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Relationship between Attitudes of Multicultural Education and Perceptions Regarding Cultural Effect of Globalization[1]

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ABSTRACT

Purpose: This research aims to determine the relationship between the perceptions of teacher candidates towards the cultural effect of globalization and their attitudes towards multicultural education. **Research Methods**: The sample group consisted of 213 teacher candidates. In the study's personal information form, the scale of attitude towards multicultural education and the scale of perceptions of the cultural effect of globalization were used. Teacher candidates' attitudes towards multicultural education and their perceptions of the cultural effect of globalization indicated a difference according to some variables, which was analyzed with Mann-Whitney U (MWU) and Kruskall-Wallis H (KWH) tests. In order to examine the relationship between teacher candidates' perceptions of the cultural effect of globalization and their attitudes towards multicultural education, the Pearson correlation coefficient technique was carried out. In addition, a hierarchic regression technique was utilized in the examination of the relations between variables. **Findings**: A significant positive relationship was confirmed between the perceptions regarding cultural effect of globalization and their attitudes towards multicultural education. It is seen that there is a significant difference in accordance with the variable of what kind of high school the teacher candidates graduated from within the perceptions regarding the cultural effect of globalization. **Implications for Research and Practice**: It is seen that teachers' perceptions of the cultural effect of globalization has an effect on their attitudes regarding multicultural education. Multiculturalism and globalization should be added to class content at every level of the teacher training program.

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Introduction

At the present time, multicultural education is considered as a form of education that respects differences and operates without discrimination. The attitudes and behaviors of the previous generation are losing ground with the new generation, and a new source is emerging by the name of a "global culture" (Ozdemir, 2014). Within this fast information flow, education plays an important role in processing knowledge correctly. Global effects reach every human from younger and younger ages in formal and informal ways, and the effects grow with problems as long as they are left without control (Seyfi, 2006). Especially in Turkey, as far as multicultural education is concerned, an approach that disrupts the integrity of the state and causes the country to split may be perceived (Topses, 2014). In avoiding this disruption, starting from the preschool period, teachers aware of the effects of globalization on culture and who care for cultural values will contribute to raising individuals respectful of differences.

Globalization is a phenomenon that gains strength from change and emerges as a result of increasing the quality of life, being open to new ideas, achieving the ideals of setting new goals and never ceasing to seek out wonder. Globalization, which is the last step of the change, causes the world to turn into a global village (Dogan, 2012; Ozdemir, 2014). Together with globalization, the change occurs in perception of education and encourages the methods, techniques and systems of education to change (Dogan, 2012; Topses, 2014). As a result, the national emphasis on education gains a universal dimension and education systems all over the world take a similar shape.

Globalization causes certain cultural effects, such as intercultural fast flow of values, the interaction in between and emergence of subcultures and sub-identities (McBurnie, 2001). As a result of these global effects, cultural values, habits, traditions, conventions and customs change as well. This change is conveyed to individuals through teaching-learning processes (Dogan, 2012; Steffen et al, 2011). Consequently, through education, by learning the values, habits, rituals and consumption patterns of the society they were born and grew up in, individuals become ready to participate in society.

Multicultural education is the process of students from different groups obtaining education with equal opportunities and accordingly is presented as the reconstruction of the school environment. Although, until the present day, the applications teachers performed without considering the individual differences of their students were enough for different children to sustain an education, these applications caused assimilation and made some students abort their education (Dogan, 2012). When education is defined as the process of developing predetermined behaviors in the individual, the question of what must that predetermined behavior be must be posed. Presently, together with a fast process of change, it is seen that the desired behavior concept consists of converting an education system based on a single truth into an individual-based education system (Sönmez, 2011). Therefore, in creating a multicultural education environment,

increasing the levels of awareness of the children, respecting the differences among them and raising individuals that keep up with change and are open to new ideas have gained importance. However, studies indicate that teachers define multiculturalism as race, religion, language and social class, yet they do not consider gender, age and disability in the multiculturalism dimension (Basari, Sarı and Cetin, 2014; Logvinova and Ivanova, 2016). In addition, other studies indicate that teachers do not include multiculturalism very much, and therefore they should be educated regarding multicultural education (Banks, 2013; Bigatti et al., 2012; Brown, 2007; Damgaci and Aydin, 2013; Oksuz, Demir and Ici, 2016).

Hence, it is very important for teachers, who will shape the future, to have multicultural points of view and be individuals that respect differences. There have been several scale studies and research projects carried out regarding multicultural education in literature (Gunay and Aydin, 2015; Jimenez, Guzman and Maxwell, 2014; Kaya and Soylemez, 2014; Kocak and Özdemir, 2015; Sharma, 2005; Polat and Barka, 2014; Tortop, 2014; Turkan, Aydin and Üner, 2016). Also, studies and collected works that include the relation between globalization and education are represented in the literature (Gomleksiz and Kilinc, 2012; Myers, 2010; Seyfi, 2006). However, a study regarding globalization and multicultural education is not found. It is thought that this research will contribute to filling this gap and support multicultural applications not already included in the teacher training process.

This research is carried out in order to determine the relationship between the perceptions of teacher candidates towards the cultural effect of globalization and their attitudes towards multicultural education. Besides the departments of teachers, the type of high school from which they graduated and whether they have friends from different countries cause a difference in their attitudes included in the objectives of this research. Also, the current research examines the differentiating role of these variables in teacher candidates' attitudes towards multicultural education.

Method

Research Design

In this research, a relational scanning model, which is a quantitative research model, was used in order to examine the relationship between attitudes towards multicultural education and perceptions regarding cultural effect of globalization. A relational scanning model is a research method carried out in order to determine the relationships between two or more variables and obtain clues for a cause-effect relationship. Within this research, the attitude of teacher candidates towards multicultural education is taken into consideration as the dependent variable and their perceptions of the cultural effect of globalization is the independent variable.

Research Sample

One thousand ninety teacher candidates, who studied in the department of Preschool Education and Primary School Education in the 2015–2016 academic year, constitute the population of the study. The sample group consists of 213 teacher candidates who study in Uludag University Faculty of Education, 113 of them from preschool education and 110 of them from primary school. The rate of the sample to the population is 20%. The number determined is considered to be acceptable according to the population (Krijeie and Morgan, 1970; cited Gibbon and Morris, 1978, s.159). The reason why the research was carried out in Uludag University's Faculty of Education is that this university consists of students coming from different parts of the country. Considering the fact that early education shapes the perceptions and the attitudes of children towards multicultural education, only teacher candidates from Primary School and Preschool Education departments were studied in the scope of this research. From this point of view, the sample was chosen with the method of simple random sampling, which has the quality of representing the population. Of the candidates, 86.9% (N=185) were female and 13.1% (N=28) were male; 68.1% of them had friends from different countries, and 31.5% of them did not. In addition, 17.8% of the teacher candidates stated that they graduated from a general high school, 44.6% of them graduated from an Anatolian high school, and 37.1% of them graduated from teacher high schools.

Research Instrument and Procedure

In the study's personal information form, the scale of attitude towards multicultural education and the scale of perceptions of the cultural effect of globalization were used.

Personal information form. A personal information form was made by the researchers, in which questions regarding gender, department, high school graduated from and whether they had a friend from different countries are posed, after consulting expert opinions and examining other studies.

The scale of attitude towards multicultural education. The adaptation of the scale of attitude towards multicultural education, which was developed by Ponterotto, Baluch, Greig, & Rivera, (1998), was adapted into Turkish by Yazici, Basol and Toprak (2009). It is 5-point Likert scale, which consists of 20 items. In this study, Cronbach's alpha coefficient was determined as .71. It can be said that as long as the scores obtained from the scale increase, the positive attitude of the individual has increased.

The scale of perceptions regarding the cultural effect of globalization. The scale, which was developed by Seyfi (2006), consists of three parts. The items of the scale consist of the effects that globalization poses in a cultural sense and statements intended to determine the perceptions of teachers regarding its current equivalents at schools and students. The reliability coefficient of the scale, which is a 5-point Likert scale and consists of 35 items, was determined to be .76. As a result of the reliability analysis within this research, Cronbach's alpha coefficient was found to be .92.

Data Analysis

In order to determine Primary School and Preschool Education students' attitudes towards multicultural education and perceptions of the cultural effect of globalization, descriptive statistics were used. The data gathered in the study was analyzed applying SPSS (Statistical Packet of Social Science) 20.0. In order to determine whether the data had normal distribution, the Kolmogorov-Smirnov test was carried out. As a result of this test, it was determined that the distribution was normal. It was then determined that the data was appropriate for non-parametric statistics techniques. Next, the researchers used the Mann-Whitney U (MWU) and Kruskall-Wallis H (KWH) tests to analyze whether teacher candidates' attitudes towards multicultural education and perceptions of the cultural effect of globalization indicate a difference according to their department, high school graduated and whether they have a friend from a different culture. In order to examine the relationship between teacher candidates' perceptions of the cultural effect of globalization and attitudes towards multicultural education, the Pearson correlation coefficient technique was carried out. In addition, a hierarchic regression technique was utilized to examine the relations between the variables. The department variable handled within the scope of the analysis included two categories, which were primary school and preschool education departments; the high school from which they graduated included three categories, which were General, Anatolian and Teacher High School; and whether they had a friend from a different country included two categories, which were yes and no. The department, High School and whether they had a friend from a different country were entered as co-variates in the first step of the regression model. Subsequently, the perceptions of the cultural effect of globalization were entered as the main predictor.

Results

It is seen that the lowest scores that teacher candidates exhibited from the scale of attitude towards multicultural education was 53, and the highest score was 95. The lowest score found from the scale of perceptions of the cultural effect of globalization was 33 and the highest score was 120. While the score average on the scale of attitude towards multicultural education was 75.34, the score average on the scale of perceptions of the cultural effect of globalization was 94.82.

Table 1.

Mann-Whitney U Test Results Regarding the Cultural Effect of Globalization and Multicultural Education

	Groups	*N*	*Average of Sequences*	*Total of Sequences*	*M-Whitney U*	*Z*	*P*
The Cultural Effect of Globalization	Primary School Education	110	100.05	11005.5	4900,500	-1.702	.089
	Preschool Education	103	114.42	11785.5			
	Total	213					
The Attitude Towards Multicultural Education	Primary School Education	110	106.08	11669.00	5564.000	-.225	.822
	Preschool Education	103	107.98	11122.00			
	Total	213					

As seen in Table 1, the findings regarding the Mann-Whitney U test indicate that there is not a significant difference in the perceptions of the teacher candidates of primary school and preschool education regarding the cultural effect of globalization (Z=-1.702; p>.05).

Also, the findings from the Mann-Whitney U test indicate that there is not a significant difference between the departments of teacher candidates and their attitude towards multicultural education (Z=-.225; p>.05).

Table 2.

The *KWH Test Results Regarding the High School They Graduated from to the Perceptions of the Cultural Effect of Globalization*

The Type of High School They Graduated from	*n*	*Average of Sequence*	*sd*	*KWH*	*p*	*Significant Difference*
General High School	38	85.72	2	7.064	.029*	General High School- Teacher High School
Anatolian High School	95	105.44				
Teacher High School	79	117.77				
Total	212					

*p<.05

Table 2 exhibits that there is a significant difference among the perceptions of teacher candidates towards the cultural effect of globalization when compared to the variable of the high school they graduated from ($KWH_{(2)}$=7.064; p<.05). As a result of the Mann-Whitney U test, which was carried out in order to find the source of the difference, a significant difference was confirmed between the teacher candidates who graduated from a general high school and those graduated from a teacher high school on behalf of teacher high school graduates. The KWH test carried out on the high schools that primary school teacher candidates ($KWH_{(2)}$=3.367;p>.05) and preschool teacher candidates graduated from, a significant difference was not encountered between the groups.

It is confirmed that the attitude of teacher candidates towards multicultural education does not cause a significant difference in accordance with the variable of what high school they graduated from ($KWH_{(2)}$=1.006; p>.05). In addition, as a result of the KWH test carried out in accordance with the high school graduated from regarding the attitudes of primary school teacher candidates ($KWH_{(2)}$=.913; p>.05) and preschool teacher candidates ($KWH_{(2)}$=.282;p>.05) toward multicultural education, a significant difference was not encountered between the groups.

When the findings in Table 3 regarding the Mann-Whitney U test are observed, it is seen that whether primary school teacher candidates had a friend from a different country caused a difference in the attitudes towards multicultural education (Z=-2.403;p<.05). In the findings of the Mann-Whitney U test of preschool teacher candidates, it is confirmed that primary school and preschool teacher candidates having friends from different countries does not cause a significant difference in their attitudes towards multicultural education (Z=-.907; p>.05).

Table 3.

Mann-Whitney U Test Results Regarding the Attitudes towards Multicultural Education and Whether They Had a Friend from a Different Country

Groups	*Having A Friend*	*n*	*Average of Sequences*	*Total of Sequences*	*M-Whitney U*	*Z*	*P*
Primary School Teaching	Yes	74	60.59	4483.50	955.500	-2.403	.016*
	No	36	45.04	1621.50			
	Total	110					
Preschool Teaching	Yes	71	53.25	3781.00	976.000	-.907	.364
	No	31	47.48	1472.00			
	Total	102					

*p<.05

In addition, as a result of the Mann-Whitney U test carried out in order to determine teacher candidates' perceptions of the cultural effect of globalization and whether primary school teacher candidates had friends from other countries, a significant difference was not found (Z=-.918; p>.05). Also, in the perceptions of preschool teacher candidates towards the cultural effect of globalization a significant difference was not encountered (Z=-1.027; p>.05).

Table 4.

The Relationship between the Perceptions of the Cultural Effect of Globalization and Attitudes towards Multicultural Education

Variables	*M*	*sd*	*r*
The Attitudes Towards Multicultural Education	75.34	6.32	.143*
The Perceptions of the Cultural Effect of Globalization	94.82	15.37	

*p<.05

When the correlation coefficients in Table 4 are observed, it is seen that there is a significant relationship between the scores of teacher candidates' attitudes towards multicultural education and their perceptions of the cultural effect of globalization (r =.143; p<.05). There is a low-level positive relationship between the attitudes of teacher candidates towards multicultural education and their perceptions of the cultural effect of globalization.

Table 5.

Multiple Hierarchic Regression Analysis of Variables Regarding the Effect on Attitudes Towards Multicultural Education

Mod	*Predictor Variables*	*R*	*R²*	*F*	*df*	*Beta*	*β*	*p*
1	(Stable)	.075	.006	.391	3/212			
	Department					-.03	-.34	.72
	High School Type					.08	.65	.32
	Friend from Different Country					.04	.77	.56
2	(Stable)	.169	.029	1.526	4/212			
	The Cultural Effect of Globalization					.16	.06	.02

*p<.05

As seen in Table 5, it is confirmed that the variables entered in the first step, which are department (β=-.34,p>.05), high school type (β=-.65, p>.05) and having a friend from a different country (β=-.77,p>.05), do not make original contributions to the model. It is seen that the original contribution of perceptions regarding the cultural effect of globalization, which was entered in the second step, was significant (R^2=.029, F $(_{4/212)}$ = 1.526, p<.05). Teacher candidates' perceptions regarding cultural effect of globalization have a role in differentiating their attitudes towards multicultural education. It is seen that the variation ratio of perceptions regarding cultural effect of globalization and attitudes towards multicultural education is .029.

Discussion and Conclusion

Multicultural education is the process of hosting different cultures to prepare students to live for common goals, learn and cooperate (Sonmez, 2011). Within this research, the relationship between teacher candidates' attitudes towards multicultural education and the cultural effect of globalization was analyzed according to different variables. Accordingly, a significant positive relationship was confirmed between perceptions of the cultural effect of globalization and attitudes towards multicultural education. As long as teacher candidates' perceptions of the cultural effect of globalization increase, their attitudes towards multicultural education increase positively as well. Thus, the high average of scores that teacher candidates showed on the scales supports this finding. Perkins (2012) states that teacher candidates' perceptions of high multicultural competence will be helpful in making efforts to have multicultural competence.

In addition, it was questioned whether teacher candidates' demographic variables and perceptions regarding the cultural effect of globalization were significant predictors of their attitudes to multicultural education. Within this scope, it is seen that demographic variables were not predictors of teacher candidates' attitudes towards multicultural education; however, teacher candidates' perceptions of the cultural effect of globalization do explain their attitudes towards multicultural education at the rate of 3%. In their study, Kocak and Ozdemir (2014) express that the departments of teacher candidates predict their attitudes towards multicultural education. It is thought that the difference between the two studies results from the fact that Kocak and Ozdemir's (2014) sample group consists of teacher candidates from a foreign languages department and this department has more lessons with multicultural contents compared to other departments. Other studies indicate that the attitudes of students in social sciences and primary school teaching departments to multicultural education are higher than those of students in science departments (Alanay and Aydin, 2016; Koc and Koybasi, 2016). Similar to this research project, some studies have indicated that the departments of teacher candidates do not create a significant difference in their attitudes towards multicultural education (Bigatti et al., 2012; Demircioglu and Ozdemir, 2014; Okojie-Boulder, 2010; Tortop, 2014).

While teachers generally express positive opinions towards multicultural education, they do not consider themselves competent in multicultural education (Berthelsen and Karuppiah, 2011; Demir and Basarir, 2013; Kaya and Soylemez, 2014; Smith, 2009; Tonbuloglu, Aslan and Aydin, 2016). Other studies indicate that most university students know little about multiculturalism, and therefore they hesitate to work in multicultural environments and have difficulty in turning their knowledge and skills into behavior (Keengwe, 2010; Layne & Lipponen, 2016; Unlu and Orten, 2013; Katri Jokikokkoa & Hannele Karikoski, 2016). All these results indicate that although teacher candidates support multicultural education, their competence in multicultural education may not be enough.

In this study, it is confirmed that whether primary school teacher candidates have friends from different countries or not creates a difference in their attitudes towards multicultural education. Accordingly, it can be said that primary school teacher candidates' having friends from different countries affects their attitudes towards multicultural education positively. As a result of the study that Gursoy and Akyniyazov (2016) carried out, it is determined that teachers' having a foreign teacher affects their attitudes towards multicultural education positively. There are studies that state teacher candidates should have an education qualified in multicultural early childhood education in order to achieve success in the education of children (Szabo & Anderson, 2009; Alismail, 2016; Logvinova and Ivanova, 2016; Jung, 2016). Thus, Son and Kim (2016) state that the experiences gained in multicultural environments and the education given regarding multiculturalism in the process of teacher training is important and effective in the application of multicultural education by teachers.

It is seen that there is a significant difference in accordance with the variable of what kind of high school teacher candidates graduated from within the perceptions of the cultural effect of globalization. Seyfi (2006) determined that the culture impact of globalization on teachers is higher because they have undergraduate and postgraduate degrees compared to teachers who have associate's or secondary education degree. The reason why the perceptions of teacher candidates who graduated from teacher high schools are higher than teachers who graduated from other kinds of high schools may be due the fact that students coming from different regions constitute a heterogenic structure in the teacher high school. In their study, Bulut and Basbay (2015) stated that teachers' multicultural competence perceptions differ according to their education level.

It is seen that teachers' perceptions of the cultural effect of globalization impacts their attitudes regarding multicultural education. Accordingly, it is thought that training regarding multicultural education should be given to teacher candidates at the Education Faculties. Gomleksiz and Kilinc (2012) expressed that education programs at universities should be student centered, appropriate for social values and adaptable to change.

Considering the fact that education starts during the preschool period, it is thought that information and skills regarding the development of universal features, like

being democratic, respecting difference, multiculturalism and globalization, should be practically added to class contents at every level of the education program. In addition, working teachers by the time of their in-service training and teacher candidates within the training process should be provided with opportunities to gain awareness through the development of information and skills regarding the cultural effect of globalization and multicultural education. It is thought that in universities, within the scope of exchange programs such as Erasmus and Comenius, the extension of foreign education and exchange programs that provide students with chances to know different cultures is needed. A limitation of this research is that it assesses only teacher candidates' attitudes. Future research should perform experiments to measure the effect of teachers' education regarding multiculturalism and globalization on their attitudes and teaching applications.

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Çokkültürlü Eğitim Tutumları ile Küreselleşmenin Kültürel Etkisine Yönelik Algılar Arasındaki İlişki

Atıf:

Bagceli Kahraman, P. (2017). Relationship between attitudes of multicultural education and perceptions regarding cultural effect of globalization. *Eurasian Journal of Educational Research*, 67, 233-249, DOI: http://dx.doi.org/10.14689/ejer.2017.67.14

Özet

Problem Durumu: Çokkültürlü eğitim ortamının oluşturulmasında bireylerin farklılıklarına saygı duyulması, çocukların farkındalık düzeylerinin arttırılması ve çokkültürülülüğe yönelik çalışmaların yürütülmesi gerekmektedir. Küreselleşmenin etkileri sayesinde öğrenci merkezli yaklaşımlar eğitim sistemlerinde yer bulmaktadır. Ancak günümüze kadar öğretmenlerin eğitim sürecinde bireysel farklılıkları göz önünde bulundurmadan yaptıkları uygulamalar, farklı olan çocukların eğitimlerini sürdürebilecek yeterlikte olmalarına rağmen, asimilasyonuna ve eğitimlerini yarıda bırakmalarına sebep olmuştur. Bu nedenle öğretmenlerin okul öncesi dönemden başlayarak küreselleşmenin kültür üzerindeki etkilerinin bilincinde ve kültürel değerlere önem veren ve farklılıklara saygılı bireylerin yetişmesine katkı sağlayacak bireyler yetiştirmesi önem kazanmaktadır.

Araştırmanın Amacı: Bu araştırma öğretmen adaylarının küreselleşmenin kültürel etkisine yönelik algıları ile çok kültürlü eğitime yönelik tutumları arasındaki ilişkiyi belirlemek amacıyla yapılmıştır. Ayrıca öğretmen adaylarının bölümlerinin, mezun oldukları lise türünün ve farklı ülkelerden arkadaşlarının olup olmamasının tutumlarında farklılaşmaya yol açıp açmadığı araştırmanın diğer amaçları içinde yer almaktadır. Bununla birlikte araştırmada, bu değişkenlerin öğretmen adaylarının çokkültürlü eğitime yönelik tutumlarını farklılaştırıcı rolü de incelenmiştir.

Araştırmanın Yöntemi: Yapılan bu araştırmada öğretmen adaylarının küreselleşmenin kültürel etkisine yönelik algılarının çok kültürlü eğitime yönelik tutumları arasındaki ilişkiyi incelemek amacıyla nicel araştırma modellerinden ilişkisel tarama modeli kullanılmıştır. Bu araştırmada öğretmen adaylarının çokkültürlü eğitime yönelik tutumları bağımlı değişken, küreselleşmenin kültürel etkisine yönelik algıları bağımsız değişken olarak ele alınmıştır. Araştırmanın evrenini 2015-2016 eğitim öğretim yılında Okul Öncesi Eğitimi ve Sınıf Eğitiminde öğrenim görmekte olan 1090 öğretmen adayı oluşturmaktadır. Örneklem grubunu Uludağ Üniversitesi Eğitim Fakültesinde öğrenim gören, 113 okul öncesi eğitimi ve 110 sınıf eğitimi öğretmen adayı olmak üzere toplam 213 öğretmen adayı oluşturmaktadır.

Araştırmada kişisel bilgi formu, çok kültürlü eğitime yönelik tutum ölçeği ve küreselleşmenin kültürel etkisine yönelik algıları ölçeği kullanılmıştır. Sınıf

Öğretmenliği ve Okul Öncesi Öğretmenliği öğrencilerinin çokkültürlü eğitime yönelik tutumları ile küreselleşmenin kültürel etkisine algılarını belirlemek için betimsel istatistikler kullanılmıştır. Verilerin normal dağılım olup olmadığını belirlemek için Kolmogorov-Smirnov normallik testi yapılmıştır Bu test sonucunda dağılımın normal olmadığı tespit edilmiştir. Non-parametrik istatistik tekniklerine uygun olduğu belirlendikten sonra öğretmen adaylarının küreselleşmenin kültürel etkisine ilişkin algıları ile çokkültürlü eğitime yönelik tutumlarının bölüm, mezun oldukları lise türü, farklı kültürlerden arkadaşlarının olup olmama durumuna göre anlamlı bir farklılık gösterip göstermediği Mann Whitney U (MWU) ve Kruskall Wallis-H (KWH) testleri ile analiz edilmiştir. Öğretmen adaylarının küreselleşmenin kültürel etkisine yönelik algıları ile çok kültürlü eğitime yönelik tutumları arasındaki ilişkiyi incelemek için Pearson Korelasyon Katsayısı tekniği uygulanmıştır. Ayrıca değişkenler arası ilişkilerin incelenmesinde hiyerarşik regresyon tekniğinden yararlanılmıştır. Analiz kapsamında ele alınan bölüm değişkeni sınıf öğretmenliği ve okul öncesi öğretmenliği olmak üzere iki kategoriden; mezun olunan lise türü düz lise, anadolu lisesi ve öğretmen lisesi olmak üzere üç kategoriden ve farklı ülkede arkadaşı olma durumu ise var ve yok olmak üzere iki kategoriden oluşturulmuştur. Öğretmen adaylarının bölüm, lise türü ve farklı ülkede arkadaşı olma durumu regresyon modelinin birinci basamağında co-variate olarak girilmiş, ardından ikinci basamakta küreselleşmenin kültürel etkisine yönelik algıları ana yordayıcı olarak girilmiştir.

Araştırmanın Bulguları: Öğretmen adaylarının çokkültürlü eğitime yönelik tutum puanları ile küreselleşmenin kültürel etkisine yönelik algı puanları arasında anlamlı ilişkinin olduğu saptanmıştır. Öğretmen adaylarının çok kültürlü eğitime yönelik tutumları ile küreselleşmenin kültürel etkisine yönelik algıları arasında düşük düzeyde pozitif yönlü bir ilişki bulunmaktadır. Ayrıca öğretmen adaylarının küreselleşmenin kültürel etkisine yönelik algılarının çokkültürlü eğitime yönelik tutumlarını farklılaştırıcı rolü bulunmaktadır. Küreselleşmenin kültürel etkisine yönelik algıların çok kültürlü eğitime yönelik tutumlara ilişkin varyansı açıklama oranının .029 olduğu görülmektedir. Öğretmen adaylarının küreselleşmenin kültürel etkisine yönelik algıları arasında mezun oldukları lise değişkenine göre anlamlı bir farklılık olduğu belirlenmiştir. Farkın kaynağını bulmak amacıyla yapılan Mann-Whitney U Testi sonucunda düz lise ile öğretmen lisesinden mezun olan öğretmen adayları arasında öğretmen lisesinden mezun olanların lehine anlamlı farklılık tespit edilmiştir. Sınıf öğretmenliği öğretmen adaylarının farklı ülkelerden arkadaşlarının olup olmamasının çok kültürlü eğitime yönelik tutumlarında farklılığa yol açtığı saptanmıştır.

Araştırmanın Sonuçları ve Önerileri: Öğretmen adaylarının çokkültürlü eğitime yönelik tutumları üzerinde küreselleşmenin kültürel etkisine yönelik algılarının etkili olduğu görülmektedir. Bu sonuca göre öğretmen adaylarının çok kültürlü eğitime yönelik eğitimlerinin öncelikle Eğitim Fakültelerinde verilmesi gerektiği düşünülmektedir. Eğitimin okul öncesi dönemden başladığı düşünülerek, tüm kademelerde programda yer alan ders içeriklerine küreselleşme, çokkültürlülük, farklılıklara saygı duyma ve demokratik olma gibi evrensel özelliklerin geliştirilmesine yönelik bilgi ve

becerilerin uygulamaya dönük olarak eklenmesi gerektiği düşünülmektedir. Ayrıca meslekteki öğretmenlere hizmet içi eğitim yoluyla, öğretmen adaylarına ise, eğitim-öğretim süreci içerisinde çokkültürlü eğitime ve küreselleşmenin kültürel etkisine yönelik bilgi ve becerilerinin geliştirilmesi yoluyla farkındalık kazanmaları sağlanmalıdır. Üniversitelerde Erasmus ve Comenius öğrenci değişim programları kapsamında öğrencilerin farklı kültürleri tanımalarını sağlayacak yurtdışı eğitim ve değişim programlarının yaygınlaştırılması gerektiği düşünülmektedir. Sadece öğretmen adaylarının tutumlarını ölçmeye yönelik olması bu araştırmanın sınırlılığıdır. İleriye dönük yapılacak araştırmalarda öğretmen adaylarına, çokkültürlülük ve küreselleşmeye yönelik olarak verilecek eğitimlerin, tutumlarına ve uygulamalarına yönelik etkisini ölçmeye dayanan deneysel araştırmaların yapılması da önerilmektedir.

Anahtar Kelimeler: Küreselleşme, çokkültürlülük, çokkültürlü eğitim, öğretmen adayı.