

TEACHERS' PERCEPTIONS OF MULTICULTURAL EFFICACY

ÖĞRETMENLERİN ÇOKKÜLTÜRLÜ YETERLİK ALGILARI

Hülya Pehlivan¹

ABSTRACT: This study aims to analyse the perceptions of teachers who teach in high schools concerning multicultural efficacy in terms of several variables. Teachers were analysed according to a) gender, b) years of service, c) domain of teaching, d) in what order they chose teaching profession, e) reason for choosing the profession, f) whether or not they joined cultural events, g) whether or not they had any other teachers in their family, h) marital status and i) whether or not they thought of quitting teaching. The research was conducted in general high schools located in the centre districts of Ankara and 434 teachers were included in the study. The "perceptions of multicultural efficacy scale" developed by Başbay and Kağnıcı (2011) was used for data collection. The Alpha reliability of the scale was found as 0.92. The t test was used to compare paired groups whereas one-way variance analysis and the Scheffe test were used to compare more than two groups in data analysis. It was found as a result that teachers' perceptions of multicultural efficacy differed significantly according to a) gender, b) domain of teaching, c) in what order they chose teaching profession, d) whether or not they joined cultural events and e) marital status. On the other hand, no significant differences were found according to their years of service, reasons for teaching the profession or whether or not they thought of quitting teaching.

ÖZ: Bu çalışmanın amacı genel liselerde görev yapan öğretmenlerin çokkültürlü yeterlik algılarının çeşitli değişkenler açısından incelemektir. Araştırma kapsamında öğretmenler a) cinsiyet, b) hizmet yılı, c) öğretim alanı, d) tercih sırası, e) tercih nedeni, f) kültürel etkinliklere katılabilme, g) ailesinde öğretmen olup olmaması, h) medeni durumu ve i) mesleğinden ayrılmayı düşünüp düşünmeme bazında incelenmişlerdir. Araştırma Ankara ili merkez ilçelerde bulunan genel liseler üzerinde yürütülmüş ve 434 öğretmene ulaşılmıştır. Veri toplamak amacıyla Başbay ve Kağnıcı (2011) tarafından geliştirilmiş olan "Çokkültürlü Yeterlik Algıları Ölçeği" kullanılmıştır. Veri toplama amacıyla kullanılan ölçeğin alfa güvenirliği 0.92 olarak hesaplanmıştır. Verilerin analizinde ikili grupların karşılaştırılmasında t testi, ikiden fazla grubun karşılaştırılmasında ise tek yönlü varyans analizi ve Scheffe testi kullanılmıştır. Araştırmadan elde edilen sonuçlara göre, öğretmenlerin çokkültürlü yeterlik algıları a) cinsiyete, b) öğretim alanına, c) tercih sırasına, d) kültürel etkinliklere katılabilme durumuna ve e) medeni durumuna göre anlamlı bir farklılık göstermektedir. Hizmet yılı, tercih nedeni, ailede öğretmen olma durumu ve mesleğinden ayrılmayı düşünme bakımından ise gruplar arasında anlamlı farklılıklar elde edilememiştir.

Keywords: Teachers, multiculturalism, perceptions of multicultural efficacy

Anahtar sözcükler: Öğretmenler, çokkültürlülük, çokkültürlü yeterlilik algısı

Bu makaleye atf vermek için:

Pehlivan, H. (2023). Teachers' perceptions of multicultural efficacy, *Trakya Journal of Education*, 13(3),1838-1853.

Cite this article as:

Pehlivan, H. (2023). Öğretmenlerin çokkültürlü yeterlik algıları, *Trakya Eğitim Dergisi*, 13(3), 1838-1853.

¹Öğr. Gör. Dr., Hacettepe Üniversitesi, Eğitim Fakültesi, Ankara, hulypeh@hacettepe.edu.tr, Orcid: 0000-0001- 6772-8125

UZUN ÖZET

Giriş

İlk olarak 1793 yılında basılan bir Alman sözlüğünde yer alan kültür (Moles, 1983), üzerinde çok çalışılan ve farklı bakış açılarıyla ele alınan bir kavram olmuştur (Demir, (2012). Kültür bilimciler tarafından genel kabul gören tanıma göre kültür, insanlığın tarihsel birikiminin, güncel değerler, yaratımlar ve ürünlerinin, geleceğe yönelik tasarımlar ve eğilimlerinin toplamı veya anlatımıdır (Özhan, 2006; akt: Başbay ve Bektaş, 2009). İnsanlığın var oluşundan bu yana birçok nedene (biyolojik, coğrafi, düşünsel, sosyo-kültürel vb.) bağlı olarak kültürel anlamda farklılaşma yaşanmış ve buna bağlı olarak da çokkültürlü toplum ortaya çıkmıştır (Polat, 2012). İçerisinde birden fazla kültürü barındıran topluma çokkültürlü toplum denilmektedir (Özhan, 2006; Parekh, 2000; Polat ve Barka, 2012). Çok kültürlülük, ırk, etnik yapı, dil, cinsel yönelim, cinsiyet, yaş, engelli olma, sosyal sınıf, dinsel yönelim ve diğer kültürel boyutları içeren çok yönlü bir kavram (APA, 2002) olarak karşımıza çıkmaktadır. Çokkültürlülük olgusunun eğitim boyutunu ifade eden kavram ise “çokkültürlü eğitim” kavramıdır. Çokkültürlü eğitim aslında, insan haklarına saygı duyma, kültürel farklılıkları hoş karşılama, eğitimde fırsat eşitliği, kültürel eşitliği yansıtıcı eğitim ortamları düzenleme, farklı bakış açılarını analiz etme öğelerinin uygulamaya konmasıdır (Çırık, 2008). Çokkültürlü eğitim; farklı ırk, etnik yapı ve sosyal grupları barındıran okul ortamlarında tüm öğrencilere eşit eğitim fırsatları sunmayı amaçlayan bir eğitim yaklaşımıdır (Polat, 2009). Çokkültürlü eğitimde kilit rol öğretmendedir ve çokkültürlü eğitim programlarının başarıyla uygulanmasında ve çok kültürlü eğitimin ilkelerine uygun öğretim yapılmasında öğretmenlere önemli görevler düşmektedir (McCathy, 1990; akt: Arsal, 2010). Bu nedenle, bu çalışmada öğretmenler üzerinde çalışılmıştır.

Yöntem

Bu çalışmada betimsel araştırma yöntemlerinden genel tarama modeli kullanılmıştır. Bu araştırmanın çalışma grubunu Ankara Merkez İlçelerde (Altındağ, Çankaya, Etimesgut, Keçiören, Mamak, Sincan, Yeni mahalle) bulunan genel liselerde görev yapmakta olan 265’ i kadın, 169’u erkek olmak üzere toplam 434 öğretmen oluşturmaktadır. Bu çalışmada veri toplama aracı olarak Başbay ve Kağnıcı (2011) tarafından geliştirilmiş olan “Çokkültürlü Yeterlik Algıları Ölçeği” kullanılmıştır. Ölçeğin Kaiser-Meyer Olkin (KMO) değeri ise 0.92 olarak hesaplanmıştır. Verilerin analizinde toplanan veriler bilgisayar ortamına aktarılmış ve SPSS. 15 paket programı kullanılarak analiz edilmiştir. Analizde ikili grupların karşılaştırılmasında bağımsız t testi, ikiden fazla grupların karşılaştırılmasında tek yönlü varyans analizi kullanılmıştır. Farklılığı test etmek için Scheffe testi yapılmıştır.

Bulgular, Tartışma ve Sonuç

Birinci alt problemde, öğretmenlerin cinsiyete göre çokkültürlülük yeterlik algısı incelenmiştir. Yapılan incelemelerde farkındalık boyutunda çok kültürlülük yeterlik algısı bakımından fark bulunmazken, beceri ve bilgi boyutunda erkek öğretmenler lehine anlamlı bir fark bulunduğu tespit edilmiştir. Ölçeğin bütününe ilişkin puanlarda ise cinsiyete ilişkin anlamlı bir fark bulunmamaktadır. İkinci alt problemde, öğretmenlerin hizmet yılına göre çokkültürlü yeterlik algısı incelenmiştir. Yapılan incelemelere göre hizmet yılı değişkeni farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin puanları bakımından ayırt edici bir değişken değildir. Üçüncü alt problemde, öğretmenlerin öğretim alanına göre çokkültürlülük yeterlik algısı incelenmiştir. Yapılan incelemelere göre öğretim alanı değişkeni farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin puanları bakımından ayırt edici bir değişkendir. Dördüncü alt problemde, öğretmenlerin üniversiteye girerken yapmış oldukları tercih sıralamasına göre çokkültürlülük yeterlik algısı incelenmiştir. Yapılan incelemelere göre, farkındalık ve ölçeğin genelinde anlamlı bir farklılık tespit edilirken, beceri ve bilgi alt boyutlarında anlamlı bir farklılık tespit edilememiştir.

Beşinci alt problemde, öğretmenlerin tercih nedenine göre çok kültürlülük yeterlik algısı incelenmiştir. Yapılan incelemelere tercih nedeni değişkeni farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin puanları bakımından ayırt edici bir değişken değildir. Altıncı alt problemde, öğretmenlerin

kültürel etkinliklere katılabilme durumuna göre çok kültürlü yeterlik algısı incelenmiştir. Yapılan incelemelere göre, öğretmenlerin kültürel etkinliklere katılabilmesi farkındalık puanlarını etkilemezken, beceri, bilgi ve ölçeğin genelinde katılabilenler lehine olumlu bir fark yaratmaktadır. Yedinci alt problemde, öğretmenlerin ailede öğretmen bulunma durumuna göre çokkültürlü yeterlik algısı incelenmiştir. Yapılan incelemelere göre, ailede öğretmen bulunma değişkeni farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin puan bakımından ayırt edici bir değişken değildir. Sekizinci alt problemde, öğretmenlerin medeni durumlarına göre çokkültürlü yeterlik algısı incelenmiştir. Elde edilen bulgulara göre, öğretmenlerin medeni durumları farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin tutum puanları bakımından bekar öğretmenler lehine ayırt edici bir değişkendir. Dokuzuncu alt problemde, öğretmenlerin meslekten ayrılmayı düşünme durumlarına göre çokkültürlü yeterlik algısı incelenmiştir. Elde edilen bulgulara göre, meslekten ayrılmayı düşünme değişkeni farkındalık, beceri, bilgi ve ölçeğin geneline ilişkin tutum puanları bakımından ayırt edici bir değişken değildir.

INTRODUCTION

Culture (Moles, 1983), which first appeared in a German dictionary published in 1793, became a concept which was studied very much and was considered from various perspectives (Demir, 2012). According to the definition widely accepted by experts in the area, it is the sum total or expression of the historical accumulation of humanity, of contemporary values, creations and products and of future oriented designs and tendencies (Özhan, 2006; Cited in Başbay and Bektaş, 2009). Culture- which is also considered as the total materialistic and moral entities that humans add to nature- contains norms and practices related to language, religion, traditions, folklore and legends, values, customs, the structure of family and kinship, history, political constructs and meetings, etiquette and interpersonal behaviours and gender and such activities as ways of nutrition, relations between production and consumption, food preparation, clothing, economic activities, technological culture and leisure activities in addition to such elements as art, poetry, music, drama, dance and entertainment (Grant, 1997; Güvenç, 1994; Aslan, 2009; Tamer Gencer, 2011). According to Özdemir (2011), culture is the series of values, ideas and symbols which help individuals to communicate, interpret certain behaviours and events and to evaluate them as a member of the society. As is evident from what is said above, culture provides a general formation for life and a pattern to interpret the reality (Nobbles, 1993; Arslan, 2009) and is transmitted down to next generations through learning and teaching activities (Başbay and Kağnıcı, 2011). In other words, a culture is the results of behaviours which are composed of taught behaviours, which are shared and conveyed by the members of a society (Tamer Gencer, 2011). Differences occurred in culture due to several reasons (biological, geographical, intellectual, socio-cultural, etc.), and thus multicultural societies emerged (Polat, 2012).

A society which contains more than one culture in its body is called a multicultural society (Özhan, 2006; Parekh, 2000; Polat and Barka, 2012). A multicultural society in which a great number of cultures survive side by side is described as a society of learning in which diverse cultures and individuals make efforts to learn from each other and which is open to mutual criticism and transformation (Erzurumlu, 2008). Parekh (2002) considers a multicultural society as a construct which tries to strengthen the ties which keep the society together on the one hand and which has to develop the cultural differences on the other hand. Such a policy accepts the value of integrity and of diversity and necessitates setting up satisfactory relations between them (Yazıcı, Başol and Toprak, 2009; Coşkun, 2012). Diversity and differences are considered as an entity and wealth rather than threats to damage integrity and togetherness in today's developing and changing world (Tamer Gencer, 2011). Accordingly, while Yılmaz (2011) resembles a multicultural society to the art of paper marbling in which the colours used are in harmony with each other without losing their characteristics (Demir, 2012, Ateş, 2017), Çetin (2005) resembles it to a garden of flowers with different colours and thus, lays emphasis on wealth that multiculturalism brings to a society (Başbay and Bektaş, 2009). The respect shown for diversity is stated as justification or creation of multicultural policies. In brief, a multicultural society means the availability of elements in common and manifestation of differences.

Multiculturalism stands in front of us as a versatile concept which consists of race, ethnicity, sexual orientation, gender, age, disability, social classes, religious orientation and other cultural elements (APA, 2002). The concepts of "identity" and "difference" underlie multicultural theories and are the properties common to those theories (Yalçın, 2002). Setting out from the concepts of "identity"

and “difference”, multiculturalism contained three basic principles which were formulated as a) everybody has his own ethnic origin, b) all the cultures deserve respect and c) cultural pluralism needs official support (Erzurumlu, 2008). Vermeullen and S Slüper (2003), who set out from the concepts of “identity” and “difference”, argue that the three values labelled as a) recognising cultural diversity, b) social equality and c) integration lie at the centre of multiculturalism (Özhan, 2006). As clear from the explanations made above, the basic purpose in multiculturalism is to secure social tranquillity for individuals who live together and peacefully and who have equal rights, to keep different cultures, races and religions together and thus to make efforts to prevent conflicts and chaos between them (Yakışır, 2009; Başbay and Kağnıcı, 2011). Besides, multiculturalism also leads to cultural relativism which is based on understanding that each group’s lifestyle is a culture and that each is equal in being a culture (Tamer Gencer, 2011).

The concept which expresses the educational side of multiculturalism is multicultural education. It represents the thought and approaches which argue that policies of multiculturalism should be included in education and it has various democratic and epistemic bases (Banks et al., 2001). Hidalgo et al also base the essence of multicultural education on social constructivism (Coşkun, 2012). Multicultural education involves not only students with differences in ethnicity, social class and religion but also students with differences in gender, age, abilities and intelligence (Coşkun, 2012; Polat and Barka, 2012). Sonia Niteo (2000) states that such education accepts cultural pluralism in which discriminations of any kind such as ethnic racial, linguistic, economic and sexual discrimination are refused (Arsal, 2010). In fact, it involves putting such elements as respecting human rights, tolerating cultural differences, equality of opportunity in education, arranging educational environments reflective of cultural equality and analysing different points of view into action (Cırık, 2008).

Educators agree that multicultural education influences teaching, management, guidance, curriculum development, performance evaluation and school climate (Gay, 1994; Cırık, 2008). Gay (1994), for instance, considers it as an educational policy which legitimises ethnical and cultural differences and which enables them to survive, which aims to provide students with equal academic opportunities to lead them to achievement, which also contains curricula, teaching materials and organisational structure, which is based on organising all the educational-instructional components and the educational policies according to the principle of pluralism and which has its specific values and rules (Gay, 1994; Polat, 2009). Banks (1993), on the other hand, suggest that teachers should work on situations which hinder conflicts to be caused by cultural and individual differences in daily life and in life at school while arranging multicultural educational environments and that they should not get away from the argument that differences are a reality of the society (Güven, 2001; Çırık, 2008). Hanter (1974) and Baptist (1979), however, consider multicultural education as configuring education according to the principle of pluralism in the context of the principles of equality, mutual respect, acceptance, understanding and moral loyalty so as to actualise democratic ideals, to meet the needs of different groups and to establish social justice (Gay, 1994; Polat, 2009).

Multicultural education is an approach of education which aims to provide all students with equal educational opportunities in school environments which include different race, ethnicity and social groups. It involves activities done to raise intellectual curiosity, to make self-criticism, to make decisions by assessing claims and evidence, to respect others, to gain sensitivity to different thoughts and lifestyles and to get away from ethnicity-oriented conceptions (Parekh, 2002; Başbay and Kağnıcı, 2011; Demir, 2012). It aims to increase students’ academic achievement, to diminish prejudice about cultural differences by supporting cultural sensitivity, to enable individuals to live in harmony in multicultural environments, to provide individuals with equality in education and to support them in preserving their own culture (Çırık, 2008). It also aims to raise individuals’ cultural awareness, to develop multiple perspectives, internalise democratic social structure, to make people think critically about their prejudices and to refuse discriminations of any type (Demir, 2012).

Teachers play the key role in multicultural education and they have significant tasks in implementing the curricula successfully and in conducting teaching consistently with the principles of multicultural education (McCathy, 1990; Cited in Arsal, 2010). There are certain efficacies that teachers need to have- which will also be included in the system of multicultural education. They have such components as a) being aware of one’s own cultural identity and prejudices, b) having tendency to learn about the world views of groups different from one’s own culture and c) developing teaching methods sensitive to cultures (Başbay and Bektaş, 2009). In addition to that, the teachers who are in environments

of multicultural education also need to be aware of their own personal beliefs and to face their personal beliefs. The teachers who believe that students come to school with learning can demonstrate their beliefs by a) showing students the ways to monitor their own learning, b) by expecting high performance from students and by supporting them to meet the expectations and c) by helping them to make self-development by adding to the personal and cultural values students bring to school (Başbay and Bektaş, 2009). Moreover, those teachers have such responsibilities as a) creating environments which will not cause problems in developing students' creativity and achievement at school, b) providing students with equal educational opportunities, c) appreciating cultural differences and developing positive attitudes towards students with different cultural background and d) eliminating the psycho-social factors which provoke discrimination between students or which force them to make friends with individuals who share the same culture or who have the same historical background (Cited in Arsal, 2010) and to actualise the specific goals of multicultural education and to conduct classroom management consistently with multicultural education (Weinstein, Tomlinson-Clarke and Curran, 2004).

Multiculturalism- which contains racial, ethnical, linguistic, sexual, age, having or not having disability, religious orientation and other factors (APA, 2002)- has become a frequently mentioned concept in our country and in other countries in the world. It is pointed out that the concepts related to multiculturalism emerged in the 1960s in English speaking countries to meet the cultural needs of non-European immigrants and that there are several studies on the issue which have been conducted since then (Tamer Gencer, 2011). Studies by McDiarmin (1992), Banks (1993 and 1995), Taylor (1994), Hoffman (1996), Kymlicka (1998), Barton (2000) and Gay (1994; 2002) can be considered as pioneers in the area. The number of studies in Turkey, on the other hand, is very small (Coşkun, 2012). Examples for the studies performed in Turkey include Cırık (2008), Başbay and Bektaş (2009), Başbay and Kağnıcı (2011), Karaçam and Koca (2012), Demir (2012), Çekin (2013), Özdemir and Dil (2013). Some of them were theoretical studies while others were conducted with the inclusion of prospective teachers. As different from others, this current study is an applied study and it was planned to be based on teachers' views and was conducted accordingly.

- Do high school teachers' perceptions of multicultural efficacy differ according to gender?
- Do high school teachers' perceptions of multicultural efficacy differ according to their years of service?
- Do high school teachers' perceptions of multicultural efficacy differ according to their domain of teaching?
- Do high school teachers' perceptions of multicultural efficacy differ according to in what order they chose teaching profession?
- Do high school teachers' perceptions of multicultural efficacy differ according to their reason for choosing teaching profession?
- Do high school teachers' perceptions of multicultural efficacy differ according to whether or not they join cultural events?
- Do high school teachers' perceptions of multicultural efficacy differ according to whether or not they have teachers in their family?
- Do high school teachers' perceptions of multicultural efficacy differ according to their marital status?
- Do high school teachers' perceptions of multicultural efficacy differ according to whether or not they think of quitting teaching?

METHOD

Model of the Research

This study uses general survey model, a method of descriptive study. General survey model is the arrangement of survey made on the whole population or on a group or sample to be taken from the population so as to reach a judgement about the population (Karasar, 1994).

The Study Group

The study group was composed of 434 teachers 265 of whom were female and 169 of whom were male teachers who worked in high schools located in the central districts (Altındağ, Çankaya, Etimesgut, Keçiören, Mamak, Sincan and Yenimahalle) of Ankara. The number of schools and intensity of teachers in the central districts were taken into consideration in choosing the sample. The researcher also received permission to do the research in the schools from the Ministry of National Education (MoNE) prior to the research.

Data Collection Tools

“Perceptions of Multicultural Efficacy Scale” (PMCES) developed by Başbay and Kağnıcı (2011) was used as the tool of data collection in this study. It was a Likert type scale of 41 items 31 of which were negative and 10 of which were positive and it contained three sub-factors labelled as Awareness (16 items), Skills (16 items) and Knowledge (9 items). The minimum score receivable from the scale was 41 whereas the maximum score receivable was 205 (123 in case of indecisiveness). Factor analysis was done to find the construct validity of the scale and the factor loads were found to range between .34 and .75 for factor one, to range between .35 and .68 for factor two and to range between .52 and .72 for factor three. The Kaiser-Meyer-Olkin (KMO) value for the scale was found as 0.92. The scale reliability was calculated with (Cronbach’s alpha) internal consistency coefficient and the internal consistency coefficient was found as 0.85 for the factor of Awareness, as 0.91 for the factor of Skills and 0.87 for the factor of Knowledge. It was calculated as 0.95 for the whole scale (Başbay and Kağnıcı, 2011). The internal consistency calculated for the factor of Awareness was found as 0.85 while it was found as 0.83 for the factor of Skills and as 0.86 for the factor of Knowledge in this current study. The value calculated for the whole scale in this study was 0.92. the KMO value was found as 0.92. based on these findings, the scale may be said to be valid and reliable and to be appropriate for use in research.

Data Analysis

The data collected in this study were put to computer and were analysed by using the SPSS 15 package programme. The t test was used in comparing groups of two while one-way variance analysis was used in comparing larger groups. The Scheffe test was used in testing the differences.

FINDINGS

Table 1.

Score averages, standard deviations and the t values for high school teachers’ perceptions of multicultural efficacy according to gender

	Gender	N	\bar{x}	Ss	t	Sd	P
Awareness	Female	265	4.04	0.54	0.031	432	0.975
	Male	169	4.04	0.56			
Skills	Female	265	3.75	0.56	- 1.987	432	0.048*
	Male	169	3.85	0.51			
Knowledge	Female	265	3.76	0.63	- 2.133	432	0.034*
	Male	169	3.89	0.54			
PMCES	Female	265	3.86	0.49	- 1.444	432	0.150
	Male	169	3.93	0.46			

*p<0.05

Table 1 shows the score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy. Accordingly, while there were no differences between the teachers' perceptions of multicultural efficacy in the factor of awareness, significant differences were found in favour of male teachers in the factors of skills and knowledge. No significant differences were found between the participants' perceptions according to gender in the scores for the whole scale. Thus, it may be said that male teachers feel more competent in multicultural education in the factors of knowledge and skills.

Table 2.

Score averages, standard deviations and the one-way variance analysis results for high school teachers' perceptions of multicultural efficacy according to their years of service

	Years of service	N	\bar{x}	Ss	F	P
Awareness	1-5 years	42	3.99	0.55	1.025	0.394
	6-11 years	40	4.06	0.59		
	12-17 years	121	4.12	0.49		
	18-23 years	133	3.99	0.56		
	24 years +	98	4.01	0.57		
Skills	1-5 years	42	3.73	0.41	1.531	0.192
	6-11 years	40	3.78	0.59		
	12-17 years	121	3.88	0.53		
	18-23 years	133	3.72	0.58		
	24 years +	98	3.80	0.51		
Knowledge	1-5 years	42	3.62	0.58	1.749	0.138
	6-11 years	40	3.85	0.45		
	12-17 years	121	3.86	0.62		
	18-23 years	133	3.77	0.68		
	24 years +	98	3.86	0.49		
PMCES	1-5 years	42	3.80	0.41	1.569	0.181
	6-11 years	40	3.91	0.51		
	12-17 years	121	3.97	0.47		
	18-23 years	133	3.84	0.51		
	24 years +	98	3.89	0.46		

Table 2 shows the score averages and standard deviations for high school teachers' perceptions of multicultural efficacy according to their years of service and the one-way variance analysis results for the scores. According to the Table, the participants' scores for the factors of awareness, skills and knowledge and for the whole scale are high according to years of service but they are not discriminant. In other words, teachers' years of service were not found to be influential in their perceptions of multicultural education.

Table 3.

Score averages, standard deviations, the one-way variance analysis and the scheffe test results for high school teachers' perceptions of multicultural efficacy according to domains of teaching

	Domains of teaching	N	\bar{x}	Ss	F	P	Significant differences
Awareness	Social sciences	118	4.01	0.52	5.925	0.001*	* between Turkish/foreign languages and social sciences
	Physical sciences	158	3.93	0.51			
	Turkish/Foreign languages	119	4.20	0.60			
	Vocation and culture	39	4.04	0.51			

Table 3 continued

Skills	Social sciences	118	3.84	0.48	7.020	0.000*	*between social sciences and physical sciences * between Turkish/foreign languages and physical sciences *between vocational-cultural courses and physical sciences
	Physical sciences	158	3.64	0.52			
	Turkish/Foreign languages	119	3.92	0.60			
	Vocation and culture	39	3.84	0.50			
Knowledge	Social sciences	118	3.92	0.53	12.384	0.000*	*between social sciences and physical sciences * between Turkish/foreign languages and physical sciences * between vocational-cultural courses and physical sciences
	Physical sciences	158	3.59	0.59			
	Turkish/Foreign languages	119	3.97	0.60			
	Vocation and culture	39	3.90	0.56			
PMCES	Social sciences	118	3.92	0.43	9.816	0.000*	* between social sciences and physical sciences * between Turkish/foreign languages and physical sciences * between vocational-cultural courses and physical sciences
	Physical sciences	158	3.74	0.45			
	Turkish/Foreign languages	119	4.04	0.52			
	Vocation and culture	39	3.94	0.44			

*p<0.05

Table 3 shows the score averages, standard deviations, the one-way variance analysis and the Scheffe test results for high school teachers' perceptions of multicultural efficacy according to their domain of teaching. It is evident from Table 3 that domain of teaching is a variable discriminant in the scores received from the sub-scales of awareness, skills and knowledge and in attitude scores received from the whole scale. In other words, teachers' domain of teaching is a factor influential in their perceptions of efficacy in multicultural education. A close examination of the Table demonstrates that there are significant differences between Turkish/ foreign language teachers' perceptions and social sciences teachers' perceptions in favour of Turkish/ foreign language teachers and between Turkish/foreign language teachers' perceptions and physical sciences teachers' perceptions in favour of Turkish/foreign language teachers in the factor of awareness. There are also significant differences between social sciences teachers' and physical sciences teachers' perceptions in favour of social sciences teachers, between Turkish/foreign language teachers' and social sciences teachers' perceptions in favour of Turkish/foreign language teachers and between vocational-cultural course teachers' and physical sciences teachers' perceptions in favour of vocational-cultural course teachers in the factor of skills. In addition to that, there are significant differences between social sciences teachers' and physical sciences teachers' perceptions in favour of social sciences teachers and between vocational-cultural course teachers' and physical sciences teachers' perceptions in favour of vocational-cultural course teachers in the factor of knowledge. It was found on examining the whole scale that there were significant differences between social sciences teachers and physical sciences teachers in favour of social sciences teachers, between Turkish/foreign language teachers and physical sciences teachers in favour of Turkish/foreign language teachers and between vocational-cultural course teachers and physical science teachers in favour of vocational cultural course teachers. Accordingly, physical sciences teachers were found to have more negative perspectives compared to the others. The situation might have stemmed from the fact that they thought less on society and culture.

Table 4.

Score averages, standard deviations, the one-way variance analysis and the scheffe test results for high school teachers' perceptions of multicultural efficacy according to in what order they choose teaching profession

	In what order they chose teaching	N	\bar{x}	Ss	F	P	Significant differences
Awareness	1-5	242	4.05	0.54	6.411	0.000*	*1-5 and 18-24
	6-11	109	4.11	0.54			*6-11 and 18-24
	12-17	49	4.06	0.51			
	18-24	34	3.66	0.57			*12-17 and 18-24
Skills	1-5	242	3.80	0.54	1.953	0.120	None
	6-11	109	3.81	0.56			
	12-17	49	3.82	0.55			
	18-24	34	3.58	0.44			
Knowledge	1-5	242	3.79	0.59	1.406	0.241	None
	6-11	109	3.77	0.62			
	12-17	49	3.97	0.61			
	18-24	34	3.81	0.58			
PMCES	1-5	242	3.90	0.47	3.079	0.027*	*1-5 and 18-24
	6-11	109	3.92	0.52			*6-11 and 18-24
	12-17	49	3.95	0.48			*12-17 and 18-24
	18-24	34	3.66	0.38			

* $p < 0.05$

Table 4 shows the score averages, standard deviations, the one-way variance analysis and the Scheffe test results for high school teachers' perceptions of multicultural efficacy according to in what order they chose teaching as a profession. Accordingly, the order of their preferences to enter teacher training institutions affects their perceptions of efficacy in multicultural education. Thus, significant differences were found between the participants who chose the profession in order 1-5 and 18-24 in favour of those who chose it in order 1-5, between the participants who chose the profession in order 6-11 and 18-24 in favour of those who chose it in order 6-11 and between the participants who chose the profession in order 12-17 and 18-24 in favour of those who chose it in order 12-17 in the factor of awareness. On the other hand, no significant differences were found between the participants in the factors of skills and knowledge. On examining the data for the whole scale, however, significant differences were found between the teachers who chose the profession in order 1-5 and 18-24 in favour of those who chose it in order 1-5, between the teachers who chose the profession in order 6-11 and 18-24 in favour of those who chose it in order 6-11 and between the teachers who chose the profession in order 12-17 and 18-24 in favour of 12-17. Based on the findings shown in the Table, it may be said that in what order teachers choose the teaching profession affects their perceptions of efficacy in multiculturalism and that the teachers who choose the profession at the top of their list of preferences have more positive perspectives of multicultural education than those who choose the profession at the bottom of their list of preferences.

Table 5.

Score averages, standard deviations and the one-way variance analysis results for high school teachers' perceptions of multicultural efficacy according to why they chose teaching

	Reasons for choosing the profession	N	\bar{x}	Ss	F	P
Awareness	Because they themselves wanted	309	4.05	0.53	1.172	0.311
		21	4.15	0.63		
	Because others wanted	104	3.98	0.58		
Skills	Due to compelling reasons				0.732	0.482
	Because they themselves wanted	309	3.81	0.53		
		21	3.82	0.63		
	Because others wanted	104	3.73	0.54		
Knowledge	Due to compelling reasons				1.283	0.278
	Because they themselves wanted	309	3.83	0.59		
		21	3.61	0.71		
	Because others wanted	104	3.80	0.61		
PMCES	Due to compelling reasons				0.674	0.510
	Because they themselves wanted	309	3.90	0.47		
		21	3.90	0.55		
	Because others wanted	104	3.84	0.49		

Table 5 shows the score averages and standard deviations for high school teachers' perceptions of multicultural efficacy according to their reasons for choosing the profession and the one-way variance analysis results for the scores. It is evident from Table 5 that teachers' reasons for choosing the profession is not a variable discriminant in their scores for the factors of awareness, skills and knowledge or in their scores for the whole scale. In other words, the participants' reasons for choosing the profession is not a factor which causes differences in their perceptions of efficacy in multicultural education.

Table 6.

Score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not they join cultural events

	Whether they join cultural events	N	\bar{x}	Ss	t	Sd	P
Awareness	Yes	216	4.09	0.57	1.872	432	0.062
	No	218	3.99	0.51			
Skills	Yes	216	3.86	0.54	2.851	432	0.005*
	No	218	3.72	0.53			
Knowledge	Yes	216	3.91	0.55	3.551	432	0.000*
	No	218	3.71	0.63			
PMCES	Yes	216	3.96	0.49	3.069	432	0.002*
	No	218	3.82	0.46			

*p<0.05

Table 6 shows the score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not they join cultural events. As clear from the results shown in the Table, teachers' participation in cultural events did not affect their scores for the factor of awareness whereas it resulted in differences in favour of those who joined cultural events in the factors of skills and knowledge and in the whole scale. That is to say, participation in cultural events affected their perceptions of efficacy in multicultural education in the factors of skills and knowledge and in the whole scale despite causing no differences in the factor of awareness.

Table 7.

Score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not there are any teachers in their family

	Are there any teachers in your family?	N	\bar{x}	Ss	t	Sd	P																																
Awareness	Yes	251	4.04	0.55	0.076	432	0.940																																
	No	183	4.03	0.55				Skills	Yes	251	3.77	0.55	-0.699	432	0.485	No	183	3.81	0.52	Knowledge	Yes	251	3.83	0.61	0.788	432	0.431	No	183	3.78	0.58	PMCES	Yes	251	3.89	0.49	-0.057	432	0.954
Skills	Yes	251	3.77	0.55	-0.699	432	0.485																																
	No	183	3.81	0.52				Knowledge	Yes	251	3.83	0.61	0.788	432	0.431	No	183	3.78	0.58	PMCES	Yes	251	3.89	0.49	-0.057	432	0.954	No	183	3.89	0.46								
Knowledge	Yes	251	3.83	0.61	0.788	432	0.431																																
	No	183	3.78	0.58				PMCES	Yes	251	3.89	0.49	-0.057	432	0.954	No	183	3.89	0.46																				
PMCES	Yes	251	3.89	0.49	-0.057	432	0.954																																
	No	183	3.89	0.46																																			

Table 7 shows the score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not there are any teachers in their family. Accordingly, it was found that having or not having any other teachers in the family was not a variable discriminant in their scores they received from the factors of awareness, skills and knowledge or from the whole scale. It may be said the basis of the finding that the availability of other teachers in the family is not influential in teachers' perceptions of multicultural efficacy.

Table 8.

Score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to marital status

	Marital status	N	\bar{x}	Ss	t	Sd	P																																
Awareness	Married	353	4.00	0.55	-3.117	432	0.002*																																
	Single	81	4.21	0.49				Skills	Married	353	3.76	0.55	-2.475	432	0.014*	Single	81	3.92	0.48	Knowledge	Married	353	3.77	0.60	-2.592	432	0.010*	Single	81	3.96	0.59	PMCES	Married	353	3.86	0.48	-3.200	432	0.001*
Skills	Married	353	3.76	0.55	-2.475	432	0.014*																																
	Single	81	3.92	0.48				Knowledge	Married	353	3.77	0.60	-2.592	432	0.010*	Single	81	3.96	0.59	PMCES	Married	353	3.86	0.48	-3.200	432	0.001*	Single	81	4.04	0.45								
Knowledge	Married	353	3.77	0.60	-2.592	432	0.010*																																
	Single	81	3.96	0.59				PMCES	Married	353	3.86	0.48	-3.200	432	0.001*	Single	81	4.04	0.45																				
PMCES	Married	353	3.86	0.48	-3.200	432	0.001*																																
	Single	81	4.04	0.45																																			

*p<0.05

Table 8 shows the score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to their marital status. Accordingly, marital status was a variable discriminant in the scores the participants received from the factors of awareness, skills and knowledge as well as in the scores they received from the whole scale. Thus, it may be said that marital status affects perceptions of multicultural efficacy and that the effects are in favour of teachers who are single.

Table 9.

Score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not they think of quitting teaching

Have you ever thought of quitting teaching?		N	\bar{x}	Ss	t	Sd	P
Awareness	Yes	151	4.04	0.55	0.077	432	0.939
	No	283	4.03	0.55			
Skills	Yes	151	3.74	0.52	-1.283	432	0.200
	No	283	3.81	0.55			
Knowledge	Yes	151	3.78	0.59	-0.644	432	0.520
	No	283	3.82	0.60			
PMCES	Yes	151	3.87	0.48	-0.707	432	0.480
	No	283	3.90	0.48			

Table 9 shows the score averages, standard deviations and the t values for high school teachers' perceptions of multicultural efficacy according to whether or not they think of quitting teaching. It was found accordingly that thinking of quitting teaching was not a variable discriminant in the teachers' scores from the factors of awareness, skills and knowledge or from the whole scale. Thus, it may be stated that whether or not thinking of quitting teaching does not affect perceptions of multicultural efficacy.

DISCUSSION, CONCLUSION and RECOMMENDATIONS

The first sub-problem of the study analysed perceptions of multicultural efficacy according to gender. While no differences were found between participants' perceptions of multicultural efficacy in the factor of awareness, significant differences were found in favour of male teachers in the factors of skills and knowledge. On the other hand, no differences were found in the participants' scores in the whole scale. Studies conducted previously obtained different findings in this respect. Çekin (2013), for instance, in a study conducted with the participation of religious culture and moral knowledge teachers, found that gender did not influence teachers' attitudes towards multicultural education. Yazıcıoğlu et al (2009) and Mazı (2018) also found that there were no differences between teachers' attitudes towards multicultural education. In a similar way, Damgacı and Aydın (2013), Özdemir and Dil (2013) and Tortop (2014) also found that prospective teachers' attitudes towards multicultural education did not differ according to gender. Some other studies, however, (Çoban et al., 2010 Demir, 2012; Başbay, Kağnıcı and Sarsar, 2013) found significant differences in favour of female teachers in their perspectives of multicultural education. Arslan (2009) found that female teachers had significantly lower scores than male teachers in culture-sensitive programmes. This current study also found differences in favour of male teachers in the factors of skills and knowledge. The finding may be attributed to the fact that male teachers are socially more active and that they have closer acquaintance with the society and the culture.

The second sub-problem analysed the participants' perceptions of multicultural efficacy according to their years of service. It was found as a result that "years of service" was not a variable discriminant in the teachers' scores from the factors of awareness, skills and knowledge or from the whole scale. While it was a result parallel to the one obtained in Demir (2012)- a study conducted with the participation of lecturers of Erciyes university- and to the one obtained in Kaya (2013) and in Özdemir and Dil (2013)- studies conducted with the participation of high school teachers-, it was a result different from the ones obtained in Yazıcıoğlu et al (2009)- a study conducted with the participation of teachers, in Çekin (2013)- a study conducted with the participation of religious culture and moral knowledge teachers- and in Polat (2012)- a study conducted with the participation of school directors- in which it was found that there were differences between attitudes towards multicultural education. The findings obtained indicated that teachers had similar characteristics and similar reactions in terms of multicultural education in the factors of awareness, skills and knowledge regardless of their years of service.

The third sub-problem analysed the teachers' perceptions of multicultural efficacy according to their domain of teaching. The analyses indicated that domain of teaching was a variable discriminant in terms of scores the participants received from the factors of awareness, skills and knowledge and from the whole scale. Accordingly, significant differences were found between social sciences teachers and Turkish/foreign language teachers in favour of Turkish/foreign language teachers and between Turkish/foreign language teachers and physical sciences teachers in favour of Turkish/foreign language teachers in the factor of awareness. There were also significant differences between social sciences teachers and physical sciences teachers in favour of social sciences teachers, between Turkish/foreign language teachers and physical sciences teachers in favour of Turkish/foreign language teachers and between vocational-cultural course teachers and physical sciences teachers in favour of vocational-cultural course teachers in the factor of skills. Moreover, significant differences were also found between social sciences teachers and physical sciences teachers in favour of social sciences teachers, between Turkish/foreign language teachers and physical sciences teachers in favour of Turkish/foreign language teachers and between vocational-cultural course teachers and physical sciences teachers in favour of vocational-cultural course teachers in the factor of knowledge. Significant differences were also available between social sciences teachers and physical sciences teachers in favour of social sciences teachers, between physical sciences teachers and Turkish/foreign language teachers in favour of Turkish/foreign language teachers and between vocational-cultural course teachers and physical sciences teachers in favour of vocational-cultural course teachers in the whole scale. According to the findings, which were in parallel to the ones obtained in Başarır (2012), physical sciences teachers had more negative perspective of multicultural education than the others. The finding may be attributed to the fact that the teachers who taught physical sciences worked more on numerical and materialistic subjects and that they thought less on social and cultural issues.

The fourth sub-problem analysed the participants' perceptions of multicultural efficacy according to in what order they chose teaching profession. While significant differences were found in the factor of awareness and in the whole scale, no significant differences were found in the factors of skills and knowledge. Accordingly, in the factor of awareness, there were significant differences between the participants who chose the profession in order 1-5 and 18-24 in favour of those who chose the profession in order 1-5, between the participants who chose the profession in order 6-11 and 18-24 in favour of those who chose it in order 6-11 and between the participants who chose the profession in order 12-17 and 18-24 in favour of those who chose it in order 12-17. On the other hand, no significant differences were found in the factors of skills and knowledge. In relation to the whole scale, there were significant differences between the participants who chose the profession in order 1-5 and 18-24 in favour of those who chose it in order 1-5, between the participants who chose the profession in order 6-11 and 18-24 in favour of those who chose it in order 6-11 and between the participants who chose the profession in order 12-17 and 18-24 in favour of those who chose it in order 12-17. Thus, it may be said that the participants' order of preference in choosing teaching as a profession was influential in their perceptions of multicultural efficacy and that the ones who chose the profession at the top of their list of preferences had more positive perspectives than the ones who chose it at the bottom of their list of preferences. The interpretation for the situation here might be that the individuals who included the profession at the bottom of their list of preferences were more reluctant in choosing the profession, that they mostly chose teaching due to compelling reasons and that their reluctance caused disruptions in fulfilling their duties and responsibilities.

The fifth sub-problem analysed the teachers' perceptions of multicultural efficacy according to their reason for choosing the profession. The analyses showed that it was not a variable discriminant in the participants' scores from the factors of awareness, skills and knowledge or from the whole scale. As apparent from the Table, a considerable number of the teachers chose the profession at their own will (n=309; 71%), some chose it because others wanted them to choose (n=21; 5%) and some others chose it due to compelling reasons (n=104; 24%). However, it was found on considering the issue from the perspective of practice of multicultural education that reasons for choosing the profession did not affect the way they look at multicultural education. Hence, it may be said that there are no direct and significant interactions between the two variables.

The Sixth sub-problem analysed the participants' perceptions of multicultural efficacy according to whether or not they join cultural events. It was found accordingly that teachers' participation in cultural events did not affect their scores of awareness whereas it caused differences in

favour of those who participated in the events in the factors of skills and knowledge and in the whole scale. The cultural activities that teachers in Turkey can do include reading books and newspapers, going to the cinema and the theatre, travelling in Turkey and abroad and attending congresses and conferences. It was found that almost half of the teachers could take part in such events. The teachers who joined cultural events were found to be respectful and tolerant towards students with racial, sexual and cultural differences and to be efficient and determined to help them to attain educational goals.

The seventh sub-problem analysed the participants' perceptions of multicultural efficacy according to whether or not there were any other teachers in their family. The analyses made it clear that having or not having any other teachers in the family was not a variable discriminant in the participants scores for the factors of awareness, skills and knowledge or for the whole scale. Therefore, having or not having any other teachers in the participants' family did not affect their relations with individuals different in culture, language, religion or gender or their plans and practices in classroom activities. On the other hand, the availability or unavailability of other teachers in the family was a factor influential in studying, scrutinising and analysing cultures.

The eighth sub-problem analysed the teachers' perceptions of multicultural efficacy according to marital status. The findings obtained following the analyses showed that marital status was a variable discriminant in scores the participants received from the factors of awareness, skills and knowledge and from the whole scale in favour of teachers who were single. Based on this finding- which was contrary to the one obtained in Özdemir and Dil (2013), it may be said that teachers' marital status affects their perceptions of multicultural efficacy and that the effects were in favour of single teachers. Thus, the teachers who were single were more tolerant and they could create learning environments appropriate to students with different cultures due to the fact that they had no responsibilities in their family, they had more free time and they could read more, join cultural events more and they could see more films and listen to more news.

Finally, the ninth sub-problem analysed the participants' perceptions of multicultural efficacy according to whether or not they thought of quitting teaching. As a result, it was not found to be a variable discriminant in scores received from the factors of awareness, skills and knowledge or from the whole scale. The participants' thoughts to quit teaching did not have reflections into or effects on multicultural education. Yet, it was expected initially that having such thoughts and having weak ties with the job would have negative effects on multicultural education.

Recommendations according to the results of the research are given below.

- As recommendations by Açıkalın (2010), teachers should make students and the society gain insight into and tolerance for multicultural education by implementing the fundamental principles of multicultural educations such as a) social justice, b) equality of opportunity in education, c) understanding the importance and effects of culture on educational environments, d) recognising and understanding other cultures, e) reducing prejudices against other cultures, f) creating school and educational environments according to the principles of multiculturalism and g) teaching by observing equality of opportunity and cultural elements.
- It is considered beneficial to create learning environment which enable positive interactions between students with different languages, religions, races and ethnic origins; putting multicultural education into practice consistently with the rules so that multicultural education could achieve success, to have teachers with positive expectations from students and to provide students with managerial support and to train them through workshops to do all this.
- Multiculturalism should be considered important in training pre-service teachers and at least a course in multiculturalism should be offered to students in faculties of teacher training. Stories that set models should be included in training so as to make teachers gain sensitivity to culture.
- Turkey is also a country with cultural diversity. The number of practical as well as theoretical studies should be increased so as to raise the quality of education and to raise students' achievement.

REFERENCES

- Açıkalin, M. (2010). Sosyal bilgiler eğitiminde yeni yaklaşımlar: Çokkültürlü ve küresel eğitim. *Elementary Education Online*, 9(3), 1226-1237.
- APA (2002). Guidelines on multicultural education, training, research, practise, and organizational change for psychologists. <http://www.apa.org/pi/multiculturalguidelines/homepage.html>.
- Arsal, Z. (2010). İlköğretim öğretmen adaylarının çok kültürlü eğitim ihtiyaçları. Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu II. 16-18 Mayıs 2010 – Hacettepe Üniversitesi, Beytepe-Ankara.
- Arslan, Hasan (2009) Educational policy vs. culturally sensitive programs in turkish educational system. *International Journal of Progressive Education*, 5(2), 44-57.
- Ateş, Serkan. (2017). Sosyal bilgiler öğretmenleri ve ortaokul öğrencilerinin çokkültürlülük ve çokkültürlü eğitime yönelik algı ve farkındalıkları (Yayımlanmamış Yüksek Lisans tezi). Bolu Abant İzzet Baysal Üniversitesi, Bolu.
- Banks, J.A. (1993). Multicultural Education: development, dimensions, and challenges. *The Phi Delta Kappan*, 75(1), 22-28
- Banks, J.A (1995) Multicultural education and curriculum transformation. *The Journal of Negro Education*, 64(4), 390-400.
- Banks, J.A., Cookson, P., Gay, G., Hawley, W.D., Irvine, J.J. & Nieto, S. (2001). Diversity within unity: essential principles for teaching and learning in a multicultural society, <http://www.educ.washington.edu/coetestwebsite/pdf/DiversityUnity.pdf>.
- Barton, A.C. (2000) Crafting multicultural science education with preservice teachers through service-learning. *Journal of Curriculum Studies*, 32(6), 797-820,
- Başbay, A ve Bektaş, Y (2009) Çokkültürlülük bağlamında öğretim ortamı ve öğretmen yeterlikleri. *Eğitim ve Bilim*, 34, (152) 30-34.
- Başbay, A ve Kağnıcı, D.Y (2011) Çokkültürlü yeterlik algıları ölçeği: Bir ölçek geliştirme çalışması. *Eğitim ve Bilim*, 36(161), 199-212.
- Başbay, A, Kağnıcı, D.Y & Sarsar, F (2013). Eğitim Fakültelerinde görev yapmakta olan öğretim elemanlarının çokkültürlü yeterlik algılarının incelenmesi. *Electronic Turkish Studies*, 8(3), 47-60.
- Başarıır, F. (2012). Öğretmen adaylarının çok kültürlü eğitime ilişkin görüşlerinin ve öz yeterlik algılarının Değerlendirilmesi (Yayımlanmamış Yüksek Lisans Tezi). Erciyes Üniversitesi Kayseri, Türkiye.
- Çekin, A (2013) Çokkültürlülük ve din öğretimi: Din kültürü ve ahlak Bilgisi öğretmenlerinin çokkültürlü eğitime ilişkin tutumları çerçevesinde bir analiz. *Turkish Studies – International Periodical For The Languages, Literature and History of Turkish or Turkic*, 8(12), 241-248.
- Cırık, İ (2008) Çokkültürlü eğitim ve yansımaları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education)*, 34, 27-40.
- Çoban, A.E., Karaman, N.G & Doğan, T (2010) Öğretmen adaylarının kültürel farklılıklara yönelik bakış açılarının çeşitli demografik değişkenlere göre incelenmesi. *Bolu Abant İzzet Baysal Üniversitesi Dergisi*, 10(1), 125-131.
- Coşkun, M. K. (2012) Din kültürü ve ahlak bilgisi öğretmen adaylarının çok kültürlü eğitime yönelik tutumları (İlahiyat-Eğitim DKAB Karşılaştırması). *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 34, 33-38.
- Damgacı, F. & Aydın, H. (2013). Akademisyenlerin çokkültürlü eğitime ilişkin tutumları. *Elektronik Sosyal Bilimler Dergisi*, 2(45), 325-341.
- Demir, S. (2012). Çok kültürlü eğitimin erciyes üniversitesi öğretim elemanları için önem derecesi. *Turkish Studies*, 7(4), 1453-1475.
- Durugönül, E. (2012). Çokkültürlülüğü yeniden tanımlamak: Almanya örneği. *Contemporary Online Language Education Journal*, 2(2), 17-28.
- Erzurumlu, S. (2008). Çokkültürcülük politikası ve Kanada'da çokkültürcülük (Yayımlanmamış Yüksek Lisans Tezi). Süleyman Demirel Üniversitesi, Isparta.
- GAY, G. (1994). A Synthesis of scholarship in multicultural education. <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le0gay.htm>.

- Gay, G. (2002) Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53, 106-116.
- Grant, C (1977). *Multicultural education: Commitments, issues, and applications*. Washington, DC: Association for Supervision and Curriculum Development.
- Güven, İ (2001) Öğretmen yetiştirme ulusal boyutu. *Milli Eğitim Dergisi*, 150, <http://yayim.meb.gov.tr/dergiler/150/guven.htm>
- Güvenç, B (1999). *İnsan ve kültür*. İstanbul: Remzi Kitabevi.
- Hoffman, D.M. (1996) Culture and self in multicultural education: Reflections on discourse, text, and practice. *American Educational Research Journal*, 33(3), 545-569
- Karaçam, M.Ş. & Koca, C. (2012). Beden eğitimi öğretmen adaylarının çokkültürlülük farkındalıkları. *Spor Bilimleri Dergisi*, 23 (3), 89-103.
- Karasar, N. (1994). *Bilimsel araştırma yöntemi: Kavramlar ilkeler, teknikler*. Ankara: 3 A Araştırma, Eğitim Danışmanlık Ltd.
- Kaya, Y. (2013). Öğretmenlerin çokkültürlülük ve çokkültürlü eğitim hakkındaki görüşlerinin belirlenmesi (Yayımlanmamış Yüksek Lisans Tezi). Dicle Üniversitesi, Diyarbakır.
- Kymlicka, W. (1998). *Çokkültürlü yurttaşlık: Azınlık haklarının liberal teorisi* (Çev: Abdullah Yılmaz). İstanbul: Ayrıntı Yayınları.
- McCarthy, C. (1990). Multicultural education, minority identities, textbooks, and the challenge of curriculum reform. *Journal of Education*, 172(2), 118-129.
- Mazı, A.(2018). Öğretmenlerin Çokkültürlülük Algılarının İncelenmesi: Hatay İli Örneği. (Yayımlanmamış Yüksek Lisans Tezi). Kahramanmaraş Sütçü Üniversitesi Kahramanmaraş, Türkiye
- Özdemir, İ. (2011) Kültürlerarası iletişimin önemi. *Folklor/Edebiyat*, 17(66), 29-37.
- Özdemir, M., & Dil, K (2013). Öğretmenlerin çokkültürlü eğitime yönelik tutumları: Çankırı ili örneği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 46(2), 215-232.
- Özhan, İ (2006) Farklılaşmanın özel görünüşleri olarak çokkültürlülük ve çokkültürcülük. (Yayımlanmamış Yüksek Lisans Tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Moles, A. (1983). Kültürün toplumsal dinamiği (Çev: Nuri Bilgin). İzmir. E.Ü. Edb. Fak., Yayınları.
- Parekh, B. (2002). *Çokkültürlülüğü yeniden düşünmek* (Çev: B. Tanniseven). Ankara: Phonix Yayınevi.
- Polat, S. (2009). Öğretmen adaylarının çok kültürlü eğitime yönelik kişilik özellikleri. *International Online Journal of Educational Sciences*, 1(1), 154-164.
- Polat, S. (2012). Okul müdürlerinin çokkültürlülüğe ilişkin tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi. (H. U. Journal of Education)*, 42, 334-343.
- Polat, S. & Barka, T. O. (2012). Multiculturalism and intercultural education: A comparative study with a sample of swiss and turkish candidate teachers. *World Applied Sciences Journal*, 18 (9), 1180-1189.
- Tamer Gencer, Z. (2011). Çok kültürlü toplumlarda iletişim: Divriği örneği. *Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi*, 1, 186-205.
- Tezcan, M. (2011). Eğitimin siyasal temelleri. Eğitim Bilimine Giriş. (Ed: Veysel Sönmez) (8. Baskı). Ankara: Anı Yayıncılık.
- Tortop, H. S. (2014). Öğretmen adaylarının üstün yetenekli ve çok kültürlü eğitime ilişkin tutumları. *Üstün Yetenekliler Eğitimi Araştırmaları Dergisi (Journal of Gifted Education Research)*, 2(2), 16-24.
- Yalçın, Cemal (2002) Çokkültürcülük bağlamında türkiye'den batı avrupa ülkelerine göç. *C.Ü. Sosyal Bilimler Dergisi*, 26 (1), 45-60.
- Yakışır, A.N. (2009). Modern bir olgu olarak çokkültürlülük. (Yayımlanmamış Yüksek Lisans Tezi). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.
- Taylor, C. (1994). *Multiculturalism examining the politics of recognition*. Princeton, NJ: Princeton University Press.
- Yazıcı, S., Başol, G & Toprak, G. (2009). Öğretmenlerin çokkültürlü eğitim tutumları: Bir geçerlilik ve güvenilirlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 317, 229-242.
- Weinstein, C.S, Tomlinson-Clarke, S ve Curran, M (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55, 25-38.