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Teachers' Views on Multicultural Education: Sample of Antalya

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ABSTRACT The purpose of the current study is to examine the attitudes of teachers working in primary, secondary and high schools, on multicultural education in terms of different variables through using relational screening model of descriptive research design. Thescope of the present study is 1634 teachers working in primary, secondary and high schools in Antalya city while the sampleof the study is162 teachers working in primary, secondary and high schools in center, Kepez, Muratpasa and Konyaalti districts in Antalya Province in 2014-2015 educational years. Based on the findings, it was foundthat attitudesof teachers teaching in different grades toward multicultural education are generally above the average and positive. The analysis of the findings revealed that while there is not a significant difference in the attitudes towards the multicultural education in terms of gender, the experience of the teachers and their seniority level show significant difference in the attitudes towards multicultural education.

INTRODUCTION

As the process of social change accelerates, the unities founded by economical and social purposes as a result of the migration among countries, with the progression history of mankind from agricultural society, through industrial and then information system have become inevitable. Besides, in these progression terms, creating universal principles, recognition of different cultures and intercultural interaction in education have become essential (Cirik 2008).The concept of culture is a notion that defines many different disciplines. The origin of the word 'culture' derived from the word 'culture' in French, *'colore'* in Latin and synonyms *'hars'* in Persian have taken place in Turkish. In pure Turkish, the word *'ekin'* has existed in Uigur language a thousand years ago. These words (culture, *colore, hars* and *ekin*) are used to describe agriculture, crop, dealing with agriculture and harvest (Sisman 2007). Culture is affected by wildlife, human attitude, policy, religion and economic life.

It is transferred with education and evaluated not with biological but social interaction. Culture is shared by members of society and produces new understandable behavior patterns again by members of society(Gay 1994).

It can be claimed that theevaluation and analysis of different cultures by scholars will significantly contribute to the development of individuals as the learning and teaching is the result of cultural interaction. It is considered that in the early years,educatingindividuals about respect for diversity and differences will be useful for the growth of being effective global members in their future. Vygotskyhasalso stated that the experiences gained from culture influence the development in all aspects and language; symbols and concepts support mental development of the individual gained with the cultural experiences (Gay 1994; Jonansen and Rohrer- Murphy 1999; Arievitchand Stetsenko 2000; Jonassen et al. 2003).

The meaning of education also changes with cultural change of the society overtime. Hence, the roles of directors and teachers change, as well. With the effect of Perennialist and Essentialist education philosophers, it was expected of teachers to transfer behavior patterns in predetermined program and asked to show them, while with the effect of Progressivism and Reconstructionism, it is expected of teachers to provide self-knowledge of students, preparing educational environment and increase the potential students have at present day (Polat 2009).

With the effect of Progressivism and Re-constructionism philosophy of education, the differences are considered as natural, teaching methods and techniques have increased invariety, consequently, the expectations from students are differentiated. Thus, today's teachers have to be educated with the above mentioned approach which can be defined as 'multicultural education' or 'intercultural education'. Multicultural-

ismis the living together of people with different age, sexual preferences, disability, socialclass, ethnicity, religion, language and cultural features (APA 2002). According to Fergeson and Laouris (2008) multiculturalism can also be defined as the plurality or multitude of cultures (Damgaci and Aydin 2014). Consequently, multicultural education can be described as the recognition, acceptance and showing of respect and tolerance of differences related to age, sexual preferences, disability, socialclass, ethnicity, religion, language and cultural features (Bank and Bank 1993 cited in Herring and White 1995; Swick 1994; Bohn and Sleeter 2000; Parekh 2002; Cirik 2008). Multicultural education can also be described as mixed school concept, which is the education approach to promote cultural pluralism on democratic values or committed to educational equality in society where there are differences reflected on cultural features such as; prejudice, identity conflict, to reduce the power struggle, with educational policies that respond to different expectations of the community and reflection on the education of school practice. Considering these definitions and aim it can be said that multicultural education is student-centered. As multicultural education is based on student's education, the aim of multicultural education and quality of given education can change from country to country.

Each country has its' own purpose for and content of multicultural education which is shaped by the characteristics of their own country. In addition, critical point on multicultural education in each country is also different.The quality of multicultural education seems directly proportional to the survival of democracy in the country (Aydin 2003; Polat 2009).

For Kaya and Aydin (2014) "as in many multicultural countries, Turkey also experiences some problems stemming from ethnic and cultural differences. Many experts think that considering the several countries around the world that adopt multiculturalism and implement multicultural education, many cultural problems facing Turkey can be solved with multicultural education" (Damgaci and Aydin 2014). In Turkey, the academic studies seem to be very limited onmulticulturalism and multicultural education. During debates on multiculturalism, it is observed that opposing views are taken, and two views are mentioned often in opposite poles. The purpose of the present study is to examine the attitude of the teachers working in primary schools as primary teachers and as field teachers towards ethnic issues, cultural diversity and pluralism while carrying out their educational activities.

METHODS

In this part of the study, the research method, research group, data collection tools, statistical methods and techniques used to analyze the data collected were presented.

Research Questions

Concerning the above mentioned purpose, the present study seeks to answer the following research questions;

1) What is the attitude of the participants towards multiculturalism
2) Does attitude of the participants towards multicultural education change based on their:

a) Gender
b) School type
c) Years of experience
d) Place of duty
e) Subject taught
f) Family backgrounds

Model of the Study

The present study adopts a descriptive research methodology in nature and attempts to examine the attitudes of the teachers working in primary schools as primary teachers and as field teachers towards multicultural education from the perspectives of different variables through relational screening technique. As a descriptive study design, the relational screening modelsaim at determining the existence of change and degree of variation between two or more variables (Cohen et al. 2000; Fraenkel and Wallen 2009).

Scopeand Sampling of the Study

The scope of the research is 1634 teachers working inprimary, secondary and high schools in center district, and the sample is 162 teachers working in primary, secondary and high schools in, Kepez, Muratpasa and Konyaalti districts of Antalya Province in 2014-2015 academic year. According to Brayman and Cramer's scale (2001), the number of participants is sufficient (2004), as

Table 1: Sampling distribution

Variable		*N*	*%*
Gender	Man	75	46.3
	Woman	87	53.7
School Type	Primary	51	31.5
	Secondary	71	43.8
	High school	40	24.7
Experience	1-5 Years	42	25.9
	6-10 Years	36	22.2
	11-15 Years	26	16.0
	16-20 Years	27	16.7
	20+ Years	31	19.1
Place of Duty	City/Center of District	114	70.4
	Village/Town	48	29.6
Foreign	No	94	58
Family	Yes	68	42

the sampling size covers roughly five fold of the items in the questionnaire (Table 1). The samples were selected through simpler sampling.

FINDINGS

In this section,the findings of the present study are discussed concerning the purpose of thestudy and the research questions posed above.

In general, the teachers working in all types of schools have 'high' level positive attitude towards multiculturalism (Table 2). The reason for this, most of the teachers worked in different regions and districts of the city and they might be faced with different cultures. Teachers acting together on different subjects and areas may have helped to develop positive attitudes and behaviours on multiculturalism.

Table 2: Teachers' general attitudes towards multiculturalism

Format	*N*	$\bar{X}$	*SS*
Cultural pedagogy	162	.95	.6422
Supporting Multiculturalism	162	3.41	.6963
Cultural awareness	162	3.84	.7677

Teacher's attitudes towards multiculturalism do notrange in terms of their genders (Table 3). This reason might stem, not only, from having similar education backgrounds, but also teaching in similar environment. Therefore, it can be claimed that both female and male teachers develop similar attitude towards cultural pedagogic, supporting multiculturalism and cultural awareness.

In terms of the school type range, thereis significant difference in the aspect of "Cultural Pedagogy" and "Cultural Awareness" among groups. Inorder to examine and identify any difference between two means, Tukey's honest significant difference (HSD) test was conducted (Table 4).

Table 3: The teachers' attitudes towards multiculturalism in terms of their gender

Format	*Gender*	*N*	*X*	*SS*	*Sd*	*t*	*p*
Cultural Pedagogy	Male	75	4.01	.6750	160	1.01	.311
	Female	87	3.91	.6125			
Supporting Multiculturalism	Male	75	3.47	.7291	160	.971	.333
	Female	87	3.36	.6671			
Cultural Awareness	Male	75	3.87	.8556	141.5	.488	.626
	Female	87	3.81	.6870			

Table 4: The relationship between teachers' attitudes towards multiculturalism and the type of school (place of duty)

Format	*Source of variance*	*Number of squares*	*Degree of exemption*	*Avarage of squares*	*F*	*P*	*Considerable difference*
Cultural Pedagogy	Among groups	.680	2	1.340	3.344	.038*	1-3
	Within the group	63.722	159	.401			
	Total	66.403	161				
	1. Primary (3.77) 2. Secondary (4.00) 3. High School (4.10)						
Supporting Multicul-turalism	Among groups	1.996	2	.998	.290	.749	-
	Within the group	92.975	300	.310			
	Total	94.971	302				
	1. Primary (3.39) 2. Secondary (3.46) 3. High School (3.36)						
Cultural Awareness	Among groups	.665	2	.332	6.484	.002*	2-3
	Within the group	121.288	300	,404			
	Total	121.953	302				
	1. Primary (3.74) 2. Secondary (4.06) 3.High School (3.56)						

*p<.05

According to the results of this test, it is understood that there are differences between primary and high school teachers in cultural aspect. Considering the average, it can be said that teachers working in high schools have higher positive attitude towards 'cultural pedagogy' than teachers teaching in primary schools, on the other hand teachers working in secondary schools have higher positive attitude towards 'cultural awareness' than teachers working in high schools. As the positions of teachers working in secondary and high schools change more often than teachers working in primary schools, it can be said that their cultural pedagogy is more advanced through experience. In addition, due to their works teachers who are in the middle section of basic education and had a richer cultural diverse group of students before their level of cultural awareness may be the cause of a higher level than high school teachers.

It is observed that there is no significant change according to seniority change among the teachers (Table 5). Although it is not a considerable difference considering average, it is obvious that the teachers teaching 11-15 year olds have more positive attitude in the aspect of 'cultural pedagogy' and 'supporting multiculturalism' than teachers teaching 1-5 yearolds,who have more positive attitude in the aspect of 'Cultural Awareness'.

The reason behind this finding might be that, sincethe experienced teachers worked in different regions and cities, they accept multiculturalism as natural, whereas, since novice teachers are at the beginning of their profession and meet multicultural students at first time they could not easily have adapted themselves to multiculturalism issues in the classroom.

Considering average, there is significant difference in terms of cultural awareness of those who work in the rural school; thus, rural school teachers' attitudes are higher than those of teachers working in the city center. As most of the people living in province and districts are deformed in aspects of culture, but many people living in the villages and towns protect their cultural identity (Table 6). As most of the teachers working province and districts are nested with different students and parents having different culture, it can be said that their cultural aware-

Table 5: The relationship between the teachers' attitudes towards multicultural education and their experience

Shape	*Source of variance*	*Number of squares*	*Degree of exemption*	*Avarage of squares*	*F*	*P*	*Considerable difference*
Cultural Pedagogy	Among groups	3.059	4	765	1.896	.114	No difference
	Within the group	63.343	157	.403			
	Total	66.403	161				
	1. 1-5 Years (4.04) 2. 6-10 Years (3.75) 3. 11-15 Years (4.16) 4. 16-20 Years (3.96) 5. 20+ (3.89)						
Supporting Multiculturalism	Among groups	1.632	4	.408	.838	.503	No difference
	Within the group	76.429	157	.487			
	Total	78.061	161				
	1. 1-5 Years (3.48) 2. 6-10 Years (3.32) 3. 11-15 Years(3.55) 4. 16-20 Years (3.26) 5. 20+ (3.42)						
Cultural Awareness	Among groups	4.354	4	1.089	1.887	.115	No difference
	Within the group	90.541	157	.577			
	Total	94.895	161				
	1. 1-5 Years (4.09) 2. 6-10 Years (3.68) 3. 11-15 Years (3.89) 4. 16-20 Years (3.73) 5. 20+ (3.72)						

Table 6: The relationship between teachers'attitude toward multiculturalism and their place of duty

Shape	*Duty place*	*N*	*X*	*SS*	*Sd*	*t*	*P*
Cultural Pedagogy	Province/District	114	3.94	.7013	127.40	.587	.558
	Village/Town	48	3.99	.4776			
Supporting Multiculturalism	Province	114	3.36	.0673	160	1.32	.187
	District						
	Village/Town	48	3.52	.0915			
Cultural Awareness	Province/District	114	3.75	.0737	160	2.13	.034*
	Village/Town	48	4.03	.0995			

*p<.05

ness level is higher than teachers working in the towns and villages.

There is a considerable difference on 'cultural awareness' on the teachers who have foreign origin students. Considering average, teachers teaching a studentwhose mother or father is a foreigner has higher level on cultural awareness than teachers teaching students whose mother or father are a native of that country (Table 7). For the reason of this, teachers who have foreign origin students may accept that situation. Teachers who have foreign origin students have high cultural awareness as this condition may be remarkable. Neverthless, although, opposite conditions are expected, namely, teachers working with students whose mother or father is a foreigner have higher level on cultural awareness as expected, on the contrary, it is meaningful that teachers serving students whose motheror father is a native of the country have high cultural awareness.

DISCUSSION

The findings of the present study revealed that overall teachers working in all types of schools have 'high' positive attitude on multiculturalism. The results of this in similar studies show that teachers' positive attitude towards the multiculturalism and multicultural education is above average (Capella-Santana 2003; Demir 2012; Hasirci and Gozuk 2012; Polat 2012).

However according to Neuharth-Pritchett et al.'s(2001) study which examines how the teacher candidates describe the multicultural education, they found different results; that is, in their study the participants generally described multiculturalism with race and ethnic, since they limited their understanding of multiculturalism with race and ethnicity, their description of multiculturalism is on a very low level, and they couldn't conceptualize it. It can be said that the results of this study, compared with the Neuharth-Pritchett et al.'s (2001), have good news about teachers' views on multiculturalism. But the study may be enhanced by new researchers for other countries, if possible, to distinguish whether there is a difference between teachers according to their nationality.

The findings of the present study revealed that there is no difference in teacher's attitudes towards multiculturalism in terms of gender. Reason being, not only the similar education they get but also their similar cultural environment they work. So, it can be said that both female and male teachers have developed similar attitude toward cultural pedagogy, supporting multiculturalism and cultural awareness. According to this study, males are moresuccessful than females, and as a result of these opinions, it is an indication that the abilities of students aren't cared for.

On the other hand, the findings of the present study is similar to Ozdemir and Dil's (2012) study, which states that there is no difference between teacher's attitude toward multiculturalism according togender, marital status, level of education, union membership and experience. Teachersworking in high schools have higher positive attitude towards'cultural pedagogy', butteachers working in secondary schools have higher positive attitudetowards 'culturalawareness' than teachers working in high schools. This opinion supports the idea that there isno differencein point of views among teachers according to their level of duty. By this result, it can be suggested that a qualitative research adopted from this study may be applied to get information about teachers' views according to their genders.

According to experience, there is no significantdifference towards multiculturalism among teachers. Although there is no considerable difference considering average, it is obvious that

Table 7:The relationship between teacher attitudes and existence of students from different cities

Shape	*Is mum or dad foreign?*	*N*	*X*	*SS*	*Sd*	*t*	*P*
Cultural Pedagogy	No	94	4.00	.610	160	1.12	.264
	Yes	68	3.89	.682			
Supporting Multiculturalism	No	94	3.48	.692	160	1.57	.118
	Yes	68	3.31	.694			
Cultural Awareness	No	94	3.99	.733	160	3.14	.002*
	Yes	68	3.62	.766			

*p<.05

the teachers teaching 11-15 year-olds have more positive attitude in the aspect of cultural pedagogy' and 'supporting multiculturalism' than teacher teaching 1-5 year-olds, having morepositive attitude in the aspect of 'cultural awareness'. This opinion supports theidea of Yazici et al. (2009), that there is difference toward multiculturalism according to the faculty they graduate from, experience, level of primary and the school they work. It can be said that teachers who have low seniority are newly graduated teachers and the education in their faculty years should be investigated.

As most of the people living in provinces and districts are deformed in aspect of culture, butmany people living in the villages and towns protect their cultural identity. As most of the teachers teaching in the villages and towns are nested with different students and parents having different culture, it can be said that their cultural awareness level is higher than teachers teaching in the province and district. Demir and Basarir (2013) and Basbay (2014) studied the effects of settlement variable viewpoint on multiculturalism and they stated that candidate teachers' perception studying in education faculties, in particular, candidates coming from bigcities find themselves sufficient in terms of multicultural education. It may originate from teachers having foreign parents because they accept and adopt this situation. Teachers who have students whose parents are foreigner have high cultural awareness as this condition maybe remarkable. Although, the opposite condition are expected, namely, teachers teaching students whose mother or father is a foreigner have higher level on cultural awareness are expected, on the contrary, it is meaningful that teachers teaching students whose motheror father is n't a foreigner, are natives of the country, have high cultural awareness thus teacher's mentioned formerly should pay more attention for the students who has foreign parents and a research just focusing on the reasons of these kinds of students may be performed.

This finding could not compare with other studies in the field since; there is no specific study about attitudes toward multiculturalism of the teachers who have students with foreign parents. Concerning the findings of the present study, it has been concluded, orcan beclaimed that teachers have positive attitude towards multicultural education. Thus, it can be indicated that teachers accept and pay attention to multiculturalism.

As teachers, having worked in a variety of educational environment before, and having experience towards multiculturalism in classroomscan be among the reasons for their positive attitude towards multicultural education. Sheets (2000), Chew (2000), Chan (2002), McNeal (2005), Cirik (2008) and Tortop (2014) emphasized that the quality will improve much if multiculturalism is taken part ineducational environment. Therefore, in order to, achieve success inmulticulturalteaching in primary and secondary education schools, multicultural educationandits training must take place in a way that has to be carried out effectively as from teacher training during preservice education or through in-service seminars.

CONCLUSION

This study has been conducted to find out the teachers' perceptions of multicultural education and comprises 162 teachers in three different centers of Antalya. When the results are generally evaluated according to the problems and sub-problems of the research, it has been found out that all the teachers studying at various kinds of schools have 'highly' positive attitudes towards multiculturalism. Due to this result, it can be commented that the teachers accept and care about multicultural education.

In this study, a meaningful difference has not been identified in terms of gender variable in the attitudes of teachers towards multicultural education. For this reason it can be said that both male and female teachers have similar attitudes towards cultural pedagogy, supporting multiculturalism and cultural awareness.

In this study, it has been found out that the teachers studying at high schools have higher positive attitudes in the dimension of 'Cultural Pedagogy' when compared to secondary school teachers, but in the dimension of 'Cultural Awareness' secondary school teachers have higher positive attitudes than high school teachers.

On the other hand, according to the dimension of seniority, no meaningful difference has been detected among teachers towards multicultural education. However no meaningful difference has been detected among the groups, when the average is considered, the teachers who have 11-15 year tenure of office have higher positive attitudes in the dimensions of 'Cultural Pedagogy' and 'Supporting Multiculturalism' and the teachers who have 1-5 year tenure of office have

higher positive attitudes in the dimensions of 'Cultural Awareness' when compared to the teachers who have other tenures of offices.

In the study, the teachers who have students having foreign parents, have lower levels of 'Cultural Awareness' when they are compared to the teachers who don't have students having foreign parents. According to this result, it can be said when that the teachers who have students having foreign parents, have accepted and adopted the situation and those who don't have students having foreign parents find it attractive since the situation is different; so their 'Cultural Awareness' level may be higher. Even so, when just the opposite is expected, in other words the teachers who have students having foreign parents, are expected to have higher levels of 'Cultural Awareness' when they are compared to the teachers who don't have students having foreign parents, the result is engrossing. It can be commented that the teachers have accepted and care about multicultural education.

SUGGESTIONS

According to the results of the study, two-dimensional suggestions can be offered. The first one is the suggestions to the researchers who will make researches in the future and the other one is the suggestions to the politicians in the field of education and to the appliers.

It can be suggested to the future researchers to conduct this study, which comprises 162 teachers from different branches and different levels of schools in Antalya Turkey, with higher numbers of teachers and at different levels of education. The same studies can be carried out in different parts of Turkey with wider samples using qualitative research and quantitative research together to enlighten the issue.

In another dimension, in the dimension of politicians in the field of education and in the dimension of appliers, it can be suggested to include a multicultural education understanding, which reflects a more democratic education system, into the curriculum of all classes in order to make the students gain the features of recognition and acceptance of diversities, listening to eachother, respecting eachother, being more creative, positive, critical, tolerant and broadminded during the education period starting from the very first step of primary school to the university.

It should be reminded that to give place to the activities of multicultural education starting from preschool period and spreading it to every step of education will help holistic personal development. For this reason, it can be more meaningful to spread the undestanding of these themes within the schedule instead of organising diffrent theme activities on intercultural communication. It can be suggested that it should be useful to have a lesson including multicultural education at related branches of faculties of education at universities which are for training students to be teachers. In this context, it can be suggested to conduct necessary studies to include multicultural concept as a subdiscipline within syllabuses.

To sum up, It can be said that the teachers, while forming multicultural learning atmosphere, should support the development of different types of students, should use cooperative learning methods, form heterogeneous groups and support the group members to focus on the common aims. In addition, it can be suggested to have multicultural education activities at schools to give the chance of participation of every person in the field of education and this can create a positive school atmosphere.

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