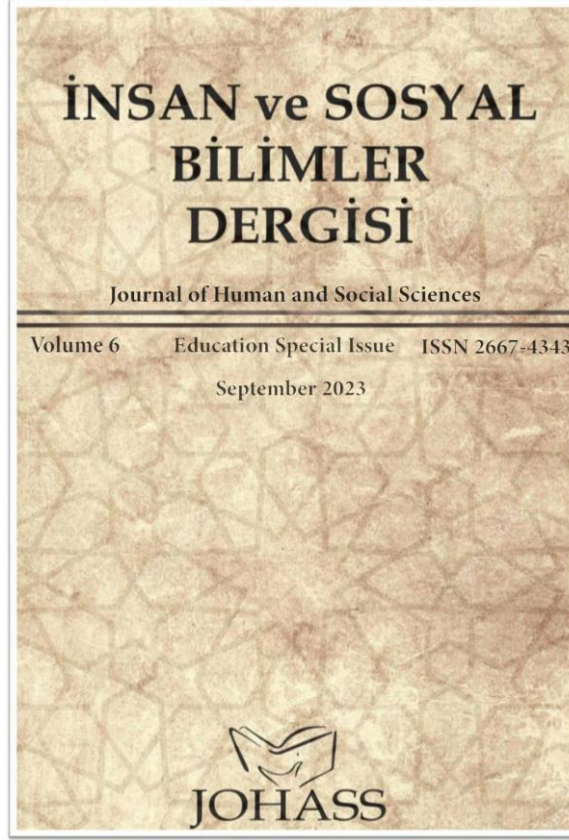# JOURNAL OF HUMAN AND SOCIAL SCIENCES (JOHASS)

Multicultural Education in Türkiye: A Systematic Review

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Abstract	Research Article

Global migratory movements have recently increased dramatically due to conflict, economic challenges, and health crises. Consequently, multiculturalism has gained prominence, necessitating the introduction of multicultural education in educational institutions. This change, in turn, has led to increased research studies on multicultural education. The main objective of this study is to provide a comprehensive systematic review of research on multicultural education in Türkiye. Within this framework, the study examined the prevailing research trends, methods, focus areas, measurement instruments used, participant groups, and outcomes described in articles on multicultural education in the Turkish context. To analyze the research data, a thorough examination of the articles published in the index TR between 2013 and 2023 was conducted. The resulting data were carefully analyzed using the descriptive content analysis method. The study results show that the number of research papers on multicultural education has increased significantly in recent years. Qualitative research methods were preferred in these studies, while scales stood out as the primary instruments for data collection. In addition, the study found that the majority of participants in these studies were educators, particularly teachers. In addition, a significant portion of the articles were published in social studies. It was also found that the predominant variables in these studies were attitude and gender, with a positive change in participants' perceptions of multiculturalism. By comprehensively assessing these facets, the study contributes to our understanding of the dynamics and trends in multicultural education research in Türkiye.

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Introduction

Throughout history, epidemics, natural disasters, and conflicts have driven human migration to foreign lands. These unfortunate circumstances have sometimes compelled individuals to share their lives with people from different cultural backgrounds, either out of necessity or in pursuit of personal betterment. However, with globalization and advancements in transportation technology, we have witnessed the emergence of multinational states and the transformation of existing states into multicultural societies. These developments have facilitated communication among diverse cultures and encouraged the exchange of ideas and values. Consequently, multiculturalism has gained prominence to promote the peaceful coexistence of various cultural communities within the public sphere (Rdodoplu, 2020).

Multiculturalism holds significant implications, influencing various domains such as education, state policies, citizenship, employment, and media (Çelik, 2008). Its origins can be traced back to the 1970s when countries like Australia and Canada initially embraced it to celebrate the diversity of indigenous populations and immigrants. Over subsequent decades, it expanded to English-speaking nations like the United States, the United Kingdom, and New Zealand, gradually spreading to other parts of Europe (Doytcheva, 2009). However, the reception of multiculturalism has been mixed, with some nations welcoming it enthusiastically while others remain skeptical (Rdodoplu, 2020).

One fundamental approach to fostering harmonious coexistence among individuals from diverse backgrounds is through multicultural education provided to school students. Unlike traditional educational models that produce individuals rooted in a single culture, multicultural education aims to cultivate individuals who deeply appreciate diverse cultures, offer equal development opportunities, and demonstrate sensitivity to various cultural backgrounds (Polat & Kılıç, 2013). Multicultural societies have profoundly influenced educational practices, giving rise to multicultural education. Banks et al. (2001) define multicultural education as a reform and process ensuring equal educational opportunities for all students, regardless of race, gender, socioeconomic status, or ethnic origin.

In the research literature, the bibliometric analysis method is a systematic review tool that quantitatively assesses the publications within a specific academic discipline or field (Çalık & Sözbilir, 2014). Bibliometrics, through its analysis of various aspects of publications within a field, plays a pivotal role in identifying trends and patterns. By conducting comprehensive bibliometric studies, researchers can gain valuable insights into gaps and

disparities within the research domain (Polat, 2013). Independent studies within the same field may yield divergent results, underscoring the significance of bibliometric studies in aggregating, selecting, synthesizing, organizing, and summarizing research outcomes. Consequently, a well-executed bibliometric study offers researchers a rich source of information conveniently consolidated in one accessible location.

An extensive review of the existing literature on multicultural education has revealed a noticeable lack of bibliometric studies within this field. Because there is no bibliometric research and multicultural education in the literature, the present study will fill a gap in the multicultural education field. To the author's knowledge, no study has a bibliometric analysis of research on multicultural education. The lack of bibliometric research in multicultural education addresses an important research gap in the literature. Furthermore, only two studies related to bibliographic and multicultural studies are closely parallel to the present study. For example, Cabrera et al. (2019) conducted a bibliometric study to analyze nine highly published studies concerning ethnic and racial bullying. Their findings revealed the important physical and psychological challenges faced by young individuals who experienced ethnic and racial bullying. In a more recent study, Wu et al. (2022) conducted a bibliometric analysis focused on the impact of electronic data interchange (EDI) on culture within English-speaking countries, utilizing data from the Web of Science database. This study revealed that EDI harmed national identity and indigeneity. However, the studies of Cabrera et al. (2019) and Wu et al. (2022) are not related to multicultural education, and they have not conducted a comprehensive bibliometric analysis of articles related to multicultural education in the field of education. With this aspect, research gaps are clear in conducting bibliometric research on multicultural education.

In the literature review, we could not identify any studies where a systematic analysis of both national and international literature had been conducted. Consequently, there is a pressing need for research involving bibliometric analysis within the field of multicultural education. This study, therefore, aims to undertake a bibliometric analysis of documents related to multicultural education in the Web of Science database. The findings of this research can serve as an initial reference point for scholars and can also strengthen future research endeavors, thereby fostering further initiatives and research in the field of multicultural education. Recognizing the importance of this contribution, the research results have the potential to enhance the knowledge base of researchers engaged in multicultural education, uncover research gaps that have emerged from existing studies, and provide

valuable insights for policymakers and curriculum developers in the realm of multicultural education.

As a result, the research problem is defined as follows: 'What is the distribution of the examination of documents published on multicultural education in the Web of Science database in terms of various variables?' Within the scope of this problem, we aimed to find answers to the following questions:

How are the documents on multicultural education distributed by publication year?

What research methods are utilized in these documents?

In which research areas do these documents fall?

What variables are commonly investigated in these studies?

What measurement tools are frequently employed?

What is the level of participants in these studies?

What are the outcomes and results derived from these studies?"

Method

Research Design

In this study, the document analysis method was employed. Document analysis entails the collection and review of various documents as the primary source of research data (Sak at al., 2021) It is a scientific research approach characterized by the processes of gathering, questioning, and analyzing information. To analyze the data, we utilized the descriptive content analysis method. Descriptive content analysis involves a thorough review and systematic categorization of quantitative and qualitative studies centered around a specific topic or field. This rigorous examination aims to uncover overarching trends within the subject matter, thereby facilitating the identification of common patterns. As defined by Çalık and Sözbilir (2014), descriptive content analysis involves the assessment and analysis of studies within a particular field to discern prevailing trends and research findings. This methodology comprehensively evaluates and categorizes existing literature pertaining to a specific topic (Çoban, 2022).

Document analysis studies serve a crucial role in guiding future research endeavors. Employing a qualitative analytical approach when scrutinizing the motivations, outcomes, and objectives of the studies examined through document analysis significantly contributes to the explanation and elaboration of these studies. The primary objective of document analysis

studies is to provide researchers with insights into the prevailing trends within their chosen subject or field of study. Such studies typically involve the analysis of characteristics such as the year of publication, research methodology, field of study, study participants, and measurement tools used. In contrast to standardized document analysis studies, these investigations focus on unique areas of analysis (Ültay et al., 2021). In order to infuse originality into this research and examine the studies from an innovative perspective, this study offers an in-depth understanding of the research context by analyzing the outcomes and variables employed in these studies.

Data Collection

Researchers often utilize diverse databases tailored to each study in the descriptive content analysis method. For the present study, which focuses on scrutinizing multicultural education research in Türkiye, TRDizin was chosen as the database. TRDizin was selected due to its convenience in accessing Turkish-produced information and its recognition as an approved "directory" by the Council of Higher Education (YÖK) and the Interuniversity Council (ÜAK) for appointments and promotions. To search, the term "Multicultural Education" was inputted into the search function, and studies carried out within the past decade were reviewed. Since there were not enough studies in the field of multiculturalism before 2013, the year of 2013 was determined as the beginning of the review. This yielded a total of 67 articles. Subsequently, a meticulous examination was performed to exclude articles not directly related to multicultural education, leading to a final selection of 56 articles that met the predefined analysis criteria. The complete texts of these 56 articles were retrieved and downloaded. In order to ascertain the relevance and suitability of the downloaded articles, a second researcher with prior expertise in the field was consulted. In this study, the researcher assessed the suitability of the downloaded articles based on predetermined criteria. The reliability formula proposed by Miles and Huberman (1994) (Reliability = Agreement / (Agreement + Disagreement)) was employed for this evaluation. Following this assessment, the degree of agreement between the two researchers was computed, resulting in a consensus level of 89%. This meticulous process of article selection and verification underscores the precision and integrity of the data collection phase in the study.

Data Analysis

The researcher created a form that included the research year, purpose, outcome, research variable, research area, study group, measurement instruments, and research method criteria. Two different researchers meticulously evaluated this form. The two researchers coded the 56 articles selected for analysis. Microsoft Excel was used for data coding, and the specified codes were integrated into the Excel file. Initially, ten articles were coded separately to ensure consistency in coding. This resulted in a Cohen's Kappa analysis reliability of 0.91 between coders. Subsequently, the two coders coded the remaining articles, making a concerted effort to maintain reliability. Discrepancies in coding were discussed in detail, and consensus was reached between the coders to resolve these discrepancies. This rigorous process of double coding and resolving discrepancies ensures the robustness and accuracy of the data analysis.

Findings

In this section of the study, the results of the research objectives and corresponding sub-problems are presented through figures and tables by the sequence of research issues. The interpretations of the findings extracted from each table and figure are provided below each visualization. This structured approach ensures a comprehensive and organized presentation of the research outcomes, enabling a clear understanding of the insights garnered from the study.

Distribution of Articles Acording to the Year of Publication

The distribution of the analyzed articles according to the year of publication is given in Figure 1.

Figure 1

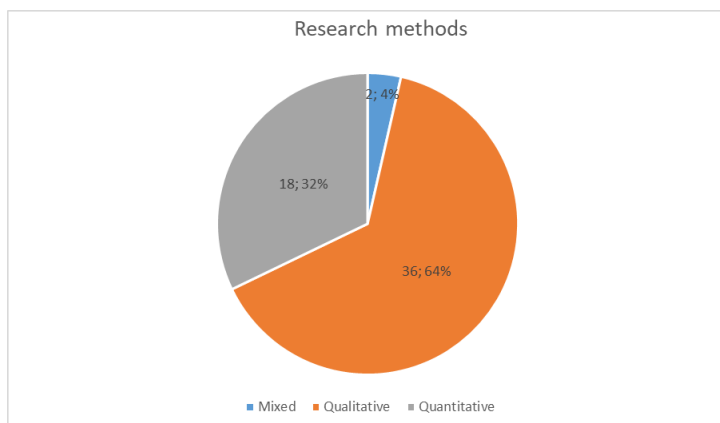*Distribution of Articles on Multicultural Education According to Years of Publication*
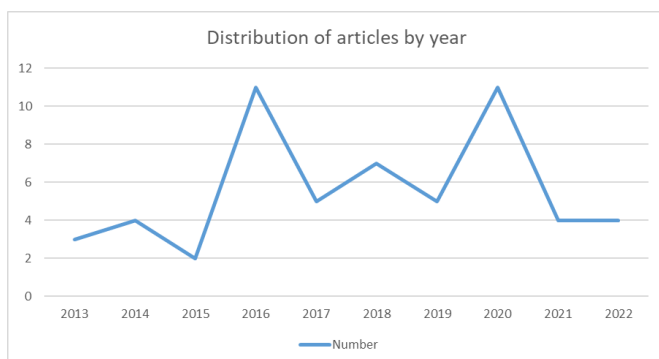
Upon reviewing Figure 1, which illustrates the distribution of articles on multicultural education over the years, a distinct pattern emerges. 2016 and 2020 are the most prolific periods for research endeavors in this domain. Among the studies conducted between 2013 and 2022, 2015 witnessed the least number of studies on multicultural education. This trend is corroborated by the data presented in Table 1, which indicates an uptick in the number of studies conducted during the last five years compared to the preceding five years. This finding suggests a growing interest and emphasis on researching multicultural education in recent times, as evidenced by the increased volume of studies in recent years.

Research Methods Used

Figure 2 demonstrates the distribution of the analyzed articles according to research methods.

Figure 2

Distribution of Articles on Multicultural Education by Methodology

A distinct pattern emerges after analyzing Figure 2, which presents the distribution of research methods utilized in the 56 articles on multicultural education. The majority, constituting sixty-four percent (36 articles), employed qualitative research methods. Meanwhile, thirty-two percent (18 articles) opted for quantitative research methods, while a smaller proportion of four percent (2 articles) utilized mixed research methods. This data shows that a substantial portion of the articles focused on multicultural education favors qualitative research approaches. While the utilization of mixed research methods has shown some growth in recent times, it remains apparent that their application within articles on multicultural education is still relatively limited. This observation underscores the prevalent preference for qualitative methodologies within this field.

Research Areas

Table 1 demonstrates the distribution of the analyzed articles according to the fields.

Table 1

Distribution of Articles on Multicultural Education by Fields

	Code	f	%
Fields	Social Studies Education	21	37,6
	Curriculum and Instruction	10	17,9
	Preschool Education	4	7,2
	Religious Culture and Ethics	2	3,5
	Foreign Language Education	6	10,7
	Sociology	1	1,8
	Education Management	3	5,3
	Classroom Management	6	10,8
	Mathematics Education	2	3,5
	Guidance and Psychological Education	1	1,7
	Total	56	100

Upon analyzing the 56 articles concerning multicultural education as presented in Table 1, a notable trend emerges across academic domains. The highest number of articles, constituting 37.6 percent (21 articles), focuses on social studies education. Educational programs and teaching emphasize social studies education, each accounting for 17.9 percent (10 articles), and foreign language education and classroom management at 10.7 percent. Conversely, when considering the articles on multicultural education, the domain with the least number of studies is guidance and psychological education, comprising only 1.7 percent

(1 article). Based on these observations, it is evident that the majority of studies predominantly fall within the verbal domain, with just two studies exploring multicultural education within the numerical domain of mathematics education. This distribution highlights the prevailing focus on verbal disciplines in exploring multicultural education.

Variables Researched

Table 2 demonstrates the distribution of the analyzed articles according to variables.

Table 2

Distribution of Articles on Multicultural Education According to Variables

	Code	f	%
Variables	Attitude	15	12,9
	Gender	16	13,7
	Contact	2	1,7
	Economic situation	6	5,2
	Branch	1	0,8
	Age	2	1,7
	Seniority	6	5,2
	Region	3	2,5
	Perspective	1	0,8
	Education status	8	6,9
	Chapter read	1	0,8
	Faith	12	10,2
	Cultural background	3	2,5
	Language	8	6,9
	Textbook	5	4,2
	Perception	7	5,9
	Self-efficacy	1	0,8
	Engaging with the lesson	1	0,8
	Understanding	1	0,8
	Race	5	4,2
	Family	1	0,8
	Equality	2	1,7
	Tolerance	1	0,8
	Respect	1	0,8
	Help	1	0,8
	Success	1	0,8
	Democracy	1	0,8
	School type	3	2,5
	Justice	3	2,5
	Total	117	100

Upon reviewing Table 2, which presents the variables examined in articles pertaining to multicultural education, it is evident that many variables are explored within this realm. In

the 56 scrutinized articles, 117 distinct variables were investigated concerning multicultural education. The variable most frequently analyzed for its association with multicultural education is gender, accounting for 13.7 percent (16 instances), followed by attitude at 12.9 percent (15 instances), and belief at 10.2 percent (12 instances). Conversely, variables such as branch, perspective, department studied, self-efficacy, interest in the course, understanding, family, tolerance, respect, help, success, and democracy exhibit the lowest level of connection to multicultural education, each featuring in just 0.8 percent (1 instance). This analysis underscores the diverse array of variables explored in conjunction with multicultural education, further highlighting the multifaceted nature of this field of study.

Used Measurement Tools

Table 3 demonstrates the distribution of the analyzed articles according to the measurement tools used.

Table 3

Distribution of Articles on Multicultural Education According to the Used Measurement Tools

	Code	f	%
Measurement Tools	Scale	22	36,0
	Interview	14	23,0
	Observation	2	3,3
	Document review	14	23,0
	Scanning	2	3,3
	Open-ended questions	2	3,3
	Survey	2	3,3
	Demographic information form	1	1,6
	Interview form	1	1,6
	Metaphor	1	1,6
	Total	61	100

Upon analyzing Table 3, which outlines the measurement tools employed in articles concerning multicultural education, it is evident that scales are the most frequently utilized tool, accounting for 36.0 percent (n=22) of the studies. Following scales, the interview and document analysis methods are employed at a rate of 23.0 percent (n=14). In contrast, the least commonly used measurement tools are demographic information forms and metaphors, each employed in 1.6 percent (1) of the studies. Notably, Figure 2 underscores a significant

outcome from this study: while the qualitative research method is the most commonly adopted approach, the quantitative measurement tool—scales—takes precedence. This outcome highlights a compelling observation that the scale measurement tool is predominantly utilized in quantitative studies. This alignment between research methods and measurement tools underscores the inclination of quantitative studies to employ scales as a prominent means of data collection and analysis.

Level of Participants

Table 4 demonstrates the distribution of the analyzed articles according to the measurement tools used.

Table 4

Distribution of Articles on Multicultural Education According to the Study Group

	Code	f	%
Working Group	Primary School	3	6,4
	Middle School	3	6,4
	High School	1	2,1
	License	13	27,7
	Undergraduate	1	2,1
	Teacher	25	53,2
	Academician	1	2,1
	Total	47	100

Upon reviewing Table 4, it becomes evident that the study participants in articles focused on multicultural education primarily comprise teachers and undergraduate students. More than half of the studies (53.2 percent) center on teachers, while undergraduate students constitute the second-largest group at 27.7 percent (13 individuals). In contrast, the least frequently selected study participants in articles related to multicultural education are academicians and high school students, representing only 2.1 percent (1 person). Through this analysis, it is clear that efforts have been made to include a range of educational levels within the studies, despite variations in the frequency of studies conducted with certain participant groups. This collective approach underscores a commitment to examining multicultural education across different levels.

Results Obtained from the Analyzed Studies

Table 5 presents the main and sub-results obtained from the analyzed articles.

Table 5

Results Obtained from the Articles on Multicultural Education

Results		f	%	Work samples
Main result	Sub Outcome			
Contribution to the Student	Positive attitude change	3	4,5	Erbaş (2023)
	Harmony between students	1	1,5	Tosun at al. (2022)
	Students' use of positive metaphors	2	3,0	Sarıdaş (2022)
	Communication between students	1	1,5	Ateş & Aytekin (2020)
	Self-efficacy perception	1	1,5	Dolapcı & Kavgacı (2020)
	Becoming successful	1	1,5	Çiftçi & Aydın (2014)
	Gaining tolerance	2	3,0	Aslan & Aybek (2017)
	Gaining the value of equality and democracy	2	3,0	Aydın, Tonbuloğlu (2014)
Contribution to the teacher	Positive attitude change	6	9,0	Akman (2019)
	Self-development	3	4,5	Ortaş (2019)
	Classroom management	2	3,0	Yıldırım, Terzi (2017)
	Development of social intelligence	1	1,5	Akman (2017)
	Heightened perceptions	1	1,5	Marangoz Tosun at al. (2015)
Educational outcomes	Changes in perceptions of multiculturalism according to variables such as age, gender, education level, etc.	11	16,5	Şengül (2021)
	Perceptions of multiculturalism do not change according to variables such as age, gender, education level, etc.	6	9,0	Çapçı & Durmuşoğlu (2022)
	Not enough multiculturalism in textbooks	7	10,5	Bakır & Akcan (2021)
	Faith does not affect multiculturalism	1	1,5	Şengül (2021)
	Migrants' low perception of multiculturalism	1	1,5	Çifçi ve ark. (2021)
	Multicultural practices increase perception	2	3,0	Başkaya Tosun at al. (2020)
	Student behavior multicultural perception	1	1,5	Özbilen Tosun at al. (2020)
	High perception of multiculturalism among undergraduate students	2	3,0	Nayır & Çetin (2018)
	High perception of multiculturalism among people living in different ethnic groups	2	3,0	Yazıcı Tosun at al. (2016)
	Teachers' positive opinions	2	3,0	Kaya & Söylemez (2014)
Other results	Problems in a multicultural environment	2	3,0	Takır & Özerem (2020)
	Teachers' lack of understanding of the multicultural environment	2	3,0	Tünkler (2020)
	Failure to develop multiculturalism in Türkiye	2	3,0	Arslan (2016)

A noteworthy observation emerges after reviewing Table 5 and examining the articles focused on multicultural education. The most significant contribution to students lies in the cultivation of positive attitudes (Erbaş, 2023; Akman, 2019; Damgacı & Aydın, 2013; Kozikoğlu & Yıldırımoğlu, 2021). Additionally, students have embraced positive metaphors (Sarıdaş, 2022; Öksüz et al., 2016) and assimilated values such as tolerance (Aslan & Aybek, 2017; Aydın & Tonbuloğlu, 2014) as well as principles of equality and democracy (Aydın & Tonbuloğlu, 2014). Furthermore, multicultural education has fostered a sense of harmony

among students (Tosun et al., 2022), bolstered self-efficacy perceptions (Dolapcı & Kavgacı, 2020), and enhanced the concept of achieving success (Çiftçi & Aydın, 2014).

Considering the contribution of multicultural education to teachers in articles on multicultural education, positive attitude development was also obtained in teachers, similar to the result obtained most in the contribution to students (Akman, 2019). In addition, the contribution of multicultural education to teachers' self-realization is another important result (Ortaş, 2019). Other results obtained are the contribution of teachers to classroom management (Yıldırım & Terzi, 2017), the development of their social intelligence (Akman, 2017), and the increase in their perceptions (Marangoz et al., 2015).

Considering the main result of educational outcomes, the most obtained educational outcome is that the perception of multiculturalism depends on variables such as age, gender, educational status, etc. (Şengül, 2021). The research has determined that girls have more developed multiculturalism receptivity than boys, young people than older people, and those with higher education levels than those with lower education levels. An additional crucial finding indicates that textbooks do not allocate sufficient importance to multicultural education. (Bakır & Akcan, 2021). It is interesting that while the most obtained result is that the perception of multiculturalism depends on variables such as age, gender, and educational status, the third most important result is that the perception of multiculturalism does not depend on these variables (Çapçı & Durmuşoğlu, 2022). Other results obtained are that belief does not affect multiculturalism (Şengül, 2021), immigrants' perception of multiculturalism is low (Çifçi et al., 2021), multicultural practices increase perception (Başkaya et al., 2020), student behavior multicultural perception (Özbilen et al., 2020), high multicultural perceptions of undergraduate students (Nayır & Çetin, 2018), high multicultural perceptions of those living in different ethnic groups (Yazıcı et al., 2016), positive opinions of teachers (Kaya & Söylemez, 2014). Examining further outcomes derived from articles on multicultural education, we encounter issues encountered within multicultural environments (Takır & Özerem, 2020), educators' limited comprehension of diversity within multicultural settings (Tünkler, 2020), and the insufficient progress of multiculturalism in Türkiye (Arslan, 2016).

Discussion and Results

The primary objective of this study is to analyze research on multicultural education within the context of Türkiye, focusing on various variables while also identifying prevalent

trends within these studies. The research encompassed articles published between 2013 and 2022, employing the content analysis method. The obtained findings are subsequently deliberated alongside a synthesis of pertinent literature studies. Upon scrutinizing the publication years of studies centered around multicultural education, it becomes apparent that the most prolific years of publication were 2016 and 2020. Concurrently, drawing from the Global Trends report, it is highlighted that the tally of individuals forcibly displaced and subsequently classified as refugees stood at 51.2 million in 2013 and escalated to 59.5 million in 2014. This figure is a significant ascent from approximately 30 million a decade earlier. This report underlines the number of individuals assuming refugee status has been notably rapid since 2013. Mainly attributed to the unfolding events in Syria in 2011, a substantial influx of refugees has transpired within Türkiye since 2013. This circumstance has inherently positioned multicultural studies as an imperative realm warranting heightened attention from researchers. Given these considerations, the revelation that research endeavors into multicultural education have escalated in recent years aligns harmoniously with the substantiating details outlined above.

The prevalent research methodology commonly employed within studies focused on multicultural education is qualitative. Qualitative research, by its inherent characteristics, aims to delve into a profound comprehension of the subject matter, thereby elucidating the intricate relationships between individuals and phenomena. Given that multicultural education revolves around individuals and society, using qualitative research methodology to grasp multiculturalism comprehensively is inherently aligned with the obtained outcomes. Upon analyzing the studies based on their respective academic domains, it was ascertained that social studies education garnered the highest number of research endeavors. Conversely, the field with the least number of studies was mathematics education. While numerous factors might contribute to this discrepancy, it is noteworthy that the social studies curriculum often serves as a vehicle for imparting a substantial portion of our country's knowledge, skills, and societal values. Within social studies education, a surge in multicultural education-focused studies has been witnessed in recent years, particularly as this domain is regarded as a conduit for fostering citizenship education (Keskin & Yaman, 2014). Additionally, findings from document review research, as highlighted by Akhan and Yalçın (2018), indicate that multiculturalism is predominantly integrated into social studies textbooks. This insight provides a rationale for the predominance of multicultural education studies within social studies education.

Examining the favored target audiences reveals that teachers are the most commonly selected group for research participation. Subsequently, undergraduate students rank as the second most preferred group. Conversely, academics and high school students are the least sought-after participants. These findings underscore the prevalence of teachers, especially pre-service teachers, as the most favored research subjects. This inclination aligns with existing literature, which supports the notion that teachers and pre-service teachers should be the primary study groups. This approach enables pre-service teachers to cultivate professional behavioral adjustments through their education and foster cultural sensitivity in the students they will eventually instruct. An analysis of studies about multicultural education reveals that certain variables are commonly employed in research endeavors. These variables encompass attitudes, gender and belief, economic status, educational attainment, and language. Notably, a predominant trend in quantitative studies involves gauging the attitudes of research participants toward multicultural education through applying diverse measurement scales. The findings indicate a prevalent positive orientation among study groups towards multicultural education. Additionally, these affirmative attitudes have shown enhancement in tandem with the increased awareness the research fostered.

This inclination towards investigating the mentioned variables can be attributed to the comprehensive nature of multicultural education, which is defined as a paradigm aimed at establishing an equitable educational environment encompassing individuals of diverse races, ethnicities, beliefs, genders, languages, and socioeconomic strata (Banks et al., 2001). Hence, these variables have garnered considerable research attention due to their direct relevance to the fundamental tenets of multicultural education. The analyzed articles revealed that the most frequently employed measurement tool was quantitative, namely scales. Qualitative measurement tools like interviews and document analysis were commonly utilized following scales. The rationale behind using these measurement tools can be attributed to their advantages in terms of ease of data collection, streamlined measurement procedures, robust confidentiality safeguards, accessibility, and simplified analysis processes (Ekiz, 2020).

Among these, interviews stand out as one of the paramount qualitative research methods, serving as a straightforward and precise means to gather information about events and phenomena within their natural context (Yıldırım & Şimşek, 2006). Consequently, the employment of the interview method by researchers to obtain the most universally applicable information regarding multicultural education harmonizes seamlessly with existing literature. Additionally, document analysis, characterized by collecting, examining, and interpreting

documents as primary research data sources, can be justified to acquire insights into multicultural education and facilitate comparisons with previous studies (Sak et al., 2021). Thus, document analysis in obtaining information about multicultural education aligns well with the practice endorsed by the scholarly discourse. Upon analyzing the outcomes of studies about multicultural education, a pattern emerges where it is evident that multicultural education engenders positive transformations in students' attitudes, fosters the utilization of positive metaphors, cultivates tolerance, and instills the values of equality and democracy. These studies often convey to students that diverse cultures encompass varying beliefs, languages, and socio-cultural structures. This approach likely contributes to heightened awareness among students, facilitating the acquisition of values such as tolerance, equality, democracy, and respect for cultural differences.

Furthermore, research results highlight the positive impact of multicultural education on teachers. This impact encompasses favorable changes in attitude, personal growth, and enhanced classroom management skills. This can be attributed to the fact that multicultural education equips teachers with the tools to embrace diverse perspectives, fostering an environment where they can augment their classroom management skills and personal development through exposure to differing viewpoints. In essence, these outcomes collectively underscore the instrumental role of multicultural education in nurturing positive transformations in both students and teachers. Through exposure to diverse cultural perspectives, individuals are empowered to embrace differences, advocate for equality, and contribute to creating inclusive educational environments. Reviewing the educational outcomes of the conducted studies, it becomes evident that the effectiveness of multicultural education is contingent on factors such as age, gender, and educational status. An additional noteworthy finding is the inadequate inclusion of multicultural education within textbooks. For instance, Kanatlı and Öztürk (2018) established that multicultural education imparts the values of respect and tolerance to students. This result is congruent with Aslan's (2017) findings, which indicated that multicultural education enhanced students' sentiments of respect, tolerance, and benevolence. Based on the collective findings, it can be inferred that studies centered on multicultural education consistently yield positive impacts on students, enabling them to elevate their self-development and foster an environment of respect and understanding.

"The research reveals that studies within the realm of multiculturalism predominantly fall within the domain of social sciences and have witnessed an increase in numbers in recent

years. It is apparent that these studies frequently assess similar variables, such as attitudes, gender, and beliefs, utilizing the same research method, namely scales. Furthermore, the research often focuses on teachers as the primary research participants, consistently yielding findings that indicate the development of positive attitudes toward multiculturalism within these study groups. This pattern aligns with the findings of previous studies conducted by Kılavuz (2023), Öztürk (2018), Aslan (2017), and Türkkan (2017), which also noted that investigations into the sub-dimensions of multiculturalism have contributed to values such as tolerance, respect, social justice, and equality within their respective research groups."

Recommedations

This study highlights that research on multiculturalism is predominantly concentrated within the domain of social studies education. Conversely, there has been limited attention given to studies within the quantitative realm. Consequently, it is evident that there exists a pressing need to investigate the impact of multicultural education on factors such as students' attitudes and tolerance, particularly within quantitative fields. Moreover, the research findings indicate a scarcity of mixed methods approaches in current research. Given the wealth of data that mixed methods can provide, their increased incorporation in future studies could enhance research outcomes, yielding a more comprehensive understanding of the subject matter. It is worth noting that this study exclusively focused on the analysis of articles pertaining to multicultural education. Future research endeavors could broaden their scope to encompass dissertations, books, and reviews from diverse sources and disciplines, enabling a more holistic comprehension of the topic. Lastly, it is notable that academics and high school students were excluded as participants in multicultural education research. A recommendation for future studies would be to involve these groups more frequently, allowing for a more comprehensive examination of their contributions and perspectives within the realm of multicultural education.

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