

AN EVALUATION OF CULTURAL DIVERSITY PROBLEMS IN MULTICULTURAL EDUCATION SYSTEM THAT BECOMES GRADUALLY ACTIVE EDUCATIONAL MODEL WITH THE GLOBALIZATION

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ABSTRACT

The borders between the countries are disappeared with the ever-evolving technology and transportation convenience by airplanes thus the world became a global village metaphorically. In this global village people in different nations stick to each other very deeply in every aspect of life such as transportation, education, business, entertainment and industry. This situation has very positive effects on everybody however it includes some problems in itself. Different acts in every culture might be perceived differently. As an example; speaking aloud in Kenya is perceived as an offensive action yet in France it can be seen as a normal way of expressing yourself. Another example; in American culture it is important to be a good-homoured man/woman in a meeting whereas in Russian culture it could be perceived as frivolity. It is inevitable that if the students who are grown in his/her own country get education in another country would face this type of problems. In this point the teachers should have responsibility in order to solve the problems that their students face with. In this article author tries to evaluate the problems which the students might confront with in order to get education in a different culture or country and tries to make suggestions about how to solve this kind of problems.

Key Words : Education, Culture, Globalization, Cultural Diversity, Multicultural

1. INTRODUCTION

Transnational flows of people, financial resources, goods, information and culture have recently been increasing in a drastic way and have profoundly transformed the world (G.Ritzer, 2001). This phenomenon has been labeled globalization. Globalization is a multidimensional phenomenon that encompasses not only economic components but also cultural, ideological, political and similar other facets (A.Prasad, 2006).

The 'time and space' boundaries of traditional societies are disappearing and a new world is emerging that is no longer by regional or national borders. We are interacting among multiregional and multicultural societies in real time. Advancements in modern information and communication technologies are accelerating these social transformations and making modern societies highly interconnected, intercultural and heterogeneous. In the backdrop of this fast changing multicultural and heterogeneity of societies, it is of greater urgency to revisit the national educational curriculum and question the adequacy of preparing and developing future citizens and leaders who can recognize complexities, respect differences and adapt and lead in our world (Yoo, 2010).

Globalization and education are directly connected with each other. Education is one of the core element in social structure. It is not possible to isolate education with the social life while conversion and development are seen in every part of life. A change started at education itself is constantly explicit to the effect of changes occurring in other parts as it affects other parts of social structure. The concept of multicultural education has been more active as a result of that the world has become a global town.

2. MULTICULTURAL EDUCATION

The multicultural education approach, which became more relevant in the United States of America in the 1960s, has become an indispensable need today in most of the countries in which minority populations have been rapidly growing. James Banks, Christine Sleeter, Carl Grant and other multicultural education proponents suggest that an education system in a country should provide an equal opportunity to a high quality education to every citizen of the country without any discrimination (H.Aydın, 2014).

The multicultural is the notice of race, ethnicity, sexual orientation, age, being disabled, social class, education, religious orientation and other cultural extents. In the context of this, education is a process, an idea and education reform. It tries to provide equal education chances for all students coming from different races, ethnicity and social groups and due to this it makes an effort to constitute again and change the environment of all school (James A.Banks, 2001). According to other definition, multicultural education is an important and critical discussion session done as to support multiplicity and equality at school. That kind of education aims to develop the dialogue between different groups. As a consequence of this, multicultural education is seen as cooperation process between groups, reformation work at schools. In this process, it is made effort that schools work for all people (A.P.Bohn, 2000).

Multicultural can be seen as respecting to other cultures, giving chance for being mobilized of education and mankind to development of them, making cooperation between world-nations (Aydın, 2006). Moreover, multicultural education includes people having different sex, superior-high intelligence and superior ability at the same time (R.D.Herring., 1995). When the definitions about multicultural education are evaluated in holistic meaning, it has been seen that the factors of respecting civil rights, welcoming cultural differences, chance equality at education, regulating education environments as representative of cultural diversities, analyzing different viewpoints and ideas are common grounds (Cırık, 2008).

Thanks to multicultural education, the students will realize cultural and ethnic differences both at their own society and other societies in the world and will learn to respect them. They have gotten a step on behalf of adaptation to global world and their personality developments by learning the values and manners of students from different ethnicity and cultural groups realized at the same time. Moreover, thanks to the multicultural education will able to live in conformity with multicultural environments by getting ride of prejudices about the student's different race, culture and ethnic structure.

3. CULTURAL DIVERSITY

In the Turkish Language Society Dictionary, Culture is defined as separating a society or community from others in terms of perception, remark and way of living and all of products occurred in the field of both material and nonmaterial. Culture constitutes the identity of a society and makes different it from other societies. Culture is the way of remark and living of a society. Raymon Williams(1977) has claimed that the definition of word culture is one of the most powerful concept and therefore he has indicated that the word is started to be used for important concepts in the different view systems and intellectual disciplines. According to Williams(1977), the differences seen for usage of the culture concept in historic process has reflected itself with the three different usage in this day. These are:

- a. To Express the development of ideational, religious and esthetics of person, communities or societies,
- b. To protect artistic and ideational activities and their products (theatre, cinema films etc.),
- c. To constitute a life style, activities, beliefs and customs for person, communities and societies.

According to the definition of culture at the final declaration of world culture policies conference by UNESCO, " Culture in the widest sense is not only a matter of fact as only literature and science and whole occurring from combination of material and nonmaterial, notional and sensational as clear features defining a society or a social group and also is a matter that including life styles, people's fundamental rights, standart judgments, customs and beliefs." (UNESCO, 1982).

Culture includes two elements; generally material and nonmaterial cultural values. The elements of material culture includes the elements such as palace, mosque, church and clothes etc. On the other hand, nonmaterial culture elements can be defined as beliefs, customs, rules and the way of idea etc. There is a constant interaction is among the culture's material and nonmaterial elements. A change seen in one of them affects the other. Culture can be affected by geographic conditions where the society live. Cultures of societies living in mountain regions and living in fertile lowlands or coasts present disparity from eachother. For instance, while races living around Meditterrian are known with fervidness at relationships, people living in Scandinavia are cold at relationships.

Ozgur (2007) arranged the elements playing pioneering role at differences among cultures as economic life, religion, language, value systems and education. It is a natural situation that the different countries have different economic power. For example, while living at a big house with garage and garden for people in America is normalcy, only rich people in developing countries live in these houses. People's home who live in developing countries are little, modest and generally have not got a garden and garage. Language articulates the feelings and views of a community and takes into a nation coming together in terms of the same feeling and view by recovering them from being stack. Language is the most important factor that will convey all values of a nation to next generations. The other factor religion is the sharpest factor of cultural differences. Wars done for centuries was based on religion and many conflict have been due to the differences of denominational. All the religions have different customs, place of worships and festivals. For xample, the worship immolation is religious duty for muslims and done on sacrifice holiday every year while Christians celebrate the birth of Jesus on christmas day every year.

Values are the most important factor separating people and societies from each other. Basic values can be perceived in different way in different countries and an action accepted in a country can be defined as undesired action by being commented differently in other country. For instance, in Japan, when a manager learns that a personel is sick, she/he buys a bunch of flowers and visit his/her personel. This is an implementation that Japan employee approves and likes it but the same behaviour can be differently perceived and can be interpreted. They can think that this is done by means of controlling (Özgür, 2007). Person's value judgments, behaviours, rules, the way for evaluating events are generally affected by cultural features where she/he lives. In this sense, it is normal that people have different belief, value and behaviour patterns (S.Yeşil, 2009). Education is playing a pioneering role for cultural differences indudes and affects all factors mentioned above. Language and religion of a nation are passed to next generation by means of education and countries having higher level of education prosper economically. At the same time, education in every country is formed by the cultural structure of students living in this country.

Geert Hofstede's model, six dimensions of cultural differences; PowerDistance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Long/Short Term Orientation, and Indulgence/Restraint are explained below.

Power Distance

Power distance is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above (C.Neill, 2012).

Table 1. Differences Between Small- and Large- Power Distance Societies*

<i>Small Power Distance</i>	<i>Large Power Distance</i>
➤ <i>Use of power should be legitimate and is subject to criteria of good and evil</i>	➤ <i>Power is a basic fact of society antedating good or evil: its legitimacy is irrelevant</i>
➤ <i>Older people are neither respected nor feared</i>	➤ <i>Older people are both respected and feared</i>
➤ <i>Student-centered education</i>	➤ <i>Teacher-centered education</i>
➤ <i>Subordinates expect to be consulted</i>	➤ <i>Subordinates expect to be told what to do</i>
➤ <i>Corruption rare; scandals end political careers</i>	➤ <i>Corruption frequent; scandals are covered up</i>
➤ <i>Parents treat children as equals</i>	➤ <i>Parents teach children obedience</i>

Uncertainty Avoidance

Uncertainty avoidance deals with a society's tolerance for uncertainty and ambiguity. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, different from usual. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute truth: "there can only be one truth and we have it". The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to

have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side (C.Neill, 2012).

Table 2. Differences Between Weak- and Strong- Uncertainty Avoidance Societies*

<i>Weak Uncertainty Avoidance</i>	<i>Strong Uncertainty Avoidance</i>
➤ <i>Teachers may say 'I don't know'</i>	➤ <i>Teachers supposed to have all the answers</i>
➤ <i>Changing jobs no problem</i>	➤ <i>Staying in jobs even if disliked</i>
➤ <i>Dislike of rules - written or unwritten</i>	➤ <i>Emotional need for rules – even if not obeyed</i>
➤ <i>Comfortable with ambiguity and chaos</i>	➤ <i>Need for clarity and structure</i>

Individualism

Individualism on the one side versus its opposite, collectivism, is the degree to which individuals are integrated into groups. On the individualist side we find societies in which the ties between individuals are loose: everyone is expected to look after her/himself and her/his immediate family. On the collectivist side, we find societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty (C.Neill, 2012).

Table 3. Differences Between Collectivist and Individualist Societies*

<i>Individualism</i>	<i>Collectivism</i>
➤ <i>Everyone is supposed to take care of him- or herself and his or her immediate family only</i>	➤ <i>People are born into extended families or clans which protect them in exchange for loyalty</i>
➤ <i>"I" – consciousness</i>	➤ <i>"We" –consciousness</i>
➤ <i>Speaking one's mind is healthy</i>	➤ <i>Harmony should always be maintained</i>
➤ <i>Others classified as individuals</i>	➤ <i>Others classified as in-group or out-group</i>
➤ <i>Personal opinion expected: one person one vote</i>	➤ <i>Opinions and votes predetermined by in-group</i>
➤ <i>Purpose of education is learning how to learn</i>	➤ <i>Purpose of education is learning how to do</i>

Masculinity – Femininity

Masculinity versus its opposite, femininity, refers to the distribution of emotional roles between the genders which is another fundamental issue for any society to which a range of solutions are found. The assertive pole has been called masculine and the modest, caring pole feminine. The women in feminine countries have the same modest, caring values as the men; in the masculine countries they

are more assertive and more competitive, but not as much as the men, so that these countries show a gap between men's values and women's values (C.Neill, 2012).

Table 4. Differences Between Feminine and Masculine Societies*

Femininity	Masculinity
<ul style="list-style-type: none"> ➤ Balance between family and work ➤ Sympathy for the weak ➤ Both fathers and mothers deal with facts and feelings ➤ Both boys and girls may cry but neither should fight ➤ Mothers decide on number of children ➤ Many women in elected political positions ➤ Religion focuses on fellow human beings 	<ul style="list-style-type: none"> ➤ Work prevails over family ➤ Admiration for the strong ➤ Fathers deal with facts, mothers with feelings ➤ Girls cry, boys don't; boys should fight back, girls shouldn't fight ➤ Fathers decide on family size ➤ Few women in elected political positions ➤ Religion focuses on God or gods

Short-Long Term Orientation

Long- term oriented societies foster pragmatic virtues oriented towards future rewards, in particular saving, persistence, and adapting to changing circumstances. Short-term oriented societies foster virtues related to the past and present such as national pride, respect for tradition, preservation of "face", and fulfilling social obligations (C.Neill, 2012).

Table 5. Differences Between Short- and Long-Term-Oriented Societies*

Short-Term Orientation	Long-Term Orientation
<ul style="list-style-type: none"> ➤ <i>Most important events in life occurred in the past or take place now</i> ➤ <i>Personal steadiness and stability: a good person is always the same</i> ➤ <i>There are universal guidelines about what is good and evil</i> ➤ <i>Traditions are sacrosanct</i> ➤ <i>Family life guided by imperatives</i> 	<ul style="list-style-type: none"> ➤ <i>Most important events in life will occur in the future</i> ➤ <i>A good person adapts to the circumstances</i> ➤ <i>What is good and evil depends upon the circumstances</i> ➤ <i>Traditions are adaptable to changed circumstances</i> ➤ <i>Family life guided by shared tasks</i>

Indulgence-Restraint

Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms.

Table 6. Differences between Indulgent and Restrained Societies *

Indulgent	Restrained
<ul style="list-style-type: none"> ➤ <i>Higher percentage of people declaring themselves very happy</i> ➤ <i>A perception of personal life control</i> ➤ <i>Freedom of speech seen as important</i> 	<ul style="list-style-type: none"> ➤ <i>Fewer very happy people</i> ➤ <i>A perception of helplessness: what happens to me is not my own doing</i> ➤ <i>Freedom of speech is not a primary concern</i>
<ul style="list-style-type: none"> ➤ <i>Higher importance of leisure</i> 	<ul style="list-style-type: none"> ➤ <i>Lower importance of leisure</i>
<ul style="list-style-type: none"> ➤ <i>More likely to remember positive emotions</i> 	<ul style="list-style-type: none"> ➤ <i>Less likely to remember positive emotions</i>
<ul style="list-style-type: none"> ➤ <i>More people actively involved in sports</i> 	<ul style="list-style-type: none"> ➤ <i>Fewer people actively involved in sports</i>

Hall (1976) separated cultures as High Context and Low Context in terms of understanding cultural diversity in communication. In HC cultures, communication style is influenced by the closeness of human relationships, well-structured social hierarchy, and strong behavioural norms (D.Kim, Y. Pan, H.S.Park, 1998). In a high context (HC) culture, internal meaning is usually embedded deep in the information, so not everything is explicitly stated in writing or when spoken. In an HC culture, the listener is expected to be able to read "between the lines", to understand the unsaid, thanks to his or her background knowledge. Hall (1976) emphasised that "a high-context communication or message is one in which most of the information is either in the physical context or internalised in the person, while very little is in the coded, explicit, or transmitted part of the message". In an HC culture, people tend to speak one after another in a linear way, so the speaker is seldom interrupted. In an HC culture, communication involves more of the information in the physical context or internalised in the person; greater confidence is placed in the nonverbal aspects of communication than the verbal aspects (E.Hall, 1976). In a low context (LC) culture, meanings are explicitly stated through language. People communicating usually expect explanations when something remains unclear. As Hall (1976) explains, most information is expected to be in the transmitted message in order to make up for what is missing in the context.

Another classification that we find relevant to our study is Lewis's division of cultural categories of communication. Lewis divides countries into linear- active, reactive and multi-active cultures (R.D.Lewis, 2005). According to Lewis, linear-active cultures are calm, factual and decisive planners. They are task-oriented, highly organised and prefer doing one thing at a time. They stick to facts and figures that they have obtained from reliable sources. They prefer straight forward, direct discussion, and they talk and listen in equal proportions. Reactives are courteous, outwardly amiable, accommodating, compromising and good listeners. Their cultures are called 'listening cultures'. Reactives prefer to listen first, in order to establish both their own and the other's position. They often seem slow to react after a presentation or speech, and when they speak up, it is without clear signs of confrontation. Multi-actives are warm, emotional, loquacious and impulsive. They like to do many things at a time. They often talk in a roundabout, animated way. It is typical of them to speak and listen at the same time, leading to repeated interruptions. They are uncomfortable with silence and seldom experience it between other multi-actives (S.Nishimura, 2008)

4. PROBLEMS THAT CAUSE FROM CULTURAL DIVERSITY ON MULTICULTURAL EDUCATIONS

It has been shown at the researches that cultural differences have effect on education. For example, at the result of research which Lee and Carrasquillo(2006) search features of Korean students' language and learning in America, it has been suggested that cultural and linguistic factors affect the academic success of student and students prefers learning strategies based on memorization to meaningful learning. In common with this, Woodrow and Sham (2001) searched Chinese students' learning preferences. At the result of research, traditional Chinese Behaviour Patterns have an effect even on Chinese people borning in England; it has been suggested that the students prefer authority and they emphasise that memorizing is more important than understanding, they prefer to study alone to study with group, they do not like asking question and being questioned. It has been indicated that traditional culture in family is effective in terms of getting these behaviours. In contrary to this result, it has been discovered that European students configure information by solving problem, researching and inquiring.

The communication problems based on language and accent problems are at the beginning of the problems seen on multicultural education. If students are not precisely dominate on language given for education, they have problem at understanding the course subjects and catch the desired success in long time. The problem about language will cause problems in the point of failure of lessons and beside this socializing with friends and in social life. If implemented multicultural educations include students from many different cultures, the language of this education should be language spoken most common in the world. In this days, this language is English. If it is taken into account that English is spoken with different accents in different countries, it seems that the most important problem need to be overcome is language and accent problems. Mutabazi and Derr (2000) has indicated that cultural differences cause occurring of communication problems among teams and this ruins the wholeness of group. These differences has been passed over many times and this cause the decrease of effectiveness and has been indicated that cultural differences is required to be integrated in management, deciding and action plans instead of developing cultural management methods to be successful by means of global. If it is assessed that the communication problems can be seen among people having the same education and speaking the same language, it will be understood how hard that is effective communication with friends and understanding lessons without properly dominate on the country's language which she/he live in.

If communication problem is required to be evaluated in the perspective of Hall's high context and low context approach; a teacher who has grown up in a low context culture is used to define everything clearly and expect the same attitude from his/her students. On the other hand, it is possible that teachers can have problem while understanding the student's problems who come from these societies and what they want to tell because they prefer generally indirectly expression. The communication done in terms of physically such as hand, arm, mimic and gesture is effective for cultures with high context and sometimes non-verbal communication is preferred instead of verbal communication. If teachers are unfamiliar with this culture, they may not deduce from non-verbal communication. In this situation, the students not sharing their problems with their teachers may have problem to adapt to education environment. On contrary to this, the teacher growing up in a society with high context culture may have trouble that the students growing up in a society with low consistency reflects directly himself or herself and the relation between teacher and students can be negatively affected.

The other problem seen on the multicultural education is also power distance problem as one of the dimension of Hofstede's Cultural Difference mentioned early. The students from countries like

Russia, China and Malaysia where the power distance is high are not as relax as the students from countries like Switzerland, America against their teachers and there is always a risk that the students do not ask questions like other friends immediately when the questions come into their mind first. Because the teacher has authority in the education environment and whatever teacher says is always correct for students from societies where the power distance is high and saying anything against authority is wrong, teacher never make mistake or an idea not to critized is dominate and this is a great obstacle for discussion of ideas in lessons. On the contrary to this, the students from societies where the power distance is low and rebelling against authority when necessary and having a relax relationship between manager and them can easily express their ideas in the discussion environment and contribute as education coming the desired level.

Any other root of communication problem is student's way of expressing themselves. It is a vital asset for students in the classroom for defending themselves properly themselves in the discussion environment and also important for attending actively in lessons. Individualism as one of the dimension of cultural differences of Hofstede is effective for students in terms of expressing themselves. Self-reliance of students from countries where individualism is in the foreground is generally high and they can reflect themselves easily in lessons. The students growing up in the socialist cultures have generally phobia while speaking in front of community and they may not express their ideas during the lesson. One another problem that may be seen in multicultural educations for students from communities where the discrimination between man and woman is very sharp is the communication problems with the opposite sex. Due to this reason group work environment performing as man-woman together will not be effective.

5.CONCLUSION

Multicultural education system has become an education system that has become widespread with globalization and day by day it's important has become prominent. Although it has got many advantage such as learning different cultures of multicultural education, getting rid of prejudgments against other cultures and conforming behaviours to world societies, It include some problems with the coming of different cultures together. In order to solve this problems we should be aware of that teachers are the most important factor of this education system. Teachers who form the class environment having regard to student's differences can get the success in this education system. Otherwise, students will lose their attention for lessons and their motivation will decrease. Trainings should be organised for teachers who will have duty on multicultural education. These trainings shuld provide that teacher will understand student's cultural differences and improve themselves on this education model. Multicultural education system will not be effective unless cultural differences accepted as wealthiness. On the other hand if the school environment is formed perfect in terms of cultural diversty, the students who graduates from this model of education system will be the leaders of the international companies in the future because they will get accustomed to working in groups with different cultures in harmony.

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