



4 - TEACHERS' SENSE OF SELF-EFFICACY AND ATTITUDES TOWARDS MULTICULTURAL EDUCATION REGARDING AN OUT-OF SCHOOL ACTIVITY

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Abstract

How teachers attitudes toward multicultural education differ according to some demographical variables is analyzed in this study. 272 Teachers who have students from different countries and cultures and work at international schools in 29 countries have participated. The data was gathered through the 'Teacher Multicultural Attitude Survey (TMAS)' and 'Teacher Efficacy Scale'. Data WAS analyzed with standard deviation, percentages, and T-test . As A result of this study, there is a difference between teacher's attitude towards multicultural education and teacher's self-efficacy, and visiting students' families and their common lives which are out-of school activities

Keywords: *self-efficacy, visiting student's family , teachers' attitudes toward multicultural education*

1. INTRODUCTION

Social, economic and technological changes and developments across the world bring new problems and needs alongside. For education process to keep up with these changes and innovations, teachers should be equipped in the education system. One of these changes and innovations is the concept of multiculturalism. In many countries, increasing changes and varieties also cause an increase in educational needs in this field. Parekh (2002) denotes that almost every community has ethnic variables. That's why, it is becoming a need for teachers to be trained towards multiculturalism and multicultural education, and improve their attitudes and perceptions positively towards differences. For conflicts and racisms to not happen in the society, teachers have big duties. Banks (2001) denotes that in multicultural schools, administrators and teachers have big duties.

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Multiculturalism is defined as a formation of awareness towards cultural factors like race, ethnicity, social status, gender, sexual orientation, and religion (American Psychological Association, 2002; Banks, 2013). Whereas, multicultural education is a training concept where the school syllabus is changed and re-formed, and equal opportunities for all students from different races, ethnic structures, and social groups are given (Banks, et al., 2001). Multicultural education structure aims in academic success and personal development for every student by giving equal education rights.

In some researches it is found that some teacher candidates find multicultural education important (Renko and Yoder, 1994). For teachers to understand students from different cultural backgrounds better and not have communication problems, taking multicultural education courses and applications will help them in their professions. Also in another research it is specified that the problems of students with their teachers effect their school achievement negatively (Szaba & Anderson, 2009). Students' relations with their teachers affect their academic success.

In the class environment, it is a necessary characteristic for teachers to form suitable education. In terms of education and teaching effectiveness, it is required for teachers to have a positive attitude and treat every student with their needs doing no discrimination in multicultural education environments. An effective teacher is a teacher who has a good communication with the student, develops suitable teaching methods for each topic, and uses new teaching and its resources (Doveston, 1985).

Teacher's attitude being positive plays an important role in student's success (Morgan, 1984). There are researches showing that attitudes form in early age and can be changed by new learning and experiences (Kağıtçıbaşı, 1985). For this reason, it is possible for positive attitudes to be developed in education life. It is important for factors effecting teachers especially working in multicultural education environments to be researched.

Not many researches about out of school activities are found. If activities out of class are applied regularly, orderly, and planned, it will be beneficial for child development and increase learning and educational achievements (Köse, 2013). Parents and teachers together should show an effort to form a more useful environment for children. Teacher-parent relations will be beneficial for in class learning. That is why it is important for teachers to communicate with students' parents for a good evaluation of their environments for giving a better education (Burns, Roe and Rose, 1992; Çelenk, 2003). Relations with family elders from different cultures will provide them to understand their students better and be more sensible towards them increasing their learning skills.

1.1. DEEP IMPACT OF TEACHER-PARENT INTERACTIONS ON STUDENT'S SUCCESS

Sometimes the unquestionable power of this relationship is undervalued and neglected by administrators, teachers, and parents. It is a type of interaction which provides great help and opportunity for both, educators and parents in raising the generation of value. Correct counselor guidance and appropriate education starts by acquiring reliable information about students. To get access to this immense source of information is possible after "creating two-way communication channels between school and home" (Epstein & Salinas K., 2004). "The lack of field-based experiences exploring the out-of-school lives of children often pushes pre-service teachers to question the validity of involving the parents in conversation" (Peralta-Nash, 2003). Many preservice or new inservice teachers might be unaware of the role of parents' involvement in education. "The majority of teachers in that study had never conducted a home visit because they fear how parents might react having a teacher visit their homes" (Lin & Bates, 2010). After the home visit all the parties attitudes towards each other change in the positive way. According to Richards, Brown, Forde, Timothy (2007) teachers' values and attitudes will determine the result of interactions. Teachers must get rid of any kind of negative biases and feelings towards any cultural, language, or ethnicity. Only then they can help to create an atmosphere of trust and acceptance for students and their families (Richards, Brown, & Forde, 2007). Most important part of teacher-parent interaction is visiting students' homes and meeting main members of students' family. "As students' first teachers, parents and families have much knowledge to share with classroom teachers" (Kyle & McIntyre, 2000). "It is important that teachers get to know their students' families and communities by actually going into the students' home environments. By becoming familiar with students' home lives, teachers gain insight into the influences on students' attitudes and behaviors. Additionally, can use the families and communities as resources (Richards, Brown, & Forde, 2007). "To educate effectively, teachers must reach out to students 'families in ways not traditionally imagined and help bridge the ever-widening between home and school, so that students realize they are known, cared about, and expected to achieve" (Kyle & McIntyre, 2000). Once student's family is visited, attitudes of the all parties of the interaction change in positive way. With the first visit the way towards stronger school-family interaction is opened. Teachers find better opportunity to get to know students and their families during visits which help them develop new methods of educating children with the help of appropriate parent involvement. Once teachers let parents feel their goodwill in visiting their

family, parents become more willing in cooperation. Knowing people and communities, and their cultural backgrounds well they are dealing with, helps educators better understand the causes of students' misbehaviors and failures. They become more active and able in finding solutions for educational and behavioral problems.

1.2. ATTITUDES AND TEACHER

Teachers' biases, prejudices, having or not having supporting information about students and students' families determine teachers' attitudes towards school-family interactions. A teacher will not see huge benefits of home visiting unless he/she decides and realizes the first visit. Teachers might feel uncertain about parents' reaction for the request to visit their home. The situation can be explained as schools requisition or tradition to parents at the first teacher-parent meeting. Some of the benefits of school-family interaction and home visits for students' education and behavior can be reminded. If the home visiting is not common at some schools, then someone experienced can be invited to give a speech to encourage new and in-service teachers. Students' attitudes and feelings toward home visiting might be dubious. "They might think their parents are informed in a negative way about their school life. They may not want their teachers see their home conditions or witness their out-of school life" (Akyniyazov, 2015). So we assume that if home visits start at primary school years of students then by the time they go to middle or secondary schools they and their parents will be accustomed to teachers visit their home environments. Also parents are noticeably more inclined to school-family cooperation to help their children's education at the primary stage of school education compared to middle or secondary stages of education. Teachers' attitudes are the main influential factor in school-family interactions. "Because teachers' values impact relationships with students and their families, teachers must reconcile negative feelings towards any cultural, language, or ethnic group. Often teachers are resistant to the notion that their values might reflect prejudices or even racism towards certain groups. When teachers are able to rid themselves of such biases, they help to create the atmosphere of trust and acceptance for students and their families, resulting in greater opportunity for students' success" (Richards, Brown, & Forde, 2007).

1.3. AIM OF STUDY:

The aim of the this study is to examine the multicultural educational attitudes of teachers working in international schools and determine these participants

‘attitudes toward multicultural education and sense of teacher efficacy differences according to various demographical variables including visiting student’s family and their common life that is one of out of school activities.

2. OBJECTIVE AND HYPOTHESES

2.1.OBJECTIVE

- Objective 1: Analyzing relations between teacher’s scores of multicultural attitudes and visiting student’s family and their common life to know the student
- Objective 2: Analyzing relations between teacher’s scores of teacher self-efficacy beliefs and visiting student’s family and their common life to know the student.

2.2.HYPOTHESES

- Hypothesis 1: We assume that there is statistically significant difference in visiting student’s family or their common life regarding teacher’s multicultural attitude.
- Hypothesis 2: We assume that there is statistically significant difference in visiting student’s family or their common life regarding teacher’s self-efficacy beliefs

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. The research was done on 272 teachers 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. 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. 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. Ponterotto and et al., (1998)' "Teacher's Multicultural Attitudes Survey" (TMAS) and Guskey & Passaro (1993)' "Teacher's Efficacy Scale" (TES) questionnaire and demographic data will be done on the teachers that are selected as an example. Purpose of the "Teacher Efficacy Scale" is to measure teachers' attitude towards working with students.

3.3. PROCEDURE

The survey used to collect data in the research is made of a personal data and 2 questionnaires. 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.

3.4. EXPERIMENTAL DESIGN

<u>Table 1. Variables</u>	
Independent variables	Dependent variables
Visiting student's family or their common life,	Teacher efficacy scale Teacher multicultural attitudes survey

Dependent variables: "Teacher Personal Data form" applied also as Google document and by handing in some countries. For the instrument "Teacher Multicultural Attitudes Survey (TMAS)" and "Teacher Efficacy Scale (TES)" and the three variables and obtained after the each factorial analysis has been applied: multiculturality 1, multiculturality 2, multiculturality and efficacy 1, efficacy 2, efficacy 3

4. RESULTS

4.1. EXPLORATORY ANALYSIS

In order to analyze the data we applied the SPSS 15 program. First we applied the exploratory analysis, the frequencies tables. Frequency values of some items are given in the following tables. These items are about teacher's personal teaching efficacy and general teaching efficacy (external factor).

Table 2. Scale1.1. When a student does better than usually, many times it is because the teacher exerts a little extra effort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.5	1.5	1.5
	Disagree	5	1.8	1.8	3.3
	Slightly Disagree	34	12.5	12.5	15.8
	Slightly agree	104	38.2	38.2	54.0
	Agree	88	32.4	32.4	86.4
	Strongly agree	37	13.6	13.6	100.0
	Total	272	100.0	100.0	

In table 2 you can see that for the question "When a student does better than usually, many times it is because the teacher exerts a little extra effort." there are a percent of 1.5% Strongly disagree, 1.8% Disagree, 12.5% Slightly Disagree, 38.2% Slightly agree, 32.4% Agree, 13.6% Strongly agree.

Table 3. Scale1.2. The hours in my class or lesson have little influence on students compared to the influence of their home environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	14.0	14.0	14.0
	2.00	49	18.0	18.0	32.0
	3.00	51	18.8	18.8	50.7
	4.00	79	29.0	29.0	79.8
	5.00	42	15.4	15.4	95.2
	6.00	13	4.8	4.8	100.0
	Total	272	100.0	100.0	

In table 2 you can see that for the question "The hours in my class or lesson have little influence on students compared to the influence of their home environment." there are a percent of 14 % Strongly disagree, 18 % Disagree, 18.8 % Slightly Disagree, 29 % Slightly agree, 15.4 % Agree, 4.8 % Strongly agree.

4.2. FACTORIAL ANALYSIS

We applied the Factorial analysis in order to reduce the dimensions for the questionnaires: The teacher efficiency scale -21 items and Teachers multicultural attitude scale- 20 items are formed.

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.763
Bartlett's Test of Sphericity	Approx. Chi-Square	1191.851
	Df	210
	Sig.	.000

Table 5 shows the Total variance explained. The factors with eigenvalue>1 are selected for the factorial analysis but we selected only 3 factors.

Table 5. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	3.729	17.755	17.755	3.729	17.755
2	2.942	14.009	31.764	2.942	14.009
3	1.375	6.545	38.309	1.375	6.545
4	1.322	6.297	44.606		
5	1.165	5.550	50.156		
6	1.095	5.216	55.372		
7	1.001	4.765	60.137		
8	.865	4.117	64.254		
9	.821	3.908	68.162		
10	.766	3.648	71.810		
dimension0	.744	3.544	75.353		
12	.700	3.335	78.688		
13	.668	3.179	81.867		
14	.619	2.948	84.815		
15	.576	2.743	87.558		
16	.512	2.437	89.995		
17	.482	2.296	92.291		
18	.456	2.172	94.463		
19	.452	2.153	96.617		
20	.408	1.941	98.558		
21	.303	1.442	100.000		

Extraction Method: Principal Component Analysis.

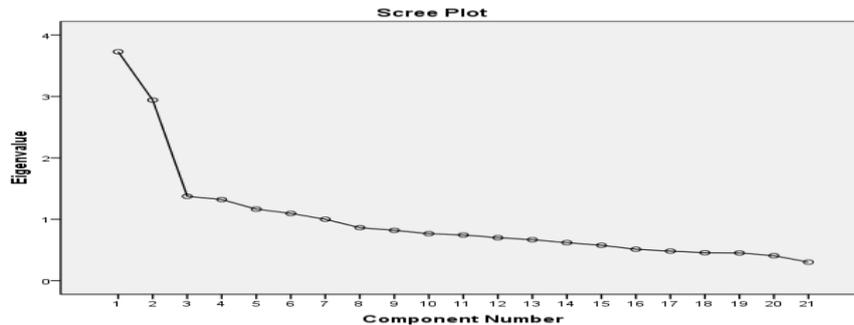


Figure 1. Scree plot

Figure 2. The scree plot regarding the Eigenvalue representation. In figure 5 can be seen the scree plot regarding the Eigenvalue representation.

Table 6. Rotated Component Matrix^a

	Component		
	1	2	3
Scale 1.11. When the grades (performance) of students improve, it is usually because their teachers found more effective teaching approaches.	.703		
Scale 1.8. Where I really try, I can get through to most difficult students. *(.673		
Scale 1.7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student. (When the grades of students improve, it is usually because their teachers found more effective teaching approaches.	.661		
Scale 1.19. If I really try hard, I can get through to even the most difficult or unmotivated students.	.652		
Scale 1.14. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson	.604		
Scale 1.1. When a student does better than usually, many times it is because the teacher exerts a little extra effort.	.570		
Scale 1.16. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	.569		
Scale 1.12. If a student masters a new concept quickly this might be because the teacher knew the necessary steps in teaching that concept.	.544		
Scale 1.15. The influences of a student's home experiences can be overcome by good teaching.	.424		
Scale 1.20. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.	.727		
Scale 1.18. If a student couldn't do a class assignment, most teachers would be able to accurately assess whether the assignment was at the correct level of difficulty.	.535		
Scale 1.9. I am very limited in what I can achieve because a student's home environment is a large influence on his/her achievement	.533		
Scale 1.17. Even a teacher with good teaching abilities may not reach many students.	.531		
Scale 1.13. If parents would do more for their children, teachers could do more.	.529		
Scale 1.2. The hours in my class or lesson have little influence on students compared to the influence of their home environment	.504		
Scale 1.10. Teachers are not a very powerful influence on student achievement when all factors are considered.	.482		
Scale 1.4. If students aren't disciplined at home, they aren't likely to accept any discipline	.355		
Scale 1.21. My teacher training program and/or experience did not give me the necessary skills to be an effective teacher. *(.649		
Scale 1.6. When a student is having difficulty with an assignment, I often have trouble adjusting it to his/her level.	.539		
Scale 1.5. I have not been trained to deal with many of the learning problems my students have	.488		
Scale 1.3. The amount a student can learn is primarily related to family background.	.478		
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			

4.2.1. Factor 1 (Efficacy_1) contain the following items:

This dimension contains items about teacher's individual and personal teaching properties and internal elements such as extra personal effort, able to effectively, positive school experiences, better ways to teaching, guide difficult children... Also, these are elements (factors) that are affecting teaching.

Scale 1.11. When the grades (performance) of students improve, it is usually because their teachers found more effective teaching approaches.

Scale 1.8. Where I really try, I can get through to most difficult students. *(

Scale 1.7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student. (When the grades of students improve, it is usually because their teachers found more effective teaching approaches.

Scale 1.19. If I really try hard, I can get through to even the most difficult or unmotivated students.

Scale 1.14. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson

Scale1.1. When a student does better than usually, many times it is because the teacher exerts a little extra effort.

Scale 1.16. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

Scale 1.12. If a student masters a new concept quickly this might be because the teacher knew the necessary steps in teaching that concept.

Scale1.15.The influences of a student's home experiences can be overcome by good teaching.

4.2.2. Factor 2 (Efficacy_2) contains the following items:

This dimension contains items about external elements such as home environment, family background, parent support, outside the classroom, guidance at home.

Also, these are elements (factors) that are affecting teaching

Scale 1.20. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.

Scale 1.18. If a student couldn't do a class assignment, most teachers would be able to accurately assess whether the assignment was at the correct level of difficulty.

Scale 1.9. I am very limited in what I can achieve because a student's home environment is a large influence on his/her achievement

Scale 1.17. Even a teacher with good teaching abilities may not reach many students.

Scale 1.13. If parents would do more for their children, teachers could do more.

Scale 1.2. The hours in my class or lesson have little influence on students compared to the influence of their home environment

Scale 1.10. Teachers are not a very powerful influence on student achievement when all factors are considered.

Scale 1.4. If students aren't disciplined at home, they aren't likely to accept any discipline

4.2.3. Factor 3 (Efficacy_3) contain the following items:

This dimension contains items about external elements such as home environment, family background, parent support, outside the classroom, guidance at home...

Also, these are elements (factors) that are affecting teaching

Scale 1.21. My teacher training program and/or experience did not give me the necessary skills to be an effective teacher. *

Scale 1.6. When a student is having difficulty with an assignment, I often have trouble adjusting it to his/her level.

Scale 1.5. I have not been trained to deal with many of the learning problems my students have

Scale 1.3. The amount a student can learn is primarily related to family background.

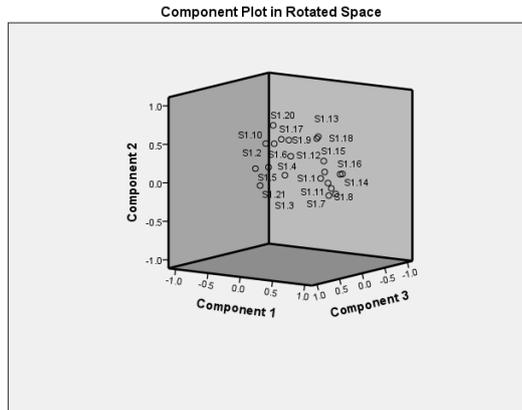


Figure 2. The component plot in Rotated Space

In figure 3 we can see the items loading teach of the three factors.

The factorial analysis for the second questionnaire “Teachers multicultural attitude scale”:

In table 7 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 7. 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		
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.

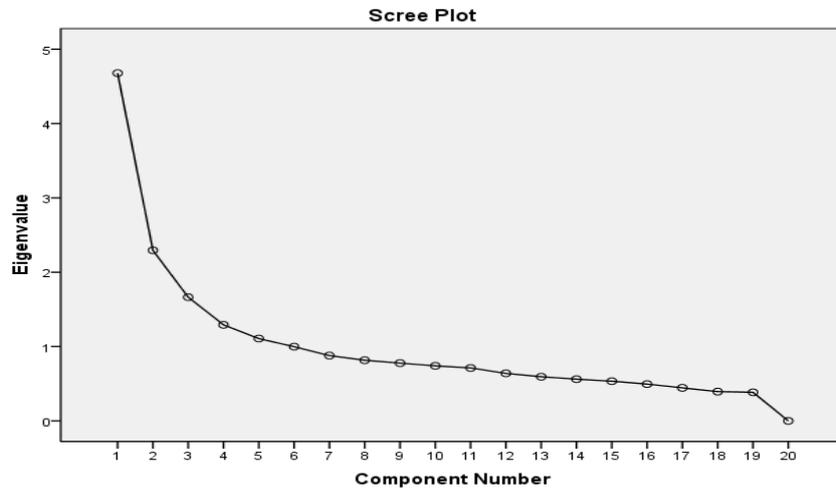


Figure 3. The Scree plot for the component principal factors based on the eigenvalue representation.

There are a number of three factors with Eigenvalue > 1 after rotating the matrix.

Table 8. 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.

4.2.4. Factor 3(multicultural_3) is composed by the following items:

This dimension contains negative items about multiculturalism and multicultural education.

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 multicultural aware is not relevant for the students I teach.

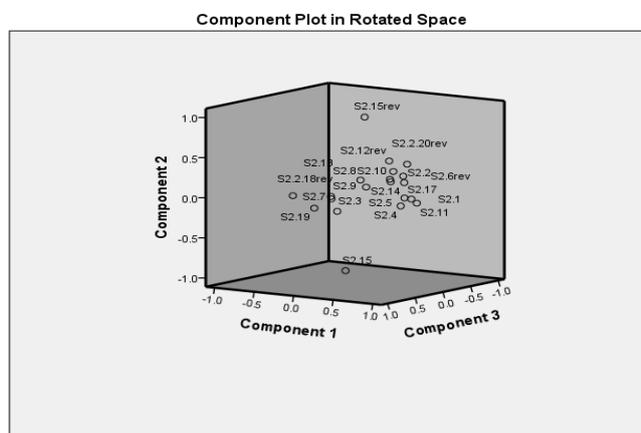


Figure 4. The Component plot rotated in space

In figure 5 can be seen the items from table 9 loading the three factors with the highest eigenvalue.

4.3. TESTING THE HYPOTHESES

Testing the hypotheses having the independent variable “Dou you visit student’s family or their common life to know his/her culture better?”

Regarding the dependent variable that is Efficacy_2: the data distribution is normally so we applied a parametric test in order to test the hypothesis. Regarding the dependent variables that are efficacy_1 Efficacy_3, 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: “Dou you visit student’s family or their common life to know his/her culture better?”

Table 9. Tests of Normality^b

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Efficacy 1	.104	177	.000	.980	177	.011
Efficacy 2	.059	177	.200*	.991	177	.295
Efficacy 3	.085	177	.003	.982	177	.025
multiculturality_1	.107	177	.000	.956	177	.000
multiculturality_2	.205	177	.000	.938	177	.000
multiculturality_3	.083	177	.005	.985	177	.052

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

b. Dou you visit student’s family or their common life to know his/her culture better? = yes

Table 10. Tests of Normality^b

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Efficacy 1	.120	95	.002	.970	95	.029
Efficacy 2	.103	95	.014	.984	95	.282
Efficacy 3	.087	95	.073	.979	95	.121
multiculturality_1	.101	95	.017	.967	95	.016
multiculturality_2	.206	95	.000	.930	95	.000
multiculturality_3	.116	95	.003	.965	95	.011

a. Lilliefors Significance Correction

b. Dou you visit student’s family or their common life to know his/her culture better? = no

Because the variables efficacy_1, efficacy_3 and multiculturality_3 are not normally distributed we applied the Maan Whitney U test in order to test the research hypothesis.

The confirmed hypotheses are the followings:

“We assume that are statistically significant differences regarding the dependent variable Efficacy_1 having as independent variable visiting the student’s family and ” (p<0.05)

“We assume that are statistically significant differences regarding the dependent variable Efficacy_3 having the independent variable visiting the student’s family and” (p<0.05)

“We assume that are statistically significant differences regarding the student’s family and the dependent variable multiculturalism_3 having the independent variable visiting” (p<0.05) (For the statistical tests applied can be seen the tables 9 and 10).

Table 11. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Efficacy_1	Equal variances assumed	.000	.983	-2.511	270
	Equal variances not assumed			-2.507	191.342
Efficacy_2	Equal variances assumed	.005	.941	1.540	270
	Equal variances not assumed			1.531	189.120
Efficacy_3	Equal variances assumed	3.726	.055	2.823	270
	Equal variances not assumed			2.939	215.440
multiculturalism_1	Equal variances assumed	1.079	.300	.975	270
	Equal variances not assumed			.961	184.341
multiculturalism_2	Equal variances assumed	4.009	.046	-1.761	270
	Equal variances not assumed			-1.847	220.059
multiculturalism_3	Equal variances assumed	.006	.937	6.299	270
	Equal variances not assumed			6.298	192.274

Table 12. Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Efficacy 1	Equal variances assumed	.013	-1.91728	.76341
	Equal variances not assumed	.013	-1.91728	.76487
Efficacy 2	Equal variances assumed	.125	1.40315	.91105
	Equal variances not assumed	.127	1.40315	.91652
Efficacy 3	Equal variances assumed	.005	1.31127	.46452
	Equal variances not assumed	.004	1.31127	.44623
multiculturalism_1	Equal variances assumed	.330	.60636	.62182
	Equal variances not assumed	.338	.60636	.63119
multiculturalism_2	Equal variances assumed	.079	-.40149	.22802
	Equal variances not assumed	.066	-.40149	.21734
multiculturalism_3	Equal variances assumed	.000	2.32239	.36869
	Equal variances not assumed	.000	2.32239	.36876

In the tables 13 and 14 can be seen the statistically significance after testing the hypotheses regarding the Efficacy 1, Efficacy 2, Efficacy 3, Multiculturalism_1, Multiculturalism_2, Multiculturalism_3 having the independent variable : “Do you visit student’s family or their common life to know his/her culture better?”

Table 13. Test Statistics^a

	Efficacy_1	Efficacy_2	Efficacy_3	multiculturalism_1
Mann-Whitney U	6768.000	7579.500	6756.000	7791.000
Wilcoxon W	22521.000	12139.500	11316.000	12351.000
Z	-2.655	-1.340	-2.681	-.999
Asymp. Sig. (2-tailed)	.008	.180	.007	.318

a. Grouping Variable: Do you visit student’s family or their common life to know his/her culture better?

Table 14. Test Statistics^a

	multicultural_2	multicultural_3
Mann-Whitney U	7408.000	4677.500
Wilcoxon W	23161.000	9237.500
Z	-1.668	-6.059
Asymp. Sig. (2-tailed)	.095	.000

a. Grouping Variable: Do you visit student's family or their common life to know his/her culture better?

Hence the hypotheses testing the statistically significance differences regarding the Efficacy 1, Efficacy 3, Multicultural_3 having the independent variable : "Do you visit student's family or their common life to know his/her culture better?" were confirmed for $p < 0.05$.

5. CONCLUSIONS

The present study is focused on evidencing the teachers' self-efficacy and the teacher 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, Kirghizstan 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 Efficacy Scale" and "Teacher Multicultural Attitudes Survey". Taking in consideration the independent variables the following results offer an important multicultural perspective regarding the results.

Regarding the independent variable "Do you visit student's family or their common life to know his/her culture better?" The statistically significant differences were confirmed for the dependent variables: efficacy_1, efficacy_3 and multicultural_3 ($p < 0.05$). The ones who visited have higher self-efficiency and multicultural attitudes scores.

Teachers having as many out of class activities as in- class activities with their students will effect positively their communications. It is understood that students', whose parents communicate with the school regularly and provide educational support, have higher school achievements (Çelenk, 2003; 28-34). Moreover, according to the research made, it is found that teacher's, who visited homes, attitudes towards multiculturalism and self-efficiencies have increased. Visiting student's family or common life is an informal education and provides teachers to show a positive attitude to their students during formal education.

The study will be continued with the next studies based on the cultural differences regarding the factors of the Teachers Self-Efficacy questionnaire and the Teacher Multicultural Attitude Survey. The present study presented a global

view regarding the ‘Teachers Efficacy Scale’ and the ‘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, futures cross cultural studies will mark the subject of my research based on the present study.

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