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Abstract

The aim of this study is to examine teachers' attitudes towards multiculturalism in educational environments in terms of some variables. descriptive survey model and relational survey model among descriptive survey models were used in the study. The population of the study consists of 450 teachers from various levels of formal education institutions working in Aydın and Erzurum in the 2024-2025 academic year, who voluntarily supported the study. Since the sample of the study was very large, sampling was carried out by using the easily accessible sampling method. "Teachers' Multicultural Attitude" scale was used as a data collection tool in the study. The scale was developed by Ponterotto (1998) and his colleagues and adapted into Turkish by Yazıcı, Başol, & Toprak, (2009). Since the data collected from the scale showed normal distribution, t test, one-way ANOVA test and Tukey test, one of the Post Hoc tests, were used to determine which groups were different in multiple comparisons. In line with the findings obtained from the research, it was determined that there was a positive difference between the attitudes of teachers who received training on multiculturalism and teachers who did not receive training on multiculturalism. In addition, it was determined that there was a positive difference between teachers' attitudes towards multiculturalism as their professional seniority increased. On the other hand, according to the educational status, it was determined that the mean scores of the teachers with postgraduate degrees from the multicultural attitude scale differed significantly compared to the teachers with undergraduate degrees.

Introduction

Changing living conditions from past to present, rapidly changing and increasing needs, increasing welfare expectations of people in social life, migrations due to wars in various parts of the world have made many countries into societies where different cultures live together. The changes brought about by the coming together of different cultures have caused the countries affected by this situation to face new situations in many areas such as education, health, social life and economy. Undoubtedly, the field of education has been the most affected by these changes and transformations. Now, in countries where these multicultural environments are experienced, the search for providing a qualified education to people from different cultures, different languages, different beliefs, different traditions and customs in the same educational environments has become an inevitable reality of

education. This process has started to give increasing duties and responsibilities to teachers who have a vital importance in the development of societies and the training of qualified manpower. Teachers' perspectives on multicultural educational environments, their attitudes and equipment on the subject have become directly affecting the richness and quality of the educational process. Wallerstein (1990) states that culture is generally used to describe a concept that reflects the common way of life of a certain group of people. According to Fritsche (1991), culture is a collection of experiences, structures of thought, ways of imagination and behaviour, but it is not a static and closed whole.

Different cultures lived in a society form the basis of multiculturalism (Parekh, 2002). Multiculturalism is a balance between cultural diversity and integration (Doytcheva, 2016). According to another definition by Kervan (2017), multiculturalism is a product of the idea that people with common experiences and beliefs in the same geography can have a polyphonic thought system and defend different values. Multiculturalism means the respectful co-existence of different cultures and life styles living in the same geography and includes a broad framework (Taylor, 2018; Akkaya, Kırmızı, & İşci, 2018). According to another definition, multicultural education is an educational reform that will enable all students to benefit equally from language, religion, race, age, gender, economic level, social class education regardless of their differences (Banks, 2013).

According to the National Council for Accreditation of Teacher Education (NCATE, 1977), multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. Aslan and Aybek, (2019) state the main features of multicultural education as anti-racist, important for all students, expansionist, oriented towards social justice, basic education and a critical pedagogical process. The main purpose of multicultural education is to eliminate inequalities arising from cultural differences (Oakes & Lipton, 2007). It has been evaluated that one of the common problems of every multicultural society is how to integrate educational practices into multiculturalism (Güner, 2017). According to Taylor and Quintana (2003), it is important that multicultural education should include some features as well as technical expertise.

It is important to understand the perspectives of teachers who play a key role in raising tolerant people who recognise, understand and respect different cultures in terms of universal values. Today, when the global world needs individuals who respect democratic values and human rights more than ever, understanding how teachers will follow a path and method in this process can be useful in planning the future process. It may also increase the awareness of other stakeholders related to education.

The aim of this study is to examine teachers' attitudes towards multiculturalism in educational environments in terms of some variables. In line with this purpose, answers to the following questions were sought.

1. Is there a significant difference between the mean scores of teachers' multicultural attitude scale and their gender?
2. Is there a significant difference between the mean scores of teachers' multicultural attitude scale and their educational status?
3. Is there a significant difference between the mean scores of teachers' multicultural attitude scale and the

school they graduated from?

4. Is there a significant difference between the mean scores of teachers on the multicultural attitude scale and the school level they work at?
5. Is there a significant difference between the mean scores of teachers' multicultural attitude scale and their professional seniority?
6. Is there a significant difference between the mean scores of the teachers on the multicultural attitude scale and whether they have received in-service training courses on the subject so far?

Method

Research Model

In this study, which aims to examine teachers' attitudes towards multiculturalism in educational environments in terms of some variables, descriptive survey model and relational survey model among descriptive survey models were used. The correlational survey model is to reveal the relationship or effect between two different quantitative variables through a correlation coefficient (Fraenkel et al., 2012). The correlational survey model is a research approach that aims to describe a situation that has existed in the past or at present with the way it occurred (Karasar, 2000).

Universe and Sample

The population of the study consists of 450 teachers from various levels of formal education institutions working in Aydın and Erzurum in the 2024-2025 academic year who voluntarily supported the study. Since the sample of the study was very large, sampling was carried out by using the convenience sampling method. In convenience sampling, the researcher determines a sufficient number of items from the existing items as a sample. Therefore, this sampling is also referred to as chance, random, accidental sampling (Singleton & Straits, 2005).

Data Collection Techniques

"Teachers' Multicultural Attitude" scale was used as a data collection tool in the study. The scale was developed by Ponterotto (1998) and his colleagues and adapted into Turkish by Yazıcı, Başol, & Toprak (2009). The scale consists of 20 items in total and 7 of these items are organised as reverse items. 13 of the questions in the scale, which is organised in 5-point Likert type, have positive statements and 7 of them have negative statements.

Data Analysis

After obtaining the necessary permissions for the research, the data collection tool was filled in by 450 people working in Aydın and Erzurum provinces with the web 2.0 tool as Google Form. The completed scales were checked and transferred to the "SPSS 22.0 for Windows (Statistical Package for Social Sciences)" statistical programme and frequency, percentage and arithmetic averages were calculated. In the normality test of the scale scores, since the skewness and kurtosis values varied between +1.96 and -1.96 and according to the "Kolmogorov-

Smirnov" test statistic analysis, it was determined that the data for the variables showed a normal distribution. Since the data collected from the scale showed normal distribution, t test, one-way ANOVA test and Tukey test, one of the Post Hoc tests, were used to determine which groups were different in multiple comparisons. In the analysis of all data, 0.05 value was taken as the confidence level.

Results

The demographic characteristics of the participants are given in Table 1.

Table 1. Findings on Demographic Characteristics of the Teachers Participating in the Study

	N	%
Gender		
Woman	267	59.3
Male	183	40.7
Education Status		
Licence	336	74.7
Above Undergraduate	101	22.4
PhD	13	2.9
Professional Seniority		
Between 1-5 Years	61	13.6
Between 6-10 Years	45	10.0
Between 11-15 Years	45	10.0
Between 16-20 Years	59	13.1
Between 21-25 Years	70	15.6
26 Years and Over	170	37.8
Working School Level		
Pre-School	38	8.4
Primary School	50	11.1
Middle School	59	13.1
High School (Secondary Education)	303	67.3
Type of Faculty you graduated from as an undergraduate		
Faculty of Education	216	48.0
Faculty of Science and Letters	111	24.7
Faculty of Engineering	24	5.3
Other	99	22.0
Receiving training or seminars on multiculturalism		
Yes	95	21.1
No.	355	78.9

According to Table 1, when the findings obtained according to the gender status variable of the teachers

participating in the study were analysed, it was determined that 59.3% (n=267) were female teachers and 40.7% (n=183) were male teachers. When the education levels of the participants were analysed, 74.7% (n=336) were bachelor's degree graduates, 22.4% (n=101) were master's degree graduates and 2.9% (n=13) were doctorate graduates. When the professional seniority of the participants was analysed, it was found that 13.6% (n=61) had a professional seniority of 1 to 5 years, 10.0% (n=45) 6 to 10 years, 10.0% (n=45) 11 to 15 years, 13.1% (n=59) 16 to 20 years, 15.6% (n=70) 21 to 25 years and 37.8% (n=170) 26 years and above. When the school level at which the participants worked was analysed, it was determined that 8.4% (n=38) of them worked at pre-school level, 11.1% (n=50) at primary school level, 13.1% (n=59) at secondary school level and 67,3% (n=303) at high school (secondary education) level. It was determined that 48.0% (n=216) of the teachers who participated in the study graduated from the faculty of education, 24.7% (n=111) from the faculty of science and literature, 5.3% (n=24) from the faculty of engineering and 22.0% (n=99) from other faculties. Since the score distribution obtained from the measurement tools showed normal distribution, t Test for Dependent and Independent Groups and Anova test were used in the study.

The mean scores of the items of the multicultural attitude scale of the teachers of the individuals participating in the study are given in Table 2.

Table 2. Score Distribution According to the Items of “Lifelong Learning Dispositions Scale”

Articles	\bar{X}	SS
S1 I find it important to teach culturally different student groups	4.07	0.72
S2 Teaching methods should be adapted to meet the needs of culturally diverse groups of learners.	3.97	0.88
S3 Sometimes I think that too much emphasis is placed on multicultural awareness and education.	3.04	0.93
S4 Teachers have the responsibility to be aware of the cultural background of their students.	3.64	0.88
S5 I often meet with family members to get to know the students better culturally	3.53	0.9
S6 It is not the teacher's responsibility to encourage pride in what one has done within one's own culture.	3.07	1.09
S7 The teacher's job becomes more difficult as the class becomes more culturally differentiated	3.51	1.01
S8 I believe that the role of the teacher needs to be redefined to address the needs of students from culturally diverse backgrounds.	3.52	1.01
S9 When dealing with bilingual (different mother tongue) children, their communication style is often interpreted as a behavior problem.	3.3	0.87
S10 The more culturally differentiated the classroom, the more valuable the teacher's work becomes	3.55	1.05
S11 I can learn a lot from students with culturally different backgrounds.	3.96	0.75
S12 It is not necessary for teachers to receive multicultural training	2.64	1.04
S13 To be an effective teacher, it is necessary to be aware of the cultural differences	4.11	0.68

Articles	\bar{X}	SS
that exist in the classroom.		
S14 Training on multicultural awareness can help me work more effectively with a culturally diverse student community.	3.72	0.79
S15 Students should learn to communicate only in Turkish.	3.29	1.23
S16 Today's curriculum places too much emphasis on multiculturalism and diversity	3.01	0.93
S17 I am aware of the diversity of cultural backgrounds in my class.	3.91	0.59
S18 Whatever the structure of my class, it is important that students are aware of multicultural diversity	3.95	0.67
S19 Awareness of multiculturalism is not related to the subjects I teach	3.2	1.06
S20 Teaching students about cultural difference only creates conflict in the classroom.	3.57	0.87

According to Table 2, when the score distributions of the items obtained from the "Lifelong Learning Dispositions Scale" by the teachers participating in the study were examined, it was determined that the highest score (4.1111) was given to the item named "To be an effective teacher, it is necessary to be aware of the cultural differences in the classroom" and the lowest score (2.6422) was given to the item named "It is not necessary for teachers to receive multiculturalism training".

Table 3. Independent samples t-test results for the scores of teachers on the Multicultural Attitude Scale according to "Gender Variable"

		n	\bar{X}	Ss	t	p
Teachers' Multicultural Attitude Scale	Female	267	3.4588	.36280	-.492	.623*
	Male	183	3.4768	.40511		

*p≤ .05

Table 3 shows the t-test results for independent groups regarding the scores of teachers' multicultural attitude scale according to gender variable. When Table 3 is analysed, it is seen that there is no significant difference between the mean scores of male teachers (\bar{X} =3.476) and female teachers (\bar{X} =3.458) in the Multicultural Attitude Scale.

Table 4. Independent samples t-test results for the scores of the teachers on the Multicultural Touring Scale according to "Receiving Training on Multiculturalism"

		n	\bar{X}	Ss	t	p
Teachers' Multicultural Attitude Scale	Yes	95	3.54	0.39	2.16	.022*
	No	355	3.45	0.38		

*p≤ .05

Table 4 shows the t-test results for independent groups regarding the scores of the teachers on the multicultural attitude scale. When Table 4 is examined, there is a significant difference between the mean scores of the teachers

who received training ($\bar{X}=3.540$) and the mean scores of the teachers who did not receive training ($\bar{X}=3.446$) in the multicultural attitude scale in favour of the teachers who received training.

Table 5. One-Way Variance Analysis Results Regarding Teachers' Scores from the Multicultural Scale according to "Professional Seniority Variable"

Size		n	\bar{X}	Ss	F	p
Teachers' Multicultural Attitude Scale	1-5 Years	61	3.36	0.34	1.73	.012*
	6-10 Years	45	3.43	0.31		
	11-15 Years	45	3.39	0.36		
	16-20 Years	59	3.4	0.42		
	21-25 Years	70	3.77	0.42		
	26 Years and more	170	3.89	0.38		

* $p \leq .05$

Table 5 shows the results of One-Way Analysis of Variance for independent groups regarding the scores of teachers' multicultural attitude scale according to their professional seniority levels. When Table 5 is analysed, it is seen that there is a statistically significant difference between the mean scores of 1-5 years teachers ($\bar{X}=3.359$), 6-10 years teachers ($\bar{X}=3.426$), 11-15 years teachers ($\bar{X}=3.386$), 16-20 years teachers ($\bar{X}=3.398$), 21-25 years teachers ($\bar{X}=3.766$), 26 years and above teachers ($\bar{X}=3.887$). Tukey test, one of the Post-Hoc tests, was used to test the source of the significant difference. The direction of the difference in the Multicultural Attitude Scale of the teachers was found in the direction of (Between 21-25 Years) -(Between 0-5 Years), (Between 21-25 Years) -(Between 11-15 Years) and (Over 26 Years) -(Between 1-5 Years).

Table 6: One-Way Variance Analysis Results Regarding Teachers' Scores from the Multicultural Scale according to "Education Status Variable"

Size		n	\bar{X}	Ss	F	p
Teachers' Multicultural Attitude Scale	Licence	336	3.45	0.4	1.69	0.02*
	Above Undergraduate	101	3.73	0.33		
	PhD	13	3.41	0.24		

* $p \leq .05$

Table 6 shows the results of One-Way Analysis of Variance for independent groups regarding the scores of teachers' multicultural attitude scale according to the educational level variable. When Table 6 is examined, it is seen that there is a statistically significant difference between the mean scores of teachers with bachelor's degree ($\bar{X}=3.450$), teachers with master's degree ($\bar{X}=3.725$), and teachers with doctorate degree ($\bar{X}=3.407$). Tukey test, one of the Post-Hoc tests, was used to test the source of the significant difference. The direction of the difference in the multicultural attitude scale of the teachers was found in the direction of (Graduate) - (Undergraduate).

Table 7 shows the results of One-Way Analysis of Variance for independent groups regarding the scores of

teachers' multicultural attitude scale according to the school level they work in.

Table 7. One-Way Variance Analysis Results Regarding Teachers' Scores from Multicultural Scale According to "School Type Variable"

Size		n	\bar{X}	Ss	F	p
Teachers' Multicultural Attitude Scale	Preschool	38	3.46	0.39	0.74	0.53*
	Primary School	50	3.54	0.36		
	Middle School	59	3.44	0.35		
	High School	303	3.46	0.39		

*p≤ .05

When Table 7 is examined, it is seen that there is no statistically significant difference between the mean scores of pre-school teachers (\bar{X} = 3.460), primary school teachers (\bar{X} = 3.538), secondary school teachers (\bar{X} =3.436), high school teachers (\bar{X} =3.460).

Size		n	\bar{X}	Ss	F	p
Teachers' Multicultural Attitude Scale	Faculty of Education	216	3.48	0.44	1.61	0.19*
	Faculty of Science and Letters	111	3.42	0.3		
	Faculty of Engineering	24	3.59	0.25		
	Other	99	3.47	0.34		

*p≤ .05

Table 8 shows the results of One-Way Analysis of Variance for independent groups regarding the scores of teachers' multicultural attitude scale according to the type of faculty they graduated from. According to Table 8, it is seen that there is no statistically significant difference between the mean scores of the teachers' multicultural attitude scale of education faculty (\bar{X} =3.475), science and literature faculty (\bar{X} =3.415), engineering faculty (\bar{X} =3.593), other (\bar{X} =3.471).

Discussion, Conclusion, and Recommendations

In line with the findings obtained from this research, which was conducted to examine teachers' attitudes towards multiculturalism in educational environments in terms of some variables, it was determined that the majority of the teachers participating in the research were female teachers and they were undergraduate graduates. In addition, according to another result obtained from the research, it was determined that the majority of the teachers participating in the research had a professional seniority of 26 years and above and that the majority of them worked at the secondary education level. On the other hand, it was determined that most of the teachers participating in the study were graduates of the faculty of education. It was also determined that the majority of the teachers participating in the study did not receive training or seminars on multiculturalism.

When the score distributions of the items obtained from the "Lifelong Learning Dispositions Scale" by the teachers

participating in the study were analysed, it was found that they gave the highest score to the item named "To be an effective teacher, it is necessary to be aware of the cultural differences in the classroom" and the lowest score to the item named "It is not necessary for teachers to receive multiculturalism training".

According to the t-test results for independent groups regarding the scores of the teachers who participated in the research according to the gender variable, it was determined that there was no significant difference between the mean scores of male teachers and female teachers. According to this result obtained from the research, it was determined that there was no relationship between gender variable and teachers' attitudes towards multiculturalism. When the related literature was examined, research results similar to the results of this study were also found. Bulut & Başbay (2014) also found that when teachers' perceptions of multicultural competence were analysed according to gender, there was no difference between male and female teachers due to gender. On the other hand, when the related literature was analysed, different research results were found from the results of this study. Ford & Quinn (2010), in their study, concluded that female pre-service teachers had higher scores of participation in multicultural education arrangements than male pre-service teachers.

According to another result obtained from the research, according to the t-test results for independent groups regarding the scores of the teachers on the multicultural attitude scale, it was determined that there was a significant difference between the mean scores of the teachers who received training on multiculturalism compared to the teachers who did not receive training in favour of the teachers who received training. According to this result, it was determined that there was a positive difference between the attitudes of teachers who received training on multiculturalism and teachers who did not receive training on multiculturalism. When the related literature was examined, research results supporting the results obtained from this study were also found. Başarır, Sarı, and Çetin (2014), Başbay and Kağnıcı (2011), and Polat (2009) and Ngai (2004) reported that in order for multicultural education to be successful, effective multicultural teaching-learning should take place starting from teacher training. Teresa and Piveral (2004) suggested that instead of teaching a theoretical cultural sensitivity to pre-service teachers in faculties of education, multicultural education environment should be created to help them internalise multiculturalism.

According to the results of one-way analysis of variance for independent groups regarding the scores of teachers' multicultural attitude scale according to their professional seniority levels, it is seen that there is a statistically significant difference between the mean scores of teachers. According to the results of the Post-Hoc Tukey test conducted to test the source of the significant difference, it was determined that the difference in the multicultural attitude scale of the teachers was in the direction of (Between 21-25 Years) - (Between 0-5 Years), (Between 21-25 Years) - (Between 11-15 Years) and (Over 26 Years) - (Between 1-5 Years). According to this result, it was determined that there was a difference between teachers' attitudes towards multiculturalism as their professional seniority increased. When the related literature was analysed, different research results were found from the results of this study. Similar to this study, Yazıcı et al. (2009) found that teachers' attitudes towards multicultural education were higher in teachers with 1-5 years of seniority than in teachers with 26 years or more of seniority. In contrast to these studies, Strickland (2018) & Özbilen et al. (2020) found that teachers' perceptions of multiculturalism did not differ according to years of professional seniority.

According to the results of one-way variance analysis for independent groups regarding the scores of teachers' multicultural attitude scale according to the education level variable, it was determined that there was a significant difference. According to the Post-Hoc Tukey test conducted to test the source of the significant difference, it was determined that the direction of the difference in the multicultural attitude scale of the teachers was in the direction of graduate - undergraduate. According to this result, it was determined that the mean scores of teachers with postgraduate degrees on the multicultural attitude scale showed a significant difference compared to teachers with undergraduate degrees.

According to the results of one-way analysis of variance for independent groups regarding the scores of the teachers on the multicultural attitude scale according to the school level they work at, it was determined that there was no statistically significant difference between the mean scores. According to this result, it was determined that there was no significant difference between the mean scores of the teachers who participated in the research according to the school level they worked at. It was concluded that the result obtained from this research is in parallel with the result of the research conducted by Aslan and Kozikoğlu (2017), but not in parallel with the research conducted by Arslan and Çalmaşur (2017).

According to the results of one-way analysis of variance for independent groups regarding the scores of teachers' multicultural attitude scale according to the type of faculty they graduated from, it was determined that there was no statistically significant difference between the mean scores of teachers' multicultural attitude scale according to the type of school they graduated from. When the related literature was analysed, research results different from the results of this study were found. Adams & Hall (2002), in their study in which they examined the attitudes of teachers teaching Business and Marketing branches towards multicultural education, found that teachers had positive attitudes towards multicultural education. In Okojie Boulder (2010), significant differences were found in the perceptions of education faculty students towards multicultural education according to the department they studied. In line with the results obtained from the research, the following suggestions can be made.

It was determined that the majority of the teachers participating in the research did not receive any training or seminars on multiculturalism. For this reason, courses on multiculturalism can be included in the programmes for teachers starting from undergraduate education. It may be useful to organise in-service training courses after undergraduate education considering the actuality of the subject. It was determined that there was a significant difference according to the scores of the teachers' multicultural attitude scale according to the education status variable. For this reason, including studies to encourage teachers to do master's and doctoral studies after undergraduate education may contribute to increasing their awareness on the subject. This study, which aims to examine teachers' attitudes towards multiculturalism in educational environments in terms of some variables, is a quantitative study in the relational screening model. For this reason, qualitative studies to understand teachers' views on multiculturalism can contribute to the field.

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