

Attitudes of primary school teachers toward multicultural education

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Abstract In this research, the purpose is to determine the primary school teachers' attitudes toward the multicultural education. In order to do this, screening model as one of the descriptive research method was used and the survey adapted into Turkish by Yazıcı et al. (Hacettepe Üniversitesi Eğitim Fakültesi Dergisi 37:229–242, 2009), Teacher Multicultural Attitude Survey was applied as the measurement instrument. The survey was applied to 176 teachers working in primary schools in Güzelyurt. The frequency distributions, descriptive statistics, *t* test, and one-way variance analysis ANOVA is used for the analysis of the data. The research results of the current study supported that teachers have positive attitude toward multicultural education. It is also reported that teachers' attitudes toward multicultural education differ with respect to gender, the place of the graduated university, professional seniority, the area of the school and the number of the students in the school.

Keywords Multiculturalism · Multicultural education · Teachers' attitudes toward multicultural education · North Cyprus

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1 Introduction

The leading problem of existing societies is to live together on the basis of equality and peace among their diversities. In consideration with the heterogeneity of current states (almost all of them except a few) in terms of ethnicity, religion and sect, this problem is explicitly a universal and crucial problem (Özensel 2012). The education system is deeply affected by the demographic structural changes by the migrations, widening of the gap between developed and underdeveloped regions, the uncontrolled population increase and the variances in the interests of individuals with the changing world (Başbay 2014). The acknowledgement of multiculturalism or anthropological multiculturalism by the states within their structures and the transfer of such concepts through education might be considered as a significant step in the solution of this problem (Çapar 2012).

Today the impacts of the tendency toward globalisation is increasingly reflected on the education process, therefore as Pewawardy indicated (2003) “the educators are exposed to multiculturalism at a level that may not be imagined by the previous generation” (quoted by Cırık 2008). Such circumstance cause several new challenges for the teachers within the education.

Pursuant to the researches, the most important challenge for teachers is the education of the disadvantaged students with serious issues as disability, hyperactivity, poverty, ethnic alienation, different identities (İnal 2012). The constant increase in the number of children with different cultural, ethnic, religious etc. background is only one of these problems. Another problem is the bullying towards the children who look different than others (Kostova 2009). One of the leading problems is not only the increase in the number of different students at schools but also the reactions of teachers towards the differences. The positive or negative reactions of teachers might affect academic success of students with different backgrounds and their self-respect (Brown 2007). Such similar problems challenge teachers with unknown and unexpected educational problems and they are then obliged to look for solutions (Kostova 2009). However, the researches indicate that a majority of teachers with insufficient infrastructure are not that ready to plan a learning environment for the students with different cultural backgrounds (Gay 2002). Therefore, the sensitivity and qualification levels of teachers, who design and guide the learning environments, must be at the required level (Cırık 2014).

The multicultural education aims to provide equal education opportunities for all students with different race, ethnic structure and social group, and to develop dialogue among different student groups (Banks et al. 2001; Cırık 2008; Bohn and Sleeter 2000). Teachers are the most vital element in the accomplishment of multiculturalism and efficiency respectively. Particularly, they have critical roles within the societies where the multicultural education approach is just being discussed (Ünlü and Örtten 2013). Thus, in order to provide an ideal learning and teaching environment, the teachers must accept the biological, sexual, racial, religious, cultural, economic and political differences of students, consider such differences in the organisation of education environment and appreciate the differences as richness rather than problem (Başbay and Bektaş 2009; Başbay and Kağnıcı 2011; Cırık 2008; Çoban et al. 2010; Polat 2009).

Teachers need to be creative, flexible, sensitive, equitable and supportive in order to be able to give multicultural education (Aydın 2013). Villegas and Lucas (2002) defined six characteristics that a multicultural teacher must have:

1. Having socio-cultural awareness, as perceiving that the reality has various aspects and such aspects are affected by the social environments of individuals,

2. Being aware that each student might learn in a different way and not considering the differences as the problems to overcome,
3. Being aware his/her responsibility in schools' provision of educational richness and diversity to all students,
4. Understanding how the students structure the information and supporting the learners in structuring the information,
5. Knowing the lives of students,
6. Redesigning the education by means of the information about the lives of the students (quoted by Başbay and Bektaş 2009).

In this respect, it could be claimed that the teachers might have the most significant role in determining the quality of multicultural education activities. The positive attitude of teachers toward the multicultural education is considered as crucial. While multiculturalism is seen as a vital opportunity in the solution of problems, the question "what are the attitudes of teachers toward multicultural education" is an issue of concern. Hence, the aim of this study is to identify whether the attitudes of primary school teachers toward multicultural education differ with respect to several variables including gender, age, education level, the region of the graduated university, subject, professional seniority, place of school where teachers work and union membership.

2 Method

2.1 Research model

Research was designed in accordance with the quantitative research approach and screening was applied.

2.2 Population and sample

The primary school teachers from the primary schools in Güzelyurt (Morphou) in the academic year of 2014–2015 constitute the research population as 186 teachers. The research aimed to reach the whole population and the interviews were conducted with 176 teachers. As 176 teachers among the population of 186 were participated, the reliability rate is 95% and sampling error as 2.1%.

Within the scope of research, %72.16 of teachers are female and 27.84% male; 29.55% are at the age of 30 and below, 25.57% between the ages of 31 and 40 and 44.89% are at the age of 41 and above; 84.66% have bachelor degree and %15.34 post graduate; 94.89% are the citizens of Cyprus and 5.11% are both the citizen of Cyprus and Turkish Republic; 89.77% graduated from the faculty of education, 10.23% graduated from any faculty than the faculty of education. 84.09% of teachers graduated from a university located in Cyprus and 15.91% in Turkey.

2.3 Data collection tools

The form to obtain the demographic data and the scale that was used with a written consent of Yazıcı et al. (2009) were taken as a basis in this research. The research data were collected with the *Teacher Multicultural Attitude Survey (TMAS)* adapted by Yazıcı et al. (2009). Ponterotto et al. (1998) developed the TMAS (Quot. Özdemir and Dil 2013). The

original form of TMAS is comprised of 18 items as 13 positive and 5 negative. The number 3, 6, 12, 15 and 16 items are negative while the other items are positive propositions. The positive propositions given in the scale are scored as “strongly agree = 5 points”, “agree = 4 points”, “neither agree nor disagree = 3 points”, “disagree = 2 points”, “strongly disagree = 1 point”. The negative propositions were scores vice versa from 1 to 5. A high score from the scale represents the positive attitude toward multicultural education whereas a negative score represents the negative attitude.

TMAS was adapted to the Turkish culture by Yazıcı et al. (2009) and was applied on the scales collected from 415 teachers working in Tokat province of Turkey. The structure validity of Turkish form was tested with the factor analysis. The factor load of items varies between 0.48 and 0.72. Upon the evaluations, the scale was found in single factor structure (Yazıcı et al. 2009: 235). Pursuant to the reliability assessment of scale, the Cronbach alpha coefficient was found 0.75.

According to the internal consistency test that was conducted to identify the reliability of scale, the Cronbach alpha coefficient was calculated as 0.78. Therefore, the TMAS is considered as a reliable data collection tool that can be used within the scope of this research.

2.4 Data analysis

The data generated from the questionnaire were transferred to the electronic environment and analysed by means of Statistical Package for the Social Sciences (SPSS) 20.0.

The frequency tables were utilised in the identification of demographic characteristics among teachers (gender, age group etc.) and answers given to the propositions in the multicultural education scale. Additionally, the descriptive statistics (average and standard deviation) of their scores under the multicultural education scale are presented.

Shapiro–Wilk test, one of the normality tests, was performed to identify the hypothesis tests for the statistical analyses and assess the compliance of data set with the normal distribution. At the end of the test, the data of total scores generated from the scale were found in normal distribution and parametric hypothesis tests were applied in the analyses. In case of two categories for independent variable (female-male etc.); *t* test, one of the parametric hypothesis tests, was used to compare the independent and dependent variables; when the independent variables are more than two (age group), Variance Analysis (ANOVA) was used. Prior to variance analysis, the homogeneity of independent variables was tested with the Levene test and the variances were found as homogenous. Post-Hoc Tukey test, an advanced analysis test statistics, was used when there is a significant difference between the independent and dependent variables according to the result of variance analysis.

3 Findings

The findings related with the questionnaire applied to the primary school teachers are shown below. The aim was to identify the attitude levels of participants towards the multicultural education based on the scores they obtained from the scale. According to the results, it could be claimed that the participated teachers' attitudes toward multicultural education are highly positive.

The distribution of the participated teachers' answers in Teacher Multicultural Attitude Survey (TMAS) are reported in the Table 1 and the descriptive statistics of teachers' answers are given in the Table 1.

Most of the teachers said "agree" and indicated positive attitude to the statements; "I find teaching culturally diverse group rewarding", "Teaching methods need to be adapted to meet the needs of a culturally diverse student group", "Teachers have the responsibility to be aware of their students' cultural backgrounds", "I can learn a great deal from students with culturally different backgrounds", "In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom", "Multicultural awareness training can help me work more effectively with a diverse student population" and "I am aware of the diversity of cultural backgrounds of the students I am working with". The average scores that teachers gained from these propositions are varied between 3.86 and 4.22.

Teachers had 3.03 from the statement; "When dealing with bilingual students, some students, some teachers may misinterpret different communication styles as behaviour problems" and 2.77 from the item; "Teaching cultural diversity in the classroom may only

Table 1 Descriptive statistics of the answers given by the teachers in Teacher Multicultural Attitude Survey (TMAS)

	\bar{x}	S
1. I find teaching culturally diverse group rewarding	3.86	0.73
2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group	4.10	0.65
3. Being multiculturally aware is not related with the subjects I teach	2.84	1.08
4. Teachers have the responsibility to be aware of their students' cultural backgrounds	3.98	0.67
5. I see students' family members often in order to know them culturally better	3.70	0.86
6. It is not the responsibility of the teachers to promote students to be proud of what they do in their cultures	2.44	0.96
7. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging	3.18	0.99
8. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	3.56	0.88
9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behaviour problems.	3.03	0.97
10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding	3.36	1.02
11. I can learn a great deal from students with culturally different backgrounds	3.93	0.78
12. It is not necessary for teachers to gain multicultural awareness and training	2.48	1.03
13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom	4.22	0.74
14. Multicultural awareness training can help me work more effectively with a diverse student population	3.94	0.71
15. Students should learn to communicate in Turkish only	2.27	0.98
16. Teaching cultural diversity in the classroom may only cause conflict among the students	2.16	0.94
17. I am aware of the diversity of cultural backgrounds of the students I am working with	3.87	0.68
18. It is significant for students to be aware of cultural diversity regardless of the diversity in the classroom	4.11	0.72

cause conflict among the students". This means that teachers answered to this statement generally as "neither agree nor disagree".

Most of the teachers said "don't agree" to the statement; "It is not the responsibility of the teachers to promote students to be proud of what they do in their cultures" and "Students should learn to communicate in Turkish only".

The average scores of the teachers in TMAS are 3.70 ± 0.39 and it could be stated that they have positive views regarding the statements of the survey. In other words, participants gave emphasis to the significance and necessity of multicultural education.

T test results regarding the comparison of teachers' scores gained in the multicultural attitude survey according to the variables including gender and nationality are reported in Table 2.

As seen in Table 2 there is a statistically significant effect of gender on teachers' attitudes toward multicultural education ($p < 0.05$) and the effect size is at low level. Both male and female teachers indicated positive attitude toward multicultural education survey and it is revealed that female teachers have higher scores than the male ones which means that the former have more positive attitude than the latter toward multicultural education.

Cypriot teachers have an average 3.69 ± 0.36 scores whereas teachers having both Turkish Republic citizenship and the citizenship of Cyprus obtained 3.91 ± 0.79 . This means that nationality does not have a statistically significant effect on teachers' attitudes toward multicultural education ($p > 0.05$). Although the teachers having both nationalities got a higher score than the ones who only have the citizenship of Cyprus, there is no statistically significant difference among them in term of nationality. Cypriot teachers indicated positive attitude toward multicultural education as well as the ones with both citizenships.

Table 3 revealed the variance analysis results of teachers' attitude toward multicultural education survey according to age groups. As seen in the Table 3, teachers under 30 years had the average 3.79 ± 0.41 points, teachers between 31 and 40 got the average 3.72 ± 0.46 points and teachers over 41 years obtained 3.64 ± 0.33 points in the survey. The results reported that age groups do not have significant effect on the attitudes of teachers' toward multicultural education ($p > 0.05$). The difference has only the effects size that was a low level. Although teachers older than 41 years had the highest scores, there is no statistically significant effect of age on the teachers' attitudes toward multicultural education. All three age groups participated in the survey have positive attitudes toward multicultural education.

Table 2 The comparison of teachers' scores of Multicultural Attitude Survey with respect to their descriptive characteristics

Descriptive characteristics	n	\bar{x}	s	t	p
<i>Gender</i>					
Female	127	3.74	0.35	2.12	0.03*
Male	49	3.60	0.47		
<i>Nationality</i>					
Cypriot	167	3.69	0.36	- 1.69	0.10
Cypriot and Turkish Republic citizen	9	3.91	0.79		

*d (effect size) = 0.03

Table 3 The comparison of teachers' attitudes toward multicultural education with respect to age group

Age group	n	\bar{x}	s	F	p
30 years and under	52	3.79	0.41	2.07	0.13
Between 31 and 40 years	45	3.72	0.46		
More than 41 years	79	3.64	0.33		

d (effect size) = 0.16

Table 4 The comparison of teachers' attitudes toward multicultural education with respect to their educational background

Variables in education	n	\bar{x}	s	t/F	p
<i>Educational level</i>					
Undergraduate	149	3.70	0.36	- 0.21	0.83
Graduate	27	3.72	0.55		
<i>Graduated faculty</i>					
Faculty of Education	158	3.7	0.4	0.42	0.68
Other Faculties	18	3.67	0.37		
<i>Area where the graduated university located</i>					
Cyprus	148	3.59	0.36	- 2.59	0.01*
Turkey	28	3.86	0.54		

*d (effect size) = 0.59

As shown in Table 4, the teachers who had undergraduate degree gained 3.70 ± 0.36 score, while the teachers with graduate degree got an 3.72 ± 0.55 score. It is proved that there is no statistically significant difference among teachers' attitudes toward multicultural education scores with respect to their educational levels ($p > 0.05$). Although the teachers with undergraduate degrees obtained higher results than the ones with graduate degrees, this is not a significant difference between their attitudes toward multicultural education. Teachers having undergraduate degrees as well as the graduate degrees reported positive attitudes toward multicultural education.

Table 4 indicated that the teachers graduated from the faculty of education got an average 3.70 ± 0.40 scores whereas teachers who are graduates of other faculties obtained 3.67 ± 0.37 scores. The results revealed that there is not a statistically significant difference between teachers' attitudes towards multicultural education scores according to the faculty type they were graduated from ($p > 0.05$). The teachers graduated from the faculty of education achieved higher scores than the rest in the scale. However, the difference between the scores of their attitudes toward multicultural education was not statistically significant. Both of the teachers with undergraduate and graduate degrees showed positive attitudes in multicultural education survey.

Teachers who were graduated from a university in north Cyprus got an average 3.59 ± 0.36 score from TMAS. Furthermore, the teachers graduated from a university in Turkey obtained an average of 3.86 ± 0.54 score. It is discovered that there is a statistically significant difference between teachers' attitude towards multicultural education in terms of the area of the university that they graduated from. This effect size was found at intermediate level ($p < 0.05$). Teachers who graduated from a university located in Turkey gained higher scores than the graduates of the universities in Cyprus and the former indicated more positive attitudes toward multicultural education than the latter one.

Table 5 showed the t test and variance analysis results regarding the comparison of teachers' attitudes toward multicultural education in terms of teacher's subjects, the area of the school, union membership and in-service training.

As seen in Table 5, classroom teachers got an average of 3.71 ± 0.35 score, whereas in-field teachers obtained 3.69 ± 0.46 scores. Any statistically significant difference among the teachers' attitudes toward multicultural education according to their subjects was not reported ($p > 0.05$).

The t test results regarding the comparison between teachers' attitudes toward multicultural education with respect to the area of the school revealed that the teachers working in the centre got a mean of 3.64 ± 0.36 point whereas the ones working in the village schools gained a mean of 3.76 ± 0.41 point. A statistically significant difference between teachers' attitudes toward multicultural education according to the place of the school was reported. Its effect size was found at low level ($p < 0.05$). Teachers working in the villages had higher scores than the ones teaching in the schools located in Güzelyurt city centre.

The teachers having union membership got an average of 3.72 ± 0.40 score and the ones without union membership obtained a mean of 3.55 ± 0.35 scores. When a comparison was made whether the teachers' attitudes towards multicultural education differed according to their union membership, any statistically significant difference was not found ($p > 0.05$).

As shown in Table 5, the teachers who had in-service training gained 3.70 ± 0.52 scores, while the ones who did not get such a training had 3.71 ± 0.34 scores. The results indicated that there is no statistically significant difference between teachers' attitude toward multicultural education in terms of in-service training they had ($p > 0.05$). Both of the teachers who had in-service training and who had not showed positive attitudes towards multicultural education survey.

Table 6 showed the analysis of variance regarding the comparison of teachers' attitudes toward multicultural education in terms of the variables including professional seniority,

Table 5 Comparison of teachers' attitudes toward multicultural education with respect to the variables related with school and teaching

The variables related with school and teaching	n	\bar{x}	s	t	p
<i>Subject</i>					
Classroom	109	3.71	0.35	- 0.72	0.47
In-field	67	3.69	0.46		
<i>The area where school located</i>					
Center	88	3.64	0.36	- 1.99	0.05*
Village	88	3.76	0.41		
<i>Union membership</i>					
Yes	159	3.72	0.40	1.71	0.09
No	17	3.55	0.35		
<i>In-service training</i>					
The ones who had	50	3.70	0.52	- 0.14	0.90
The ones who had not	126	3.71	0.34		

* $p < 0.05$

**d (effect size) = 0.05

Table 6 Comparison of teachers' attitudes toward multicultural education with respect to the variables related with school and teaching

The variables related with school and teaching	n	\bar{x}	s	F	p
<i>Professional seniority</i>					
5 years and under	30	3.72	0.41	3.77	0.01*
Between 6 and 10 years	31	3.90	0.45		
Between 11 and 15 years	25	3.64	0.39		
16 years and more	90	3.65	0.35		
<i>Grade level of teaching</i>					
Pre-school	39	3.80	0.33	1.00	0.37
First, Second and Third Class	84	3.70	0.41		
Fourth and Fifth Class	53	3.64	0.40		
<i>Number of schools that teachers had worked</i>					
One	20	3.74	0.35	1.57	0.18
Two	50	3.75	0.42		
Three	51	3.68	0.45		
Four	20	3.64	0.26		
Five and more	35	3.68	0.41		
<i>Number of the students at school</i>					
100 and under	59	3.82	0.43	4.09	0.02*
Between 101 and 200	56	3.66	0.36		
201 and more	61	3.63	0.37		

* $p < 0.05$

*d (effect size) = 0.05

*d (effect size) = 0.27

the grade level they were teaching, the number of the schools they had been worked and the number of the students in the school.

Teachers who had been teaching for not more than 5 years got an average of 3.72 ± 0.41 scores, the teachers who are in service between 6 and 10 years had 3.90 ± 0.45 scores, the ones who had been working between 11 and 15 years obtained 3.64 ± 0.39 scores and the teachers working for at least 16 years had an average of 3.65 ± 0.35 scores. The difference between teachers' attitudes toward multicultural education in terms of the length of service was reported as statistically significant ($p < 0.05$). According to Post Hoc Tukey test results, this difference emerged from the answers of the teachers who had been working for not more than 10 years. Those teachers got higher scores than the rest of the teachers who had been working for more than 10 years. In other words, teachers working in a school not more than 5 years and between 6 and 10 years have more positive attitudes toward multicultural education than other teachers.

When the scores of teachers' attitudes toward multicultural education in terms of the grade that the teacher is teaching was investigated, it can be stated that pre-school teachers got 3.80 ± 0.33 scores, the teachers of first, second and third grades had a mean of 3.70 ± 0.41 scores and the teachers taught for fourth and fifth grades gained an average of 3.64 ± 0.40 scores. The results also showed that there is no statistically significant difference between teachers' attitudes toward multicultural education with respect to the grade levels they are teaching ($p > 0.05$).

According to the result of the variance analysis of the comparison of the teachers' attitudes toward multicultural education in terms of the number of schools they had been worked, it could be concluded that there is no statistically significant difference of the number of the schools they worked on their attitudes ($p > 0.05$). Regardless of the number of the schools, the teachers' attitudes toward multicultural education were similar.

In the multicultural attitude survey, the teachers working in a school less than 100 students got a mean of 3.82 ± 0.43 score, the ones in a school between 101 and 200 students got a mean of 3.66 ± 0.36 scores, and the teachers of the schools that have more than 201 students obtained 3.63 ± 0.37 scores. The results showed that there is a statistically significant difference between teachers' attitude in terms of the number of the schools they had worked and it is stated that the size effect is at low level ($p < 0.05$). According to Post Hoc Tukey test results, this difference emerged from the answers of the teachers who are working in the schools with students not more than 100 since these teachers had higher scores than the rest.

4 Discussion

The findings of the research indicated that, primary school teachers' attitudes toward multicultural education are positive. Similar results were found in related literature. Hasırcı and Gözüük (2012) investigated attitudes toward multicultural education and thinking styles of primary school teachers and indicated that they had positive attitude toward multicultural education. Likewise Özdemir and Dil (2013) concluded that the participants chosen from central district of Çankırı's high school teachers had positive attitude toward multicultural education. Additionally they indicated that having democratic values would be the reason behind this positive attitude of these teachers.

In their study on the adaptation of Teachers' Multicultural Attitude Survey into Turkish culture Yazıcı et al. (2009) also concluded that the participants had positive attitude toward multicultural education. They investigated whether the scores the participants had gained in Teachers' Multicultural Attitude Survey differed according to various independent variables in their study. The study showed that teachers' attitude toward multicultural education differ according to gender, the place of the university they were graduated from, professional seniority, the area of the school and the number of the students in the school.

The current study revealed that female participants of the survey had more positive attitudes than male participants. These results are in line with Demir and Başarır (2013)'s study which concluded that the attitudes of female teachers' toward multicultural education were higher than the male teachers. Furthermore Damgacı and Aydın (2013) also achieved similar results; their study named as "The attitudes of Education Faculties' Lecturers in Turkey toward multicultural education" indicated that female lecturers have more positive attitudes compared to male lecturers. The study of Ford and Quinn (2010) indicated that female teacher candidates obtained higher scores in contribution to multicultural education organisations than male candidates (quoted by Başarır, 2012).

According to the results of the current research, it could be stated that younger teachers had more positive attitudes toward multicultural education than the older teachers although any significant effect of the age group on the attitudes toward multicultural education was not found. Regarding the relationship between the length of service and the thoughts about multicultural education, the findings showed that the teachers who started to teach recently and the teachers who had been teaching for shorter period had more positive attitudes

toward multicultural education compared to teachers working for longer period. In this respect, it could be stated that relatively younger teachers and beginning teachers have more toleration towards multiculturalism. In a study on high school teachers, Özdemir and Dil (2013) also concluded similar results. The reason behind these findings could be the fact that young generations face with the influence of globalisation more than the older people. Moreover, the development of technology and the increase of the means of communication as its result might be the reason of the increasing interaction among young people living in different countries and bred in different cultures.

The attitudes toward multicultural education of the teachers graduated from a university located in Turkey and the attitudes of the teachers who were the graduates of the universities of Cyprus have statistically significant difference. The teachers who studied in Turkey had more positive attitude compared to the ones graduated from a university in Cyprus. This result of the current study is consistent with some of the studies in literature. In the study of Başbay et al. (2013) it is reported that the lecturers who had lived in abroad have higher self-efficacy in multicultural attitudes regardless of the duration of their stay. Similarly, Okech and DeVoe (2010) indicated that people who had experienced in living in different cultures are able to realise the differences and the similarities between their cultures and the other ones. Therefore they could engage in an objective questioning and unbiased observation (quoted by Başbay et al. 2013).

The current study reported that the participants, who are teaching in the villages of Güzelyurt district, have more positive attitudes toward multicultural education than the ones working in the schools at the city centre. Demircioğlu and Özdemir (2014) made a research on the students of pedagogical formation and investigated whether their attitudes towards multicultural education differed according to the variable of residential area. It is reported that the candidates from a metropolis considered themselves as having multicultural attitudes when compared to the rest. It was claimed that metropolis had more heterogenic structure than the villages and towns and thus the place the teacher candidates brought up and had lived is influential in determining their perception of self-efficacy. In a study by McCray et al. (2004), it was revealed that the administrators working in the areas at low socio economic level had negative attitudes toward multicultural education. The inconsistency between the findings of the current study and the above mentioned studies might have emerged from various situations. For instance, these studies had been conducted in different cultural environments and this might be the reason of different results. Additionally it should also be stated that there is a high employment based on agricultural production in Güzelyurt district and so this resulted in great population of agricultural labourer especially from abroad. In the villages of Güzelyurt, there are many immigrated families. Therefore the teachers working in the schools of these villages have more tendencies to teach students born in different cultures, coming from different ethnic origin, grown up in other places. Since they had experienced such a multicultural environment in their schools, their attitudes toward multicultural education are reported as positive. In line with the results of this research, the study of Yazıcı et al. (2009) also reported that the teachers working in counties have significantly more positive attitudes toward multicultural education than the ones teaching in provinces.

The results of the current study showed that the fewer students the school have, the more positive attitudes the teachers had toward multicultural education. In other words, the teachers working in the schools that has fewer students have more positive attitudes toward multicultural education than the ones teaching in schools with many students. Contrary to the findings of the current study, McCray et al. (2004) reported that educators teaching in students with higher population have more positive attitudes toward multicultural

education. In populous schools it is expected that there would be many students coming from different cultures and this would make teachers have more positive attitudes toward multicultural education since they had the ability to spend time with those children. On the other hand, there would be other advantages for teachers who are teaching in the schools that have fewer populations. Those teachers would have the chance to get to know the students better and get acquainted with different cultures. This survey also reported that teachers working in less crowded schools have more positive attitudes. The reason behind this result would be the fact that the teachers have the opportunity to know the students better and to communicate with each one effectively.

According to the findings of the studies conducted in Turkey and world regarding multicultural education, it could be stated that teachers, students, school principals and academicians have positive attitudes toward multicultural education (Damgacı and Aydın 2013). In line with the previous studies, this study reported that teachers have positive attitudes toward multicultural education. However, apart from having positive attitudes, it is also necessary for teachers to reflect their ideas, knowledge and skills about multiculturalism on their behaviours. Başbay and Kağnıcı (2011) and Polat (2009) stated that it is the teacher who plays a key role in integrating multiculturalism into education and in reforming education through multicultural ideas. Therefore, the education toward multiculturalism and the preparation of people for multicultural ideas need to begin in the faculties of education that educating and bringing up teacher candidates.

5 Conclusion and suggestions

1. The participated teachers of the survey agreed with the positive statements and disagreed with the negative ones in multicultural attitude survey. In this respect it could be concluded that teachers have positive attitudes toward multicultural education.
2. The teachers could not achieve a consensus on the integration of students' families into multicultural education and on the subject of communication in multicultural education. Some of the teachers supported the application of multicultural education, whereas some of them did not give support them.
3. Regarding the comparison between teachers' attitudes toward multicultural education with respect to gender, it could be stated that both male and female teachers in this survey showed positive attitudes. However, it could be claimed that female teachers are more likely to have more positive attitudes toward multicultural education than male teachers.
4. Although the younger teachers have more positive attitudes toward multicultural education compared to the older teachers, a statistically significant difference between the attitudes in terms of the age variable was not found.
5. Although it is reported that teachers who have both of the citizenships of Turkish Republic and Cyprus have more positive attitudes toward multicultural education than the teachers who only are the citizens of Cyprus, this was not a statistically significant difference. This means that both of the groups have similar attitudes toward multicultural education.
6. There is a statistically significant effect of the place of the university that teachers graduated on their attitudes toward multicultural education. Teachers who did their

- undergraduate degrees in Turkey have more positive attitudes toward multicultural education compared to teachers who studied Cyprus.
7. Regarding the variable of the length of service, it could be stated that the teachers who started teaching recently and who has been teaching for a shorter period than the other teachers have more positive attitudes toward multicultural education than the teachers who are working for longer.
 8. The number of the schools that the teachers had worked had no effect on participated teachers' attitudes toward multicultural education.
 9. The study revealed that there is a statistically significant difference in attitudes toward multicultural education held by the teachers with respect to the area of the school they are teaching. Educators teaching in the villages have more positive attitudes toward multicultural education than the teachers working in the schools located in city centre.
 10. There is a significant effect of the number of the students on the teachers' attitudes toward multicultural education. Teachers working in the schools with less students have more positive attitudes than the teachers working in more crowded schools.

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