

# Investigation of cultural beliefs of physical education teacher candidates with faculty of education

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## Abstract

The purpose of this study is to adapt the Turkish version of Teacher's Cultural Beliefs Scale (OCDS) that is developed by Hachfeld et al (2011) that determines the cultural beliefs of teacher candidates, to determine physical education teachers' cultural beliefs and to compare physical education teacher candidates and other teacher candidates in terms of cultural beliefs and in addition, to examine cultural beliefs in terms of gender and grade variables in education. The research group consists of 330 teacher candidates in total that are educated at the faculty of physical education and training. As a data collection tool, OCDC and personal information form were used. In the analysis of research data, t-test and one way analysis of variance technique were used in order to determine the difference between descriptive statistics and dependent and independent variables. While there is not encountered significant difference ( $p>.05$ ) between arithmetic averages that are in attitude levels for cultural beliefs in terms of grade variables ( $p>.05$ ), there is a significant differences in belief subscale and total scale for egalitarianism according to gender ( $p<.05$ ). Besides, there are significant differences determined in attitudes towards cultural beliefs of teacher candidates of physical education and training faculties in terms of department variables ( $p<.05$ ). Consequently, it was seen that the beliefs about multiculturalism and egalitarianism of physical education teacher candidates and other teacher candidates have been positive and as well as this, it was determined that other teacher candidates were at a higher level according to physical education teacher candidates.

**Keywords:** Cultural beliefs, multicultural education, egalitarianism, physical education, teacher candidate.

## INTRODUCTION

While all sum of material and spiritual formation added by human beings to the nature are defined as culture, all products formed and produced, all moral rules are considered as an element of the culture (3). These elements generally occur as beliefs, education, customs, family, lineage and kinship, art, information, settlement types, production and consumption relations, forms of management, eating habits, health, personality system and language varieties (16). In this respect, cultural elements can be seen as the identifier code of human beings.

Human beings from the past until today, willingly or unwillingly, began to encounter with each other, to be familiar and to live together, so they begin to share the cultural elements they had also. It was seen that this share provided mutual interaction of cultural elements and constituted the case of multiculturalism (10). Eventhough, multiculturalism is defined as coexistence of different cultures in the same country (4) and described as a depression as the product of globalization by some researchers (27,28), some

researchers deemed this situation as normal for human beings (23). Migration that is indicated as one of the major causes of multiculturalism, is not only the situation that occurs today, but also a situation that has occurred from different reasons for centuries (27). It is thought that ongoing migration's quantity and speed is still significantly increasing. The purpose of the states in multicultural countries is expressed as to host all cultures, races, beliefs in society together, to avoid conflicts and disputes and to create an integrity of society with equal rights (31).

The education contained in cultural elements, as one of the cross-cultural sharing, have influenced cultures and also have been influenced by cultures. Countries consider specific variables that are of human specific in many types to create the education systems and culture was the only variable that was the most prominent in different types. In other words, the education was seen as a sort of social memory or cultural transfer (5). Education that established an important bridge with culture, also formed a bond with multiculturalism naturally, so multicultural education theory occurred (14,30).

Parker that is one of the leading names of this theory, emphasized that difference and integrity should be maintained together and one of the ways of this is the multicultural education (21).

Multicultural education express the ideas and approaches that advocate the multiculturalism policies should be included in education and these are based on variety of democratic and epistemic basics (32). It was determined that the purpose of multicultural education is to provide equal educational opportunities for the students that come from different races, ethnic backgrounds and social groups and to improve dialogue between different groups of students (7). Multicultural education approaches culturally diverse students' educational opportunities to equalize to help, focusing on cultural differences and seeking to understand the cultural diversity, protection, aiming at students in different cultures, doing business for and helping and multiple systems adequacy improve classified as been identified (15).

In order to reach the goal of multicultural education, it was thought that the implementation process is the element to the fore and teachers come to the fore as a practitioner of this process. In particular, multicultural education, understanding a new being discussed in society, teachers undertake important tasks the person in the position where stated and prospective teachers the training they received as a result of the students' cultural differences, respecting their democratic learning environment of the formation of great importance is indicated (30). In this way, it was emphasized that teacher candidates should have very good training in terms of multicultural education, should gain field experience and should develop strategies for multicultural education field (2).

There are so many researches for teachers, faculty members and teacher candidates for multicultural education of teacher training (9, 11, 12, 17, 18, 20, 22, 29, 30, 32). Among these studies, Neuharth-Pritchett et al (20) made researches for the levels related to multicultural education of teacher candidates and as a result, this study determined that they are insufficient and this is so important for this field. Zeichner (33) who stated an opinion that supported this result, stated that multicultural education was recognized in many of teacher education programs, but monocultural education was more adopted in practice.

It was indicated that physical education courses and physical education teachers that have an

important place in teaching process have great importance associated with the concept of multicultural education (25). Communication and interaction between different cultures are provided in physical education courses as in other courses and a physical education teacher who has personal assumptions and stereotypical ideas, inexperienced in a multicultural environment may experience difficulties in training process and course (6). When the literature has been analysed, there have been some researches on multicultural education in physical education (6,13,25).

Among these researches, the attitude scale study for cultural diversity and pluralism developed by Stanley (25) with 215 physical education teachers, came to the fore. Another reason that increased the importance of the study is to indicate that it was the first study made in the field of physical education in terms of multicultural education (25).

In another study, Choi and Chepyator-Thomson (6) prepared an evaluation study that was based on literature for multiculturalism in physical education training and in this way, the importance of the process of raising physical education teachers and what were the roles undertaken were seen.

It was specified that today, in a multicultural classroom environment, there is a need for a physical education teacher profile that can exhibit positive attitudes, understand the interests and needs of each student that varies, can give an education that is egalitarian, pluralistic and higher quality (6,25). In this regard, it is important to specify the beliefs of physical education teachers about multicultural education and to compare them with teachers in other branches. Hence, it was aimed in this study that to make the Turkish version of Teacher Cultural Beliefs Scale that was developed by Hachfeld et al (17) to determine the cultural beliefs of teacher candidates, to determine the cultural beliefs of teacher candidates and compare physical education teacher candidates with other teacher candidates in terms of cultural beliefs and to examine cultural beliefs in terms of gender and grade variables.

## MATERIAL & METHODS

### Study Group

Study group was created by 330 teacher candidates ( $M_{age}=21.157\pm 1.933$ ) who studied at Aksaray University in 2012-2013 academic year in Physical Education and Sports Teacher, Primary School Teacher, Social Studies, Science, Mathematics

and Guidance and Psychological Counseling departments. Descriptive statistics are given in Table 1 belonging to the research group.

## Data Collection Tools

**Personal Information Form:** In this form, genders, grades and departments of education of the students who participated in the survey are included.

Table 1. Frequency and percentage rates belonging to the teachers in the research group.

Variables		f	%
Gender	Male	145	56.1
	Female	185	43.9
Grade	Grade 1	108	32.7
	Grade 2	74	22.4
	Grade 3	87	26.4
	Grade 4 and over	61	18.5
	Physical Education	91	27.6
	Primary School Teacher	48	14.5
Departments of Teacher Education	Social Studies	48	14.5
	Science Studies	49	14.8
	Mathematics	53	16.1
	Guidance and Psychological Counseling	41	12.4
Total		330	

**Teacher Cultural Beliefs Scale:** In order to specify the cultural beliefs of teachers and teacher candidates, "The Teacher Cultural Beliefs Scale" was used that was developed by Hachfeld, Hahn, Schroeder, Anders, Stanat and Kunter (17). The original scale consisted of 2 sub-dimension and 10 articles in total that were as " Beliefs toward multiculturalism" and " Beliefs toward egalitarianism". The scale (1) is 6-point Likert type scale that was graded as strongly disagree and strongly agree (6).

The Turkish adaptation of the scale was made by researchers and the validity and reliability was provided. The first original English form of the scale was provided via electronic mail from the first author and the permission to adapt the form was provided via electronic mail. The original scale was translated from Turkish to English by researchers and examined by three experts that had English language proficiency in the field of education and the final shape was made to Turkish form. Factor analysis was conducted in order to determine the construct validity of the scale. For this purpose, 190 students were deemed to be a sufficient number for factor analysis (19). In cross-cultural adaptation scale studies, it is advisable to start with direct confirmatory factor analysis (CFA) for the factor model of the tool in target culture. For this purpose, CFA was implemented to test two factor structure

that was predetermined of the scale. Chi-Square included in CFA should have DOF ratio under 3. The ratio calculated by CFA ( $\chi^2/df$ ) is 2,50 and this value showed that the proposed factor model adapted to the data (Sümer, 2000; Şimşek, 2007). GFI value 0,95; CFI value 0,99; NFI value 0,98; NNFI value 0,98 and SRMR value is 0,034 and as a result of confirmatory factor analysis, scale's two factor structure showed a good consistency and RMSEA value 0,068 and AGFI value is 0,92, so this showed an acceptable consistency. Results of scale-forming agent dispersion in the dimensions of the original scale distribution in CFA results are found to be the same. The internal consistency of the scale-forming substances Cronbach Alpha Coefficient was calculated as .91 for the total scale. The first sub-dimension "Beliefs Toward Multiculturalism" second subscale was .87 and the internal consistency coefficient "Beliefs toward egalitarianism" is defined as the internal consistency coefficient of .83. Accordingly, all internal consistency coefficients met the level of 70 (8). These findings showed that all dimensions created the scale have internal consistency.

**Data Analysis:** The data obtained in this study to conform to the normal distribution; Lilliefors Kolmogorov-Smirnov test, the histogram chart and the normal distribution curve, Skewness and Kurtosis identified and data analyzes were carried

forward in this direction. In the analysis of research data; Descriptive statistics (number, percentage, mean and standard deviation) of the difference between the dependent and independent variables in order to determine; the arithmetic mean of the differences between independent groups t-test, one-way analysis of variance techniques were utilized. 18.00 SPSS software package was used for all analyzes.

## RESULTS

### The comparison of cultural beliefs of the teacher candidates according to gender variable

When Table 2 is examined, multicultural beliefs toward the bottom in terms of size female teacher candidates' average scores of the male teachers of the candidates is high, but in independent groups arithmetic difference between the of the t-test results significant difference in the group was not observed ( $p > .05$ ). Teacher candidates according to gender egalitarianism beliefs subscale mean scores for the examination; the arithmetic mean of the differences between independent groups t-test results have showed that a significant difference ( $p < .05$ ).

Accordingly, it was seen that the mean scores of female teacher candidates were higher than male teacher candidates. When the scale of cultural beliefs of teacher candidates in total points is compared in terms of gender variable, the arithmetic mean of the differences between independent groups t-test results having a significant difference ( $p < .05$ ) and the mean scores of female teachers than male teachers were found higher.

### The comparison of cultural beliefs of teacher candidates according to the grade variables

When Table 3 was analysed, there was no significant difference according to the results of the one-way analysis of variance for prospective teachers in terms of variable cultural beliefs subscale scores and total scores ( $p > .05$ ).

### The comparison of cultural beliefs of teacher candidates according to the education department variable

One-way analysis of variance results for the comparison of cultural beliefs of teacher candidates according to the education department variable are given in Table 4. Accordingly, there are significant differences statistically in subscale of beliefs for multiculturalism ( $p < .05$ ). Accordingly, it was seen that the scores of physical education teacher candidates were lower than primary school teacher candidates and social studies teacher candidates.

The department of education of prospective teachers beliefs about egalitarianism in terms of variable sub-dimensions is analyzed statistically and significant differences were observed ( $p < .05$ ). Accordingly, it was seen that the scores of physical education teacher candidates were lower than social studies teacher candidates and elementary mathematics teacher candidates. As a result of one-way variance analysis for the comparison of arithmetic means of total scores of cultural beliefs scale in terms of department variables of teacher candidates, there were significant differences in terms of statistics ( $p < .05$ ). Accordingly, it was seen that the scores of physical education teacher candidates were lower than primary school teacher candidates, social studies teacher candidates and elementary mathematics teacher candidates.

Table 2. T-test results for the comparison of cultural beliefs of the teacher candidates according to gender variable.

Variables		N	M	SD	df	t	p
Multicultural beliefs	Female	185	25.00	3.610	328	1.825	.069
	Male	145	24.14	4.951			
Egalitarian Beliefs	Female	185	16.87	2.503	328	2.728	.007*
	Male	145	15.99	3.336			
Total of Cultural Beliefs	Female	185	41.87	5.728	328	2.302	.022*
	Male	145	40.13	7.976			

\* $p < .05$

Table 3. One-way analysis of variance results for the comparison of cultural beliefs of teacher candidates according to the grade variables.

Variables	Grade	N	M	SD	df	F	p
Multicultural beliefs	1	108	24.95	4.439	329	0.992	.397
	2	74	24.18	4.163			
	3	87	24.24	4.153			
	4	61	25.13	4.236			
Egalitarian Beliefs	1	108	16.78	2.976	329	1.637	.181
	2	74	16.06	2.868			
	3	87	16.17	2.918			
	4	61	16.90	2.873			
Total of Cultural Beliefs	1	108	41.74	7.121	329	1.360	.255
	2	74	40.25	6.754			
	3	87	40.41	6.665			
	4	61	42.03	6.678			

\*p&lt; .05

Table 4. One-way analysis of variance results for the comparison of cultural beliefs of teacher candidates according to the education department variable.

Variables	Department	N	M	SD	df	F	p	Tukey HSD
Multicultural beliefs	A	91	23.16	4.937	329	3.651	.003*	A<B
	B	48	25.52	4.262				
	C	48	25.89	3.708				A<C
	D	49	24.77	3.483				
	E	53	25.01	3.371				
	F	41	24.65	4.475				
Egalitarian Beliefs	A	91	15.52	3.327	329	3.787	.002*	A<C
	B	48	16.79	2.736				
	C	48	17.31	3.081				
	D	49	16.36	2.306				
	E	53	17.28	1.955				A<E
	F	41	16.39	3.216				
Total of Cultural Beliefs	A	91	38.69	7.978	329	3.954	.002*	A<B
	B	48	42.31	6.617				
	C	48	43.20	6.290				A<C
	D	49	41.14	5.545				
	E	53	42.30	5.017				A<E
	F	41	41.04	7.286				

\*p&lt; .05, A: Physical Education Teacher, B: Primary School Teacher, C: Social Studies Teacher, D: Science Teacher, E: Elementary Mathematics Teacher, F: Psychological Counseling and Guidance Teacher

## DISCUSSION

Beliefs about multiculturalism in terms of the dimensions of the average of female teachers is higher than male teachers, but the difference between the arithmetic average of independent samples t-test results showed that there is not a significant difference. Teacher candidates according to gender egalitarianism beliefs subscale mean scores for the examination; the arithmetic average of the difference between independent samples t-test results were found to have a significant difference.

Accordingly, the mean scores of female teachers were found to be higher than male teachers. Teacher candidates' cultural beliefs scores in the total gender variables are compared in terms of the independent group arithmetic difference between the of the t-test results, a significant difference is owned and female teacher candidates' average scores of the male teachers to be higher than was observed (Table 2). Some of these results of the studies (11,12,32) has shown parallelism. In particular, Demir (12) 's lower attitude dimensions for egalitarianism showed similar results with this study. In sub-dimensions of

multiculturalism, Yazıcı et al. (32) did not showed a difference in terms of gender. Except for these, Çekin (9) reached the conclusion that multicultural education attitudes do not change according to gender variable. In the belief in egalitarianism be more positive attitudes of female teachers, the ladies that have "political opinion" are to be more tolerant and egalitarian and this may be the reason to be more precise about these issues (11). Teachers and egalitarianism in women compared to men as well as the belief that high rates of belief in multiculturalism, cultural beliefs scale well across a high proportion of women was seen as the reason.

Prospective teachers in terms of variable cultural beliefs subscale scores and total scores according to the one-way analysis of variance results in a significant difference was not observed (Table 3). As a result of Aksoy's research (1), the differences between universities and grades were identified. On the basis of grades, grade 4 students were found to be more tolerant in cultural diversity. In this study, the statistical difference between the arithmetic average, despite the absence of grade 4 and above students' beliefs about multiculturalism, egalitarianism, respect for the beliefs are said to exhibit more positive attitudes.

Experiencing and experiences of students and teachers that are 4th grade and above are thought to be ultimately effective in these results. According to the department of education of teacher candidates cultural beliefs variable for comparison of results by one-way analysis of variance; beliefs about multiculturalism have statistically showed significant differences in the dimensions that are determined. Accordingly; the scores of physical education teachers from elementary teachers and social studies teachers were found to be lower. The department of education of prospective teachers beliefs about egalitarianism in terms of variable sub-dimensions is analyzed statistically and significant differences were observed. Accordingly; the scores of physical education teachers and elementary mathematics teachers of social studies teachers were found to be lower. Besides, the department of education of teacher candidates in terms of variable cultural beliefs scale for comparison of the arithmetic mean of total scores as a result of a one-way analysis of variance; statistically significant differences were seen. Accordingly; the scores of physical education teachers from elementary teachers, teachers of social studies and elementary mathematics teachers were found to be lower. Physical education teachers and other teachers

found no studies directly examining the groups (Table 4). But in the study made by Yazıcı et al (32), there were differences in terms of department variable.

This situation of physical education teacher education programs and other teacher training programs may be due to differences. In addition, they have physical education teacher candidates with socio-economic level of teacher candidates in other sections of differences in socio-economic level and it is considered to be the main factor in this result. As a result, physical education teachers and other teachers of multiculturalism and egalitarianism for the belief in a positive way that was seen, as well as other teacher candidates' cultural beliefs in terms of the physical education teachers according to the higher level was determined. Physical education teachers in the implementation of the new curriculum of the students according to the constructivist approach to learn for individual differences are expected to be supported. Therefore, awareness and training of teachers informed about diversity and multiculturalism can be said as a need.

All of this information, in light of the physical education teacher education policies in multicultural education, the concept is a literally settlement and in this regard, teacher candidates, cultivating and training process as well as physical education and sports were thought to be more efficient.

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