5 - TEACHER'S ATTITUDES TOWARD MULTICULTURAL EDUCATION ACCORDING TO SOME VARIABLES: NATIVE OR FOREIGN

AYNUR GÜRSOY[*]

University of Bucharest, Department of Educational Sciences

Abstract

How teachers' attitudes toward multicultural education differ according to some demographical variables is analyzed in this study s.272 Teachers who have students from different countries and cultures and work at international schools in 29 countries participated in this study. Data were gathered through the 'Teacher Multicultural Attitude Survey (TMAS)'. Data is analyzed with standard deviation, percentages, t test .At result of this study teacher's attitude towards multicultural education s differ from according to gender, native or foreigner teacher and living abroad.

Keywords: multicultural education, teachers' attitudes toward multicultural education

1. INTRODUCTION

Phenomenon like economic and technological developments, wars and migrations, increase people's demands. One of the important demands is for the education to adapt these changing and developing conditions. Education system adapting to developing and changing conditions depend on qualified and competent teachers. In these educational researches, these developments and changes constantly revive the concept of multiculturalism and multicultural education. Therefore, nowadays when these changes are increasing, it became a necessity for teachers to be trained for multiculturalism and multicultural education. In some countries, it is known that new regulations including multiculturalism topics are

---

[*] Corresponding author. Email address: aynur.gursoy@yahoo.com

made in teacher training programs (Ensign, 2009). Multiculturalism; being aware of cultural factors like race, ethnics, identity, social statue, being disabled, gender, age, choice of religion and sexual approach (APA, 2002; Banks, 2013). Whereas, multicultural education is an educational approach giving all students from different races, ethnics, and social groups, equal educational rights and changing and re-building education's structure (Banks&Banks, 2009). Multicultural education defends and democratic educational understanding. Multicultural education's general aims are presented by Gay (1994), as following: equality and success in education, explanations of attitudes and values, multicultural social competence, having cultural and ethnic knowledge and skills and improving the problem solving skills, personal development.

In Multicultural education, it is aimed for every student to have equal education rights and be responsive of their differences. With the knowledge and experiences teachers will gain pre-service and in-service in this field, their perceptions towards individual differences and attitudes can be positive in their careers. In the researches, it is specified that teachers being trained in multicultural education field during their teaching and education lives will contribute their positive approach towards multicultural education (Cho & Decastro, 2005).

It is emphasized that teacher's characteristics, behaviors, attitudes and interests, and academic competences play a big role during their education and teaching lives (Memisoglu, 2006). Expected attitudes of teachers depend on their education and background. Attitude can be seen as an aspect and general feelings, positive or negative, towards any psychological object, and as a factor motivating and guiding individual's behaviors (Erden, 1995:99). In the same time, researches showing that attitude forms in early stages of life and can be changed by new learning and experiences can also be found (Kagitcibasi, 1985). For that reason, education life is important for attitudes to be developed in positive ways.

Teachers that have positive attitudes towards differences and diversities can raise individuals with positive attitudes towards differences and diversities. Teachers' positive attitudes will reflect to their behaviors and class atmosphere. This reflection plays a big role in developing student's identity, improving teacher-student relations, and providing teaching (Morgan, 1984:363).On the other hand, teacher's negative attitudes can effect negatively student's character and success. In the researches, it is found that teachers' positive attitudes towards their student increase the student's self-respect and that there is a positive relation between

student's academic success and self-respect (Lawrence, 1981; Scaalvik & Hagtvet, 1990).

The aim of the this study is to examine the multicultural educational attitudes of teachers who have students from different countries and work in international schools, and determine these participants 'attitudes toward multicultural education according to some various demographical variables including gender, being native or foreigner teacher and living abroad.

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

- Objective 1: Finding the distribution of scores of attitudes towards teacher's multicultural education according to gender.
- Objective 2: Analyzing relations between scores of teacher's multicultural attitudes and being native or foreign.
- Objective 3: Analyzing relations between teacher's scores of multicultural attitudes and living a broad (in a foreign country)

2.2. HYPOTHESES

- Hypothesis 1: We assume that there are statistically significant gender category differences regarding multicultural attitude.
- Hypothesis 2: We assume that there are statistically significant differences between native or foreigner teachers regarding multicultural attitude.
- Hypothesis 3: We assume that there are statistically significant differences between living abroad or not regarding teacher multicultural attitudes.

3. METHOD

3.1. PARTICIPANTS

Teachers who are teaching in Elementary, Secondary and High school and have students from different countries, ethnic and cultures in multicultural education environment. Teachers who work in these schools are Turkish, Romanian, Bosnian, Bulgarian, English, Macedonian, Canadian, Kirghiz, Tatar, and Australian originated. 272 native and foreigner teachers of these countries participated this study.

Research was done in international schools that have multicultural and multilingual education environments in 29 different countries. It is taken in consideration to keep the school numbers high to find more teachers working in different cultures.

The highest number of participations is in Bosnia and Herzegovina and Romania. The highest number of ethnical participants is from Romanian, Turkish and Bosnian nationalities. In the table below, the countries that participated are shown native and foreigner teachers of these countries participated this study.

3.2. INSTRUMENTS

The research is designed more like quantitative research approach. The data collected in the research extend is analyzed using quantitative techniques. "The method must be appropriate to our research objective and able to elicit a form of data appropriate for testing our hypothesis or addressing our research questions" (Brewerton and Millward, 2001, p. 68). In collecting necessary data for the research, three types of tools are used)

Teachers that work in multicultural education environment from different countries are forming the population of this research. TMAS questionnaire and demographic data will be done on the teachers that are selected as an example.

In data collection, one scale and demographic data will be used. These are:
1. Teacher Personal Data form
2. Teacher Multicultural Attitudes Survey (TMAS):

Teacher Multicultural Attitude Survey (TMAS) is developed by Ponterotto, Baluch, Greig, ve Rivera (1998). This scale does not scale the multiculturalism according to the ethnic base but according to the cultural base. The scale comprised 20 items. As the scale shows four different structures, enforced analysis results

confirms the strong mono-factored general multiculturalism sensitivity and awareness model. This scale in 5-point Likert scale is classified (rated) between: Strongly Disagree = 1; Disagree = 2; Uncertain = 3; Agree = 4; Strongly Agree = 5. After the negative items are scored reversely, total score of each individual is taken. According to this, while high values indicate positive attitude towards multicultural education, low values express negative attitude.

3.3. PROCEDURE

The survey used to collect data in the research is made of a personal data and 2 scales. This survey that is made by Google drive forms is sent to all the students in the research population by e-mail. Also in two countries (Bosnia and Herzegovina and Romania) surveys are distributed by hand. Approximately for two months, data are collected through Google drive and by handing. To increase the number of participations, some e-mails are sent to teachers to remind them time to time.

3.4. EXPERIMENTAL DESIGN

Independent variables:
- Gender
- Native –foreigner teacher
- Living abroad,

Dependent variables: "Teacher Personal Data form" that were applied also as googl edocument.

For the instrument "Teacher Multicultural Attitudes Survey (TMAS) "the variable is: the total SUM.and the three variables obtained after the factorial analysis has been applied: multiculturality 1, multiculturality 2, multiculturality 3.

4. RESULTS

4.1. 4.1. EXPLORATORY ANALYSIS

In order to analyse the data we applied the SPSS 15 program. First we applied the exploratory analysis, the frequencies tables.

The factorial analysis for the second questionnaire "Teachers multicultural attitude scale "

In table 8 can be seen the total eigenvalue for each component applied after the principal components procedure applied. The first three factors with eigenvalue higher than 1 are the factors selected as principal components.

Table 1 Total Variance Explained

Component		Initial Eigenvalues			Extraction Sums of Squared Loadings	
		Total	% of Variance	Cumulative %	Total	% of Variance
	1	4.678	23.389	23.389	4.678	23.389
	2	2.295	11.473	34.862	2.295	11.473
	3	1.664	8.319	43.181	1.664	8.319
	4	1.292	6.459	49.640		
	5	1.107	5.536	55.176		
	6	.998	4.989	60.165		
	7	.878	4.390	64.555		
	8	.815	4.077	68.631		
	9	.777	3.886	72.517		
dimension0	10	.740	3.701	76.219		
	11	.712	3.561	79.779		
	12	.639	3.197	82.976		
	13	.594	2.969	85.946		
	14	.561	2.806	88.751		
	15	.534	2.668	91.419		
	16	.495	2.473	93.892		
	17	.444	2.221	96.113		
	18	.393	1.967	98.080		
	19	.384	1.920	100.000		
	20	-6.488E-17	-3.244E-16	100.000		

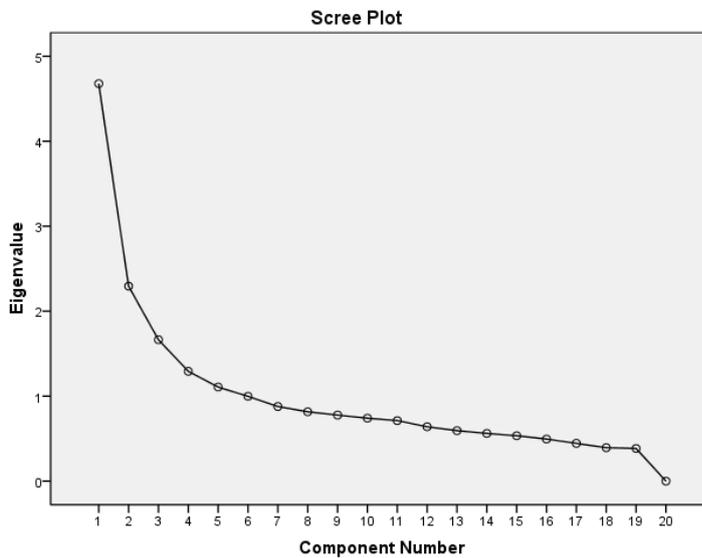Extraction Method: Principal Component Analysis.

Figure 1 The Scree plot for the component principal factors based on the eigenvalue representation.

Table 2 Rotated Component Matrix[a]

	Component		
	1	2	3
S2.2.18rev			
Scale 2.1. I find teaching a culturally diverse group rewarding.	.706		
Scale 2.11. I can learn a great deal from students with culturally different backgrounds.	.642		
Scale 2.13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.	.619		
Scale 2.2 .Teaching methods need to be adapted to meet the needs of a culturally diverse student group.	.608		
Scale 2.4. Teachers have the responsibility to be aware of their students' cultural backgrounds.	.591		
Scale 2.10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.	.579		
Scale 2.14. Multicultural awareness training can help me work more effectively with a diverse student population.	.562		
Scale 2.17. I am aware of the diversity of cultural backgrounds of the students I am working with	.556		
Scale 2.5. It is the teacher's responsibility to invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent-teacher conferences.	.289		
S2.15rev		.936	
Scale 2.15. Students should learn to communicate in English only.			.158
S2.12rev		.437	
Scale 2.9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems.			.574
S2.6rev	.217		
Scale 2.7. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.			.556
S2.2.20rev		.330	
Scale 2.8. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds.			.454
Scale 2.3. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.			.418
Scale 2.19. Being multiculturally aware is not relevant for the students I teach.			.376

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Factor 1 is composed by the following items:

Scale 2.1. I find teaching a culturally diverse group rewarding.

Scale 2.11. I can learn a great deal from students with culturally different backgrounds.

Scale 2.13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.

Scale 2.2 .Teaching methods need to be adapted to meet the needs of a culturally diverse student group.

Scale 2.4. Teachers have the responsibility to be aware of their students' cultural backgrounds.

Scale 2.10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.

Scale 2.14. Multicultural awareness training can help me work more effectively with a diverse student population.

Scale 2.17. I am aware of the diversity of cultural backgrounds of the students I am working with

Scale 2.5. It is the teacher's responsibility to invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent-teacher conferences.

S2.6rev

Factor 2 is composed by the following items: S2.15rev S2.12rev S2.2.20rev

Factor 3 is composed by the following items:

Scale 2.15. Students should learn to communicate in English only.

Scale 2.9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems.

Scale 2.7. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.

Scale 2.8. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds.

Scale 2.3. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.

Scale 2.19. Being multiculturally aware is not relevant for the students I teach.

Figure 2 The Component plot rotated in space

67

In figure 2 can be seen the items from table 2 loading the three factors with the highest eigenvalue.

4.2. TESTING THE HYPOTHESES

Testing the hypotheses having the independent variable gender:

The data of the variables distributions are not normal according gender clusters (tables A1 and A2 from anexes).

Table 3 Tests of Normalityb

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
multiculturality_1	.102	144	.001	.962	144	.001
multiculturality_2	.191	144	.000	.941	144	.000
multiculturality_3	.101	144	.001	.977	144	.017

a. Lilliefors Significance Correction
b. Gender? = Female

Table 4. Tests of Normalityb

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
multiculturality_1	.149	128	.000	.954	128	.000
multiculturality_2	.241	128	.000	.914	128	.000
multiculturality_3	.108	128	.001	.981	128	.074

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.
b. Gender? = Male

In this way, the Maan Whitney nonparametric test was applied. Applying the nonparametric test Maan Whitney U in order to test the gender difference hypotheses we can see in the Table 5 and Table 6 that there were confirmed two of the statistically hypotheses regarding the gender differences.

Table 5 Maan Whitney test for testing the hypotheses

	Eficacity_1	Eficacity_2	Eficacity_3	multiculturality_1
Mann-Whitney U	8569.500	8407.000	7893.000	8860.000
Wilcoxon W	16825.500	18847.000	18333.000	17116.000
Z	-1.000	-1.251	-2.051	-.551
Asymp. Sig. (2-tailed)	.317	.211	.040	.582

a. Grouping Variable: Gender?

Table 6 Maan Whitney test for testing the hypotheses

	multiculturality_2	multiculturality_3
Mann-Whitney U	8892.000	7474.500
Wilcoxon W	17148.000	17914.500
Z	-.517	-2.702
Asymp. Sig. (2-tailed)	.605	.007

a. Grouping Variable: Gender?

"There are statistically significant gender differences regarding the dependent variable: Multiculturality_3($p < 0.05$)".

Testing the hypotheses having the independent variable "Is the teacher native or foreign?":

For the independent variable "Is the teacher native or foreign?" The data regarding the dependent variables are the following: multiculturality_1, multiculturality_2, multiculturality_3 are not normally distributed so we applied the nonparametric test in order to test the hypotheses.

Testing the statistically hypotheses regarding the independent variable "Is native teacher or foreign teacher?", we can see that there are confirmed the hypotheses regarding the native teacher or foreign teacher on the factor multiculturality_3 for the statistically significance $p<0.05$. The results can be seen in the Table 7 and Table 8.

Table 7 Test Statisticsa

	Eficacity_1	Eficacity_2	Eficacity_3	multiculturality_1
Mann-Whitney U	7626.000	8908.500	7565.000	8605.000
Wilcoxon W	15129.000	20233.500	18890.000	19930.000
Z	-2.366	-.375	-2.466	-.846
Asymp. Sig. (2-tailed)	.018	.708	.014	.397

a. Grouping Variable: Is native teacher or foreign teacher?

Table 8 Test Statisticsa

	multiculturality_2	multiculturality_3
Mann-Whitney U	8599.500	6096.500
Wilcoxon W	16102.500	17421.500
Z	-.881	-4.755
Asymp. Sig. (2-tailed)	.378	.000

a. Grouping Variable: Is native teacher or foreign teacher?

Testing the hypotheses having the independent variable "How long have you been abroad (in a foreign country)? ":

Regarding the dependent variables: multiculturality_1, multiculturality_2, multiculturality_3 the data are not normally distributed so we applied a nonparametric test in order to test the hypothesis having the independent variable: "How long have you been abroad (in a foreign country)?"

(For the data distribution can be seen the data from the Table 3 and Table 4.In order to test the hypotheses regarding the differences about the time spent abroad on multiculturality factor as dependent variables, we find out that only one hypothesis was confirmed for $p<0.05$. The nonparametric test for testing the hypotheses can be seen in Table 7 and Table 8.

The confirmed hypothesis is the followings:

"There is statistically significant difference regarding the time spent abroad on the multiculturality_3 factor" ($p<0.05$).

Table 9 Test Statisticsa,b

	multiculturality_2	multiculturality_3
Chi-square	4.600	25.071
df	4	4
Asymp. Sig.	.331	.000

a. Kruskal Wallis Test
b. Grouping Variable: How long have you been abroad (in a foreign country)?

5. CONCLUSIONS

The present study is focused on evidencing the teachers' multicultural attitudes on a 272 teachers sample from different country. The study has a multicultural vision about the mentioned aspects. Hence, the participants were from countries as: Romania, Bosnia and Herzegovina, Turkey, Macedonia, Moldova, Tanzania, Tajikistan, Kirghizistan and other countries. The objective of the study was focused on the multicultural environment regarding the teachers. The instruments were the "Teacher Personal Data form", the "Teacher Multicultural Attitudes Survey". From the 2 hypotheses regarding groups differences were confirmed.

Taking in consideration the independent variables the following results offer an important multicultural perspective regarding the results. Hence, regarding the independent variable "Is the teacher native or foreign?" the hypotheses was confirmed regarding the native teacher or foreign teacher on the factors multiculturality_3 for the statistically significance $p<0.05$.

Taking in discussion the independent variable "How long have you been abroad (in a foreign country)? "the hypotheses was confirmed by the following dependent variable; multiculturality_3 ($p<0.05$). The study will be continued with the next studies based on the cultural differences regarding the factors of the Teacher Multicultural Attitude Survey. The present study presented a global view regarding Teacher Multicultural Attitude Survey having the limits of the cross-cultural differences regarding the teachers from different countries as Romania, Bosnia, Turkey and the other countries presented in the study. Hence, cross cultural studies in future will mark the subject of my research based on the present study.

Several studies that were researched, teacher's qualification can have an important effect on student's achievement (Darling Hammond and Bransford,

2005; Rockoff, 2003; Goe ve Stickler, 2008). It is very important for the teacher to be equipped for the student's personal development and academic success.

During teachers' candidacy period, trainings aimed in multicultural education can provide their attitudes to be positive. Especially, researches made for finding the factors effecting attitudes of teacher working in multicultural environments, can guide pre-service education.

In this study, attitudes of teachers, who are teaching and living in foreign countries, towards multicultural education were studied for long time. Based on the results of the researches, experiences of teachers in foreign countries increased their attitudes towards multicultural education more than the native teachers. For that reason, student exchange programs during candidacy and internships in a foreign country, where there are changes, are becoming more appreciated. For teachers to have these opportunities should be within the topics to be discussed in government education policies.

ACKNOWLEDGMENT

REFERENCES
APA (2002). Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists. Retrieved May 12, 2014,.http://www.apa.org/pi/oema/resources/policy.

Banks, J. A. (1994). An introduction to multicultural education. Allyn and Bacon Inc., 160 Gould St., Needham Heights, MA 02194.

Banks, J. A., & Banks, C. A. M. (2009). Multicultural education: Issues and perspectives. John Wiley & Sons.

Brewerton, P., Millward, L. (2001). Organizational Research Methods. London: SAGE publication.

Cho, Grace., & DeCastro-Ambrosetti, Debra. (2005). Is ignorance bliss? Pre-service teachers' attitudes toward multicultural education. The High School Journal,89(2), 24-28.

Darling Hammond and Bransford, (2005). Preparing Teacher For A Changing World: What Teacher Should Learn And Be Able To Do. San Francisca Ca: Jossey- Bass.

Ensign, J. (2009). Multiculturalism in four teacher education programs: For replication or transformation. Multicultural Perspectives, 11(3), 169-173.

Erden, M. (1995). Öğretmen adaylarının öğretmenlik sertifikası derslerine yönelik tutumları. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 11(11).

Gay, G. (1994a). A Synthesis of Scholarship in Multicultural Education. Retrieved May 08, 2014, http:www.ncrel.org.

Goe, L. and Stickler L.M. (2008). Teacher quality and student achievement: making

Gursoy, A. (2016). Teacher Competences in Multicultural Education Environment. Department of Education Sciences-Unpublishrd PhD Thesis, University of Bucharest, Romanya.

Kağıtçıbaşı, Ç. (1985). Insan ve insanlar. Beta Basim Yayim Dagitim A.S., Sermet Matbaasi, Istanbul.

Lawrence, D. (1981). The development of a self-esteem questionnaire. British Journal of Educational Psychology, 51(2), 245-251.

Memişoğlu, S. P. (2006). Nasıl bir öğretmen. Orta Öğretime Yeniden Yapılanma Sempozyumu, 20-22.

Morgan, C. T. (1976). Brief introduction to psychology. Tata McGraw-Hill Education.

Ponterotito, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural altitude survey. Educational and Psychological Measurement, 58(6), 1002-1016.

Rockoff, J. E. (2003). The impact of individual teachers on student achievement: evidence from panel data.