = 23$, 11.0%), and Black or African American ($n = 26$, 13.0%). The majority was born in the United States ($n = 170$, 82.1%). Additionally, the majority of the respondents stated that were familiar with someone who had immigrated to the United States with or without documentation ($n = 175$, 84.5%). The 84.5 percent were also asked to state how long they had known the immigrated individual and other questions to gauge their relationship with that person (family member, romantic partner, friend, acquaintance, co-worker, employee, or neighbor).

Data Analysis

Quantitative methods were used to achieve the proposed research objectives. Data were analyzed using SPSS v22 statistical software package for Windows. Descriptive statistics were calculated for the first and second objectives. Correlations were used for the third objective and linear regression was used to investigate the fourth objective.

Results

Objective 1 - Attitudes toward Undocumented Immigrants

Participants were asked to rate their level of agreement with 19 statements signifying their attitudes toward undocumented immigrants on a five-point Likert-type scale with 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Undecided*, 4 = *Agree*, 5 = *Strongly Agree*. Items were summed and averaged to create an attitude toward undocumented immigration index score ($M = 3.01$, $SD = .66$). Based on the real limits of the scale, on average, students demonstrated an undecided attitude toward undocumented immigrants.

Table 1

Attitudes toward Undocumented Immigrants (n = 207) (%)

	SD	D	U	A	SA
Undocumented immigrants should not benefit from my tax dollars *	5.8	7.2	27.5	40.1	19.3
Our taxes should be used to help those residing without documentation in the U.S.	19.8	36.7	30.4	10.1	2.9
There is enough room in this country for everyone	4.8	24.2	27.5	32.9	10.6
Undocumented immigrants are not infringing on our country's resources	8.2	34.8	30.9	19.8	6.3
Undocumented immigrants are a nuisance to society *	18.4	47.3	24.6	6.8	2.9
There should be open international borders	22.2	39.6	22.2	12.6	3.4
Access to this country is too easy *	7.2	39.6	32.9	16.4	3.9
Undocumented immigrants should be excluded from social welfare *	9.2	34.8	32.4	17.9	5.8
Undocumented immigrants who give birth to children in the U.S. should be made citizens	5.8	23.7	39.6	23.2	7.7

Table 1 (continued)

Attitudes toward undocumented immigrants (n = 207) (%)

	SD	D	U	A	SA
Undocumented immigrants cost the U.S. millions of dollars each year *	4.8	12.6	48.3	29.5	4.8
Undocumented immigrants should be eligible for welfare	13.0	34.8	33.8	15.9	2.4
Undocumented immigrants provide the U.S. with a valuable human resource	1.9	10.6	32.9	47.8	6.8
The government should pay for care and education of undocumented immigrants	15.0	36.7	33.3	11.6	3.4
Undocumented immigrants should not have the same rights as U.S. citizens *	7.7	22.2	31.9	29.0	9.2
Undocumented immigrants have rights, too	1.4	3.9	17.9	57.0	19.8
Taking care of people from other nations is not the responsibility of the U.S. *	6.8	31.4	30.0	24.2	7.7
Undocumented immigrants should be forced to go back to their own countries *	13.5	34.3	34.3	14.5	3.4
Undocumented immigrants should not be discriminated against	1.9	6.8	27.1	40.6	23.7
Undocumented immigrants have rights, too	1.4	3.9	17.9	57.0	19.8

Note. SD = *Strongly Disagree*, D = *Disagree*, U = *Undecided*, A = *Agree*, SA = *Strongly Agree*; *Questions were reverse coded when the index score was calculated (results presented in this table are of the respondents' original responses).

Objective 2 - Colorblind Racial Attitudes

Participants were asked to rate their level of agreement with 20 statements demonstrating their colorblind racial attitudes on a six-point Likert-type scale with 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*. The responses to all 20 statements were summed and averaged to create a colorblindness index score ($M = 3.39$, $SD = .68$). Here, based on the real limits of the scale, students on average somewhat disagreed with statements measuring colorblind racial attitude.

Table 2

Colorblind Racial Attitudes (%)

	<i>SD</i>	<i>D</i>	<i>SoD</i>	<i>SoA</i>	<i>A</i>	<i>SA</i>
Everyone that works hard, no matter what race they are, has an equal chance to become rich	4.8	9.7	11.6	22.2	24.6	27.1
Race plays a major role in the type of social services (such as type of healthcare or day care) that people receive in the U.S. *	3.4	11.6	15.5	40.6	21.3	7.7
It is important that people begin to think of themselves as American, not African American, Mexican American, or Italian American	7.2	14.5	15.5	21.3	23.2	18.4
Due to racial discrimination, programs such as affirmative action are necessary to help create equality *	4.8	10.6	14.5	40.1	21.7	8.2
Racism is a major problem in the U.S. *	2.9	7.2	13.5	38.6	24.6	13.0
Race is very important in determining who is successful and who is not *	20.3	28.5	22.7	18.8	7.7	1.9
Racism may have been a problem in the past, it is not an important problem today	24.6	21.7	30.9	16.4	4.3	1.9
Racial and ethnic minorities do not have the same opportunities as white people in the U.S. *	8.7	15.9	31.4	19.3	18.4	6.3
White people in the U.S. are discriminated against because of the color of their skin	14.0	30.0	21.7	25.6	6.8	1.9
Talking about racial issues causes unnecessary tension	7.2	16.4	25.1	32.9	13.5	4.8
It is important for political leaders to talk about racism to help work through or solve society's problems *	13.0	26.6	37.7	15.0	5.8	1.9
White people in the U.S. have certain advantages because of the color of their skin*	13.0	21.3	31.9	20.8	6.8	6.3
Immigrants should try to fit into the culture and values of the U.S.	6.3	17.4	22.7	34.8	14.5	4.3
English should be the only official language in the U.S.	14.0	17.4	17.9	24.6	3.5	12.6

Table 2 (continued)

Colorblind Racial Attitudes (%)

	<i>SD</i>	<i>D</i>	<i>SoD</i>	<i>SoA</i>	<i>A</i>	<i>SA</i>
White people are more to blame for racial discrimination than racial and ethnic minorities *	15.0	14.0	26.6	28.5	13.0	2.9
Social policies, such as affirmative action, discriminate unfairly against white people	8.7	19.8	33.3	27.1	7.7	3.4
It is important for public schools to teach about the history and contributions of racial and ethnic minorities *	1.9	2.4	5.8	30.4	33.3	26.1
Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin	5.8	14.5	29.5	36.7	9.7	3.9
Racial problems in the U.S. are rare, isolated situations	18.4	36.2	27.5	15.0	2.4	0.5
Race plays an important role in who gets sent to prison *	7.2	16.9	19.3	32.9	13.0	10.6

Note. *SD* = *Strongly Disagree*, *D* = *Disagree*, *SoD* = *Somewhat Disagree*, *SoA* = *Somewhat Agree*, *A* = *Agree*, *SA* = *Strongly Agree*; *Questions were reverse coded when the index score was calculated (results presented in this table are of the respondents' original responses).

Objective 3 - Relationship between Colorblindness and Attitudes toward Undocumented Immigrants

A correlation was run between the colorblindness index score and the attitudes toward immigrants index score to determine if there was a relationship between colorblind racial attitudes and attitudes toward undocumented immigrants. A Pearson's correlation coefficient of $-.52$ was found. Therefore, as level of colorblindness increased, attitudes toward immigrants decreased or became more negative in nature. According to Cohen's convention (1988), the relationship found between colorblindness and attitudes toward immigrants represents a large effect size.

Objective 4 - Prediction of Colorblindness on Attitudes toward Undocumented Immigrants

To further investigate the relationship between colorblindness and attitudes toward undocumented immigrants, a regression analysis was conducted. In the first model (see Table 3), colorblindness was found to have a significant negative effect ($b = -.50$; $p = .00$) on attitudes toward undocumented immigrants. The literature suggests race may play a role in level of colorblindness therefore a second model, using race as a mediating variable, was run. When the mediating variable of race was added in the second model, the influence of colorblindness on attitudes continued to be significant. Race was not found to have a significant effect.

Table 3

Multiple Regression of Colorblindness and Race on Attitudes toward Undocumented Immigrants

	Model 1		Model 2	
	<i>b</i>	<i>p</i>	<i>b</i>	<i>p</i>
Constant	4.69		4.51	
Colorblindness	-.50	.00**	-.46	.00**
Hispanic			.16	.110
Race				
Black			.08	.54
American Indian			-.38	.15
Asian			-.06	.64
Other			.22	.09

Note. * $p < .05$; ** $p < .01$

The results of the linear regression suggested that a significant portion of the total variation in attitudes toward undocumented immigrants could be predicted by level of colorblind racial attitudes (Model 1). In other words, a student's level of colorblindness is a significant predictor of attitudes toward undocumented immigrants ($F(1, 205) = 74.151$, ** $p < .00$). In addition, 27% of the variation ($R^2 = .27$) in participants' attitudes toward undocumented immigrants was explained by the first model or colorblindness. The addition of race made no contribution to the explanation of variance (Model 2).

Conclusions

This study provides insight into attitudes of students in Colleges of Agriculture toward undocumented immigrants. It also shows how their level of colorblindness can generally determine their attitudes. Overall, students reported being undecided in their attitudes toward undocumented immigrants. Despite being undecided in their overall attitudes, it is interesting to note the contradictory answers to the individual questions. For example, participants stated agreement with statements that reflected a less than positive attitude toward undocumented immigrants such as: undocumented immigrants should not benefit from my tax dollars (40.1%); and undocumented immigrants should not have the same rights as U.S. citizens (29.0%). Yet, participants also indicated their agreement with statements with a more positive attitude toward undocumented immigrants such as: Undocumented immigrants have rights, too (57.0%); and undocumented immigrants provide the U.S. with a valuable human resource (47.8%). Examining each question helps to better illustrate the undecided attitude of undergraduate students toward undocumented immigrants. As Bell, Connerley, and Cocchiara (2009) stated, students may enter the workforce with inaccurate perceptions of diversity and unprepared to work in diverse environments.

In addition, the study indicated students' level of colorblind racial attitudes. Undergraduate students in the College of Agriculture were found to have a moderate level of colorblindness. This shows that students are neither colorblind nor racially cognizant. As mentioned before, colorblindness can serve to maintain prejudicial views and enhance racial bias (Bonilla-Silva, 2003). Any level of colorblindness is undesirable as it prohibits the person from seeing the reality of racial differences still present in society. This study found that participants' moderate level of colorblindness does in fact influence their attitudes toward undocumented immigrants. The results from this study align with previous research stating that the

higher the level of colorblindness, the more bias and lesser attitudes an individual has toward people of different cultures (Richeson & Nussbaum, 2003).

Furthermore, as inferred from the results, the findings show that there is in fact a relationship between colorblind racial attitudes and attitudes toward immigrants. As the level of colorblindness increased, attitudes toward immigrants decreased or became more negative in nature. This supports other research findings. As seen by Richeson and Nussbaum (2003), greater racial bias was seen when students were presented with the colorblind racial perspective. The regression analysis took this one step further in showing that a student's level of colorblindness is a significant predictor of attitudes toward undocumented immigrants. Therefore showing that if students adopt a colorblind racial attitude, it can be predicted that they will have less favorable attitudes toward undocumented immigrants and vice versa.

Implications and Recommendations

Given the large contributions immigrants make to the agricultural industry, including 71% of crop workers being foreign-born (World Agricultural Economic and Environmental Services, 2014), agricultural educators need to be conscious of how undergraduate students preparing to enter the workforce view people from other cultures. Like the majority of other industries, agriculture is becoming more diverse and in need of a culturally competent workforce. Colorblindness has been proven to be contra-beneficial to interactions between culturally or racially different people (Apfelbaum et al., 2008; Bonilla-Silva, 2003). Multiculturalism, on the other hand, can lead to better working relationships and increased production within an organization (Lockwood, 2005). Agricultural undergraduate students should be taught to foster multiculturalism. This can encourage students to be better informed about how immigration and immigration reform affects the industry and prepare them to work in a field where diversity needs to be valued. Furthermore, multiculturalism can help to raise overall cultural awareness and foster better attitudes toward different cultures.

The results of this study implies agricultural educators should be integrating cultural diversity education into courses offered to students in colleges of agriculture and life sciences to assist with the lack of cultural knowledge and to limit students' perceptions associated with colorblindness. Cultural diversity education strives to engage in formal efforts to enhance development of awareness, knowledge, and skills to effectively work with, work for, and manage diversity in various contexts (Bucher, 2004; Connerley & Pedersen, 2005). Through this education, students will not only have a better understanding of how to work with diverse populations, but also how important it is to the agricultural field to be knowledgeable about and engaged with discussions surrounding immigration. While cultural diversity education is not meant to completely change the situation, it is presented as an opportunity to engage students in conversations and critical thinking about their racial biases and perceptions of other races and cultures.

Integrating cultural diversity education in the classroom can be done in several ways. While planning a cultural day can be useful, it is more important for agricultural educators to integrate lessons and activities that complement the curriculum throughout their courses. Gay (2002) calls for "culturally responsive teaching", which uses culture, experiences, and perspectives of ethnically diverse students to help teach topics more effectively. Additionally, it is important for agricultural educators to encourage critical thinking with the topic of multiculturalism. Making a connection with students and their lives sets the stage for more engagement and understanding. This connection is vital and can help to raise student's self-awareness. In helping students be open-minded and to analyze other perspectives, they may become more open to self-reflection and further critical examination of the multicultural information being presented (Anderson, MacPhee, & Govan, 2000).

Teaching multiculturalism in the classroom, while keeping social cognitive theory in mind allows educators to work with the personal and behavioral factors. Employing the multicultural ideology in the classroom can teach students to move past only acknowledging and considering racial difference but to

celebrate those differences (Richeson & Nussbaum, 2003). It can help to challenge the colorblind mentality that society perpetuates by changing how they think and ultimately behave. In order to teach multiculturalism, educators can use social cognitive theory as the foundation for learning. Educators should provide students with proper models of the knowledge, skills, and behaviors associated with cultural diversity education. Additionally, the material should be personally relevant and interesting to engage the learners. Learning as a social process can help integrate cultural diversity education into the curriculum and help students increase their self-efficacy, which can potentially lead to positive behaviors when working with diverse people.

Although this research provides a sound argument for agricultural educators to integrate cultural diversity education into their undergraduate courses and the need to teach multiculturalism, there is plenty more research that could be conducted. This topic can benefit from a qualitative study in which the participants are asked about their perceived levels of colorblindness to investigate their intercultural interactions. Future research should be conducted to gauge the effects of cultural diversity education on students' perceptions of working with documented and undocumented immigrants. This study can also be replicated with high school students as not all students that enter the agricultural workforce attend university. Furthermore, [this state] is not the only state with a large immigrant population. In 2010, over half of all foreign-born people lived in just four states: California, New York, Texas, and Florida (United States Census Bureau, 2012). This study could be conducted in many other states, especially in states where there is a large immigrant population and where there is a strong agricultural sector.

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