

Factors That Influence Teachers' Multicultural Teaching Practices

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Abstract

Kosovo is one of the countries with a multicultural social structure. This multicultural social structure is naturally reflected in schools and classrooms. Classes with a multicultural structure can affect teachers' teaching-learning conceptions. Teachers' perspective and knowledge on multiculturalism also shape the understanding of multicultural education. In this study, it is aimed to determine teachers' level of knowledge, belief, attitude and self-efficacy in Kosovo about multicultural education. The study was carried out with 975 Albanian, Turkish and Bosnian volunteer teachers working in Kosovo. The data were collected using six scales that were developed by Yıldırım and Tezci. Research data were analyzed with path analysis. At the end of the study, it was found that teachers' knowledge of multicultural education, conceptual information about cultural differences, belief about the necessity of multicultural education, attitude towards cultural differences, and self-efficacy perception were related to multicultural education and they highly used in-class multicultural teaching practices. The moderately positive relationship between the variables was determined. It was also reached that all of these variables predicted multicultural classroom teaching practices. And finally, it was found that developing teachers' perceptions of self-efficacy, knowledge and belief about multicultural program implementations was more important.

Keywords: *Multicultural education, self-efficacy for multicultural education, attitudes towards education for diversity, belief for multicultural education, Kosovo*

Öğretmenlerin Çok Kültürlü Eğitim Uygulamalarını Etkileyen Faktörler

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Öz

Kosova çokkültürlü toplumsal yapıya sahip ülkelerden biridir. Bu çok kültürlü toplumsal yapı, doğal olarak okullara ve sınıflara da yansımaktadır. Çok kültürlü yapıya sahip sınıflar, öğretmenlerin öğretim-öğrenme anlayışlarını etkileyebilmektedir. Öğretmenlerin çokkültürlülüğe bakış açısı ve bilgisi de çokkültürlü eğitim anlayışını şekillendirmektedir. Bu çalışmada, öğretmenlerin Kosova'da çok kültürlü eğitim hakkındaki bilgi, inanç, tutum ve öz-yeterlik düzeylerinin belirlenmesi amaçlanmıştır. Araştırma, Kosova'da çalışan 975 Türk, Arnavut ve Boşnak gönüllü öğretmenlerle gerçekleştirilmiştir. Veriler, Yıldırım ve Tezci tarafından geliştirilen altı farklı ölçek kullanılarak toplanmıştır. Araştırma verileri yol analizi ile analiz edilmiştir. Çalışmanın sonunda öğretmenlerin çok kültürlü eğitim bilgisi, kültürel farklılıklar hakkında kavramsal bilgi, çok kültürlü eğitimin gerekliliği hakkındaki inanç, kültürel farklılıklara karşı tutum ve öz-yeterlik algısı çok kültürlü eğitim ile ilişkili bulunmuştur. Değişkenler arasında orta derecede pozitif ilişki saptanmıştır. Değişkenlerin çok kültürlü sınıf öğretimi uygulamalarını üzerinde anlamlı bir etkiye sahip olduğu belirlenmiştir. Son olarak, öğretmenlerin çok kültürlü eğitim uygulamalarında bilgi, inanç ve öz-yeterlik algılarının geliştirilmesinin önemli olduğu saptanmıştır.

Anahtar Kelimeler: Çok kültürlü eğitim, çok kültürlü eğitim için öz-yeterlik, eğitime yönelik tutumlar, çok kültürlü eğitime olan inanç, Kosova

Introduction

Within the same society, communities develop different cultures according to their common backgrounds, the region they live in, their fields of economic activity and their socio-economic status. "This structure, which is formed by gathering different cultures, is examined within the perspective of multiculturalism" (Basarir, 2012, p. 4). Although multiculturalism is a concept that emerged in the historical process along with European Middle Ages enlightenment (Aytac, 2009; Banks, 2001; Keskin and Yaman, 2014), it is seen that it is difficult to make a common definition like the concept of culture. Multiculturalism, due to the nature of language, religion, race, social status, history and geography in terms of individuals from different cultures to have the ability to live together and consciousness, alienation and identity can lead to problems such as complexity (Kymlicka, 2004; Tekinalp, 2005). In this sense, multiculturalism is considered important element for tolerance and social peace in societies coming from different cultural background. Education has key role in developing and keeping tolerance and social peace. Therefore multicultural education becomes important.

Multicultural education has come to the agenda in order to eliminate the problems caused by different cultures and to ensure that individuals benefit from multiculturalism (Banks, 2013; Bennett, 1999; Nieto, 1994). Multicultural education especially curriculum is a reform movement designed to bring about major fundamental changes and regulations in the education system. Research shows that all schools need to be reformed in order to implement multicultural education effectively (Banks, 2011; Gillborn, 2008; Nieto, 2012). In this context, teachers' knowledge levels, behaviors, beliefs, attitudes and self-efficacy perception have the potential to affect the reform efforts of multicultural education (Brown, 2007; Polat, 2009). Because it is the teacher who will implement the education program, choose the appropriate methods and techniques for teaching cultural differences, choose the tools and materials and create the learning environment and measure and evaluate the learning (Banks, 2007; Benediktsson, 2019; Gay, 1994; Neuharth-Pritchett, Reiff, and Pearson, 2001).

Being a teacher sensitive to multiculturalism, changing the mindset and behavior of people including their belief and attitude at the same time re-

quires self-efficacy (Polat, 2009). For this reason, teachers should have an understanding of multiculturalism, multicultural education and professional knowledge and skills, this is one of the most important factors affecting the success of multicultural education programs. Teachers' belief in the need to protect, develop and support each culture is of great importance in learning environments where students' cultural differences and diversity are at the forefront. In studies, it was determined that teachers who received education on multiculturalism in pre-service or in-service training process had positive changes in their attitudes, beliefs and discourse towards cultural differences in their professional lives (Middleton, 2001; Valentiin, 2006).

Teachers should have a positive attitude within the classroom as well as their knowledge, perception and beliefs about cultural differences. The responses of the teachers to students from different socioeconomic and cultural groups, the positive and negative behaviors they exhibit, their ethnicity and attitude towards differences affect the students (Findikci, 1991; Orakcı, 2015; Shields, 2004; Sozer, 1996). It is equally important to be tolerant towards students with different cultural characteristics and to reflect this in their behaviors towards students.

Another characteristic of teachers for effective teaching in multicultural education is their self-efficacy perception towards multicultural education. The concept of self-efficacy as a belief is based on Bandura's Social Learning Theory (Morgil, Secken, and Yucel, 2004). Self-efficacy is a characteristic that is effective in the form of behaviors. In other words, it is a teacher's assessment of his/her own competences about how to overcome the problems that he/she may face in the future learning environments (Askar and Umay, 2002; Bandura, 1993, 1997,). Self-efficacy develops through experiences and they make judgments about the ability of teachers to use these skills as a result of their experiences (Bjorklund, 2000; Dilekli and Tezci, 2016). In this context, teachers who have a high self-efficacy perception will be able to organize appropriate learning experiences by using many different types teaching methods and techniques to students who have different culture, language, religion and ethnic affiliation by creating a positive classroom environment and will be able to evaluate whether the students have won the desired behaviors (Arı and Saban, 2000; Yılmaz, Köseoğlu, Gerçek, and Soran, 2004).

Although the cultural differences mentioned in each society are more or less the same, these differences are more evident in some countries and the social structure is built on this cultural diversity. Naturally, this diversity is reflected in schools and classes. One of the countries with the most cultural differences is Kosovo because “Turks, Albanians, and Bosnians coming from different ethnic origins such as Rom, Gorani, and Serb are living together in Kosovo” (Koro and Safci, 2008, p. 17). Multicultural education in societies, where cultural diversity is high, is important in terms of meeting the learning needs of students and developing the culture of living together. The existence of multicultural education program schemes does not mean that this education is implemented effectively. The program design is as important as multicultural education takes in practice. Therefore, it is aimed to determine the classroom practices of the teachers who are the implementers of the programs and the factors (e.g., knowledge, belief, attitude, self-efficacy) affecting them.

Theoretical Framework

Multicultural education refers to the ideas and approaches that advocate the participation of multicultural policies in education. Multicultural education is the most important tool for capturing this change of multicultural policy in education (Ergun, 2014; Fidan, 2012). Multicultural education is a reform movement designed to bring about some basic changes in the education system (Banks, 2011; Gillborn, 2008; Nieto, 2012). Multicultural education argues that all students should have equal educational opportunities regardless of language, religion, race, sexual orientation and culture. Banks (2013) stated that multicultural education focuses on the ethnic group, social class, sexual orientation, religion, language and culture, how it affects students' learning and behavior change in the classroom environment.

Banks (2013) stated that multicultural curriculum content has come a long way in schools, and in most universities and primary schools, multicultural education content has achieved significant successes in recent years. Johnson (2008) stated that in addition to the usual practices of the teachers working in educational institutions, they gave assignments related to the works written by the authors of different colors, prepared lesson activities suitable for different cultures and valued diversity. There are different ap-

proaches used to integrate these cultural and racial values into the program content.

Banks and Banks (1989) indicated that there are many approaches to integrating different ethnic, racial and cultural content into educational programs and that these approaches are supportive approach, contributing approach, transformation approach, decision-making and social action approach. Supportive approach is one of the most commonly used approaches. Ethnic heroes, special days and celebrations in this approach are placed in the general education program without changing the basic framework of the education program. It can be said that a supportive approach is used very often because it is easily integrated into the education program. In spite of this advantage of a supportive approach, it is criticized that students from different cultures do not allow them to develop a universal perspective. This approach does not address issues such as poverty, inequality, racism, discrimination or victimization. Instead, content is transferred to different cultures. The contributing approach emerges when the perspectives of different cultural and ethnic values are added without changing the draft of the education program. This approach shares the disadvantages of the supportive approach. It also fails to help students to examine societies with different ethnic groups (Banks and Banks, 1989; De La Torre, 1996).

The transformation approach is different from both supportive and contributing approach. This approach changes the basic assumptions of the education program and aims to enable students to see different understandings from various perspectives. At the same time, this approach attempts to instill the content and perspectives of different ethnic groups that will help to increase students' positive perceptions of societies belonging to different cultures. The decision-making and social action approach, which encompasses all elements of the transformation approach, adds the need for students to decide and act on the issues related to the concepts they work with (Olson, 2001).

The young generations who will be educated through multicultural education in schools will be able to produce solutions to problems in the country and society. Youngdan and Hi-Won (2010), who explain why multicultural education is necessary in three articles, is the first that helps to establish a bond of friendship among students from different cultures and ethnic groups; the latter contributed to the prevention of cultural conflicts in cul-

turally diverse societies; and the third contributed to the integration of different cultures. Multicultural education is needed as multicultural communities offer a more reliable and broad cultural unification. In this context, research on multicultural education shows that multicultural education enhances cooperation among students from different culture in the classroom environment and improves positive perspective towards cultural diversity (Asante, 1992; Banks, 2013; Gay, 2002, 2013; Lloyd, 2002).

Curriculum development for multicultural education and reform efforts in education have been initiated (Gay, 1994; Sharma, 2011). In the learning environment, teachers implementing the curriculum have great responsibilities in the achievement of the success of the curriculum to be applied for the teaching of cultural differences (Brown and Kysilka, 2002). Teachers are expected to create a learning environment that will ensure equality of opportunity by providing tolerance and respect for multicultural education, positive attitudes, knowledge, skills and at the same time creating behavior change in line with the profession (Gay, 2002; Karacabey et al., 2019; Unlu and Ortem, 2013). Teachers working in educational institutions should be aware of how the curriculum they are implementing affect each other. The teacher should have the knowledge and skills to change some or all of these elements in order to improve the teaching and learning process. Research shows that teachers' knowledge affects their teaching practices (Fennema and Franke, 1992; Kaya and Aydın, 2014; Lloyd and Wilson, 1998; Rowland et al., 2005). Teachers' knowledge about teaching and conceptual information about differences will contribute to the understanding of the program more accurately and include multicultural teaching practices in the classroom. Therefore, it can be said:

- H1: Teachers' knowledge of multicultural education is a positive predictor of classroom teaching practices.
- H2: Teachers' conceptual levels of knowledge about cultural differences are a positive predictor of classroom teaching practices.

Teachers' knowledge about multiculturalism is also effective in forming beliefs and attitudes (Ernest, 1989). Fishbein (1967) distinguishes belief and attitudes and draws attention to the formation of beliefs and attitudes. Goodenough (1963) treats beliefs as propositions that they regard as right

and describes them as references they use in evaluating the future or as references they use to evaluate the behavior of others. Nespor (1987) pointed out that the beliefs and attitudes of individuals are formed from past experiences. The knowledge and experiences of individuals on a subject will affect their beliefs and attitudes (Anderson, 2005; Anderson et al., 2005). In the literature, it is tried to reveal the different dimensions of the characteristics that the teacher should have (Küçükahmet, 1976; Özdemir and Yalın, 1999). In the studies on teacher qualifications, it is revealed that teachers' knowledge about cultural differences, attitudes and self-efficacy beliefs towards the teaching profession are important variables for their success in the teaching profession. Bang, Ellinger, Hadjimarcou and Traichal (2000) emphasized the importance of knowledge in the formation of behaviors such as beliefs and attitudes. Green (1971) stated that the beliefs of the individual were shaped according to their knowledge. Many studies in the literature (e.g., McLeod, 1992; Wenner, 1993; Wilkins, 2008) reveal that there is a positive relationship between knowledge and attitudes and beliefs. Moore and Reeves-Kazelskis (1992), in an experimental study, concluded that formal education designed and effective in the teaching of cultural differences has the potential to influence and change teachers' beliefs. In this context, it can be said:

- H3: Teachers' knowledge of multicultural education is a positive predictor of beliefs about the necessity of multicultural education.
- H4: Teachers' conceptual level of knowledge about cultural differences is a positive predictor of beliefs about the necessity of multicultural education.
- H5: Teachers' knowledge of multicultural education is a positive predictor of attitudes towards cultural differences.
- H6: Teachers' conceptual levels of knowledge about cultural differences are a positive predictor of attitudes towards cultural differences.

According to Bandura (1993, p. 120), the concept of self-efficacy has been defined as, "individual judgments on how well individuals can do what is necessary to deal with possible situations." Bandura (1997) pointed out that the performance of individuals with a high level of judgment about themselves in performing a job or task will be higher. Therefore, it can be said

that self-efficacy is an important factor in terms of success. Tschannen-Moran and Woolfolk Hoy (2001, p. 473) defined teacher's self-efficacy as "the teacher's judgment on his/her ability to create the desired results, such as loyalty and learning in the student." Self-efficacy beliefs of individuals can be shaped according to direct and indirect experiences (Moore and Reeves-Kazelskis, 1992). Bandura (1988), who explains the factors in self-efficacy perceptions, lists them as beliefs, experiences, and social persuasive emotional state factors. Studies also found that knowledge is important in the formation of self-efficacy beliefs (Abbit, 2011; Lee-Endres, Endres, Chowdhury and Alam, 2007; Swackhamer et al., 2009). It can be said:

- H7: Teachers' knowledge of multicultural education is a positive predictor of self-efficacy perception of multicultural education.
- H8: Teachers' conceptual knowledge of cultural differences is a positive predictor of self-efficacy perceptions of multicultural education.

Teachers' knowledge and beliefs about cultural differences, as well as their positive attitude, which adopts students' differences and approach them with tolerance, is also an important factor in the implementation of multicultural programs. The effective implementation of multicultural curriculum in the classroom depends on the teachers who practice it and their acceptance of the differences (Villages and Lucas, 2002; Wang, 2004). Teachers' beliefs that are the implementers of multicultural curriculum contribute to the development of attitudes. Richardson (1996) emphasized the role of beliefs in the formation of attitudes. According to Pajares (1992), values and understandings are shaped according to beliefs. He pointed out that these concepts also direct the behavior of the person. Ernest (1989) also stated that beliefs and attitudes directly affect instructional practices.

It is known that teachers' beliefs and attitudes towards teaching cultural differences are important in terms of affecting the lives of students and their families as well as affecting their professional lives (Findikci, 1991; Ulgen, 1995). Teachers' attitude and their beliefs are other factors affecting the success of multicultural education programs (Bryan and Atwater, 2002; Yilmaz and Tosun, 2013). Teachers' responses to students from different socio-economic and cultural groups, positive and negative behaviors, their ethnic-

ity and attitudes towards differences affect the students (Findikci, 1991; Kaya and Aydın, 2014; Shields, 2004; Sözer, 1996). Babacan (1999) draws attention to the fact that in an educational environment where the attitude is not taken into consideration, teachers will face significant difficulties in achieving equal opportunities, creating learning experiences specific to each culture and carrying out teaching activities.

Peck and Tucker (1973) determined that attitudes have an impact on classroom behaviors based on research. In addition, the teacher's beliefs, intellectual attitude, emotional reactions, various habits and attitude affect the student (Wang, 2004). Teachers' reactions to a situation or students from different race, language, gender and culture deeply affect students (Bryan and Atwater, 2002). Teachers, who are aware that they have different backgrounds and accept the differences naturally, have different backgrounds and offer high quality and different learning opportunities to students (Atwater, 1995; Atwater and Brown, 1999; Foster, 1997). It can be said that students are required to have different gender, nationality, ethnic origin, beliefs, traditions and learning experiences until they come to class with different experiences and to accept it as natural in multicultural classroom teaching practices (McCray and Beachum, 2010; Ramirez and Gallardo, 2001). Teachers' acceptance and respect of differences, believing that multiculturalism is wealthy, will open the door to applications to reduce the differences of achievement among students. From this perspective, it might be said:

- H9: Teachers' belief about the necessity of multicultural education is a positive predictor of their attitudes towards cultural differences.
- H10: Teachers' belief about the necessity of multicultural education is a positive predictor of multicultural classroom teaching practices.
- H11: Teachers' attitudes toward cultural differences are a positive predictor of multicultural classroom teaching practices.

Another teacher characteristic for effective teaching in multicultural education is their self-efficacy perception towards multicultural education. Self-efficacy is another characteristic that is effective in the formation of behaviors. In some researches, self-efficacy between high and low teachers, learning environment, using new methods and techniques, providing feedback

to students with learning difficulties show that there are differences (Gulebaglan, 2003; Kaufak and Eggen, 1998; Schunk, 1990; Yilmaz et al., 2004). Teachers with high self-efficacy are able to use and apply these variables effectively. Bandura (1997) states that teachers' perceptions of self-efficacy are not only about explaining the subject by explaining the subject, but also that the creative thinking of the students in the learning process by providing the classroom order, using the tools and adding support to the learning environment. In addition, it can be said that the teacher's self-efficacy belief towards multicultural education influences his/her classroom behaviors towards students from different cultures, how they treat all individuals fairly and equally, and how they develop positive attitudes towards teaching. Also, it is stated that the teacher's high self-efficacy belief about teaching cultural differences affect the students who have negative attitudes towards cultural differences and the learning process on achieving their goals effectively and successfully (Kurt, 2009). Demirtas, Ozer and Comert (2011) stated that teachers' self-efficacy perception was directing their behaviors as well as their skills and attitudes. Many research about teachers' attitudes to self-efficacy perception (Guskey, 1988; Holden and Rada 2011; Rimm-Kaufman and Sawyer, 2004; Yesilyurt, Ulas, and Akan, 2016) and teaching and learning (Moseley, Reinke, and Bookout, 2002; Seferoglu and Akbiyik, 2005; Wade, 1995; Woolfolk-Hoy, 2000) were carried out. Therefore, it can be said:

- H12: Teachers' perceptions of self-efficacy towards multicultural education are positive predictors of their attitudes towards cultural differences.
- H13: Teachers' perceptions of self-efficacy towards multicultural education are positive predictors of classroom teaching practices.

Method

Reviving the literature regarding multicultural education and the factors affecting the implementation of multicultural education program provided several hypotheses to test. In order to test these hypotheses, this qualitative and quasi-experimental study was conducted. In the following sections, the sample, the data collection tools, and the process of handling data were explained.

Sample

The research was conducted with teachers working in Kosovo. Research data were collected from volunteer teachers in schools in Prizren and Prishtina as well as in Reçane, Restelisa and Mamuşa districts at the end of the academic year. Data were collected by researchers visiting schools. Data were collected from 1005 teachers but as 30 forms were not fully answered, 975 teachers' responses were analyzed. 556 (57.03%) of the teachers were female; 419 (42.97%) of them were male. 196 of the teachers (20.10%) were of Turkish origin, 606 (62.15%) were Albanians, and 173 (17.74%) were reported themselves as Bosnian.

Data Collection Tools

Six different (knowledge, belief, attitude, self-efficacy, classroom practice) data collection tools were used in the study. These are the Conceptual Knowledge about Multiculturalism scale to determine how well teachers know the concepts of multiculturalism and the Knowledge of Multicultural Teaching scale to determine what multicultural education is. These two scales are based on subjective expressions. The scales are rated as 5 = Very good, 4 = Good, 3 = A little, 2 = Less, and 1 = None. In order to determine teachers' beliefs and attitudes related to multicultural education, "Belief about the Necessity of Multicultural Education" and "Attitude towards Cultural Differences and Multicultural Education Self-Efficacy" scales were used. In addition, "Multicultural Classroom Practices Scale" was used to determine the extent to which teachers were involved in multicultural education within the classroom. Multicultural Classroom Practices Scale is Likert-type scale and the options are from 5 = Strongly Agree to 1 = Strongly Disagree. The scales were developed in the Kosovo culture by Yıldırım and Tezci (2016, 2017). The scales developed by the researchers were first analyzed by explanatory factor analysis. After that, reliability and item analysis were performed. The general data about the structural properties of the scales are presented in Table 1.

Table 1. Data Related to Characteristics of the Scales

Scale	Factors	Number of Items	Explained % Variance	Cronbach Alpha	Reliability of Data in this Study
Conceptual Knowledge	Concepts of Cultural Differences	9	32.603	.87	.91
	General Culture Concepts	3	19.438	.68	.90
	Entire	12	52.041	.88	.92
Teaching Knowledge	Knowing Cultural Property	9	23.080	.88	.88
	Understanding of Cultural Differences	5	16.100	.80	.92
	Separation of Individual Differences	5	11.678	.66	.82
	Entire	19	50.858	.90	.89
Multicultural Classroom Practice	Technical use of Methods	7	18.401	.81	.89
	Designing Activity	5	18.031	.81	.88
	Considering Individual Differences	6	16.433	.80	.92
	Entire	18	52.865	.87	.93
Belief	Individual Rights Belief	4	23.362	.67	.86
	Belief That There Is General Right for People	5	22.217	.63	.78
	Entire	9	45.583	.75	.82
Attitude	Negative Judgment Regarding Cultural Differences	7	20.871	.78	.90
	Adopting Cultural Differences	5	15.024	.70	.88
	Ignoring Cultural Differences	4	14.935	.70	.91
	Attitude Scale General	16	50.831	.73	.93
Self Efficacy	Designing Activities	5	19.507	.76	.94
	Management of Cultural Differences	5	17.181	.69	.88
	Understanding Differences	3	16.695	.73	.89
	Self-Efficacy Scale General	13	53.384	.88	.88

The results of the CFA analysis conducted by Yıldırım and Tezci (2016, 2017) following the analysis of the EFA have been reported to test the structures identified and to obtain a good level of fit indices. The reliability of the scales was high, and the reliability of the data was high.

Data Collection and Analysis

Path analyses were administrated for teaching multicultural knowledge, conceptual knowledge, belief, self-efficacy and attitude variables. Path anal-

ysis was developed to explain the relationships between observed variables (Wright, 1921, 1934). The observed variables are the variables that the researcher can measure or observe directly. The variables include measurement errors. Path analysis allows the separation of direct and indirect relationships between dependent and independent variables and control of the error variable. The model in Figure 1 was tested based on the hypotheses of the study.

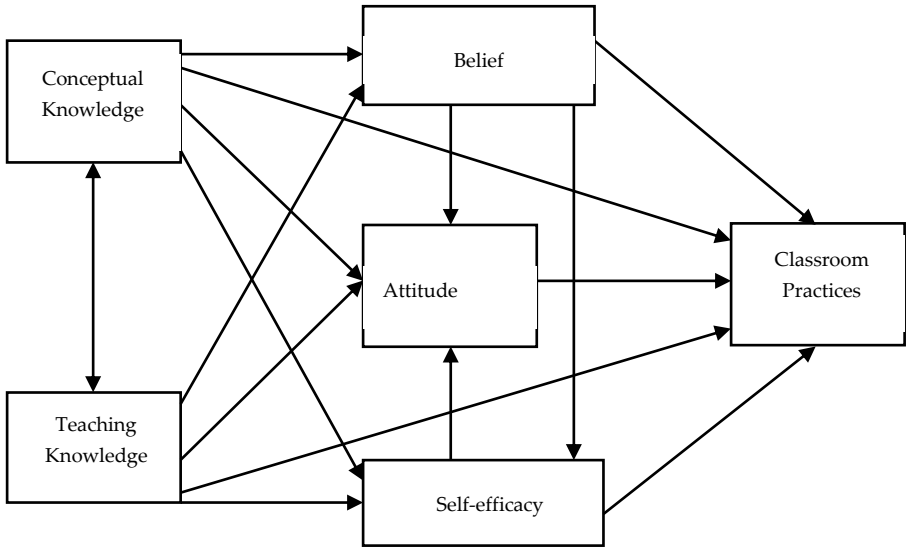


Figure 1. Path model to be tested.

Conceptual knowledge and multicultural teaching knowledge in the model are external variables, whereas belief, attitude, self-efficacy and classroom practices are internal variables. The power to predict the belief, self-efficacy, and belief in conceptual knowledge and multicultural teaching knowledge, the power of belief to predict attitudes and self-efficacy, the power of self-efficacy to predict the attitude, and the predictive power of these variables in the classroom practices for multicultural education were analyzed.

Findings

Descriptive Analysis Results

Descriptive statistics results of teachers' knowledge of multicultural education, conceptual knowledge, belief, attitude, self-efficacy and classroom practices were given in Table 2.

Table 2. Descriptive Analysis Results

Scales	Mean (M)	Standard Deviation (SD)	Skewness	Kurtosis
Multicultural Teaching Knowledge	4.05	.56	-.710	.737
Conceptual Knowledge of Multiculturalism	3.98	.67	-.578	.130
Belief in the Need for Multicultural Education	4.37	.47	-.747	1.450
Attitudes Towards Cultural Differences	3.59	.37	-.029	.724
Self-efficacy Perceptions for Multicultural Education	4.14	.53	-.563	.792
Multicultural Classroom Practice	4.01	.57	-.718	1.002

The average level of knowledge of teachers about multicultural education ($M = 4.05$, $sd = .56$) was high. It was observed that the conceptual knowledge of the teachers about multiculturalism ($M = 3.98$, $sd = .67$) was high. The high level of knowledge of teachers about the education to be made on the basis of cultural differences in the classroom and the high level of conceptual knowledge about multiculturalism show the knowledge of how to do multicultural teaching in the classroom.

Teachers' beliefs about the necessity of multicultural education ($M = 4.37$, $sd = .47$), self-efficacy perceptions for multicultural education ($M = 4.14$, $sd = .53$) and the average of multicultural education practices in the classroom ($M = 4.01$, $sd = .57$) were high. The results of the descriptive analysis showed that the teachers' average of the attitudes towards cultural differences ($M = 3.59$, $sd = .37$) was not as high as the other variables.

Correlation Analysis

Pearson Moment Correlation Analysis was performed to determine the relationship between variables, multicultural teaching knowledge, concep-

tual knowledge about multiculturalism, belief in the need for multicultural education, attitudes towards cultural differences, self-efficacy perceptions for multicultural education, and multicultural classroom practices. The results of Pearson correlation analysis are presented in

Table 3. Correlation Analysis Results

Scale	Teaching Knowledge	Conceptual Knowledge	Attitude	Belief	Self-Efficacy Perception
Conceptual Knowledge	.569*				
Attitude	.298*	.265*			
Belief	.304*	.254*	.343*		
Self Efficacy	.518*	.436*	.353*	.510*	
Multicultural Classroom Practice	.388*	.254*	.326*	.445*	.582*

* $p < 0.05$

As a result of the correlation analysis, there was a moderate relationship between conceptual knowledge about multiculturalism and multicultural teaching knowledge ($r = .57, p < .01$) and self-efficacy perceptions for multicultural education ($r = .52, p < .01$). There was a low relationship between attitudes of teachers towards cultural differences with multicultural teaching knowledge ($r = .30, p < .01$), regarding the belief in the need for multicultural education ($r = .30, p < .01$) and multicultural classroom practice ($r = .39, p < .01$).

There was a low positive relationship between teachers' conceptual knowledge about multiculturalism and attitudes towards cultural differences ($r = .27, p < .01$), beliefs in the need for multicultural education ($r = .25, p < .01$), and multicultural classroom practice ($r = .25, p < .01$). In addition, a positive relationship between teachers' conceptual knowledge about multiculturalism and self-efficacy perceptions for multicultural education was found at moderate level ($r = .44, p < .01$). The relationships between teachers' attitudes towards cultural differences and beliefs in the need for multicultural education ($r = .34, p < .01$) and self-efficacy perceptions for multicultural education ($r = .35, p < .01$) were moderately positive.

The teachers' beliefs in the need for multicultural education were determined to have a moderate relationship with the self-efficacy perceptions for multicultural education ($r = .51, p < .01$) and multicultural classroom practices ($r = .45, p < .01$). There is a moderately positive ($r = .58, p < .01$) relationship

between self-efficacy perceptions for multicultural education and multicultural classroom practices.

Evaluation of structural model

Path analysis was conducted to determine which of the teachers' characteristics are the ones that affect classroom implementations in the context of multicultural education. Teaching and conceptual knowledge variables were excluded; beliefs, attitudes, self-efficacy and classroom practices were defined as intrinsic variables. The model with Chi-square value of 0.00 and RMSEA value of 0.00 as a result of the analysis was determined to have a perfect fit (Tabachnick and Fidell, 2007). Standardized path coefficients obtained as a result of established model and path analysis are given in Figure 2.

As can be seen in the path analysis diagram given in Figure 2, the variable that directly affects classroom practices for multicultural education at the highest level is self-efficacy ($\beta = .39$), followed by respectively belief ($\beta = .20$), teaching knowledge ($\beta = .18$), and attitude ($\beta = .06$). These variables were found to be positive and significant ($p < .05$). However, the effect size of attitude was quite low. The direct effect of the conceptual knowledge was negative and the effect size ($\beta = -.07$) was found to be significant ($p < .05$) but low. The conceptual knowledge explained 7.3% of the total (direct and indirect) variance of classroom practices for multicultural education. In total, the level of teaching knowledge explained 41% of the variance related to classroom practices for multicultural education. The level of belief directly explained 20% of the direct variance, 16% of the variance indirectly and 36% of the total variance. Self-efficacy explained 39% of the variance, indirectly 1.2%, and 40.2% in total. The relationship between conceptual knowledge and attitude was found to be significant among all variables. It was determined that all variables predicted both direct and indirect classroom practices.

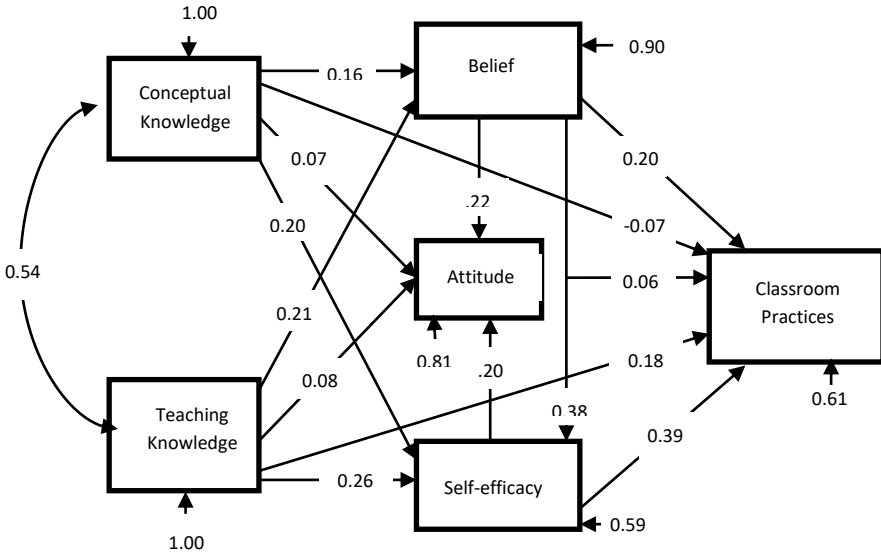


Figure 2. Standardized path diagram.

Path analysis results showed that conceptual knowledge, teaching knowledge, belief, attitude and self-efficacy had a significant effect in increasing the level of classroom practices for multicultural education. The most important effects were self-efficacy and belief. The most important effect on teachers' self-efficacy was belief ($\beta = .38$), followed by teaching knowledge ($\beta = .26$) and conceptual knowledge ($\beta = .20$). Both teaching knowledge ($\beta = .21$) and conceptual knowledge ($\beta = .16$) were effective on belief. While the effect of teaching knowledge ($\beta = .08$) and conceptual knowledge ($\beta = .07$) were low, the effect of belief ($\beta = .22$) and self-efficacy ($\beta = .20$) were found to be large. At the end of the analysis, all hypotheses were confirmed. Although the predictive power of some variables was low, the direct and indirect effects of all variables on multicultural classroom practices were significant.

Conclusion, Discussion And Recommendations

As a result of the analyses, it was found that teachers had a high level of knowledge about cultural differences and multicultural education. The high

level of teachers' knowledge of multicultural education and conceptual knowledge is important in terms of the beliefs and attitudes that will occur in this direction. In addition, the high level of knowledge of teachers will contribute to more effective multicultural classroom practices (Banks, 2001, 2013; Bennett, 1999; Gay and Howard, 2000). On the other hand, the high level of knowledge of teachers regarding multicultural education and cultural differences are considered important in terms of equal opportunity. Banks (2013) draws attention to this issue and emphasizes that students should have equal educational opportunities in the school regardless of gender, social class, race, and culture; and that different cultures enrich one nation.

Another finding of the study is that teachers' belief in the need for multicultural education and teacher attitude towards cultural differences are high. According to the results, it can be said that teachers' belief in the need for multicultural education and attitude towards cultural differences are positive, and that the differentiation between belief and attitude is low, and it is important for the success of multicultural classroom practices. In his study, Özgen (2012) stated that the most important factor in the success or failure of multicultural education is undoubtedly teachers. According to the results of the research, teachers' high level of belief in the need for multicultural education means that teachers have a strong belief in a way. According to Block and Hazelip (1995), once the belief system of teachers is formed, it is very difficult or impossible to change the teacher's belief. In this context, it can be said that the adoption of high level of belief and differences among the teachers in the need for multicultural education is an important driving force for multicultural classroom practices.

Damgaci and Aydin (2013), in their research in Turkey conducted on the university teaching staff, found out that teaching staff had higher attitudes. Babacan (1999) and Sozer (1996) pointed out that in the absence of attitudes, significant difficulties in ensuring equal opportunities, forming learning experiences specific to each culture, and carrying out teaching activities will be faced. Kaya (2013), Ciftci and Aydin (2014) showed that teachers had high level of attitudes towards multicultural education in their study with teachers. The high level of attitudes of teachers towards multicultural education is important in terms of providing multicultural classroom practices (Banks, 2013; Yıldırım and Tezci, 2016). In this study, it can be said that

teachers have high level of attitudes because being in a multicultural environment as Kosovo and being raised in a multicultural environment during their education processes were important factors. Similarly, Kervan (2017) in his study in Kosovo found that teachers' attitudes towards multicultural education were high and that attitudes were a significant predictor of teachers' teaching approaches.

According to the research results, teachers' perceptions of self-efficacy towards multicultural education were found to be high. The results of this study support the findings of many studies showing that the high level of self-efficacy towards multicultural education affects the activities towards this area in the literature (Bandura, 1997; Bozgeyikli, 2017; Kurt, 2009; Pajares, 1992). Kaya (2013), Bulut and Basbay (2015) stated that teachers found themselves sufficient in cultural differences and in multicultural education. Maatta (2008) also found similar findings in his study in Finland. The multicultural structure in Kosovo shows that teachers are already in multicultural education practices. Therefore, the fact that teachers are already in a structure in which they practice suggests that there will be an important factor in their high self-efficacy perception.

According to the results of the correlation and path analysis, it was determined that there was a medium level relationship between conceptual knowledge about cultural differences and teaching knowledge about multicultural education. Although teachers had high level of conceptual knowledge about cultural differences, their correlation with the teaching knowledge of teachers about multicultural education was not very high. However, it can be said that the existence of a moderate relationship between the conceptual knowledge and the teaching knowledge about multicultural education supports each other. There is a low level of relationship between knowledge levels and attitudes about multicultural education. The power of teachers' attitudes to predict the conceptual knowledge and teaching knowledge is low but meaningful. Although the direct effect on attitudes is low, the indirect effect is higher for both variables. Both self-efficacy and belief show that conceptual knowledge has an intermediary role in classroom practices. Babacan (1999) pointed out that teachers have low levels of knowledge, attitudes and beliefs towards multicultural education, they may have significant difficulties in providing equal opportunities in an educational environment, informing learning-specific experiences, and

teaching activities. Although there is a low correlation between conceptual knowledge and teaching knowledge and teachers' belief in the need for multicultural education, it is determined that the predictive power is moderate. According to Pajares (1992), all teachers have different beliefs about the ethnic backgrounds and cultures they belong to, the subjects they teach, their roles and responsibilities. Researches show that the influence of the family has an important role in shaping teachers' beliefs, education in schools, and cultural views on education (Middleton, 2001; Pajares, 1992; Phillips, 2009; Valentiin, 2006). There is a moderate relationship between conceptual knowledge, teaching knowledge, and self-efficacy perceptions for multicultural education. Self-efficacy is the evaluation of teachers' self-efficacy about how they can be successful in solving problems they may encounter in learning environments (Askar and Umay, 2002; Bandura, 1997). There is a moderate correlation between conceptual knowledge and teaching knowledge and classroom practices. The conceptual knowledge of cultural differences has been found to have low power to predict multicultural classroom practices, and multicultural education knowledge is high. The thought that students can have different race, ethnic origin, class, gender, language, belief system and sexual orientation, taking these into considerations while organizing the teaching environment and being open to discuss these differences are important indicators of carrying cultural richness to the classroom (Sinagatullin, 2003).

A medium level relationship was found between teacher attitudes towards cultural differences and teacher beliefs in the need for multicultural education. Teachers' beliefs and attitudes are among the characteristics that have the potential to affect the success of multicultural classroom practices. Eisenhart, Shrum, Harding and Cuthbert (1988) emphasized the relationship between attitude and belief, stating that "there is a task, an action, an event, or another person, a way of describing a relationship between a person's attitude to that task, an event, or an attitude towards another person"(p. 53). There is a moderate relationship between teacher attitudes and self-efficacy perceptions. The same finding was found in Bulut and Basbay (2015). They found a positive relationship between teachers' self-efficacy and their attitudes. There is a low level of relationship between teachers' attitudes and multicultural classroom practices related to multicultural education. Studies in the literature (Akkari, Loomis, and Bauer, 2011; Banks,

2001; Gay, 2002) found that high levels of positive attitudes have positive effects on multicultural education.

It was determined that there was a medium level relationship between teachers' beliefs and self-efficacy perceptions for multicultural education. In the learning environments where cultural diversity is high, teachers' self-efficacy perceptions is important in terms of organizing appropriate learning experiences for students (Fidan and Erden, 1994; Saban, 2005; Yilmaz et al., 2004). There was a moderate correlation between teacher's beliefs and classroom practices. However, the level of predictions of classroom practices is significant. Cardona (2005), Kendall (1996), and Pajares (1992) found that teachers' beliefs have an impact on multicultural classroom practices. It can be said that a strong belief in the need for multicultural education will motivate teachers to do different instructional designs on the subject.

There is a high level of relationship between teachers' self-efficacy perceptions and classroom practices. Studies have shown that there are differences between teachers' behaviors who have high self-efficacy and low self-efficacy on issues such as crating learning environment, using methods and techniques, and giving feedback for students who have difficulty in learning, and these differences affect student achievement (Gülebağlan, 2003; Yilmaz et al., 2004).

Path analysis results showed that conceptual knowledge, teaching knowledge, belief, attitude and self-efficacy have a significant effect in increasing the level of classroom practices for multicultural education. The most important ones are self-efficacy and belief. The belief is the most important factor affecting teachers' self-efficacy, followed by teaching knowledge and conceptual knowledge respectively. In the study, there is a positive medium level relationship between teachers' conceptual knowledge about multiculturalism and teaching knowledge. As the teachers' conceptual knowledge increase, their teaching knowledge also increase. Both teachers' conceptual knowledge and teaching knowledge predict teachers' beliefs and attitudes. Conceptual and teaching knowledge are the predictor of attitudes both directly and indirectly. In their study, Acquah and Commins (2013) determined that there is a relationship between teacher candidates' knowledge, attitude and beliefs about multiculturalism. However, they determined that teacher candidates are not sure how to integrate multicultural education into programs. In this study, it was determined that

knowledge level, beliefs and attitudes were predictors of classroom practices. It can be said that teachers' level of knowledge and experience in multiculturalism increased their level of self-efficacy and multicultural classroom practices. The power of conceptual knowledge to predict multicultural classroom practices is low but meaningful and has a negative effect. In this case, it is thought that the concepts dealt with in the research may originate from the concepts of discriminative features. Considering that multicultural education has positive aspects such as mainly enriching and unifying the learning environment, it has also negative aspects (Bali, 2001; Cirik, 2008; Cucen, 2005; Furman and Shields, 2005) that deepen the separation, it can be said that teachers generally approach the multicultural education from the perspective of positive aspects that unifies students and contributes to the student development.

In Kosovo, teachers' beliefs in the need for multicultural education and their knowledge and self-efficacy perceptions are high. It was seen that teachers were involved in multicultural education in the classroom and that belief, attitude, knowledge and self-efficacy were important factors in multicultural classroom practices. It can be said that the belief and self-efficacy perceptions in teaching behaviors of teachers are important factors. It is understood that teachers are more interested in multicultural education from the perspective of its positive aspects. Without disregarding the criticism of multicultural education, it can be said that instead of separatism, the integration of differences and management of the differences in terms of a democratic social structure and the understanding of the program based on this were more embraced. It can be said that it is important to increase the knowledge of teachers, to develop their perceptions about the necessity of multicultural education, and to develop their self-efficacy perceptions in the successful implementation of multicultural education programs. The results of the research indicated that providing trainings in the pre-service and in-service programs of teachers can be beneficial in terms of multicultural educational reform efforts. This study was conducted only with teachers in Kosovo. Kosovo is specific example for multicultural structure. Examining these variables in different cultures will contribute to multicultural programs and policies in the field. This study was conducted based on quantitative data. The qualitative analysis of the behaviors of teachers in the context of multicultural education in the classroom will contribute to the prac-

tices of multicultural education, curriculum development, and teacher education.

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