

# The Relationship Between The Perception of Multicultural Education and The Managing Diversity Attitudes of Teachers and Administrators of International Imam Hatip High Schools

Hakan MUCUK<sup>a</sup>, Behçet ÖZNACAR<sup>b</sup>

## ABSTRACT

The aim of this study is to investigate whether there is a relationship between the managing diversity attitudes of the administrators and teachers of the International Imam Hatip High Schools where foreign students from 56 countries attend who brought to Turkey by Religious Foundation of Turkey and their multicultural education perceptions. The population in this study is composed of administrators and teachers serving in International Anatolian Imam and Preacher High Schools which are connected to the General Directorate of Religious Education under control of Ministry of Education in Turkey in the 2017-2018 academic year, and all the universe has taken into consideration. In the study, the working universe was composed of administrators and teachers working in the International Anatolian Imam Hatip High Schools, which are under the General Directorate of religious education of the Ministry of National Education in Turkey during the 2017-2018 academic year. The Working Group consists of 160 people, including 16 administrators and 144 teachers who work in these schools. The Personal Information Form to determine the demographic characteristics of the teachers as a measurement tool in the study and the "Multicultural Competence Perceptions Scale" to determine the teachers' multicultural education attitudes; "Diversity Management Scale" was used to determine perceptions of diversity management. The data was analyzed using SPSS 24.00 and AMOS (Statistical Package for the Social Sciences). Re-validity and reliability studies were carried out for the measurement tools used. T-test and one-way analysis of variance (ANOVA), Tukey test methods were used in the analysis of data and sub-dimensions. The research was carried out in the relational scanning model, which is the most appropriate model for its purpose. In the research, quantitative data collection technique was used in the relational scanning model.

In the study, A Personal Data Sheet was used to determine the demographics of the teachers, a "multicultural competence perceptions scale" was used to determine the teachers' attitudes to multicultural education, and a "Diversity Management scale" was used to determine their perceptions of diversity management. There were no significant differences between managers and teachers perceptions of multicultural competence and the management of differences and their gender. But, between perceptions of multicultural competence and experience in the profession; significant differences were found between the management of differences and education status and age status. A positive, moderate relationship was found between the multicultural competence perceptions of administrators and teachers and their diversity management skills. It was observed that as the multicultural competence perceptions of administrators and teachers increased, their differences management skills also increased, and as their multicultural competence perceptions decreased, their differences management skills also decreased. It was concluded that there is a relationship between the multicultural competence perceptions of administrators and teachers and their differences management skills. Multiculturalism and multicultural education in Turkey in recent years

<sup>a</sup>Near East University, Institute of Educational Sciences, hakanmucuk@hotmail.com <sup>b</sup>Assoc. Prof. Dr., Near East University, Atatürk Education Faculty

with the relevant studies have been undertaken but these concepts can be said new. Such studies will contribute to the solution of problems related to multicultural education in Turkey and is expected to bring solutions.

**Keywords:** International Imam Orator Schools, Multicultural Education, Diversity Management

## INTRODUCTION

Culture is based on human knowledge, belief and behavior; it consists of all kinds of material and spiritual creations that are part of this whole. Culture; providing the formation of individual and social life; It can be defined as the integrity of all kinds of material and spiritual products such as language, tradition, thought, morality, symbol, law, rule, theory, tool, technique, machine, science, philosophy and works of art (Çüçen, 2005, s.111). These material and spiritual values are the most basic elements that make up a society. Throughout history, societies and cultures have interacted with events such as migration, war, and trade. Today, with the development of technology and the acceleration of communication, the interaction has increased and this has revealed cultural diversity.

In today's globalization process, it is seen that the greatest wealth of organizations in the multicultural, multi-centered world is qualified human resources with multiple skills and different thinking styles. This mentality transformation, which brings human resources to the foreground, also affects the philosophies, cultures and strategies of organizations (Memduhoğlu, 2011, s.38). The multiple identities that emerged as a result of the social changes brought about by globalization and the differentiated identities that increase more as a result of the increasing activities of international institutions become a reality of our lives. Today, people live more intertwined lives than ever before (Şan, 2005, s.69-70). This intertwined life reveals cultural diversity as well as differences and the management of these differences. Diversity management understanding, in addition to the demographic characteristics of individuals or groups within the organization such as religion, language, race, gender, age, experience, personality, physical and mental strength argues that discrimination should not be made in terms of socio-cultural and economic characteristics.

In multicultural education, the most important role is in teachers. Because it is important for the teachers who will apply the curriculum, prepare the learning environment by choosing the appropriate methods, techniques and materials, and measure and evaluate learning, to receive multicultural education and sincerely want to practice. (Polat, 2009, s.158). Multicultural education is extremely

important in terms of increasing the academic success of students from different groups, ensuring that all students grow up as a more democratic citizen and preparing them to live in the multicultural society they live in (Gay, 1994). In the globalizing world, different ethnic and cultural groups migrate to different geographies and experience integration problems in the societies they go to. Likewise, in places where different cultural and ethnic groups have historically shared the same geography, pluralism has been one of the keywords for living together. Multiculturalism is the basis of pluralism. In an educational organization where cultural difference is accepted and respected, individuals will start to express themselves more comfortably by feeling more comfortable and safe. Teachers have a great role in providing this environment and it is inevitable that they receive education in this context.

In this sense, classes are of great importance. It is very important for teachers and administrators to observe school and classroom. Some students or groups should not be allowed to be dominant, both at school and classroom level (Wentling, 2001). When the classroom environment is tense or stressful, learning is not possible. If teachers and administrators fulfill their duties, there will be no tension or disturbing behaviors at school. If teachers and administrators are not equal to their students, this will increase the unrest in the school and an environment where the students are not comfortable will be created.

On the contrary, administrators and teachers who treat their students equally and make them feel this in every sense will create a peaceful environment in their schools and will be a model with these behaviors. This situation should be developed not only in the communication with the student but also between the teacher and the administrator, and a communication network that recognizes all kinds of differences should be established within the framework of respect. This network should be established not only between students-teachers, teachers-administrators, but also with parents. The school principal or school leader is expected to make a difference in their institution.

In an effective school, the principal has a good management understanding (Lopez, 2008). In a

school with effective management, leaders expect high skills from students. To achieve this, they try to create warm environments where everyone can express themselves. Leaders should adopt an understanding of managing differences rather than old management approaches. In order to do this, it is the most basic principle to accept all employees in the organization as they are (Memduhoğlu, 2007). By well-managing and directing the differences in organizations, first of all, individuals' adaptation to change is increased and individuals develop their ability to adapt. This naturally causes a positive effect on their work. It contributes to the increase of the creativity of the employees and the strengthening of the communication ties with their employers. Employees feel more belonging to their organizations and a more efficient work environment is created. In this way, the control system at work can also occur spontaneously. Differences that are not well managed, manipulated and ignored, on the other hand, lay the groundwork for the decrease in the bonds of employees to their groups, the emergence of communication problems, the emergence of insecurity and an uneasy environment (Balay, Kaya, Geçdoğan, Yılmaz, 2014). In this context, it can be said that teachers, who have the biggest share in achieving the goals of the school, should adopt the understanding of diversity management in their institutions.

Along with the diversity management approach that should be applied in schools, besides teaching students with different characteristics, teachers' attitudes towards multicultural education are important. In this regard, "Is there a relationship between administrators' and teachers' perceptions of diversity management and their multicultural education attitudes?" The question constitutes the main problem of our study. Multicultural education is extremely important in terms of increasing the academic success of students from different groups, ensuring that all students grow up as a more democratic citizen and preparing them to live in the multicultural society they live in (Gay, 1994). Multicultural education; It is the provision of equal learning opportunities in schools to all individuals in a society. Belonging to a different language, social class, religion, ethnic group; It includes students with different intelligence and superior abilities. Teachers use various techniques and methods to ensure academic success of students from different races, ethnicities and social classes. For this, teachers must first have knowledge about the different backgrounds of their students and then use these infrastructures to make teaching more

effective (Gay, 2004'ten aktaran Banks, 2010). The multicultural education program should be handled comprehensively so that students can gain universal values and reflect the perspective of not only dominant culture but also different cultures. in the educational structure of the state and the Republic of Turkey can see the traces of nation-statist policies. However, the issues of pluralism and multiculturalism that have been discussed in recent years are also worth researching. As in all the world Turkey is also a significant increase in the number of researches on multicultural education. These studies are (Başbay ve Kağnıcı, 2011; Polat, 2009a; Sevinç, Titrek ve Önder, 2009; Toprak, 2008), shows that multicultural education is now an important topic of discussion. Policy-makers and decision-makers in Turkey, and Turkey's role as a pluralistic structure of an education system should be determined accordingly leads to declare ideas (Yazıcı, Başol ve Toprak, 2009).

Teachers' perceptions about the management of differences in schools, solidarity and acceptance among teachers, organizational adaptation to school values, administrators' acceptance of differences between teachers and their understanding of management, on the other hand, they can guide the steps to be taken to see and correct the deficiencies and It is hoped that managers can help improve themselves. Although subjects related to multicultural education have been added to curricula as gains, multicultural education should also be given importance in teacher education. Otherwise, the understanding of multiculturalism will not be permanent with teachers who do not have sufficient knowledge, skills and attitudes towards multiculturalism. For this reason, it is hoped that if there are points where teachers have a negative attitude towards multicultural education, this study will provide resources for in-service training programs to be opened to teachers and training programs of teacher training institutions. In addition, it is thought that determining the multicultural education attitudes of teachers will contribute to the literature in the field of comparative education by showing the stage we are in in terms of applying the education principles accepted in developed countries.

### **Multiculturalism**

Multiculturalism has a not too long historical background. Therefore, its understanding can be understood in a relatively healthy way by understanding what the relevant concept and conceptual framework is and what the point it

wants to reach, rather than this brief history. On the other hand, it is useful to dwell briefly on why this concept emerged, what historical periods it went through and which moments it followed. The main beginnings in the establishment of the idea of multiculturalism were born when the Australian and Canadian governments, which received a lot of immigration in the early 1970s, adopted policies called "multiculturalism policies" to encourage the cultural differences of indigenous peoples and immigrants. Later this situation spread to the USA, Great Britain and New Zealand (Doytcheva, 2009). Somersan (2008,125), While compiling certain concrete applications at the point of application of multiculturalism from the explicit statements of the theorists, she expresses the first place as the right to self-governance, which seems more radical. Recognition of given or chosen collective identities is essential in the multicultural approach. The contradictory features of different collective identity planes may result in opposite results between multiculturalism and multiculturalism (Yürüşen, 1998,107).

### **Multicultural Education**

Multicultural education expresses the thoughts and approaches that defend the inclusion of multicultural policies in education (Toprak, 2008, 6). Anthropologically, multicultural education proposes a type of education that is relevant to all cultural groups in a society (Banks, 1974, 6). According to G. Gay (1994), The most commonly used definition of multicultural education: A reform movement that changes all components of educational institutions, including their core values, rules, programs, teaching materials, organizational structure and management policies, to reflect cultural pluralism.

In 2001, in a consensus panel supported by the University of Washington Multicultural Education Center and the University of Maryland Joint Fate Alliance, 12 basic principles of education and training in a multicultural society, which Banks et al called 'Fundamental Principles', were determined as the result of a four-year study. These are:

Principle 1: Professional development programs should help teachers understand the complex features of ethnic groups in society and the impact of race, ethnicity, language and social class interaction on student behavior.

Principle 2: Schools should ensure that all students have equal opportunities to learn and meet high standards.

Principle 3: The curriculum should help students understand that knowledge is socially constructed.

Principle 4: Schools should provide opportunities for all students to participate in extra-curricular activities that enhance their academic achievement and strengthen positive inter-racial relationships and develop their knowledge, skills and attitudes.

Principle 5: Schools should establish group memberships of common interest to improve intergroup relations.

Principle 6: Students should learn about stereotypes and other prejudices that have a negative impact on racial and ethnic relationships.

Principle 7: Students should learn about the values shared by almost all cultural groups (eg justice, equality, freedom, peace, compassion and philanthropy).

Principle 8: Teachers should help students acquire the social skills necessary for effective interaction with students of different ethnic, racial, cultural and linguistic groups.

Principle 9: Schools should provide opportunities for social interaction with students from different ethnic, racial, cultural and linguistic groups - under conditions designed to reduce fear and tension. School Management, Organization and Equality

Principle 10: A school's organizational strategies should ensure broad participation in decision-making and ensure that school members learn collaborative skills and arrangements to create a humane environment for students.

Principle 11: Leaders should develop strategies to ensure that all public schools, regardless of their positions, are equally financed.

Principle 12: Teachers should use multiculturally sensitive techniques (observations, performance behaviors, written assignments, oral exams, etc.) to assess complex cognitive and social skills.

Banks (1993), states that effective multicultural education has five different dimensions. These; content integration, the process of structuring knowledge, reducing prejudice, egalitarian pedagogy and empowerment. Gay (1994) states the main objectives of multicultural education as follows:

- a. To develop cultural and ethnic literacy
- b. Self-improvement
- c. Disclosing values and attitudes
- d. Multicultural social competence to.
- e. Basic ability acquisition
- f. Equality and Excellence in Education
- g. Personal Empowerment for Social Reform

### **Management of Diversity**

Barutçugil (2004), explains the concept of "diversity management" with three different definitions (Barutçugil, 2004:230): "Seeing and

accepting differences; valuing and appreciating people with individual differences. To put it more clearly, it is the acceptance of differences arising from ethnic origin, gender, age, religion and sexual preferences, people's different physical characteristics, experiences, communication styles, understanding and learning speeds, and welcoming them with understanding and respect". "Diversity is seen as an important dimension that improves corporate performance, enriches its services and products, and increases social contributions. It is the better recognition, understanding and appreciation of employees that bring the increasing differences in societies to the organization "Differences are seen as a dimension that gives the organization a competitive advantage and provides different experiences and perspectives".

It is understood that the establishment of state policies regarding the management of differences and the enactment of laws are provided primarily in the USA and then in the European states. In this regard, the -general historical perspective in looking for differences in the management of America, has been referred to the situation in Europe and Turkey. Managing diversity is not a new issue. In fact, historical colonial empires such as Spain, Portugal, England and modern nations such as America, South Africa, Japan, Germany and the new nations that emerged from their ethnic cleansing efforts effectively managed differences. (Rosado,2006:4).

### **Diversity Management in Educational Organizations**

All the differences that take place in life are a reality that exists in societies, schools and workplaces. As the differences in the workforce became more noticeable and important, interest in how to manage words increased in educational organizations. It is important for students to be able to express their thoughts as if they belong to the class without fear, and to see that their grades contribute to the school. Differences in educational organizations are as important as in other organizations, as demographic and different individuals who are different from each other learn what they have and beliefs in schools (Balay ve Sağlam, 2004). The expectation of the society from the education system and schools is not to raise individuals who are responsible, sensitive and able to think freely. The realization of this expectation can be achieved not by uploading theoretical knowledge to students, but by offering students the opportunities they can learn by living and creating a democratic environment where they can express

themselves comfortably. In order for differences to be accepted and beneficial, a democratic culture must be established in educational institutions. Recognizing, protecting and supporting the differences in schools that include all kinds of differences and affect the society in all aspects are formed with a democratic education (Şişman, Güleş ve Dönmez, 2010).

The success of educational organizations is closely related to recognizing, accepting and valuing the differences of employees. For successful management of diversity, it is necessary to establish common values to be adopted by employees, and to know, strengthen and manage these values by managers. These shared values make employees feel accepted and valued; Those working in such an organizational environment will have a positive attitude towards the success of the organization (Polat, 2012; Van Vuuren vd., 2012).

### **Multiculturalism and Diversity Management**

The ability to adapt to the rapidly developing and changing environment with the globalization process constitutes one of the main problem areas of contemporary organizations. Now that organizations lose their validity to compete only in national markets; They are structured as required by international competition conditions. These conditions led to the increase in the number and functions of multinational and international organizations in the last quarter of the twentieth century. In almost all sectors, organizational managers can be from different countries, the production of components, marketing of products and the provision of services spread to different countries. Multiculturalism practice comes into play with the effect of globalization in organizational functioning. In multicultural organizations, gathering people with different cultural backgrounds and different values around integrative values is the greatest requirement (Robbins, 1986; akt. Sarayönlü, 2003, 89).

Various approaches and methods can be used to manage cultural differences, especially in multinational and international organizations. These are the use of a common language that will make it easier to create a common communication base; Subjecting employees from different cultures to a training that will minimize the differences in perception arising from the culture they come from, by ensuring that they act together; It can be stated as the development of employment methods that will increase the job performance of employees with different cultural characteristics with similar incentives and the creation of an



appropriate leadership that will create the will to realize all these (Sarayönlü, 2003, 42-43). Teachers' perceptions about the management of differences in schools, solidarity and acceptance among teachers, organizational adaptation to school values, administrators' acceptance of differences between teachers and their understanding of management, on the other hand, they can guide the steps to be taken to see and correct the deficiencies and it is hoped that managers can help improve themselves. Although subjects related to multicultural education have been added to curricula as gains, multicultural education should also be given importance in teacher education. Otherwise, the understanding of multiculturalism will not be permanent with teachers who do not have sufficient knowledge, skills and attitudes towards multiculturalism. For this reason, it is hoped that if there are points where teachers have a negative attitude towards multicultural education, this study will provide resources for in-service training programs to be opened to teachers and training programs of teacher training institutions. In addition, it is thought that determining the multicultural education attitudes of teachers will contribute to the literature in the field of comparative education by showing the stage we are in in terms of applying the education principles accepted in developed countries.

Esen (2009), Bogazici University Institute of Social Sciences in her "Diversity Multicultural Education Policies Absence of teachers in government primary school in Turkey How An analysis of what the Administration had" investigated four main topics named in the thesis:

Bogazici University Institute of Social Sciences in his "Diversity Multicultural Education Policies Absence of teachers in government primary school in Turkey How An analysis of what the Administration had" investigated four main topics named in the thesis:

- i) primary school teachers' attitudes towards differences, ii) how teachers manage diversity in the absence of multicultural education policies, iii) how teachers evaluate the current curriculum and school culture within the scope of differences, iv) how teachers perceive their own competence levels in terms of handling diversity. As a result of the research, it was determined that the teachers have different understanding of society. It was concluded that some teachers saw society as a single whole, while some perceived it as a fragmented structure, while others saw it as a colorful mosaic. In addition, it was stated that teachers

have different attitudes towards diversity. It was stated that some of the teachers were indifferent to the difference, while some of them perceived the difference in a very reductive way and focused on the difference at the individual level. Others have been reported to be tolerant of difference. According to some teachers, the curriculum makes differences invisible, and for others, since 2005 the curriculum is more sensitive to differences and more inclusive than before. In this context, it can be said that the teachers, who have the biggest share in achieving the goals of the school, should adopt the understanding of diversity management in their institutions. Along with the diversity management approach that should be applied in schools, besides teaching students with different characteristics, teachers' attitudes towards multicultural education are important. In this regard, "Is there a relationship between administrators' and teachers' perceptions of diversity management and their multicultural education attitudes?" The question constitutes the main problem of our study.

#### **Purpose of the research**

The aim of this study is; to reveal the relationship between administrators' and teachers' perceptions of diversity management and their multicultural education attitudes.

#### **Sub-problems of the research**

In the study, whether the perceptions of teachers regarding diversity management and their multicultural education attitudes differ depending on gender, age, seniority, education status, branch, tenure in international schools, and the relationship between teachers' perceptions of diversity management and their multicultural education attitudes were examined.

#### **METHOD**

##### **The Universe and Sample of the Research**

Araştırmada çalışma evreni 2017-2018 eğitim öğretim yılında Türkiye'deki Milli Eğitim Bakanlığı Din Öğretimi Genel Müdürlüğüne bağlı olan Uluslararası Anadolu İmam Hatip Liselerinde görev yapan yönetici ve öğretmenlerden oluşmuştur. Araştırmaya konu olan okullar şunlardır;

In the research, work universe is composed of Anadolu İmam Hatip High School in working administrators and teachers connected to the General Directorate of Religious Education

International in the year 2017-2018 academic year the Ministry of Education in Turkey. The schools subject to research are as follows;

- 1-Kayseri Mustafa Germirli International Anatolian Imam Hatip High School (Ömer Halis Demir)
- 2- Konya International Mevlana Anatolian Imam Hatip High School
- 3- Istanbul / Pendik International Pendik Anatolian Girls Imam Hatip High School
- 4- Istanbul Fatih Sultan Mehmet International Imam Hatip High School
- 5- Bursa International Murat Hüdavendigâr Anatolian Imam Hatip High School
- 6- International Captain Ahmet Erdoğan Anatolian Imam Hatip High School
- 7- Sivas International Martyr M. Murat Ertekin Anatolian Imam Hatip High School

The working group consists of 160 people, including 16 administrators and 144 teachers working in these schools. Necessary permissions were obtained from the School Directorates, and the entire universe was reached in the research. In addition, face-to-face interviews were held with administrators and teachers and their participation was ensured on a voluntary basis.

#### Assumptions and Limitations

Research, in the 2017-2018 academic year, the Ministry of Education in Turkey, which depends on the Religious Education General Directorate and the universe work, given the sampling of International Anatolian Imam managers working in Hatip high schools and teachers regarding the appearance of the relationship between multicultural education attitudes and perceptions regarding the management of diversity and it is limited to the data obtained from their answers.

#### Research Method

The research was conducted with the quantitative data collection technique in the

relational survey model, which is the most appropriate model for its purpose. This model is a research approach that aims to describe a past or present situation as it exists. In the general survey model, in a universe consisting of many elements, the whole universe or a group, sample or sample to be taken from it is scanned in order to make a general judgment about the universe (Karasar, 2012, s. 77-79).

#### Analysis of Data

In this study, the relationship between administrators 'and teachers' perceptions of diversity management and their multicultural education attitudes was investigated. In the study, whether teachers' perceptions of diversity management and their multicultural education attitudes differ depending on gender, age, seniority, education status, branch, tenure at international schools, and the relationship between teachers' perceptions of diversity management and their multicultural education attitudes were examined. The data obtained were analyzed using SPSS 24.00 and AMOS (Statistical Package for the Social Sciences). Re-validity and reliability studies were conducted for the measurement tools used. T-test and one-way analysis of variance (ANOVA) and Tukey test methods were used in the analysis of data and sub-dimensions.

#### Data Collection Tools Used in the Study

Personal information form as a measurement tool in the study, "Multicultural Competence Perceptions Scale" developed by Başbay and Kağnıcı (2011) to determine teachers' multicultural education attitudes; "Diversity Management Scale" developed by R.Balay and M. Sağlam (2004) was used to determine perceptions of diversity management.

#### RESULTS

**Table 1. Distribution of Task and Gender Variables of the Participants**

		Frequency(n)	Percentage(%)	Cumulative percentage (%)
<b>Gender</b>	Female	18	11,3	11,3
	Male	142	88,8	100,0
	Manager	16	10,0	10,0
<b>The distribution of tasks</b>	Teacher	144	90,0	100,0
	Total	160	100,0	

When the table is examined, it is seen that 142 (88.8%) of the respondents are male, 18 (11.3%) are female; It is seen that there are 160 people in total, 16 (10.0%) being administrators and 144 (90.0%) being teachers. In order to determine the

multicultural education attitudes of 16 administrators and 144 teachers working in International Anatolian Imam Hatip High Schools affiliated to the Ministry of National Education General Directorate of Religious Education, the

data obtained from the "Multicultural Competence Perceptions Scale" were subjected to an explanatory and confirmatory factor analysis. According to the exploratory analysis results, it is seen that the "Multicultural Competence Perceptions Scale" consists of 3 dimensions. The first factor, where there are four items, explains 33.926% of the total variance, and its eigenvalue is 7.124. The second factor, consisting of 3 items, explains 11.794% of the total variance and its eigenvalue is 2.477. The third factor, which consists of three items, explains 6.776% of the total variance and its eigenvalue is 1.423. It is sufficient to explain 52.496% of the scale in total. As seen in the table,

the factor loads of the items in the scale vary between 401 and 726. Considering the sample, factor loading values of the items in the scale being 0.45 or higher is a good criterion for the items (Büyüköztürk, 2007). The first dimension is 'skill' and consists of 9 items. The second dimension in the scale is "awareness" and consists of 5 items. The third dimension in the scale is "information" and consists of 7 items. Cronbach  $\alpha$  coefficient was calculated for the reliability of the scale. Cronbach  $\alpha$  coefficients for the sub-dimensions were found to be '0.78, 0.76, 0.83', respectively, and 0.89 for the whole scale.

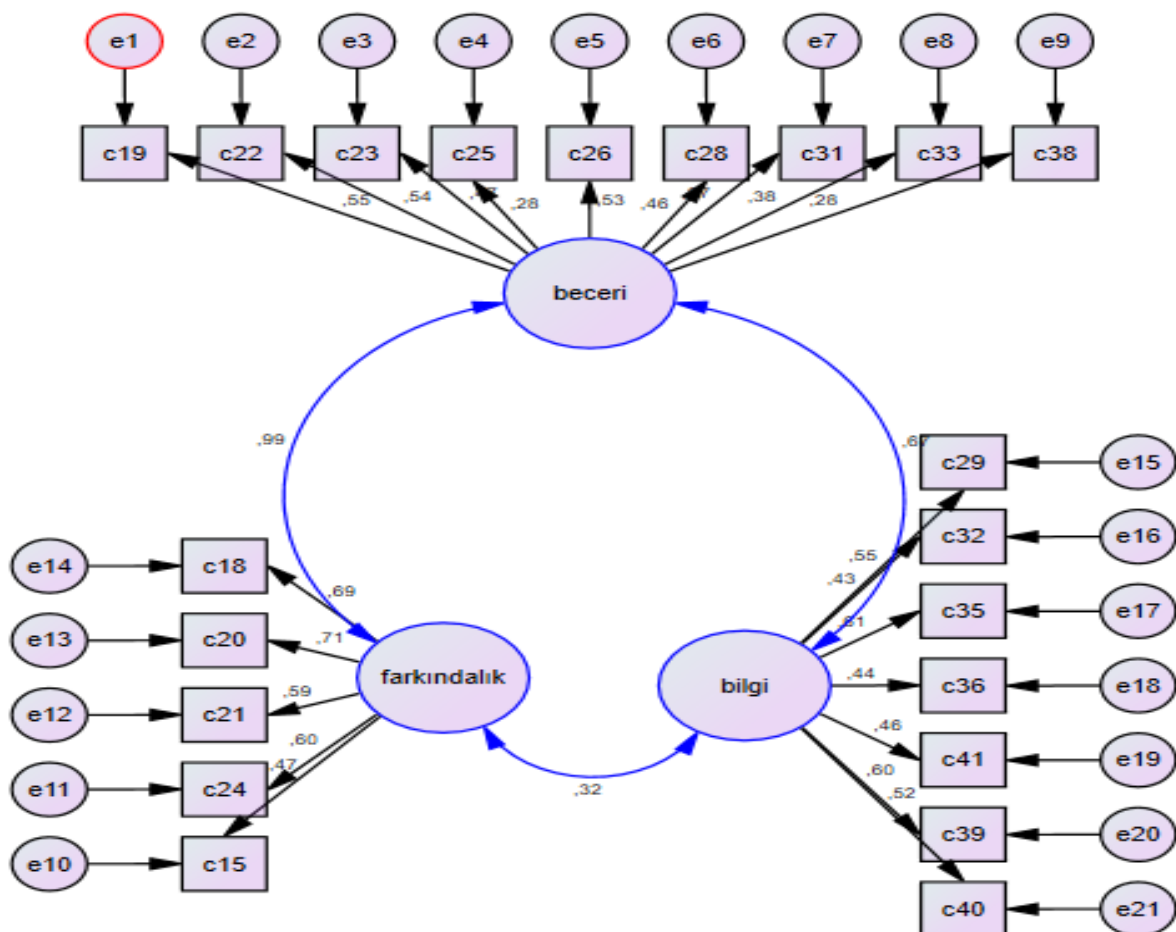


Figure 1. CFA Path Diagram of the Multicultural Competence Perceptions Scale

Confirmatory factor analysis was conducted to determine whether the exploratory factor analysis was appropriate. The fact that confirmatory factor analysis and exploratory factor analysis were performed in the same sample does not pose a problem in the relevant literature. (Jöreskog ve Sörbom, 1993; Thompson, 2005, akt. Özdemir vd.). According to the confirmatory factor analysis

results, it is seen that the scale has a 3-dimensional structure ( $df=153$ ,  $Ki-kare=416,734$ ,  $RMSEA=0,088$ ,  $CFI=0,912$ ,  $NFI=0,82$ ). According to these results, it was confirmed that the scale had a good fit. It is seen that the "Diversity Management Scale" consists of 3 dimensions. The first factor, which contains four items, explains 21.621% of the total variance and its eigenvalue is 3.892. The second



factor, consisting of 3 items, explains 10.789% of the total variance, and its eigenvalue is 1.942. The third factor, which consists of three items, explains 9,217% of the total variance and its eigenvalue is 1,659. It is sufficient to explain 41.627% of the scale in total. As seen in the table, the factor loads of the items in the scale vary between 517 and 746. The first dimension is 'individual' and consists of 3 items. The second dimension in the scale is "organizational" and consists of 5 items. The third dimension in the scale is "administrative" and consists of 10 items. Cronbach  $\alpha$  coefficient was calculated for the reliability of the scale. Cronbach  $\alpha$  coefficients for the sub-dimensions were found to

be 0.51, 0.62, 0.79 ', respectively, and 0.79 for the whole scale.

Confirmatory factor analysis was conducted to determine whether the exploratory factor analysis was appropriate. The fact that confirmatory factor analysis and exploratory factor analysis were performed in the same sample does not pose a problem in the relevant literature. According to the confirmatory factor analysis results, it is seen that the scale has a 3-dimensional structure. (df=153, Kikare=309,079, RMSEA=0,092, CFI=0,937, NFI=0,84). According to these results, it was confirmed that the scale had a good fit.

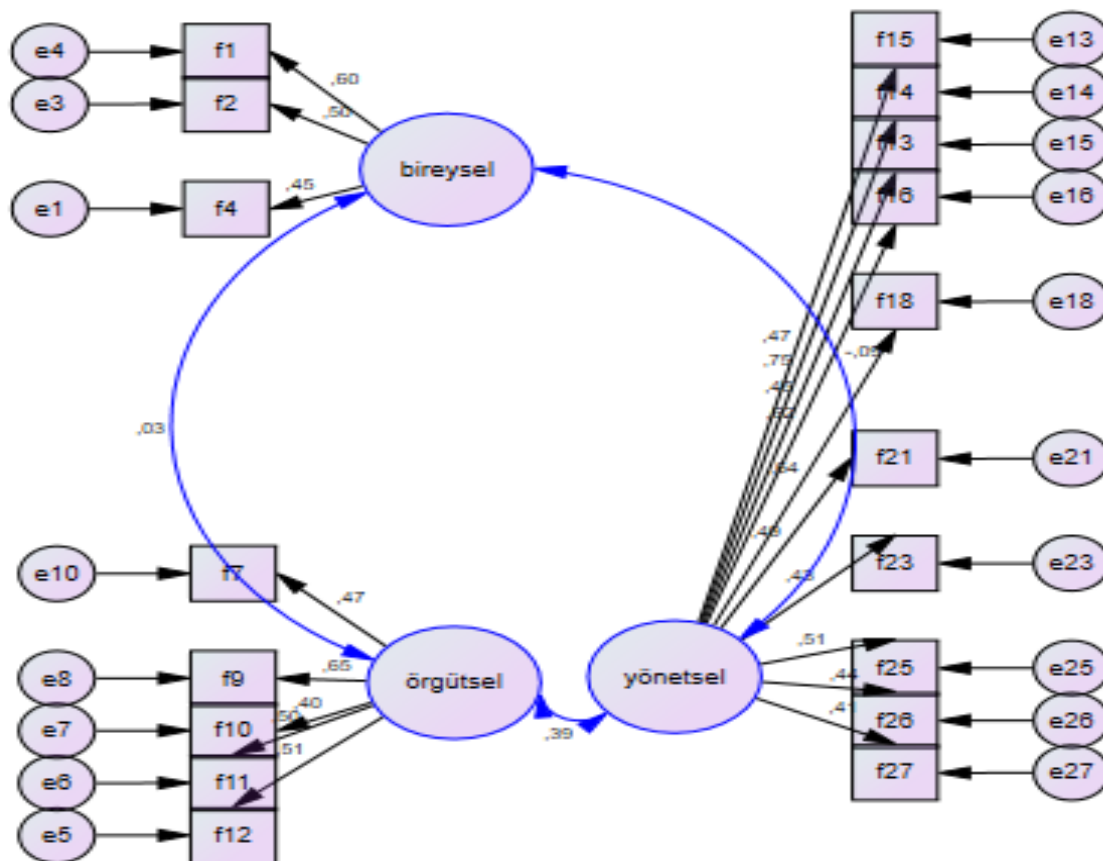


Figure 2. DFA Path Diagram of Diversity Management Scale

## Results

Table 2. Multicultural Competence Perceptions Scale, Differences Management Scale and Gender Variable T Test

Size	Gender	N	X	Ss	T	P
Differences management scale	Female	18	3,6620	,34207	-,925	,356
	Male	142	3,7836	,54300		
Multicultural competence perceptions scale	Female	18	3,5437	,32550	-,408	,684
	Male	142	3,5760	,31534		

\*p<.05

When the analysis results regarding the levels of the multicultural competence perceptions scale according to the gender of the teachers were examined, no significant differences were found in the multicultural competence perceptions scale according to gender categories. When the levels of the multicultural competence perceptions of teachers were examined by gender, the arithmetic mean of men ( $x = 3.576$ ) and the arithmetic mean of women ( $x = 3.5437$ ) were found. The calculated  $t$  value ( $t = -0.408$   $p > .05$ ) was not found significant at the level.

When the arithmetic means are compared, it is seen that the arithmetic means of women are

smaller than men. When the analysis results regarding the level of the difference management scale according to the gender of the teachers were examined, no significant differences were found in the difference management scale by gender categories. When teachers' management of differences scale levels were examined by gender, the arithmetic mean of men ( $x = 3.7836$ ) and the arithmetic mean of women ( $x = 3.662$ ) were found. The calculated  $t$  value ( $t = -0.925$   $p > .05$ ) was not found to be significant at the level. When the arithmetic means are compared, it is seen that the arithmetic means of women are smaller than men.

**Table 3. Multicultural Competence Perceptions Scale, Diversity Management Scale and Task Variable Correlation Analysis**

		Task	1	2
Task	Pearson Correlation	1	-,134	-,003
	Sig. (2-tailed)		,092	,975
	N	160	160	160
Management of Diversity	Pearson Correlation	-,134	1	,320**
	Sig. (2-tailed)	,092		,000
	N	160	160	160
Multicultural Competence	Pearson Correlation	-,003	,320**	1
	Sig. (2-tailed)	,975	,000	
	N	160	160	160

\*\* . Correlation is significant at the 0.01 level (2-tailed).

When the analysis results regarding the duties of administrators and teachers, multicultural competence perceptions and levels of management of differences are examined; There was a positive

relationship between the duties of administrators and teachers and their perceptions of multicultural competence ( $r = ,320$ ).

**Table 4. F Test Results Regarding Teachers' Levels of Multicultural Competence Perceptions Scale by Branch**

Size	Branch	N	X	SS	f	p
Multicultural competence perceptions scale	IHHS profession lessons	53	3,6768	,32800	3,524	,005
	Social (History, geography, philosophy)	15	3,5858	,09243		
	Turkish	44	3,5980	,29009		
	Math	16	3,4674	,38793		
	Science(Physcs,chemistry, biology)	12	3,4020	,18738		
	Other	20	3,4155	,34309		
	Total	160	3,5724	,31562		
Differences management scale	IHHS profession lessons	53	4,0480	,28193	8,940	,000
	Social(History,geography,phylosophy)	15	3,2347	,48919		
	Turkish	44	3,8011	,58918		
	Math	16	3,6133	,69875		
	Science(Physics, chemistry, biology)	12	3,5434	,41822		
	Other	20	3,6271	,34703		
	Total	160	3,7699	,52485		

\* $p < .05$

When the analysis results regarding the levels of the multicultural competence perceptions scale of

the teachers were examined, significant differences were found ( $p = 0.005$ ,  $p < .05$ ) according to the

branch categories at the level of the multicultural competence perceptions scale. Tukey analysis was conducted to determine from which categories the level of the branch multicultural competence perceptions scale stems.

When the results were examined, when the analysis results of the teachers' levels of the

diversity management scale according to the branch were examined, significant differences ( $p = 0.000$ ,  $p < .05$ ) were found according to the branch categories at the level of the difference management scale. Tukey analysis was conducted to determine from which categories the level of the management of branch differences arises from the scale.

**Table 5. F Test Results Regarding Teachers' Levels of Multicultural Competence Perceptions Scale According to Profession Experience**

Size	Experience in the profession	N	X	Ss	F	P
Multicultural competence perceptions scale	Between 1-5 years	4	3,7529	,11472	2,874	,025
	Between 6-10 years	20	3,4911	,30037		
	Between 11-15 years	25	3,4375	,29719		
	Between 16-20 years	60	3,5706	,28348		
	Between 20 years and more	51	3,6583	,35014		
	Total	160	3,5724	,31562		
Differences management scale	Between 1-5 yıl arası	4	4,0000	,17759	,624	,646
	6-10 yıl arası	20	3,7406	,54927		
	Between 11-15 years	25	3,7142	,48920		
	Between 16- 20 years	60	3,7257	,44146		
	20 years and more	51	3,8427	,63302		
	Total	160	3,7699	,52485		

\* $p < .05$

When the results were examined, when the analysis results of the multicultural competence perceptions scale levels of the teachers according to their experience in the profession were examined, significant differences were found ( $p = 0.025$ ,  $p < .05$ ) according to the experience categories in the profession at the level of the multicultural competence perceptions scale. Tukey analysis was conducted to determine the categories of experience in the profession of the multicultural competence perceptions scale. When the analysis results of the sub-dimension of the diversity management scale according to the experience of the profession were examined, no significant differences were found between the sub-dimension of the management of differences scale and the experience categories in the profession.

When the sub-dimension of the teachers' management of differences scale is examined by age: the arithmetic average for 1-5 years is 4, the arithmetic average for 6-10 years is 3.7406, the arithmetic average for 11-15 years is 3.7142, the arithmetic average for 16-20 years is 3, The arithmetic mean of 7257, 20 years and over, was found to be 3.8427. The calculated f value ( $f = 0.624$   $p > .05$ ) was not found to be significant at the level.

When the arithmetic means are compared, it is seen that the arithmetic mean between 1-5 years is higher than the others.

"When the analysis results of the sub-dimension of the multicultural competence perceptions scale according to the educational status of teachers were examined, no significant differences were found between the sub-dimension of the multicultural competence perception scale and the education status. When the sub-dimension of the multicultural competence perceptions of teachers was examined by age; 5493, Master's arithmetic average 3.5894, Doctorate arithmetic average 3.8128, It was found that the calculated f value ( $f = 2,427$   $p > .05$ ) was not found to be significant.

When the results were examined, when the analysis results regarding the levels of the diversity management scale according to the educational status of the teachers were examined, significant differences were found ( $p = 0.006$ ,  $p < .05$ ) according to the educational status categories at the level of the difference management scale. Tukey analysis was conducted to determine which categories the level of educational differences management scale originated from.

**Table 6. Results of the F Test Regarding the Multicultural Competence Perceptions Scale Levels of Teachers According to the Education Group**

Size	Education status	N	X	Ss	F	P
<b>Multicultural competence perceptions scale</b>	License	107	3,5493	,31739	2,427	,092
	Post graduate	46	3,5894	,25176		
	Doctorate	7	3,8128	,55272		
	Total	160	3,5724	,31562		
<b>Differences management scale</b>	License	107	3,8495	,44161	5,287	,006
	Post graduate	46	3,5639	,66980		
	Doctorate	7	3,9077	,17047		
	Total	160	3,7699	,52485		

\*p&lt;.05

**Table 7. Results of the F Test Regarding the Levels of the Multicultural Competence Perceptions Scale by Age Group of Teachers**

Size	Age group	N	X	Ss	F	P
<b>Multicultural competence perceptions scale</b>	Between 26-30 ages	2	3,7604	,04419	2,493	,062
	Between 31-40 ages	60	3,4896	,31204		
	Between 41-50 ages	73	3,6291	,30921		
	51 age and more	25	3,5903	,32167		
	Total	160	3,5724	,31562		
<b>Differences management scale</b>	Between 26-30 yaş ages	2	3,8750	,02946	4,540	,004
	Between 31-40 ages	60	3,7163	,48566		
	Between 41-50 ages	73	3,6943	,56969		
	51 age and more	25	4,1108	,35344		
	Toplam	160	3,7699	,52485		

\*p&lt;.05

When the analysis results of the sub-dimension of the multicultural competence perceptions scale according to the age group of teachers were examined, no significant differences were found between the sub-dimension of the multicultural competence perception scale and the age group categories.

When the sub-dimension of the multicultural competence perceptions of teachers is examined by age; The arithmetic average between the ages of 26-30 was 3.7604, the arithmetic average between the ages of 31-40 was 3.4896, the arithmetic mean between the ages of 41-50 was 3.6291, and the arithmetic mean between the ages of 51 and over was 3.5903. The calculated f value ( $f = 2,493$   $p > .05$ ) was not found significant at the level. When the arithmetic means are compared, it is seen that the arithmetic mean between the ages of 26-30 is higher than the others. When the results were examined, when the analysis results of the levels of the management of differences scale according to the age group of the teachers were examined, significant differences ( $p = 0.004$ ,  $p < .05$ ) were found according to the age group categories at the level of the difference management scale.

## DISCUSSION AND CONCLUSION

Multicultural competence perceptions of teachers scale according to gender categories ( $t = -0.408$   $p > .05$ ); Differences management scale was not found to be significantly different according to gender categories ( $t = -0.925$   $p > .05$ ).

Kjaran and Lehtonen (2018), on the other hand, in their study based on gender difference, draw attention to the fact that male and female teachers have different expectations both from their jobs and their administrators due to their gender and gender roles, and these different manageable expectations are derived from teachers' commitment to the school and their profession, their attendance rates and their jobs. They point out that it contributes positively to their satisfaction. Tao Han (2018), in his study examining demographic differences and equality in education, stated that it may be an alternative to eliminate the disadvantages among students (socio-economic levels, educational materials they can reach, time allocated to children by the family, etc.) by using different abilities and interests of teachers. advocates.

As a result of their study, Memduhoğlu and Akyürek (2014) differ significantly from the gender variable in terms of the opinions of the participants regarding the management of differences in kindergartens. This result shows that the views of male principals and male teachers on diversity management are more positive than those of female principals and female teachers.

Keskinkılıç-Kara and Alabay (2016) determined that there was no significant difference in teachers' perceptions of the management of differences according to gender variable. Başbay et al. (2013) and Yavaş-Bozkurt, Ekşi and Alcı (2013) also stated that female faculty members have a higher perception of multicultural competence. Harkins and Leighton (2010) also stated that, in general, multicultural competence perceptions of women are higher than men. Vassallo (2012), Bulut (2014) and Özdemir and Dil (2013) stated that there is no significant difference between male and female teachers in the multicultural competence perceptions of teachers. In addition, Sağlam and Kanbur (2017) stated that male teachers consider themselves more competent than female teachers in their study. When the results are examined, teachers' perceptions of multicultural competence are significant at the level of the scale ( $p = 0.005$ ,  $p < .05$ ); Significant differences ( $p = 0.000$ ,  $p < .05$ ) were found according to branch categories at the level of the diversity management scale. Significant differences ( $p = 0.025$ ,  $p < .05$ ) were found according to the experience categories in the profession at the level of the multicultural competence perceptions scale of teachers. However, no significant differences were found between the sub-dimension of the management of differences scale and the experience categories in the profession ( $p = 0.646$ ,  $p > .05$ ). In the study conducted by Gündüz (2010), in terms of professional seniority variable, a significant difference was observed in the perceptions of administrators and teachers towards the management of differences in terms of individual attitudes and behaviors and organizational values and norms. Çakır (2011) found in his study that employees' perceptions of diversity management did not differ according to the seniority of employees. Çınar (2013), as a result of his research, determined that administrators' diversity management behavior did not differ significantly according to the seniority of teachers. From a different point of view, as a result of the studies (Cemaloğlu & Şahin, 2007), considering the result that the emotional exhaustion of teachers increases as the professional year increases, it was

concluded that they had a low perception. Polat (2012), in his study with school principals, concluded that as the seniority of principals increases, their attitudes towards multiculturalism decrease. While no significant differences were found between the sub-dimension of the multicultural competence perception scale of teachers and age group categories ( $f = 2,493$ ,  $p > .05$ ), significant differences were found at the level of the management of differences scale according to age group categories ( $p = 0.004$ ,  $p < .05$ ). Balay, Kaya, and Geçdoğan-Yılmaz (2014) found that teachers' perceptions of administrators' skills of managing differences significantly differed in terms of the age variable. Memduhoğlu (2007) concluded that there is no difference in perceptions of administrators and teachers in all sub-dimensions of difference management by age. Çetin (2009) found that teachers' perceptions of the competencies of managing differences in primary schools do not differ significantly according to age variables. While no significant differences were found between the sub-dimension of the multicultural competence perceptions scale of teachers and the educational status categories ( $f = 2,427$ ,  $p > .05$ ), significant differences were found according to the educational status categories ( $p = 0,006$ ,  $p < .05$ ) at the level of management of differences. As a result of the studies of Memduhoğlu (2007) and Memduhoğlu and Ayyürek (2014), it was determined that teachers' views on diversity management did not differ significantly depending on their educational status. In the study conducted by Balyer and Gündüz (2010), it was found that there is a significant difference only in the dimensions of administrative practices and policies according to the learning variable. Dil (2013) also stated that there is no significant difference between the attitudes of teachers with undergraduate and graduate degrees towards multicultural education.

As a result, it has been observed that there is a moderate positive relationship between the multicultural competence perceptions and diversity management skills of administrators and teachers working in International Imam Hatip High Schools, where foreign students from 56 countries continue.

## RESOURCES

According to the results of the research for teachers and administrators, the following suggestions can be given:

- It can be ensured that teachers gain experience abroad periodically in order to increase their knowledge about different cultures and to



- improve their communication skills.
- By cooperating with schools of different cultures, it can be ensured that teachers work in those institutions for a certain period or teachers from different cultures work in their institutions for a certain period of time.
- Multicultural Education courses can be added to Education Faculties.
- In-service trainings about multicultural education can be given to administrators and teachers.
- To be aware of the cultural knowledge required by teachers while communicating with individuals from different cultures, to adjust their existing cultural knowledge, to have knowledge about the religious beliefs and values of different cultures, non-verbal rules of behavior, the necessary information about the individual's working in environments where different cultures coexist In order to gain awareness and awareness, it can be ensured that environments where teachers can communicate with different cultures can be created in order to show more competence in cultural intelligence skills such as being able to direct their attention and energy to this subject and to show their verbal and non-verbal behaviors appropriately while interacting with individuals with different cultural characteristics.

If suggestions for researchers are given;

- By determining the schools where students from different cultures are concentrated, the opinions and attitudes of the students studying in these schools regarding the perceptions of multiculturalism and diversity management can be evaluated.
- Only teachers from certain branches can be included in the sample and studies can be carried out.
- Similar studies can be developed with teachers working at primary or secondary school level or with prospective teachers.
- Qualitative studies can be conducted together with quantitative studies in order to reach more comprehensive findings on multicultural competence perceptions and diversity management perceptions.

## RESOURCES

- [1] Balay, R. ve Sağlam. M. (2004). Eğitimde farklılıkların yönetimi ölçeğinin uygulanabilirliği. *Süleyman Demirel Üniversitesi Burdur Eğitim Fakültesi Dergisi*, 5(8), 31-46
- [2] Balay, R., Kaya, A. ve Geçdoğan-Yılmaz, R. (2014). Eğitim yöneticilerinin hizmetkâr liderlik yeterlikleri ile farklılıkları yönetme becerileri arasındaki ilişki. *Eğitim Bilimleri Araştırma Dergisi*, 4(1), 229-249
- [3] Balyer, A. ve Gündüz, Y. (2010). Yönetici ve öğretmenlerin okullarında farklılıkların yönetimine ilişkin algılarının incelenmesi. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 32(32), 25-43
- [4] Banks, J. A. (1979). Shaping the future of multicultural education. *Journal of Negro Education*, 48(3), 237-252
- [5] Banks, James, A. (1993). Multicultural Education: Historical Development, Dimensions, and Practice. *Review of Research in Education*. 19 (23)
- [6] Barutçugil, İ. (2004). *Stratejik insan kaynakları yönetimi*. İstanbul: Kariyer Yayıncılık.
- [7] Başbay, A., Kağnıcı, D. Y., & Sarsar, F. (2013). Eğitim fakültelerinde görev yapmakta olan öğretim elemanlarının çokkültürlü yeterlik algılarının incelenmesi. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8(3), 47-60
- [8] Bulut, C., & Başbay, A. (2014). Öğretmenlerin çokkültürlü yeterlik algılarının incelenmesi. *K. Ü. Kastamonu Eğitim Dergisi*, 23(3), 957-978.
- [9] Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Akademi Yayınları
- [10] Cemaloğlu, N., & Şahin, D. E. (2007). Öğretmenlerin mesleki tükenmişlik düzeylerinin farklı değişkenlere göre incelenmesi. *Kastamonu Eğitim Dergisi*, 15(2), 465-484.
- [11] Çakır, E. (2011). *Farklılıkların yönetimi ve örgütsel vatandaşlık davranışı ilişkisi: karaman valiliğinde bir uygulama*, Yüksek Lisans Tezi, Karamanoğlu Mehmetbey Üniversitesi Sosyal Bilimler Enstitüsü, Karaman.
- [12] Çetin, N. (2009). *İlköğretim okullarında yöneticilerin öğretmenler arasındaki farklılıkları yönetme yeterlilikleri*, Yüksek Lisans Tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Sakarya.
- [13] Çınar, K. (2013). *Ortaöğretim öğretmenlerinin örgütsel güven düzeylerine yöneticilerinin farklılıklarla yönetim davranışlarının etkisi*, Yüksek Lisans Tezi, Cumhuriyet Üniversitesi Eğitim Bilimleri Enstitüsü, Sivas.
- [14] Çüçen, A. K. (2005). Kültür, uygarlık, evrensellik ve çokkültürlülük. *Kaygı Dergisi*, 4, 111-115
- [15] Doytcheva, M. (2009). *Çokkültürlülük*, İstanbul: İletişim
- [16] Esen, H. (2009). *An Analysis of Public Primary*

- School Teachers Dealing With Difference in the Absence of a Multicultural Education Policy in Turkey*, Yayınlanmamış yüksek lisans tezi, Boğaziçi Üniversitesi, İstanbul.
- [17] Gay, G. (1994). *A synthesis of scholarship in multicultural education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED378287.pdf>
- [18] Harkins, M. J., & Leighton, L. (2010). Teachers' perceptions of their cultural competencies: An investigation into the relationships among teacher characteristics and cultural competence. *Journal of Multiculturalism in Education*, 6, 1-30.
- [19] Karasar, N. (2012) *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.
- [20] Kjaran, J. I. and Lehtonen, J. (2018). Windows of opportunities: Nordic perspectives on sexual diversity in education. *International Journal of Inclusive Education*, 22(10), 1035- 1047
- [21] Memduhoğlu, H. B. (2007). *Yönetici ve Öğretmen Görüşlerine Göre Türkiye'de Kamu Liselerinde Farklılıkların Yönetimi*, Doktora Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- [22] Memduhoğlu, H. B. (2011). Okullarda farklılıkların örgütsel doğurguları: Bir örnek olay incelemesi. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 30(2), 115-138.
- [23] Memduhoğlu, H. B. ve Ayyürek, O. (2014). Öğretmenlerin ve okul yöneticilerinin görüşlerine göre anaokullarında farklılıkların yönetimi. *Eğitim Bilimleri Araştırmaları Dergisi*, 4(1), 175-188.
- [24] Özdemir, M., & Dil, K. (2013). Öğretmenlerin çokkültürlü eğitime yönelik tutumları: Çankırı ili örneği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 46(2), 215-232.
- [25] Polat, S. (2009). Öğretmen adaylarının çokkültürlü eğitime yönelik kişilik özellikleri. *International Online Journal of Educational Sciences*, 1(1), 154-164
- [26] Polat, S. (2012). Farklılıklar yönetimi için gerekli örgütsel değerler. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(2), 1397-1418.
- [27] Polat, S. (2012). Okul müdürlerinin çok kültürlülüğe ilişkin tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 42, 334-343.
- [28] Rosado, C. (2006). *What do we mean by "Managing diversity"?*. In: *Workforce Diversity*, Vol.3, Concept an cases, S. Reddy (Ed.). Andhra Pradesh India: ICAFAI University.
- [29] Sağlam, H., & Kanbur, N. (2017). Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. *Sakarya University Journal of Education*, 7(2), 310-323.
- [30] Sarayönlü, S. K. (2003). *Çokuluslu ve uluslararası örgütlerde kültürel farklılıkların yönetimi*. Yayınlanmamış yüksek lisans tezi. Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara
- [31] Somersan, S. (2008). Babil Kulesi'nde etnilerden ulus-devletlere. *Doğu Batı*, 44, 75-90
- [32] Şan, M. K. (2005). Farklılık ve çokkültürlülük siyasetleri üstüne bir deneme. *Milel ve Nihal*, 3(1-2), 67-114
- [33] Şişman, M., Güleş, H. ve Dönmez, A. (2010). Demokratik bir okul kültürü için yeterlilikler çerçevesi. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 3(1), 167- 182
- [34] Tao Han, Keaonghee (2018). A demographic and epistemological divide: problematizing diversity and equity education in traditional, rural teacher education. *International Journal of Qualitative Studies in Education*, 31(7) 1-17.
- [35] Toprak, G. (2008). *Öğretmenlerin Çokkültürlü Tutum Ölçeği'nin (teacher multicultural attitude survey) güvenirlik ve geçerlik çalışması*. Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü, Tokat.
- [36] Van Vuuren, H. J., Van Der Westhuizen, P. C. ve Van Der Walt, J.L. (2012). The management of diversity in schools-A balancing act. *International Journal of Educational Development*, 32, 155-162
- [37] Vassallo, B. (2012). Am I culturally competent? A study on multicultural teaching competencies among school teachers in Malta. *The Journal of Multiculturalism in Education*, 8(1), 32-43.
- [38] Yavaş-Bozkurt, A., Ekşi, G., & Alci, B. (2013). Multicultural competence level of university instructors: A perspective from a Turkish context. *Mediterranean Journal of Social Sciences*, 4(14), 415-421.
- [39] Yazıcı, S., Başol, G., & Toprak, G. (2009). Öğretmenlerin çokkültürlü eğitim tutumları: Bir güvenirlik ve geçerlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 37, 229-242
- [40] Yürüşen, M. (1998). *Çeşitlikten özgürlüğe çokkültürlülük ve liberalizm*. Ankara: LTD.