

Examination of the Teachers Multicultural Perceptions: Sample of Hatay Province

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Abstract

The objective of this research is to evaluate the multicultural perceptions of teachers working in Hatay city in terms of various variables. The study was carried out in the descriptive survey model, and the population consists of teachers working in different schools in the city of Hatay during the 2017–2018 academic year. The sample of the study comprises of a total 300 teachers, 136 male and 164 female, who were randomly selected. In the study, along with ‘Multiculturalism Perception Scale’ (MPS) composed of 25 items and developed by Ayaz (2016), “Personal Information Form”, which aims to determine the demographic characteristics of teachers, and which was developed by the researcher, were used. Subsequently, for the identified sub-objectives; the arithmetic mean was used to specify the teachers' perceptions of multiculturalism; independent groups t-test to identify the relevance with gender variable and ANOVA were used to examine the relationship between age, branch and school type variables. Data was analysed using SPSS 21 and Mplus 7 programs. In order to examine teachers' multicultural perception levels in terms of various variables, t-test, one-way analysis of variance (ANOVA) tests were applied. In conclusion, it was discovered that teachers' perceptions of multiculturalism did not change statistically according to gender and age variables, but it was found that there was a statistically significant change according to branch and school type variables. A statistically significant difference between teachers' perceptions of multiculturalism was found only among preschool teachers and branch teachers. According to the school type variable, teachers' perceptions of multiculturalism differed significantly only between preschool and secondary school teachers.

Keywords: Multiculturalism, Perception of Multiculturalism, Teacher

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INTRODUCTION

During the transition from agricultural communities to industrial societies followed by the contemporary society where information is being processed, it can be considered that the past events of displacement of the great masses and the communities created with economic, social etc. purposes, made a significant contribution to the concept of multiculturalism. Through the history societies have been transiting from the local to the universal by virtue of their characteristics. According to Cirik (2008), the identification of norms for all segments of the society during the transition from local to the universal made it possible to recognize different cultures and intercultural communication. As a result, today's national states can redefine and interpret the concept of citizenship within the framework of universal values.

Linguistic, religious differences, belief origins, ethnic and racial variations and the heterogeneous structures of the society are the affecting factors of multiculturalism. The knowledge, skills and attitudes that should be developed in individuals of a multicultural society can be defined as: raising awareness about cultural differences, changing the culture-oriented perspective, adopting a society structure that respects the individual, criticizing the prejudices and perceiving discrimination as a crime against humanity. Teachers play the most important role in both transferring the knowledge, skills and attitudes expected to be gained by the individuals as identified above and in designing their educational activities. In this context, when a teacher develops an understanding of multiculturalism in a classroom where there are individuals possessing cultural differences, the educational objectives will be more easily achievable. Therefore teachers' experiences regarding multicultural practices are considered important in order to increase the effectiveness of the education. Teachers in Turkey are in a position of educating students from different cultures as a result of continuing wars in neighbour countries in recent years. Their perceptions of multiculturalism were examined through the literature review and due to the low number of studies conducted in our country, it seems that there is a resistance against multicultural education (Asada, Swank, and Goldey, 2003; Marks and Smrekar 2003; Demir, 2012).

Multiculturalism is a concept that involves a lot of controversies and interesting conflicts of advocates and opponents, but it is also a vague concept. The reason of this is that it has different meanings in ideology and theory, politics and the social field (Emiroglu, 2016). Multiculturalism can be expressed by the combination of the time-space relationship of the various cultures of different communities. Different cultures in the same time-space plane in history have always communicated with each other. The history of humanity is a process in which different communities come into contact with each other, sometimes they fight, help or protect each other and change continuously (Celik, 2008). According to UNESCO (2004), the diversity of individuals in need of education will continue to increase as long as large mass displacements increase. According to Emiroglu (2016), the tendency towards the cultural convergence and cultural coalescence, which accelerated during the last century, continues to increase. In today's world, it is estimated that 600 languages are spoken in 184 states and these states are composed of 5000 ethnicities. According to Kymlicka (1996), in the near future even homogeneous societies will, in a sense, be multicultural because there are a number of different associations and groups on the basis of class, gender, sexual orientation, religion, moral belief and political ideology.

It has been observed that increased migration and remarkably decreasing welfare level of the societies are effective at the root of rising racism discourse in developed societies such as Europe and America, according to Emiroglu (2016). Considering that racism-based tragedies were the basis of the world's greatest suffering in the past, the multicultural consciousness that will be introduced to future generations will be a starting point for finding solutions to this problem. There may be two cases of multicultural policies that became the main topic of conversation. The first case is the migration from the poor countries to the industrialized and richer countries after the Industrial Revolution; the other one is the struggle for survival during the Second World War and an intense social displacement of guest workers for the reconstruction of cities in the aftermath. These demographic movements and changes, which happened for economic reasons, brought with them some social problems.

According to Akman and Akman (2017), various ethnic identities and people with different language characteristics lived in Turkey, Anatolia in all stages of history. In recent years however, the large number of asylum seekers coming from especially conflicted regions, have generated the most important emigration in terms of its size. The extent of this migration can be determined by the number of children of asylum seekers who need education. Hundreds of thousands of refugees to be included in the education system in Turkey has brought with it many problems in this area.

As of 2017-2018 academic period, most of the children of asylum-seekers in Turkey have started to receive education alongside Turkish students in public schools. Especially among the students of two different cultures, one of the most important goals that should be achieved is to gain awareness of each other, understanding and respect. It is also crucial to meet the educational needs of students who are asylum seekers, effectively. From this point of view, it is considered that it would be beneficial to include all the differences in the educational practices prepared by the teachers.

Multicultural education is defined as a paradigm aimed at creating equal educational opportunities for individuals belonging to various races, ethnicities and classes (Banks, Cookson, Gay, Hawley, Irvine, Nieto et al., 2001). Banks (2013) stated that multicultural education aims to enable individuals to see themselves from the perspective of other cultures, to get to know themselves better and to respect different cultures, to gain knowledge and skills about how individuals should behave in different ethnic groups (Gezer and Sahin, 2017). In developing students' perceptions of multiculturalism, both in school and in society; teachers, school administrators, society and families have an important role (Geel and Vedder, 2011; Swick, Boutte and Scoy, 1994; Gezer and Sahin, 2017).

From this point of view, it is important to examine the multicultural perceptions of teachers in terms of various variables working in different school types in the city of Hatay, which is one of the best examples of multiculturalism, known as the city of peace and tolerance from the past till today. Furthermore, this area is especially significant for it has not been studied before.

In this study, it is intended to examine the multicultural perceptions of teachers working in the city of Hatay in terms of various variables and the answers to the following questions were sought:

1. What are the teachers' perceptions of multiculturalism?
2. Do the teacher's perceptions of multiculturalism differ significantly in terms of gender?
3. Do teachers' perceptions of multiculturalism differ significantly by branch?
4. Do teachers' perceptions of multiculturalism differ significantly according to age?
5. Do teachers' perceptions of multiculturalism differ significantly according to school type?

METHOD

Research Model

In this paper, the descriptive survey model, which is one of the quantitative research methods, was used to examine the change of teachers' perceptions of multiculturalism in terms of different variables. A survey model is a research approach that aims to present an existing situation as it exists (Karasar, 2006). The research population consists of 19784 teachers working in official schools in Hatay city during the academic year of 2017-2018. The sample of the study consists of 300 randomly chosen teachers who work in different school types in city of Hatay in 2017-2018 academic year. Descriptive statistics related to the sample of the study are given in Table 1.

Table 1 Descriptive Statistics of Teachers

Variables	Groups	(N)	(%)
Gender	Female	136	45.3
	Male	164	57.7
Age	Below 26	25	8.3
	26-30	47	15.7
	31-36	75	25
	Over 36	153	51
Branch	Preschool	41	13.7
	Class	87	29
	Branch	172	57.3
School Type	Preschool	41	13.7
	Primary school	89	29.7
	Secondary school	95	31.7
	High school	75	25

Data Collection Tools

Multiculturalism Perception Scale (MPS)

Multiculturalism Perception Scale was developed by Ayaz (2016). In order to create the Multiculturalism Perception Scale (MPS), which was prepared to determine prospective teachers' perceptions about multiculturalism and multicultural education, first the literature on multiculturalism and multicultural education was reviewed and the characteristics of multiculturalist consciousness were determined. The scales that are prepared for multiculturalism in Turkey and in the world were examined. In addition, a pool of items was created by listing the features required for multicultural education.

Multiculturalism Perception Scale consists of 25 items. The scale was developed as a five-point Likert type. Levels of agreement in the scale are: 1-Strongly Disagree (1.00-1.80), 2-Disagree (1.81-2.60), 3- Undecided (2.61-3.40), 4-Agree (3.41-4.20) and 5-Strongly agree (4.21-5.00). The validity and reliability analyses of the MPS were performed both by Ayaz (2016) and by the researcher of this study. For the reliability of the scale, Ayaz (2016) calculated Cronbach's Alpha value and found to be .94. In this study however, Cronbach's Alpha value was found as .93. Accordingly, if the Cronbach's Alpha value is above .70, the scale is considered to be reliable. Confirmatory factor analysis was applied by Ayaz (2016) to determine the validity of the scale and found CFI, GFI and RMSEA values as 0.97, 0.85 and .076, respectively. When the fit index values of the scale were examined according to Table 2, the CFI compliance index was found to be 'excellent', the other fit index was found 'acceptable' and the compliance criteria also were found to be 'acceptable'. The results of confirmatory factor analysis conducted in this study are given in Table 2.

Table 2 Confirmatory Factor Analysis Conclusions

Index	Excellent Fit Criterion	Acceptable Fit Criterion	Research Finding	Conclusion
χ^2/sd	0-3	3-5	1.92	Excellent Fit
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$.94	Good Fit
TLI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$.93	Good Fit
SRMR	$.00 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .08$.05	Excellent Fit
RMSEA	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .10$.05	Excellent Fit

When the fit indexes are examined, it can be seen that CFI, TLI values are above 0.90 and they are acceptable. As to χ^2/sd and SRMR indexes, they are found to be excellent. If the RMSEA index is below 0.05, it indicates very close model data compatibility, and if it is up to 0.08, it indicates an acceptable level, but for the models with RMSEA index equal to or greater than 10, it is considered a weak model data compliance therefore is not accepted (Browne and Cudeck, 1993). As it can be seen from the Table 2, the RMSEA index shows excellent fit.

The results of confirmatory factor analysis of MPS conducted in this study are given in Figure 1.

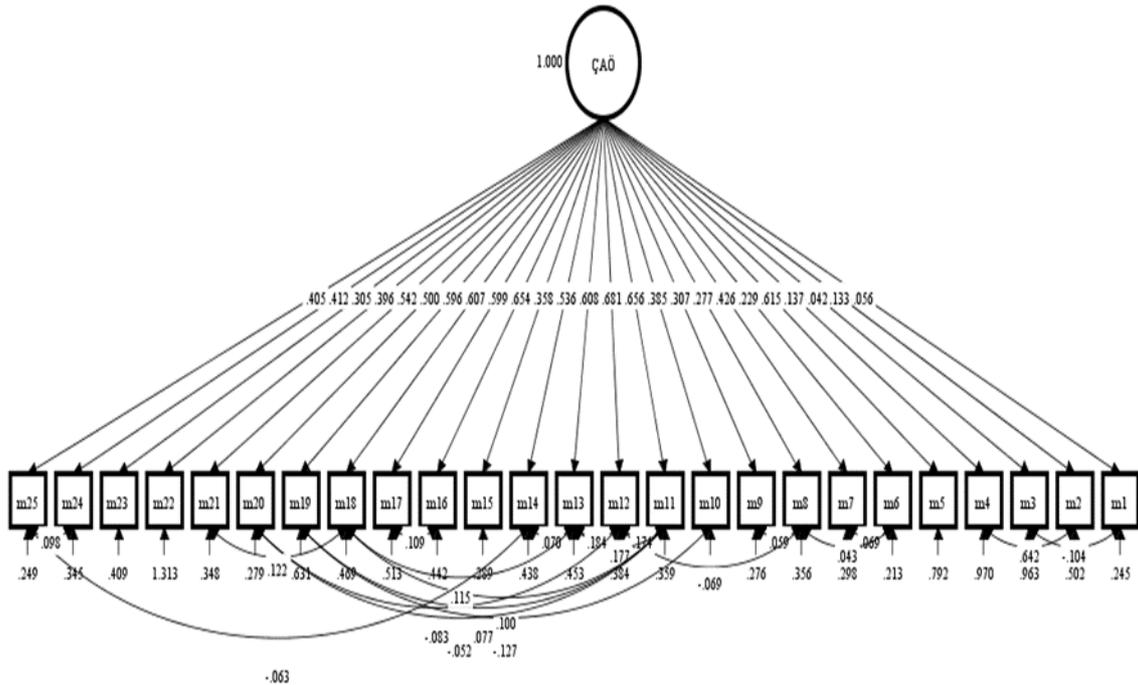


Figure 1. Confirmatory factor analysis of MPS

Data Analyses

300 of the applied scale forms were evaluated and SPSS 21 statistical package program was used in the analysis of the data. Descriptive (frequency, percentage, arithmetic mean and standard deviation) statistics were generated to determine teachers' perceptions of multiculturalism. According to Buyukozturk (2010), descriptive statistics are analysis methods which describe the results of observations and summarize the current situation. In order to determine whether the tests to be used in the research were parametric or non-parametric, the MPS was tested for normality. In this context, the Skewness value was found to be between -1 to +1 and '-.536'. The Q-Q Plot is also shown in Figure 2. When the QQ Plot shape was examined, the data were found to be normal. As a result, parametric tests were preferred in the analysis of the data.

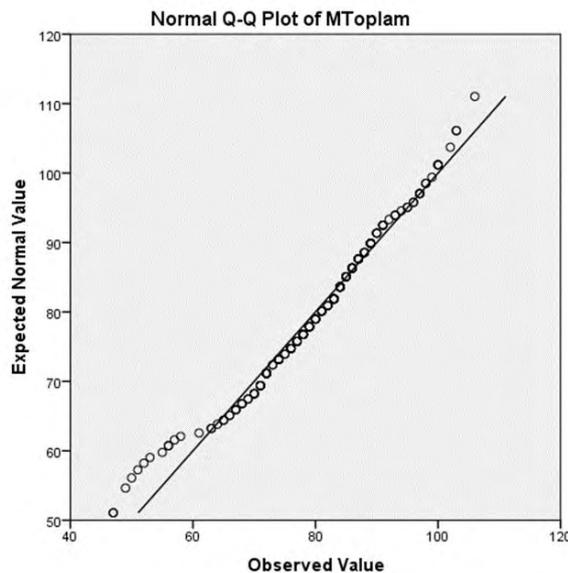


Figure 2: The Q-Q Plot Shape for Normality Test of Multicultural Perception Scale

Scale total scores were used to test the teachers' perceptions of multiculturalism according to demographic variables. Independent Groups t-test was used in order to determine whether there was a significant difference according to gender in the total scores of MPS. According to the age and school type variables of the teachers, independent groups one-way analysis of variance (ANOVA) was conducted to determine whether there was a significant difference between the total scores of the MPS. Buyukozturk, Cokluk and Koklu (2009) stated that meaningful differences between the means of samples would not indicate a strong relationship between independent and dependent variables. In addition, the test results would not provide information about how much of the total variance observed in the scores of the dependent variable is related to the independent variable and for this purpose, to be able to comment on the issue, the eta-square (η^2) analysis, which is the effect size (width), could be used to determine how much of the variance in the test scores depends on the independent variable or the group variable. Therefore, eta-square calculation was performed for the test results with significant difference. Eta-square (η^2) can have a value between 0 and 1. In the eta-square statistic, .01, .06 and .14 are interpreted as small, medium and wide effect sizes, respectively (Green, Salkind and Akey, 2000; Buyukozturk, 2010; Buyukozturk, Bokeoglu-Cokluk and Koklu, 2009).

A statistically significant change in the teachers' perceptions of multiculturalism according to demographic characteristics was investigated at $p < .05$ significance level. The obtained results were converted into a table and reviewed. In the interpretation of the findings, it was accepted that multiculturalism perception levels became positive as the mean score of the teachers' scores increased and the opinions became negative as the scores decreased. For this purpose, the total score obtained was divided by the number of items and scores of 1-5 for each teacher were obtained. In evaluating this score, the following score ranges based on the value (0.8) obtained by dividing the range between 1 and 5 points (4) by the number of intervals (5) were taken into consideration. 1.00 - 1.80 (Strongly disagree), 1.81 - 2.60 (Disagree), 2.61 - 3.40 (Undecided), 3.41 - 4.20 (Agree), 4.21 - 5.0 (Strongly agree). Accordingly, the scores between 1 and 2.60 show negative opinions on the MPS, the ambivalence between 2.61 and 3.40, and the positive scores between 3.41 and 5.

FINDINGS AND COMMENTS

Investigation of Teachers' Multicultural Perception Levels

Descriptive statistical values of the first sub-problem of the research are presented in Table 3. Arithmetic mean and standard deviation values are given in the descriptive statistics table.

Table 3 The Mean of Teacher's Multicultural Perceptions

Variable	N	\bar{X}	SD
Multiculturalism Perceptions Total	300	4.21	.72

As seen in Table 3, the teachers' multicultural perceptions' total average score is ($\bar{X}=4.21$) and the standard deviation is ($SD = .72$). Since this score falls within 4.21-5.00 range, it indicates that teachers' perceptions of multiculturalism are within the 'Totally Agree' range.

Investigation of Multicultural Perceptions of Teachers by Gender Variable

The results of independent groups t-test showing whether the teachers' perceptions of multiculturalism differ significantly according to gender are given in Table 4.

Table 4 Independent T-Test Results by Gender Variable

Score Type	Gender	N	\bar{X}	SD	sd	T	p
MPS	Male	136	106.58	12.13	298	1.38	.167
Total	Female	164	104.56	12.91			

* $p < .05$

According to Table 4, teachers' perceptions of multiculturalism were not statistically different in terms of gender variables ($p > .05$). In other words, male teachers' perceptions of multiculturalism are not statistically different from female teachers.

Investigation of Multicultural Perceptions of Teachers by Branch Variables

The results of the independent groups t-test showing whether the teachers' perceptions of multiculturalism differ significantly according to the branch variable are given in Table 5.

Table 5 Independent Groups T-Test Results by Branch Variables

Score Type	Source of Variance	Total Squares	Mean Squares	sd	F	p	η^2	Difference (Tukey HSD)
MPS	Between Groups	1301.410	650.705	2				
Total	Within Groups	46099.426	155.217	297	4.197	.016*	.03	Preschool (In favour of branch)
	Total	47400.837		299				

* $p < .05$

When Table 5 is examined, it can be seen that teachers' perceptions of multiculturalism differ significantly according to the branch variable ($p < .05$). Also, in order to determine in which branch groups these significant differences were, Tukey HSD multiple comparison test was used. As a result of the analysis, it was found that the difference was between branch and preschool, in favour of branch teachers. In order to determine the effect of this difference, η^2 statistic was calculated; it was identified as .03 and found to be low. According to this, it can be said that 3% of the variance in the multicultural perception scores of the teachers are related to the branch.

Examination of Multicultural Perceptions of Teachers by Age Variable

In order to test whether the teachers' perceptions of multiculturalism were significantly different or not, according to age variable, one-way analysis of variance (One Way ANOVA) was performed and the findings were given in Table 6.

Table 6 ANOVA Results by Age Variable

Score Type	Source of Variance	Total Squares	Mean Squares	sd	F	P	η^2	Difference (Tukey HSD)
MPS Total	Between Groups	204.318	68.106	3				
	Within Groups	47196.519	159.448	296	.427	.734	-	-
	Total	47400.837		299				

* $p < .05$

According to Table 6, teachers' perceptions of multiculturalism did not show a statistically significant difference according to age variable ($p > .05$).

Examining the Quality of Working Life of Teachers by School Type Variable

In order to test whether the teachers' perceptions of multiculturalism differ significantly according to school type variable, independent groups one way analysis of variance (ANOVA) applied and the results were shown in Table 7. In determining the effect size of this difference, η^2 statistics were used and the effect size was found to be as low as .04. Accordingly, it can be stated that 4% of the variance in teachers' multicultural perception scores depends on the type of school.

Table 7 ANOVA Results by School Type Variable

Score Type	Source of Variance	Total Squares	Mean Squares	sd	F	P	η^2	Difference (Tukey HSD)
MPS	Between Groups	1619.003	539.668	3				Preschool-Secondary
Total	Within Groups	45781.833	154.668	296	3.489	.016*	.04	School (in favour of secondary school)
	Total	47400.837		299				

*p<.05

According to the results of the analysis in Table 7, it was determined that there was a statistically significant difference according to the school type variable [$F_{(3-296)} = 3.489$, $p < .05$]. In order to determine the source of this difference, Tukey HSD multiple comparison test was used. As a result of the analysis, it was found that the difference was between secondary and preschool, in favour of secondary school teachers.

CONCLUSION, DISCUSSION AND SUGGESTION

In this study, the change in teachers' perceptions of multiculturalism in terms of gender, branch, age and type of school was investigated. Accordingly, the first sub-problem of the study, i.e. multiculturalism perception levels of teachers was examined. As a result of the research, teachers' perceptions of multiculturalism were found to be high. One of the reasons for this high average is because of the nature of the teaching profession; it is considered that the teachers had a pedagogical education which improved the awareness of multiculturalism in the process. Studies on teachers, teacher candidates and academicians in the literature support this case (Akman and Akman, 2017; Arsal and Akcaoglu, 2017; Aslan and Kozikoglu, 2017; Coban, Karaman and Dogan, 2010; Damgaci and Aydin, 2013; Demircioglu and Ozdemir, 2014; Kocak and Ozdemir, 2015). The results of this study are therefore consistent with the findings of the mentioned studies. The reason why teachers had a high score on multiculturalism perception is that people living in Hatay city where the scale was applied, have been known to have respect for multicultural structure of the society. Hatay hosts many different ethnic groups, religious rituals and spoken languages and because of these qualities, the city is called 'cultural mosaic' and 'city of tolerance' (Kaypak, 2010). According to Eginli and Isik (2012), with each community preserving all their cultural characteristics, living in a peaceful way socio-economically within the framework of their own ethnic identity, Hatay differs from other multicultural cities with the same features. Although the cities on the Mediterranean coast are similar, people from different cultural backgrounds in Hatay continue to live in intertwined houses. In consequence of the culture of coexistence, Arabic and other languages are spoken as widely as Turkish, and this situation is becoming more and more a combination of differences. Historical sources also refer to the multicultural nature of Hatay. One of the most important reasons for the development of a tolerant and understanding environment is that Hatay shares its border with Christian, Muslim and Jewish cultures.

In line with the second sub-problem of the study, the change of teachers' perceptions of multiculturalism in terms of gender variable was examined. As a result of the analysis, it was determined that teachers' perceptions of multiculturalism did not differ significantly according to gender variable. Similar results have been obtained from relevant researches including multiculturalism perceptions and attitudes of teachers, teacher candidates and academicians according to gender variable. In the previous studies examining the change of teachers' attitudes towards multicultural education according to gender variable, it was found that there is no significant difference between the gender and multicultural education attitude (Akman and Akman, 2017; Yazici, Basol and Toprak, 2009). When the studies outside of Turkey were analysed, similar results are obtained; e.g. the study by Verveat et al. (2018), revealed that between teachers working in secondary schools in Flanders, Belgium, there was not a significant difference according to the gender variable. In another study, Agirdag et al. (2016) examined the change in teachers' level of understanding of multicultural education according to gender variable and found that teachers' level of understanding of multicultural education did not differ significantly according to gender variable. There are also studies which are not consistent with the results of this research. In this context, multicultural education and attitudes of teachers and prospective teachers were investigated according to the gender variable and the results were found to show a significant difference in favour of women (Arslan and Calmasur, 2017; Erdogan, 2017, Kocak and Ozdemir, 2015; Tortop, 2014).

In line with the third sub-problem of the study, the change of teachers' perceptions of multiculturalism according to the branch variable was examined. In this context, it was determined that branch teachers' perceptions of multiculturalism were higher than preschool teachers. When previous researches aimed at teachers' perceptions and attitudes towards multiculturalism are examined, similar and different results are obtained. Arslan and Kozikoglu (2017) found that when branch and class teachers' attitudes of multicultural education compared, the results showed a significant difference in favour of branch teachers. However, most of the research done both domestically and outside of Turkey show that, multiculturalism perceptions of primary school teachers determined to be higher than those of other teachers (Arslan and Calmasur, 2017; Culpepper, 2003; Herron, Green, Russell and Southard, 1995). According to these results, it can be said that class teachers are more participatory in multicultural education practices than other teachers. Considering the potentiality of spending more time with the students coming from different cultural and socio-economic levels, it is expected that classroom teachers will have higher multicultural education attitudes and perceptions. Different results obtained from this current work may originate from the socio-cultural structure of the teachers who were selected as sample and the schools in the province, and also the method applied.

According to the fourth sub-problem of the study, the change in the multicultural perceptions of the teachers in terms of the age variable was examined. In this context, it was concluded that teachers' perceptions of multiculturalism did not differ according to their age. When the previous studies examining the change of the multicultural perceptions and attitudes of the teachers and teachers who are educated in pedagogical formation according to the age variable, it is seen that similar results are obtained. In related previous works examining the change in the multicultural perceptions and attitudes of both teachers, teacher candidates who are trained in pedagogical formation program and scholars according to age variables, similar results are obtained. Damgaci and Aydin (2013) found that academicians who contributed to the training of prospective teachers in education faculties had high level of attitudes towards multicultural education, and found that there was no significant difference in the attitudes of these academicians according to the age variables towards multicultural education. In other studies conducted on the teacher candidates who took the first steps to the profession by taking pedagogical formation education, it was seen that the attitude of teacher candidates towards multicultural education did not show a significant difference according to the age variable (Demircioglu and Ozdemir, 2014; Tortop, 2004). Similarly, it can be concluded that the multicultural education attitudes of the teachers' working in various educational levels such as primary, secondary and high school do not show a significant difference in respect to the age variable (Arslan and Calmasur, 2017; Basarir, Sari and Cetin, 2014). When the studies outside of Turkey were examined, it was seen that age is not related to multicultural education (Case et al., 1989; Verveat et al., 2018). Considering the definitions of multicultural education, it was seen that teachers focused rather on the racial, ethnic, linguistic, religious, social, and status dimensions of multiculturalism, not the age (Agirdag et al., 2016). In this context, it is considered as an expected condition that the age variable does not affect the multiculturalist viewpoint of teachers, teacher candidates, administrators and academics as shown in the research conducted both in Turkey and abroad.

According to the last sub-problem of the study, the change of teachers' perceptions of multiculturalism in terms of the type of school was investigated. In this context, the secondary school teachers' perceptions of multiculturalism were found to be higher than the teachers working in preschool. It was also discovered that the teachers' perceptions of multiculturalism were not different from each other in primary, secondary and high schools. In previous studies examining multiculturalism attitudes according to school type variable, preschool teachers were not selected as sample and the results of comparisons of other school types were found to be similar to the findings of the present study; for example, in Akman and Akman's (2017) study conducted on the teachers' attitudes and perceptions of multicultural education in different types of schools, it was concluded that teachers' attitudes and perceptions of multicultural education did not make a significant difference according to the type of school. Similarly, Arslan and Calmasur (2017) did not find a significant difference between primary and secondary school teachers' multicultural education attitudes. In a study which investigates the opinions of the directors who are an important dimension of education, it was determined that the perceptions changed in two ways in terms of the school type variable

(McCray, Wright and Beachum, 2004). Firstly, appertaining to the perceptions of directors, which varied according to the size of the schools, it was discovered that negative perceptions could occur rather in small schools and secondly, directors working in rural areas, where low income groups live in terms of socioeconomic status, tend to have negative perceptions towards multicultural education. There was no contradictory study as a result of literature review of this article where teachers' perceptions of multiculturalism are examined according to type of school.

Suggestions

The following suggestions can be made according to the findings and results obtained from the study:

- This research is limited to teachers working in province of Hatay. In order to obtain general results, it is advisable to select the sample groups from different cities, school types and districts.
- In this study, multicultural perceptions of teachers were analysed using a descriptive survey model within the scope of quantitative approach. In subsequent researches, mixed methods in which quantitative and qualitative research methods are used, can be applied. Structural equation model may be established instead of ANOVA and t-test in the same study.
- In this paper, multiculturalism scores of teachers, with an age range of more than 36, were found to be low. For this reason, in-service training activities, seminars and panels for multicultural education may be given to teachers for the mentioned age range. These studies can be supported interactively with instructional materials such as sample lesson plans, EIN (Education Informatics Network) events, videos, and written materials covering cultural diversity, according to the type of school teachers.
- In the research, the level of multicultural perception of branch teachers was found to be higher than that of classroom and preschool teachers. In this context, by organizing seminars and trips to schools where multicultural education is at the forefront, preschool and class teachers' multicultural perception levels can be improved. In addition, the traditions of the students from different cultures in primary and preschool classes can be introduced to students in the classroom environment.

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