Karaelmas Eğitim Bilimleri Dergisi
Karaelmas Journal of Educational Sciences

https://dergipark.org.tr/tr/pub/kebd

Sosyal Bilgiler ve Sınıf Öğretmenlerinin Çok Kültürlü Eğitim Tutumları ile Kültürel Zekâları Arasındaki İlişki

Ali DEMİRBAY[1]

ÖZET

Bu çalışma, ilkokul ve ortaokullarda sosyal bilgiler dersine giren sosyal bilgiler ve sınıf öğretmenlerinin kültürel zekâları ile çokkültürlü eğitim tutumları arasındaki ilişkiyi araştırmayı amaçlamıştır. Çalışma, 2020-2021 akademik yılında Batı Karadeniz bölgesindeki bir ilçede çalışan 110 sosyal bilgiler ve sınıf öğretmeniyle gerçekleştirilmiştir. Katılımcıların kültürel zekâları, kültürel zekâ ölçeği ile ölçülürken çokkültürlü eğitime karşı tutumları çokkültürlü eğitim tutum ölçeği ile ölçülmüştür. Veriler, çoklu korelasyon (Pearson Korelasyon Katsayısı) ve ayrıca aritmetik ortalama, standart sapma ve yüzdelikler gibi tanımlayıcı istatistiklerle analiz edilmiştir. Bulgular, sosyal bilgiler öğretmenlerinin ve sınıf öğretmenlerinin kültürel zekâ düzeylerinin ve çokkültürlü eğitim tutum ortalama değerlerinin görece yüksek olduğunu göstermektedir. Çalışma sonucunda öğretmenlerin kültürel zekâları ile çokkültürlü eğitim tutumları arasında pozitif, orta düzeyde ve istatistiksel olarak anlamlı ilişki olduğu saptanmıştır. Cinsiyet, branş ve mesleki deneyim değişkenlerinin etkili değişkenler olmadığı tespit edilmiştir. Ayrıca kültürel zekânın alt boyutları motivasyon ve davranış ile çokkültürlü eğitim tutumları arasında anlamlı ilişki saptanmıştır.

Anahtar Kelimeler: Sosyal Bilgiler Öğretmenleri, Sınıf Öğretmenleri, Kültürel Zekâ, Çokkültürlü Eğitim

GENİŞLETİLMİŞ ÖZET

Amaç ve Önem

Bu araştırmanın amacı, sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitim tutumları ile empati düzeyleri arasındaki ilişkinin incelenmesi ayrıca ve çok kültürlü eğitim tutumları ve kültürel zekâ düzeyinin çeşitli değişkenler bakımından incelenmesidir. Bu amaçla araştırmanın problem cümlesi: Sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitim tutumları ile kültürel zekâ düzeyleri arasında bir ilişki vardır? Şeklindedir.   Araştırmanın problem cümlesine göre aşağıdaki sorunlara yanıt aranmıştır.

- *Sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitim tutumları ne düzeydedir?*

- *Sosyal bilgiler ve sınıf öğretmenlerinin kültürel zekâları ne düzeydedir?*

- *Sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitim tutumları ile kültürel zekâ düzeyleri arasındaki ilişki ne düzeydedir?*

[1] Bahçelievler İlkokulu Müdürü, Milli Eğitim Bakanlığı, alidem67fb@gmail.com 0000-0002-5652-1855

Yöntem

"Sosyal Bilgiler ve Sınıf Öğretmenlerinin Çok Kültürlü Eğitim Tutumları ile Kültürel Zekâları Arasındaki İlişki"nin incelendiği bu araştırma mevcut durumun araştırmacı tarafından kontrol ve manipüle edilmeden araştırma konusu ile ilgili önceliklerin çıkarılmasını amaçlayan tarama (survey) araştırmasıdır (Cohen, Manion & Morrision, 2000, s.205; Karasar, 2002, s.77). Araştırmada zaman ve işgücü kaybını önlemek için uygun örnekleme (convenience sampling) yöntemi esas alınmıştır (Balcı, 2010, s. 96; Büyüköztürk vd, 2014, s. 92). Araştırmada sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitim tutumları ile kültürel zekâları arasındaki ilişkinin belirlenmesi için ilişkisel (korelasyonel) desen kullanılmıştır. Korelasyon araştırmaları en az iki değişkenin birlikte nasıl değişim gösterdiğinden hareketle, önemli insan davranışlarını açıklama veya muhtemel sonuçlarını tahmin etmeyi amaçlamaktadır (Cohen, Manion & Morrison, 2000, s.191; Fraenkel & Wallen, 2009, s. 328-329). Araştırma Batı Karadeniz Bölgesinde yer alan bir ilçede gerçekleştirilmiştir. Araştırmanın örneklemini bu ilçede görev yapan sosyal bilgiler ve sınıf öğretmenleri oluşturmaktadır. Araştırmada 110 öğretmene ulaşılmıştır. Analizler bu 110 veri üzerinden gerçekleştirilmiştir. Araştırmada verilerin analizinde SPSS 20 istatistik paket programı kullanılmıştır. Araştırma verileri normal dağılım gösterdiği için parametrik istatistikler kullanılmıştır. Araştırmada örnekleme ilişkin tanılayıcı (betimsel) özelliklerin analizi için frekans (f) ve yüzde (%) kullanılmıştır. Araştırmada çok kültürlü tutum ve kültürel zekâ arasındaki ilişkinin incelenmesinde Pearson Momentler Çarpımı Korelasyonu Katsayısı kullanılmıştır.

Sonuçlar ve Tartışma

Araştırmadan elde edilen sonuçlara göre sosyal bilgiler ve sınıf öğretmenlerinin çok kültürlü eğitime ilişkin tutumlarının yüksek olduğu belirlenmiştir. Sosyal bilgiler ve sınıf öğretmenlerinin çokkültürlü eğitime karşı olumlu tutuma sahip oldukları ifade edilebilir. Bu araştırmanın bulgularına benzer olarak Özdemir ve Dil (2013) Çankırı ilinde yapmış oldukları çalışmalarında lisede çalışan öğretmenlerin çokkültürlü eğitim tutumlarının yüksek olduğu sonucuna ulaşmışlardır. Bu bulgu aynı zamanda Kaya ve Söylemez'in (2014) bulgularıyla örtüşmektedir. Kaya ve Söylemez (2014) yaptıkları araştırmalarında çokkültürlü eğitime ilişkin olarak öğretmenlerin çokkültürlü eğitime karşı olumlu görüşleri olduğunu belirlemişlerdir.

Sosyal bilgiler ve sınıf öğretmenlerinin kültürel zekâ düzeylerine ilişkin sonuçlarda ise: sosyal bilgiler ve sınıf öğretmenlerinin kültürel zekâlarına ilişkin biliş alt boyutunun orta düzeyde, diğer alt boyutların – üstbiliş, motivasyon, davranış- da görece yüksek olduğu sonucuna ulaşılmıştır. Bu çalışmanın bulgularına paralel olarak Petrović (2011) Sırbistan'ın dört farklı şehrinden 107 ilköğretim öğretmeniyle kültürel zekâ üzerine çalışma gerçekleştirmiş ve öğretmenlerin kültürel zekâların yüksek olduğu sonucuna ulaşmıştır. Benzer şekilde Koçak ve Özdemir (2015) Hacettepe Üniversitesinde eğitim gören 485 öğretmen adayıyla gerçekleştirdikleri çalışmada öğretmen adaylarının kültürel zekâ düzeylerinin yüksek olduğunu belirlemişlerdir.

Araştırmanın verilerinin analizi sonucunda kültürel zekânın biliş ve üstbiliş alt boyutu ile çok kültürlü eğitim tutumları arasında anlamlı bir ilişki bulunmaz iken, motivasyon ve davranış alt boyutları ile çok kültürlü eğitim tutumları arasında ilişki bulunmuştur. Gezer ve Şahin (2017) çokkültürlü eğitim tutumun kültürel zekânın davranış, motivasyon ve üst biliş alt boyutlarıyla olumlu ilişkisi olduğu sonucuna ulaşmışlardır. Benzer şekilde Ekici (2017) öğretmen adaylarının kültürel zekânın üstbiliş, motivasyon ve davranış alt boyutları ile ilişkili olduğu bulgusuna ulaşmıştır. Bu çalışmanın bulgularına benzer şekilde Koçak ve Özdemir (2015) kültürel zekânın alt boyutu bilişin çok kültürlü eğitime yönelik tutumun anlamlı bir yordayıcısı olmadığı sonucuna varmıştır. Ayrıca İnan (2017) gerçekleştirdiği çalışmasında kültürel zekânın alt boyutları içerisinde davranış ve motivasyon boyutlarına ait ilişkinin diğerlerinden daha yüksek çıktığı sonucuna ulaşmıştır. İnan'ın (2017) belirlediği bu sonuç çalışmadan elde edilen sonuçlarla örtüşmektedir. Bu durum motivasyon ve davranış boyutlarının, tutumu oluşturan duyuşsal ve davranışsal öge ile ilişkili olmasından kaynaklanabilir. Bu bulgu aynı zamanda Koçak'ın (2020) bulgularıyla örtüşmektedir. Koçak (2020) sosyal bilgiler öğretmen adaylarıyla yaptığı çalışmasında kültürel zekâ ve çokkültürlü eğitim tutumları arasında istatistiksel olarak anlamlı bir farklılık olduğu sonucuna ulaşmıştır.

Sonuç olarak bu çalışma, çokkültürlülük ve kültürel zekâ ilişkisi bağlamında az sayıda yapılmış olan çalışmalara katkı olarak sosyal bilgiler ve sınıf öğretmenlerinin kültürel zekâları ile çokkültürlü eğim tutumları arasında ilişkinin varlığını ortaya koymaktadır. Bu bulgu ışığında günümüz dünyasının ve okullarının çokkültürlü yapısı dikkate alındığında öğretmenlerin kültürel zekâlarını geliştirecek çalışma ve uygulamalara yer verilebilir. Bu çalışmalara örnek olarak: Engle & Crowne (2014) kısa süreli uluslararası deneyim edinmenin kültürel zekâ ve alt boyutlarında artış sağladığını ifade etmişlerdir. Ayrıca Bahadır (2016) Türkiye'nin kültürel çeşitliliğe sahip olduğunu belirterek kendisine

özgü yapısını dikkate alarak yakın geçmişte gerçekleşen göçü ve göçün uzun vadeli etkileri hesaba katılarak çokkültürlü eğitim programı tasarlanabileceğini belirtmiştir. Bu bağlamda da sosyal bilgiler öğretmenlerine çokkültürlü eğitim tasarımı ve yeterliliklerinin kazandırılabileceğini belirtmiştir

The Relationship between Social Studies and Primary School Teacher's Attitudes towards Multicultural Education and their Cultural Intelligence

Ali DEMİRBAY[1]

ABSTRACT

This study aims to investigate the relationship between cultural intelligence of primary school teachers and social studies teachers who teach social studies at primary and secondary schools and their attitudes toward multicultural education. The study was conducted with110 teachers who teach in a district in Western Black Sea region during 2020-2021 academic year. While cultural intelligence scale was utilized to measure cultural intelligence level of these teachers, attitude scale towards multicultural education was used to explore their attitudes towards multicultural education. Data were analyzed by multiple correlation (Pearson Correlation Coefficient) in addition to descriptive statistics such as arithmetic mean, standard deviation and percentiles. Findings indicate that the mean scores of attitude toward multicultural education and cultural intelligence are relatively high. It has been found that there is a statistically significant, positive and moderate relationship between cultural intelligence and attitude toward multicultural education. In addition, this study displays that two dimensions of cultural intelligence (motivation and behavior) are significant predictors of the attitude toward multicultural education. Therefore, the study suggests that cultural intelligence plays a significant role on the attitude toward multi-cultural education. Pedagogical implications are discussed.

Keywords: Social Studies Teachers, Primary School Teachers, Cultural Intelligence, Multicultural Education

Ethical Commitee Date Number : Zonguldak Bülent Ecevit University Ethical Committee , 30 Mart 2022, No:151405

1. Introduction

Nişancı (2012) points to the difficulty of defining culture clearly and draws attention to the fact that culture can be defined in various ways and this definition might vary according to the context it is used in. While Banks (2013) and Duverger (2004) define culture as emotions, thoughts, beliefs, and values relating to a particular group, Bennett and Bennett (2004) delineate culture as a concept encompassing various elements ranging from the way of living to beliefs. Tezcan (1997), who analyses culture sociologically, defines culture as the whole way of living.

Multiculturality appeared as a term in Sweden in 1957 although it is claimed to have emerged in the United States of America (Sleeter & Grant, 1987). In our globalizing World, it is commonplace to see people from different cultures live together given the fact that the boundaries between the countries are pervious. The new cultural structure stemming from this cohabitation is defined as multiculturality. In this sense, almost all of countries can be said to have a multicultural structure (Kymlicka, 1995). Gupta and Fergeson (2008) highlight the multiplicity of cultures. Besides, Gül and Kolb (2009) define multiculturality as protecting one's own cultural properties and being competent at the interaction between other cultures. APA (2002) stresses that multiculturality is a state of awareness and thus entails being aware of other cultures. When this respect for diversity is adopted, multiculturality is to come to the foreground (Kaplan, 1987).

1.1. Multiculturality and Education

Çüçen (1999) indicates that education and society are intertwined. In this respect, Morris and Pai (1976) underscore that education has a sociocultural dimension in which it is required to respond to societal expectations and needs.

[1] Bahçelievler Primary School Principal, National Ministry of Education, alidem67fb@gmail.com 0000-0002-5652-1855

Therefore, Banks (2013) stresses that it is a narrow-minded perspective when multicultural education is regarded as providing minority groups with rights and conceptualizes multicultural education as providing equal chances. According to Banks (2013), multicultural education is democratic citizenship education and its target is to demolish unequal and unjust practices. Gay (1994) states that this goal can be reached not just through curricular adjustments but the transformation of educational institutions.

1.2. Multiculturality and Intelligence

Cultural intelligence is related to the term, multiculturality (Earley & Ang, 2003). Strenberg (2000) defines intelligence as an individual cognitive asset which regulates the environment of an individual. Intelligence is abbreviated as IQ standing for "Intelligence Quotient" measuring mathematical and verbal skills. This definition assumes that intelligence is inborn and static during a lifetime.

This definition is not welcomed by scholars. Particularly, Gardner (1983) underscores that intelligence is multiple. With the introduction of novel theories, cultural intelligence has begun to emerge (Aksoy, 2013). This term accentuates the link between culture and intelligence. Ang and Early (2003) define cultural intelligence as the capability of an individual to adapt to a new culture.

Multicultural education was first developed to eradicate social discrimination against minority groups in the United States of America (Banks, 2015) and expanded to include such issues as gender, race, physical disabilities, social status (Sullivan & Thorius, 2010). There have also been studies in China (Zhang & Tan, 2015) to address such issues as cultural diversity and equal rights for education.

In Turkey, there are some studies focusing on the relationships between attitudes of teacher candidates towards multicultural education and their cultural intelligence, which demonstrates that subdimensions of cultural intelligence – i.e. cognition, metacognition, motivation, and behaviour are in interaction to varying degrees (Gezer & Şahin, 2017). In addition, Kimzan and Arıkan (2018) investigated the kindergarten and primary school teachers' attitudes towards multicultural education and found that their attitudes vary according to their educational background, their mothers' education, their experience in intercultural activities, and the discrimination they have experienced.

1.3. Purpose and Sub-Problems

Our world has been going through rapid change and transformation due to digitalization. Both technological and sociological changes bring people together more than ever. This case brings some opportunities and challenges with itself. Education is not an exception. The multicultural education approach which appeared initially in the United States of America (Banks & Banks, 1993) was later applied in other countries where there were immigrants such as Canada and it yielded positive results. Multicultural education was first perceived as the adaptation process of minority groups and transformed into an understanding of equity and inclusivity eradicating all the discriminatory factors as regards language, race, and physical aspects. Some scholars (e.g. Banks, 2009) argue that multicultural education is a part of quality education. However, other scholars regard multicultural education as an outcome of a crisis and luxury. Multicultural education has not had a curriculum which is presented to all of the students. The idea that multicultural education is for language education, fine arts, and minority groups is dominant. However, multicultural education can be applied to science, maths, and social studies in such a way to include all of the subjects (Irvine & Armento, 2001).

In addition, some communication tools have enabled not only interregional but also international communication, which requires people to learn about other cultures and adapt. This emerging change foregrounds cultural intelligence (Earley & Ang, 2003). Different than character and emotional intelligence, cultural intelligence has such sub dimensions as cognition, metacognition, motivation, and behaviour. (Ang & Van Dyne, 2008).

Taking into account that schools are among the core components of societies and they have the potential to reshape society, it is inevitable that schools cannot stay indifferent to these modern changes in society occurring due to immigration and technological developments. This study, thus, targets to examine the relationship between multiculturality-oriented educational attitudes and cultural intelligence of primary school teachers and social studies teachers teaching at primary and secondary schools with the following research questions:

- What is the level of attitudes of social studies and primary school teachers towards multicultural education?

- What is the cultural intelligence level of social studies and primary school teachers?

- What is the level of relationship between the attitudes of social studies and primary school teachers towards multicultural education and their cultural intelligence?

2. Method

2.1. Ethics Committee Permission

It was approved by the Ethics Committee of …. University that the study was ethically appropriate, with protocol number 151405 dated March 30, 2022.

2.2. Research Design

This study is a survey research (Cohen, Manion, & Morrision, 2000) which aims to investigate the relationship between the attitudes of social s studies and primary school teachers towards multilingualism and their cultural intelligence. To determine this relationship, I utilized the correlational research model, which is utilized to investigate how two variables co-change (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2009).

2.3. Participants

This research was conducted in a district situated in Western Black Sea region in Turkey in 2021-2011 academic year. The participants were the social studies and primary school teachers working in this region. Convenience sampling was applied to select the participants. 110 teachers volunteered to participate in the research. Data were collected via a google form. Demographic information about the participants is presented in Table 1.

Table1
Demographic Information about the participants

Variables	Subgroups	f	%
Gender	Female	51	46.4
	Male	59	53.6
Department	Primary school teachers	58	52.7
	Social studies teachers	52	47.3
Experience	1-10 years	21	19.1
	11-15 years	24	21.8
	16-20 years	38	34.5
	21 years and more	27	24.5
Total		110	100

2.4. Instruments

The data of this research were collected with the "Teachers' Multicultural Attitude Scale" and the "Cultural Intelligence Scale". And personal information form was used. Information on these scales is given below.

2.4.1. Multicultural Education Attitude Scale for Teachers

This scale was developed by Joseph G. Ponterotto and his friends (1991) and Yazıcı, Başol, and Toprak (2009) measured its validity and reliability in the Turkish context. The scale was developed to measure teachers' attitudes towards multicultural education. The scale, which consists of 20 items, is in the 5-point Likert type. In the correspondence with the researchers who made the Turkish adaptation of the scale, it was suggested that the 18-item form instead of the 20-item form would give more reliable results (by

removing the 3rd and 16th items) and to use the 18-item form. In this study, these items and the 7th and 9th items with low item-total correlation were also excluded from the analysis, since the item-total correlation values for the discrimination indexes of the items stated by the researchers were negative or low. The Cronbach/alpha internal consistency coefficient of the scale is 0.78.

2.4.2. Cultural Intelligence Scale

This Likert scale was developed by İlhan and Çetin (2014). The scale, which consists of 20 items and 4 sub-dimensions (metacognition, cognition, motivation, behaviour), is in the 5-point Likert type. The Cronbach Alpha reliability coefficient of the scale is 0.85.

2.4.3. Personal Information Form

This form developed by the researcher aimed to gather information about the participants' gender, branch, and experience.

2.5. Data Analysis

The collected quantitative data were analysed by Statistical Package for the Social Sciences (SPSS) 20.0 program. Frequency (f) and percentage (%) was used to analyse the descriptive information about the participants. Arithmetic means, standard deviation, and minimum-maximum scores were used to determine the participants' multicultural education attitudes and cultural intelligence. To determine whether parametric tests were appropriate, all variables were tested for their normality of distribution by using skewness-kurtosis coefficients and the Kolmogorov-Smirnov test (n>30). Table 2 illustrates the findings.

Table2
Normality of Distribution Analysis

Variables	Skewness Coefficient	Kurtosis Coefficient	Kolmogrow-Smirnov Test*
Multicultural Education Attitude	0.226	-0.354	0.087
Cultural Intelligence	-0.031	0.815	0.006

It is possible to see that scores are normally distributed in both of the graphs. As parametric tests yield more robust scores when compared to nonparametric tests, I decided to use parametric statistics in this research. Therefore, Pearson product-moment correlation coefficient was employed to investigate the relationship between attitudes towards multicultural education and cultural intelligence. The signifance level was 0.05 to analyse the data.
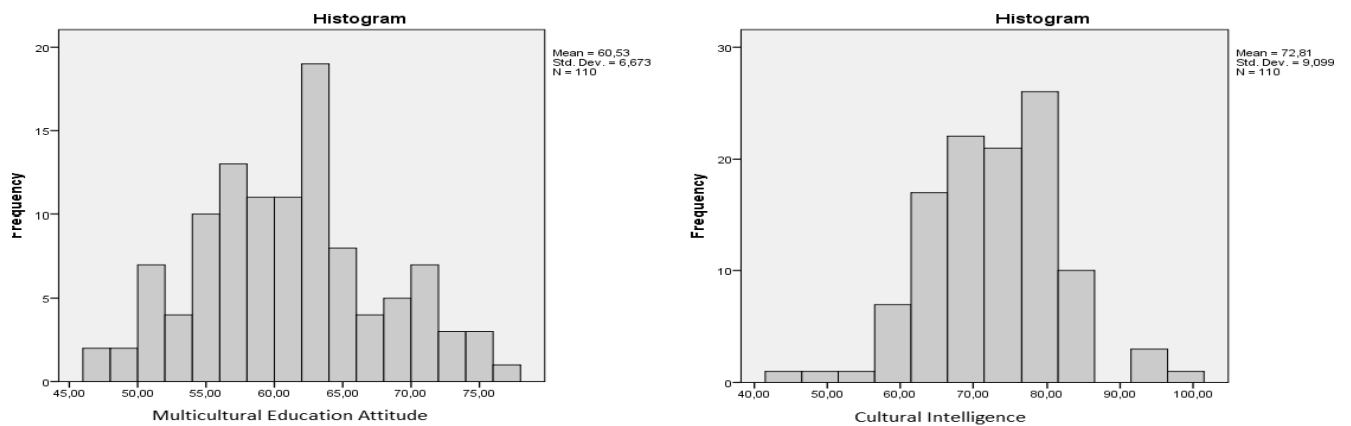

Diagram1. Histogram graph of Multicultural Education Attitude and Cultural Intelligence Scores

It is possible to see that scores are normally distributed in both of the graphs. As parametric tests yield more robust scores when compared to nonparametric tests, I decided to use parametric statistics in this

research. Therefore, Pearson product-moment correlation coefficient was employed to investigate the relationship between attitudes towards multicultural education and cultural intelligence. The signifance level was 0.05 to analyze the data.

3. Findings

Table 3 presents the findings about the first research question of the study is "what is the level of attitudes of social studies and primary school teachers towards multicultural education?"

Table3
Level of attitudes of social studies and primary school teachers towards multicultural education

	Min.	Max.	$\overline{X}$	SS	Value
1. I think it is important to teach culturally different students.	2	5	3.89	0.74	Agree
2. Teaching methods should be adapted to meet needs of various groups of students	2	5	4.10	0.69	Agree
3. Teachers have the responsibility for being aware of their students' cultural background.	2	5	3.88	0.73	Agree
4. I often meet students' family members to know students better culturally.	1	5	3.80	0.82	Agree
6. Encouraging one to be proud of their accomplishments within their culture is not among teachers' responsibilities.	1	5	2.99	1.01	Undecided
8. I believe the role of the teacher should be redefined to address the needs of students having a culturally different background.	1	5	3.61	0.88	Agree
10. Teaching gets more valuable as the class gets more diverse culturally.	1	5	3.73	1.00	Agree
11. I can learn a lot from students who have a culturally different background.	2	5	4.18	0.62	Agree
12. It is not necessary for teachers to get multicultural education training.	1	5	3.50	1.17	Agree
13. To be an effective teacher, being aware of the diversity in the class is a prerequisite.	2	5	4.27	0.58	Strongly Agree
14. Training to raise awareness of multiculturality may help me work more effectively with groups of students who have culturally different backgrounds.	1	5	3.91	0.75	Agree
15. Students should learn to communicate only in Turkish.	1	5	3.40	1.11	Agree
17. I am aware of cultural diversity in my class.	2	5	3.90	0.56	Agree
18. Regardless of the structure of my class, it is important that my students be aware of multiculturality.	2	5	4.10	0.60	Agree
19. Being aware of multiculturality has nothing to do with the topics I cover in class.	1	5	3.20	1.12	Undecided
20. Making students aware of multiculturality causes conflicts in the class.	1	5	4.00	0.96	Agree
Total	47	77	60.52	6.67	Agree

As table 3 indicates, the mean of attitudes of social studies and primary school teachers towards multicultural education is $\overline{X}$ =60.52; SS=6.67. This value corresponds to the range: I Agree. This value also demonstrates that the attitudes of social studies and primary school teachers are relatively high. The mean of items having the lowest mean scores (Item 6: $\overline{X}$ =3.20; SS=1.12, - Item 11: $\overline{X}$ =4.18; SS=0.62, Item 13: $\overline{X}$ =4.18; SS=0.62, Item 19: $\overline{X}$ =4.27; SS=0.58) is $\overline{X}$ =2.99; SS=1.01.

Table 4 presents the findings about the second research question of the study is "what is the cultural intelligence level of social studies and primary school teachers?"

Table4
Cultural Intelligence Level of Social Studies and Primary School Teachers

		Min.	Max.	$\overline{X}$	SS	Value
METACOGNITION	**1.** I am aware of the cultural knowledge I have while communicating with people having a culturally different background.	1	5	4.22	0.68	Strongly Agree
	2. I adapt my cultural knowledge while communicating with people having a culturally different background.	1	5	4.16	0.65	Agree
	3. I am aware of my cultural information while being involved in intercultural communications.	1	5	4.18	0.59	Agree
	4. I check the correctness of my cultural information while communicating with people having a culturally different background.	1	5	4.14	0.72	Agree
	1. Sub dimension Total	4	20	16.71	2.23	Agree
COGNITION	**5.** I am aware of other cultures' legal and economic systems.	1	5	3.39	0.82	Undecided
	6. I am aware of the structures of other languages (e.g. vocabulary, grammar).	1	5	2.67	0.87	Undecided
	7. I am aware of other cultures' religions and cultural values.	2	5	3.44	0.77	Agree
	8. I am aware of the structure of marriage in other cultures.	2	5	3.20	0.82	Agree
	9. I am aware of other cultures' arts and crafts.	1	5	3.32	0.81	Undecided
	10. I am aware of nonverbal communication in other cultures (e.g., gestures and mimics).	1	5	3.10	0.93	Undecided
	2. Sub dimension Total	11	30	19.14	3.75	Undecided
MOTIVATION	**11.** I enjoy communicating with people from different cultures.	3	5	4.25	0.61	Strongly Agree
	12. I believe I can easily communicate with people from different cultures.	2	5	3.91	0.73	Agree
	13. I believe I can deal with the stress I can encounter while adapting to a new culture. adaptation stress.	2	5	3.88	0.72	Agree
	14. I enjoy living in a foreign culture.	1	5	3.23	1.03	Undecided
	15. I believe I can adapt to shopping habits in a foreign culture.	1	5	3.59	0.85	Agree
	3. Sub dimension Total	10	25	18.88	3.04	Agree
BEHAVIOR	**16.** I adapt the way I speak (e.g. intonation, accent) according to the intercultural communication requirements.	2	5	3.63	0.79	Agree
	17. I stay silent or inactive based on the conditions to adapt to interculturally different situations.	1	5	3.61	0.84	Agree
	18. I can change my speech pace according to the intercultural communication requirements.	1	5	3.50	0.80	Agree
	19. I can change my non-verbal behaviours according to intercultural communication requirements.	1	5	3.62	0.86	Agree
	20. I can change my facial expressions according to intercultural communication requirements.	2	5	3.68	0.77	Agree
	4. Sub dimension Total	10	25	18.06	2.99	Agree
	TOTAL	44	100	72.80	9.09	Agree

Table 4 illustrates that mean of sub dimension – metacognition - of social studies and primary school teachers is =16.71; SS=2.23, which equals to the range, I agree. The mean of the items in this sub dimension range from 4.14 to4.22. The mean of second sub dimension – cognition – is =19.14; SS=3.75, which corresponds to the range, Undecided. The mean of the items in this sub dimension range from 2.67 to 3.44. This is the lowest mean score in the scale. The mean of sub dimension – motivation - of social studies and primary school teachers are = 18.88; SS=3.04, which equals to the range, I agree. Mean scores of the items

in this sub dimension range from 3.23 to 4.25. In addition, the mean of sub dimension – behaviour - of social studies and primary school teachers are =18.06;SS=2.99, which equals to the range, I agree. Mean scores of the items in this sub dimension range from 3.50 to 3.68. Mean of the cultural intelligence scale is =72.80; SS=9.09, which equals the range, I agree. Thus, the sub dimension – cognition – of social studies and primary school teachers is at the mid-level, while the other sub dimensions are at relatively higher levels.

Third research question of the research "what is the level of relationship between the attitudes of social studies and primary school teachers towards multicultural education and their cultural intelligence". Table 5 presents the findings.

Table5
The relationship between the attitudes of social studies and primary school teachers towards multicultural education and their cultural intelligence

	$\overline{X}$	SS	(1)	(2)	(3)	(4)	(5)	(6)
Metacognition (1)	16.71	2.23	**1.00**					
Cognition (2)	19.14	3.75	0.47**	**1.00**				
Motivation (3)	18.88	3.04	0.23*	0.50**	**1.00**			
Behaviour (4)	18.06	2.99	0.17	0.44**	0.60**	**1.00**		
Cultural Intelligence (5)	72.80	9.09	0.57**	0.84**	0.80**	0.75**	**1.00**	
Attitudes towards multicultural intelligence (6)	12.87	2.03	0.13	0.15	0.32**	0.39**	0.33**	**1.00**

Considering the findings in Table 5 which presents the findings about core point of the study, i.e. the relationship between attitudes towards multicultural education of social studies and primary school teachers and their cultural intelligence, we can conclude that the relationship between attitudes of these teachers toward multicultural education and the sub dimensions of their cultural intelligence – metacognition and cognition – is r= 0.13 and r= 0.15 respectively, which shows that it is positive yet low, thus statistically not significant. However, the relationship between the attitudes of these teachers toward multicultural education and the sub dimensions of their cultural intelligence – motivation and behaviour – is r=0.32; p<0.01 and r=0.39; p<0.01 respectively, which shows that it is positive and statistically significant. Therefore, it is possible to state that there will be a significant positive increase in these teachers' attitudes towards multicultural education as an increase occurs in the sub dimensions of their cultural intelligence, i.e. motivation and behaviour.

4. Results and Recommendations

Addressing the first research question "what is the level of attitudes of social studies and primary school teachers towards multicultural education?", we can state that the attitudes of social studies and primary school teachers towards multicultural education are highly positive. These findings resonate with the study by Özdemir and Dil (2013) who conducted research on high school teachers working at Çankırı. These findings are also in line with Kaya and Söylemez's (2014) study, who found that teachers have positive attitudes towards multicultural education.

As regards the second research question "what is the cultural intelligence level of social studies and primary school teachers?", we can see that the sub dimension of cultural intelligence – cognition – is at the mid-level and therefore relatively lower when compared to the other sub dimensions, i.e. metacognition, motivation, and behaviour. In parallel with the findings of this study, Petrović (2011) found out that cultural intelligence of primary school teachers was high in his research in which 107 primary school teachers participated in Serbia. Similarly, Koçak and Özdemir (2015), who carried out research with 485 students teachers at Hacettepe University, found out that students teachers' cultural intelligence was high. These findings also suggest that social studies teachers and primary school teachers are inclined to know other cultures, show respect to them, and develop positive attitudes towards them.

As for the third research question "what is the level of relationship between the attitudes of social studies and primary school teachers towards multicultural education and their cultural intelligence", the findings indicate that there is not a statistically significant relationship between these teachers' attitudes towards multicultural education and their cultural intelligence sub dimensions – i.e. metacognition and cognition. There is a statistically significant relationship between these teachers' attitudes towards multicultural education and their cultural intelligence sub dimensions, i.e. motivation and behaviour.

Gezer and Şahin (2017) found out that there was a positive relationship between the attitudes toward multicultural education and the sub dimensions of cultural intelligence – behaviour, motivation, and metacognition. In a similar fashion, Ekici (2017) highlighted that there was a relationship between prospective teachers' attitudes towards multicultural education and their cultural intelligence sub dimensions – metacognition, motivation, and behaviour. In parallel with the findings of this study, Koçak and Özdemir (2015) concluded that the cultural intelligence sub dimension – cognition – did not have a predictive role in teachers' attitudes towards multicultural education. In addition, İnan (2017) highlighted that the relationship between the attitudes towards multicultural education and the cultural intelligence sub dimensions – behaviour and motivation – was higher than the other sub dimensions, i.e. metacognition and cognition. Therefore, this finding overlaps with the result of İnan's (2017) study. This outcome could stem form the affective and behavioural characteristics of motivation and behaviour, which shape attitudes. The findings of Koçak's (2020) study, which indicates that there is a statistically significant relationship between cultural intelligence and attitudes towards multicultural education, also endorse this finding.

In conclusion, this study demonstrates that there is a statistically significant relationship of attitudes of social studies and primary school teachers towards multicultural education and their cultural intelligence. Given these findings and the multicultural structure of today' classes, I suggest conducting training and practices which might develop teachers' cultural intelligence further research can be conducted by following qualitative research design with teachers teaching different subjects in different contexts. In addition, researchers might investigate the relationship of attitudes towards multicultural education with different variables.

References

Aksoy, M. (2013). Kavram olarak hayat boyu öğrenme ve hayat boyu öğrenmenin Avrupa Birliği serüveni. *Bilig, Türk Dünyası Sosyal Bilimler Dergisi*. (64), 23-48.

Ang, S., & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. In S. Ang & L. Van Dyne (Eds.), *Handbook of cultural intelligence: Theory, measurement and applications* (pp. 3-15). New York: M. E. Sharpe.

APA (2002). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. Retrieved from http://www.apa.org/pi/multiculturalguidelines/homepage.html

Bahadır, Ö. (2016). *Sosyal Bilgiler Öğretmenlerinin Çokkültürlülük ve Çokkültürlü Eğitim Algılarının Değerlendirilmesi: Kocaeli örneği*. Yayımlanmamış Yüksek Lisans Tezi. Sakarya: Sakarya Üniversitesi.

Balcı, A. (2010). *Sosyal Bilimlerde Araştırma Yöntem, Teknik ve İlkeler* (8.Baskı), Ankara: Pegem Akedemi.

Banks, J.A., & Banks, C.A.M. (1993). *Multicultural education: ıssues and perspectives* (2nd ed.). Boston: Allyn and Bacon.

Banks, J. A. (2009). Multicultural education: Dimensions and paradigms. J. A. Banks (Ed.)içinde, *The Routledge international companion to multicultural* education (s. 29–52). Boston: Routledge.

Banks, J. A. (2013). *Çokkültürlü Eğitime Giriş.* (H. Aydın, Çev.) İstanbul: Anı Yayıncılık.

Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Boston: Routledge.

Bennett, J. M., & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. Bennett & M. Bennett (Eds), *Handbook of Intercultural Training* (s. 147–165). Thousand Oaks, CA: Sage.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel Araştırma Yöntemleri*, (16. Baskı), Ankara: Pegem Akademi.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education.* (fifth edition) New York: Routledge Falmer.

Çüçen, A. K. (1999). *Mantık.* Bursa: Asa Kitabevi.

Duverger, M. (2004). *Siyaset sosyolojisi.* (Ş. Tekeli, Çev.). İstanbul: Varlık Yayınları.

Earley, P.C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures.* Palo Alto, CA: Stanford University Press.

Engle, R.L., & Crowne, K.A. (2014). The Impact of International Experience on Cultural Intelligence: an Application of Contact Theory in a structured short- term program. *Human Resource Development International*, 17, 30–46.

Ekici, F. Y. (2017). Okul öncesi öğretmen adaylarının kültürel zekâ düzeyleri ve çok kültürlü eğitime yönelik tutumları. *Kastamonu Eğitim Dergisi*, *25*(5), 1941-1956.

Fraenkel, J R., & Wallen, N. E. (2009). *How To Design and Evaluate Research in Education,* New York: Mc.Graw-Hill.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gay, G. (1994*). A synthesis of scholarship in multicultural education. Urban monograph series*. Washington, DC: NCREL.

Gezer, M., & Şahin, İ. F. (2017). Çokkültürlü Eğitime Yönelik Tutum Ve Kültürel Zekâ Arasindaki İlişkinin Yem Ile İncelenmesi. *Doğu Coğrafya Dergisi*, *22*(38), 173-188.

Gupta, A., & Ferguson, J. (2008). Beyond the "culture": space, identity and the politics of difference. *Antípoda 7*(2), 233–256

Gül, V., & Kolb, S. (2009). Almanya'da yaşayan genç Türk hastalarda kültürel uyum, iki kültürlülük ve psikiyatrik bozukluklar. *Türk Psikiyatri Dergisi, 20*(2), 138-143.

İlhan, M., & Çetin, B. (2014). Kültürel zekâ ölçeğinin Türkçe formunun geçerlik ve güvenirlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 29*(2), 94- 114.

İnan, K. (2017). Türkçe Öğretmeni Adaylarında Kültürel Zekânın Çeşitli Değişkenlere Göre İncelenmesi. *Hacettepe Üniversitesi Yabancı Dil Olarak Türkçe Araştırmaları Dergisi*, (3), 21-33.

Irvine, J. J., & Armento, B. J. (2001). *Culturally responsive teaching.* New York: McGraw-Hill.

Kaplan, M. (1987). *Türk milletinin kültürel değerleri*. Ankara: Kültür ve Turizm Bakanlığı Yayınları.

Kaya, Y. & Söylemez, M. (2014). Öğretmenlerin çokkültürlülük ve çokkültürlü eğitim hakkındaki görüşlerinin belirlenmesi: (Diyarbakır örneği). *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6*(11). 128-148.

Kimzan, İ. & Arıkan, A. (2018). Examination of early childhood teacher candidates' attitudes towards multicultural education. *Inonu University Journal of the Faculty of Education, 19*(3), 670-686.

Koçak, Y.Ö. (2020). *Sosyal Bilgiler Öğretmen Adaylarının Çok kültürlü Eğitim Tutumları ile Kültürel Zekâları Arasındaki İlişkinin İncelenmesi.* (Master's Thesis). Hacı Bektaş Veli Üniversitesi, Sosyal Bilimler Enstitüsü, Nevşehir

Koçak, S., & Özdemir, M. (2015). Öğretmen adaylarının çok kültürlü eğitime yönelik tutumlarında kültürel zekânın rolü. *İlköğretim Online*, *14*(4), 1352-1369.

Kymlicka, W. (1995). *Multicultural Citizenship*. New York: Oxford University Press.

Morris, van C. & Pai. Y. (1976). *Philosophy and the American Schools*. Boston. Houghton Mifflin.

Nişancı, Z. N. (2012). Toplumsal Kültür-Örgüt Kültürü İlişkisi Ve Yönetim Üzerine Yansımaları. *Batman Üniversitesi Yaşam Bilimleri Dergisi*, *1*(1), 1279-1293.

Özdemir, M., & Dil, K. (2013). Öğretmenlerin çok kültürlü eğitime yönelik tutumları: Çankırı ili örneği. *Ankara Üniversitesi Eğitim Fakültesi Dergisi, 46*(2), 215-232.

Petrović, D. S. (2011). How do teachers perceive their cultural intelligence. *Procedia Social and Behavioral Sciences*, *11*, 276-280.

Ponterotto, J. G., Sanchez, C. M., & Magids, D. (1991, August). *Initial development of the Multicultura1 Counseling Awareness Scale*. Paper presented at the annual meeting of the American Psychological Association, San Francisco

Sleeter, C., & Grant, C. (1987). An analysis of multicultural education in the United States. *Harvard educational review*, *57*(4), 421-445.

Sullivan, A. L., & Thorius, K. A. K. (2010). Considering intersections of diference among students identifed as disabled and expanding conceptualizations of multicultural education. *Race, Gender & Class, 17*, 93–109.

Tezcan, M. (1997). *Eğitim Sosyolojisi,* Bilim Yayınları: Ankara.

Yazıcı, S., Başol, G., & Toprak, G. (2009). Öğretmenlerin çokkültürlü eğitim tutumları: Bir güvenirlik ve geçerlik çalışması. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 37(37), 229-242.

Zhang, Q. Q., & Tan, L. (2015). Duoyuan wenhua jiaoyu jiqi dui woguo minzu jiaoyu de qishi [On multicultural education and its implications to ethnic education in China]. *Guizhou minzu yanjiu, 36*(5), 203–206.