Culturally Relevant/Responsive Education: What do teachers think in Turkey?[1]

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The aim of this study is to survey teachers' views about culturally relevant/responsive education (CRE), in Turkey, in terms of some variables. The study was designed as a descriptive survey model. The data were collected by means of a scale, Culturally Relevant Education View Scale (CREVS), developed by the researchers. The scale was implemented with 1302 teachers who were selected through random-stratified sampling and who are currently working in seven different provinces: Van, Diyarbakır, Konya, Antalya, İzmir, İstanbul, and Trabzon. Descriptive statistics and non-parametric tests were used in the analysis of the data. The results clearly indicate that the teachers are mostly positive toward CRE, they view CRE as a needed education pedagogy (%87) and think CRE can be effective (%85), due to cultural diversity in Turkey. It also appeared that teachers are moderately concerned (%53) about CRE and that teachers' views differ significantly according to personal (gender), environmental (the geographical area where they grew up, the level of family socioeconomic status), educational (the graduation programs, branches/subjects, the experiences related to diversity/multicultural education), and professional (the number of cities they have worked, the province/city they teach currently) characteristics. Based on our findings, we suggest making CRE a central part of teacher education, both during initial preparation and during professional development.
Keywords: culturally relevant pedagogy, culturally responsive teaching, cultural diversity in Turkey, teachers' views, teacher education.

Introduction

Today, almost every society consists of many culturally different groups, including Turkey. For hundreds of years, many culturally, ethnically, economically, linguistically and religiously diverse groups have lived in Turkey. According to KONDA (2011) about 85% of people speak Turkish, 13% Kurdish and Zaza, whereas 2% of the people speak such languages as Laz, Circassia, Armenian, Caucasian, Greek, and Arabic. Of the 36 different ethnicities in Turkey, about 78% are Turkish, 13% are Kurds and 1.5% are Laz. Many Muslims, Christians, and Jews have lived together for centuries. Furthermore, the number of refugee students is increasing rapidly (Education Reform Initiative, 2017) and according to Çelik (2018) one million Syrian refugee children are at the age of compulsory education and half million Syrians have potential to demand education in few years. In the light of these data, it can be clearly said that Turkey is a multicultural country (Aydin, 2013; Aydin & Kaya, 2017) and there are students who have different cultural values and backgrounds in all of Turkey's provinces.

Since there are many culturally different students in the education system of Turkey and teachers are assigned to schools according to the centralized KPSS (State Employee Selection Exam) exam results in Turkey, it is highly possible for teachers to encounter culturally different students. But, it is hard to say the cultural diversity of Turkey is considered sufficiently in the process of teachers' training. Contrary to the reality (diversity) of Turkey, throughout the teacher training process, teachers are trained as if they would encounter a single student profile throughout their professional lives (Akar, 2016; Alanay & Aydin, 2016; Arslan & Yigit, 2016; Aydin, 2013; Clark, 2015) and this situation may cause many problems when teachers have culturally different students in their classrooms (Kotluk, 2018). For example, some current researches show that the teachers faced such problems as language, preparation of appropriate teaching content, teaching strategies, teaching materials, evaluation processes of the refugee students (Erdem, 2017; Tarman & Gürel, 2017) and prejudices, discrimination, exclusion are significant problems encountered in the educational process of them (Göktuna-Yaylacı, Serpil & Yaylacı, 2017).

Kotluk (2018) stated that culturally different students have low expectations, low motivation, lack of adaptation, academic failure, lack of self-esteem, lack of self-confidence, feelings of deprivation, however, teachers do not know what kind of strategies can be developed to cope with such challenges.

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Also, when the educational process of culturally different students and "equity in education" in Turkey are examined, there is an achievement gap among students regarding gender, life in rural or urban areas, the number of siblings, home language, school types, socioeconomic levels, and geographic regions (Ataç, 2017; Oral & McGivney, 2014). For example, students with non-Turkish speaking families have fallen about 2 years behind their peers in literacy achievement.

The problems mentioned above are not only specific to Turkey. Debates on the educational processes of culturally diverse students or disadvantaged groups in many countries, especially in the US, have continued for many years. The questions "How can we effectively teach to the culturally different students and how can we improve teachers quality for this purpose?" are discussed broad sense. As a result of these discussions, especially two trends come to the fore in the literature. One is multicultural education (ME) and the other is culturally relevant education (CRE). Although there are many studies about multicultural education in Turkey, there are still limited studies about CRE. Therefore, we will focus on CRE in this study.

Culturally Relevant Education/Pedagogy/Teaching/Instruction

Designing the teaching-learning process in which students' different cultural references, home cultures, and previous experiences are taken into consideration is Culturally Relevant/Responsive Education (CRE). Its aim is equipping "all" students with high skills and meeting the social, academic and emotional needs of culturally different students by preserving and maintaining their different cultural values (Paris, 2012). It emerged and evolved in the United States, and is now being discussed in a broader context. CRE is labeled by researchers as "relevant education" (Aronson & Laughter, 2016), "relevant pedagogy" (Ladson-Billings, 1995a), "sustaining pedagogy" (Paris & Alim, 2017), "responsive teaching" (Gay, 2018), and "responsive instruction" (Au, 2007).

The fundamentals of CRE (see Figure 1) is based on the ideas of critical pedagogues such as Freire (1991), Giroux (1984) and McLaren (1989), on the studies related to equity pedagogy (Banks and Banks, 1995), on multicultural education (Banks & Banks, 2010; Sleeter & Grant, 2008), on constructivism (Halpern, 2017; Villegas & Lucas, 2002), specially on Ladson-Billings' studies labeled Culturally Relevant Pedagogy (CRP) (1990, 1991, 1992a, 1992b, 1995a, 1995b, 2014), and on the insights that Geneva Gay conceptualized as Culturally Responsive Teaching (CRT) (1997, 2002a, 2002b, 2010, 2013, 2018). However, research on CRE has gained a new dimension in recent years, and emphasizes that while important, being sensitive to the cultural values of students in education is not sufficient. Thus, the content of this approach should be expanded and be made more effective to protect the cultural values of the students and to sustain their culture (Paris, 2012; Paris & Alim, 2017). According to Au (2007), educators should help students both to acquire the knowledge, strategies, and skills that will enable them to successfully compete for rewarding jobs in the global economy and to allow students to reach higher standards through culturally responsive instruction or ways of teaching and learning consistent with the values of their heritage cultures. Educators, in this way, should also help to preserve students' many heritage languages and cultures.

The assumptions shared by all those researchers are that the goals of CRE are to increase the school success of culturally different students, which depends on building bridges between students' experiences at home and at school, to foster students' competence in the heritage culture and language, and to remove the profound gaps between culturally different students struggling with inequalities in schools by making the relevant changes in the educational attitudes of all learners in a more effective way without discrimination. The common view shared by these researchers is that schools play an important role in achieving social justice and making social change, through a focus on equality of educational outcomes and a celebration of diversity.

Figure 1. The fundamentals of Culturally Relevant Education

CRE is a pedagogy aimed at educating students in terms of intellectual, social, emotional, critical and democratic competence, considering the cultural values and references that affect the knowledge, skills and attitudes of students. This pedagogy helps learners understand and make sense of the world, with reference to their cultural values and cultural differences. This pedagogy aims not only to gain academic achievement, but also to develop cultural competence and critical perspective in social and cultural terms. According to Ladson-Billings (1995a), all students, regardless of their differences and disadvantages, should be (a) academically successful, (b) culturally competent, and (c) critically conscious. Through this approach as well as academic achievement, students will be able to examine issues such as social problems, social justice, inequality and discrimination from a critical point of view, preserving their own cultures. On the other hand, they will be able to value other cultures and at the same time critically filter out cultural values and society to fight dogmatic/false values and question their role in creating a democratic, multicultural society.

According to CRE, a common understanding should be established in both teachers and students that "everyone" will be able to achieve and succeed at high levels of competence. Instructional activities, instructional plans and programs should be organized in such a way that students can learn by doing and take an active role and responsibility in their learning. Teachers should act as advisors and facilitators of students and should have a positive view of their parents, regardless of their cultural values, and should ensure that parents share their culture-based experiences and skills in the classroom environment by involving parents and families into learning environments when necessary. Teachers should not only learn and respect the cultures of the students but also be informed about the cultural values of students in their classrooms and should integrate these values with teaching activities and use them in class to increase their learning opportunities. Teaching plans and programs should be revised or if necessary reshaped, filtering the stereotype and the marginalizing ideas in accordance with the cultural values of the students, preliminary learning based on their culture and interests and needs of the students. Since teachers and the rest of the class will provide students with an idea of their culture, each student should be given the opportunity to control some of the lessons and talk about their cultural values to the class. Teaching should be set up by cooperative learning groups of students with different cultural values in a way that it can contributes to the development of the academic language, largely under the control of the pupils, without repressing them. Even if they are different from each other in this way, students are responsible for each other's learning and developing a positive commitment to each other to act towards a common goal (Ladson-Billings, 1995a).

According to Gay (2002b), Culturally Responsive Teaching (CRT) is one of the most effective pedagogical paradigms to meet the needs of students with different cultural values (including those with disabilities) who academically fall behind their peers. In accordance with this paradigm, the CRT is designed to make the teaching more responsive to the cultural values of the students (Gay, 2013). By focusing on the success of students, CRT can empower them socially and academically by setting high expectations for them. It is multidimensional because it implements cultural knowledge, experience, contributions and perspectives, and associates different educational strategies and multicultural curricula

with school and home differences, and also regards each student's culture as unique and valuable (Andrew, 2017; Aydin, 2012). It suggests that the cultural values of culturally diverse students should be included in the official program and the content be regulated by caring for cultural differences. It is comprehensive as it aims to improve the individual in social, emotional, political and critical perspectives. It advocates establishing links between academic knowledge and culture. Therefore, CRT is comprehensive, multi-dimensional, supportive, reflective, transformative and libertarian (Gay, 2018).

Culturally Relevant/Responsive Teachers

From a CRE perspective, culturally responsive teachers have a positive perception of themselves and their students. They are aware of how differences such as culture, socioeconomic status, disability and language affect education and school success. They consider the cultures of students as an important means for effective learning to take place (Ladson-Billings, 1995a). Without discrimination, they have high expectations that all students can be successful and they make them feel this anyhow. Culturally responsive teachers investigate the ways to learn about students' language, communities, families and beliefs, and in this way they succeed in becoming "students' student" and incorporate the cultures of their students into the teaching and learning content. Thus, they cooperate and learn with their students in learning environments and also help them to recognize the cultures of both themselves and others (Nieto, 2000). They have good contextual and pedagogical skills that will enable them to develop different assessment practices to assess students' performance in various contexts. They create learning environments based on collaborative learning in classes that cover all cultural differences. They struggle to incorporate families and parents in students' education process and stand against the negative and marginalizing attitudes and prejudices of other teachers (Ladson-Billings, 1992b).

Previous research on Culturally Relevant Education in Turkey

While many studies about Multicultural Education have been conducting especially for 10-15 years, in Turkey, the same cannot be said for studies about CRE. For example, there are studies which examine the views of teachers, teachers candidates, pre-service teachers or teaching staff about multicultural education (Başbay, Kağnıcı & Sarsar, 2013; Çoban, Karaman & Doğan, 2010; Tarman, 2012; Ünlü & Örten, 2013) and studies which examine the attitudes or self-efficacy perceptions of teachers (Acar-Çiftçi, 2015; Kaya, 2013; Kılınc, 2014; Polat, 2013). But, as a result of the literature survey conducted by the researchers, it can be said that there is a great need for studies about CRE, in Turkey. Because the number of studies is about CRE very few and limited. For instance, Yılmaz and Şekerci (2016) examined the problems faced by teachers as a result of cultural differences, while Rengi and Polat (2014) questioned teachers' perceptions of cultural differences and cultural sensitivity levels in a single branch context (primary school teachers).

Kotluk and Kocakaya (2016, 2018) examined, theoretically, the concept and principle of CRE. Tuncel (2017) carried out an action research with 40 prospective teachers and various activities were performed within the framework of the action plan developed to train prospective Social Studies teachers to be culturally responsive. The author stated that it is believed that being able to see differences between individuals from different cultural backgrounds and assessing events accordingly are important qualities for teachers. Karataş and Oral (2015) examined the views of teachers, who take postgraduate education, regarding CRE. The research was carried out with 25 teachers who are from various branches and take postgraduate education in a university in Turkey. Paksoy (2017) with a qualitative doctoral study with 15 teachers, in Ankara province, questioning the experiences of the teachers about how they included the cultural values of the students into the education and instruction process. Aydın (2014) translated into Turkish one of the Gay's books, who is one of the pioneers of CRE. When the studies conducted about CRE regarding in Turkey, its seen that there are no large-scale studies. As Kotluk and Kocakaya (2017) and Kotluk (2018) highlighted, studies related to CRE, especially with in-service teachers and with a large sample, must be carried out in Turkey.

The aim of the study

Since teachers' views and perceptions have affected their own curriculum, instructional process, and relationship with culturally different students, there seems great need for large-scale studies that deal with teachers' views about CRE, and studies that examine teachers' views, who work in different geographical regions, cities etc. and who have different characteristics in Turkey. Thus, the purpose of this study is to examine the views of teachers about CRE in Turkey, in terms of some variables. The research questions of the study are as follows:

- What do teachers think about culturally relevant education in Turkey?
- Are there any statistically significant differences regarding views about CRE among teachers in terms of the following variables?
a) The program they graduated from

b) The number of cities in which they have served

c) Branches/Subjects (the field of teaching)

d) Whether they are interested in or have taken courses/seminars related to multiculturalism or cultural diversity

e) The city they are working in currently

f) The geographical area where they have spent most of their lives

g) Gender

h) The level of socioeconomic status of the family they grew up in

The importance of the study

This research is the first comprehensive and large-scale study that examines, by comparing some variables, teachers' views about CRE in Turkey. The findings of such comprehensive studies are needed to develop a more relevant education system for a multi-cultural society, like Turkey. It is expected that findings, conclusions, and recommendations of this research will contribute to the efforts to make teacher education programs and teachers more culturally responsive/relevant in Turkey.

Method

In order to survey as many as teachers' views about CRE, descriptive survey model from quantitative methods was used. The population of this research is composed of teachers who work in public schools of all types and degrees during in the fall semester of 2017-2018 academic year in Turkey.

The Sample

In this study, from probability-based sampling methods, stratified sampling method was used, and the sample was determined in three steps: In the first phase, Turkey's seven geographical regions were identified as separate strata. Then, the metropolitan municipalities located in each geographical region were identified. The reason for the selection of the metropolitan cities is that they were thought to involve a higher population with cultural differences due to factors such as migration. According to Turkish Statistical Institute, when considering provinces that receiving the highest migration, of the 81 provinces in Turkey, İstanbul (1st), İzmir (2nd), Antalya (4th), Konya (8th), Diyarbakır (17th), Trabzon (24th) and Van (31st) are among the provinces with the highest migration rates (TUIK, 2014).

After a total of 30 cities were identified in seven different regions, cities were selected from each region randomly in the second stage (Table 1). Experts' opinions about the suitability of the selected cities were also obtained. After the cities were identified, in which the data were to be collected from schools, the schools were divided into low, middle and upper socioeconomic level groups by eliciting the views of the teachers who were in charge of the schools in the third stage and the schools were randomly selected from these strata.

Table 1.
Metropolitan Municipalities in the Geographical Regions and the Cities Selected

Geographical Regions	Metropolitan Municipalities	The City
The Eastern Anatolia	Van, Erzurum, Malatya	Van
The Southeastern Anatolia	Diyarbakır, Mardin, Şanlıurfa, Gaziantep	Diyarbakır
The Mediterranean	Hatay, Antalya, Kahramanmaraş, Mersin, Adana	Antalya
The Central Anatolia	Kayseri, Ankara, Konya, Eskişehir	Konya
The Black Sea	Ordu, Trabzon, Samsun	Trabzon
The Aegean	Manisa, Aydın, Denizli, Muğla, İzmir	İzmir
The Marmara	Tekirdağ, İstanbul, Balıkesir, Kocaeli, Bursa, Sakarya	İstanbul

There are 292.555 teachers who are currently working in public schools, regardless of school types, grades and teaching subjects in Van, Diyarbakır, Antalya, Konya, İzmir, İstanbul and Trabzon provinces. This number represents approximately one third of all teachers working in public schools in Turkey. The sample size required for this population was determined as 384 by the sampling calculation method (Yazıcıoğlu & Erdoğan, 2004).

After the cities were identified, 2700 surveys (scales) were printed and data collection started. 1600 surveys completed and returned. Of those, the incomplete, half-completed, or those marked with the same choices were eliminated. As a result, the sample of the study constitutes a total of 1302 teachers working in schools located in Van, Diyarbakır, Antalya, Konya, İzmir, İstanbul and Trabzon provinces. The demographic characteristics of the study group are given in Table 2.

Table 2.
Some Demographic Characteristics of Teachers in the Sample

Characteristics	Category	*f*	*%*
Program they graduate	Teachers' Training School	44	3,4
	Undergraduate-College	120	9,2
	Faculty of Education	755	58,0
	Vocational-Technical education	87	6,7
	Faculty of Arts and Science	296	22,7
Number of cities previously worked in	One city	782	60,1
	At least two cities	520	27,8
Experiences related to multicultural education	Yes	626	48,1
	No	676	51,9
Teaching Subject	Pre-school Teachers	39	3,0
	Primary School Teachers	171	13,1
	Social Sciences Teachers	102	7,8
	Turkish Language Teachers	175	13,4
	Science and Technology Teachers	150	11,5
	Foreign Languages Teachers	139	10,7
	Information Technologies Teachers	85	6,5
	Science Teachers	121	9,3
	Physical Training and Sports Teachers	52	4,0
	Arts Sciences Teachers	24	1,8
	Vocational Courses Teachers	62	4,8
	Psychological Counseling and Guidance	79	6,1
	Mathematics Teachers	103	7,9
Geographical regions	The Eastern Anatolia	318	24,4
	The Southeastern Anatolia	153	11,8
	The Mediterranean	165	12,7
	The Central Anatolia	171	13,1
	The Black Sea	166	12,7
	The Aegean	188	14,4
	The Marmara	141	10,8
Current city of work	Van	344	26,4
	Diyarbakır	210	16,1
	Antalya	154	11,8
	Konya	144	11,1
	Trabzon	159	12,2
	İzmir	159	12,2
	İstanbul	132	10,1
Gender	Female	587	45,1
	Male	715	54,9
Family Socioeconomic Level	Low	386	29,6
	Average	849	65,2
	High	67	5,1
	Total	**1302**	**%100**

* The subject fields were classified as "Basic Education" (N:210); "Social Sciences" (N:331); "Science" (N:271); "Vocational" (N: 169); "Math" (N:103); "Foreign Languages" (N:139) and "Psychological Counseling and Guidance-PCG" (N:79) in the findings, discussion, and conclusion sections.

Data Collection Tools: Culturally Relevant Education View Scale (CREVS)

In this study, taking into account the process of developing a scale, Culturally Relevant Education View Scale (CREVS) was developed. After factor analysis, by using Horn's Parallel Analysis Method and Exploratory Factor Analysis for determining the number of factors (Çokluk & Koçak, 2016; Kayaalp, 2016) and it was finally determined that the scale consisting of 26 items and had two factor. The first factor named "Sensitivity and Contributions" with 23 items and factor load value range from .635 to .836, while the second factor named "Concerns" with 3 items and factor load value range from .904 to .943 and the total variance explained by the items was 59,452%.

The relevant literature was reviewed and expert opinions were consulted to ensure content validity. The content validity index for scale was calculated as "0.86". This value indicates that content validity of the scale is achieved and that there is good agreement between the experts consulted (Ersoy, 2015; Veneziano & Hooper, 1997). In order to ensure the face validity of the scale, information on how to use it, what to measure, how many items are included in the scale, and how to make the markings are given on the top section of the first page of the scale, under the heading of "Explanation". Construct validity of the scale was tested by exploratory factor analysis and parallel analysis method. In order to test the internal validity of the scale, the differences between the 27% upper group and the 27% subgroup's total score was analyzed by t-test and the difference was found to be statistically significant.

After the factor analysis, reliability analysis was performed for the scale and reliability for whole scale, the first and the second factors (Cronbach's Alpha) were found as α = .950, .963, and 915,

respectively. These values indicate high reliability. The item effect was found to be significant in the whole scale (p <0,01). The analysis showed that the remaining 26 items on the scales measure the feature at the relevant dimension and that the items are distinctive. The scale consists of two parts (Demographic Information and Items) and it is a Likert-type Scale (Strongly agree-5, Agree-4, Moderately-3, Disagree-2, and Strongly disagree-1) (See Table 3).

Data Collection Process

In the study, data were obtained by applying scales to teachers, in the central districts of the cities in the sample, during the fall semester of 2017-2018 academic year, after the required official permissions were obtained. The data collection process lasted 8 weeks.

Analysis of Data

In order to analyze the data, firstly the normality test was performed. Skewness and Kurtosis were used to judge the normality of data. According to George and Mallery (2010) if the skewness and curtosis values are between +2/-2, it can be accepted normal distribution. Because that values were not found between -2 and +2 in this study, non-parametric Kruskall Wallis-H test and Mann Whitney-U test for comparisons were used in the analysis of the data. The significance level of .05 was accepted in all analyses.

Results
Teachers' Culturally Relevant Education Views

The CREVS scale was used to answer the first question of the research "What do teachers think about culturally relevant education?". In this section, quantitative findings of CREVS scale are given, and then, the findings regarding the comparison of views according to various variables are presented. Frequency, percentage, and arithmetic mean values related to CREVS are given in Table 3 and Table 4.

Descriptive Statistics Related to Teacher Views Scale (CREVS)

Table 3.
First Factor: Sensitivity and Contributions

Items (N:23)	Strongly Disagree		Disagree		Moderately		Agree		Strongly Agree		Mean	Standard Deviation
	f	%	f	%	f	%	f	%	f	%	(X)	Sd
1. Cultural diversity and differences should be taken into consideration in the teacher training program	40	3.1	31	2.4	137	10.5	398	30.6	696	53.5	4.28	.96
2. Teachers should be trained in such issues as multiculturalism and cultural responsiveness.	13	1.0	27	2.1	95	7.3	409	31.4	758	58.2	4.43	.79
3. Teachers should try to be informed about the families and lives of culturally different students.	12	.9	16	1.2	80	6.1	477	36.6	717	55.1	4.43	.74
4. The fact that teachers have knowledge about different cultures in society serves to bring "all students" to the community.	12	.9	15	1.2	110	8.4	457	35.1	708	54.4	4.40	.76
5. Schools should help students develop a democratic attitude towards different cultural values.	15	1.2	10	.8	84	6.5	438	33.6	755	58.0	4.46	.75
6. Schools should provide an environment in which students can learn about each other's cultural values.	14	1.1	12	.9	119	9.1	472	36.3	685	52.6	4.38	.77
7. Extracurricular activities to improve the cultural competencies of students should be included in the schools.	9	.7	23	1.8	119	9.1	476	36.6	675	51.8	4.37	.77
8. Schools should train students to think about the social inequalities	13	1.0	22	1.7	129	9.9	444	34.1	694	53.3	4.37	.80

Item											$\bar{X}$	SD
existing in the society with a critical point of view												
9. Adopting an unprejudiced approach to the culturally different students can increase student participation in schooling	10	.8	10	.8	79	6.1	415	31.9	788	60.5	4.50	.71
10. To design a classroom environment relevant to cultural values of students can increase student motivation.	16	1.2	23	1.8	134	10.3	484	37.2	645	49.5	4.32	.82
11. Highlighted the message that parents, no matter what culture, are the important part of the classroom, can increase parental involvement in schools.	9	.7	16	1.2	114	8.8	496	38.1	667	51.2	4.37	.75
12. A curriculum should include awareness and respect for diversity.	9	.7	15	1.2	72	5.5	469	36.0	737	56.6	4.46	.71
13. Consideration of different cultural values in curriculums can prevent situations like "cultural prejudice or otherization".	12	.9	24	1.8	157	12.1	471	36.2	638	49.0	4.30	.82
14. Students should be encouraged to give examples of their cultural values in the classroom.	11	.8	18	1.4	105	8.1	460	35.3	708	54.4	4.41	.76
15. If taken into account the different cultural values of the students, a positive teacher-student relationship can develop.	11	.8	17	1.3	87	6.7	534	41.0	653	50.2	4.38	.74
16. Composing heterogeneous learning groups among culturally different students can positively affect the interaction between the students	31	2.4	32	2.5	162	12.4	498	38.2	579	44.5	4.19	.91
17. Positive attitudes towards culturally diverse students may increase students' confidence in their academic abilities.	11	.8	25	1.9	101	7.8	532	40.9	633	48.6	4.34	.77
18. To be an effective teacher, there is a need to be aware of the different cultural values that exist within the classroom.	9	.7	14	1.1	78	6.0	426	32.7	775	59.5	4.49	.71
19. In education systems, different cultural values such as language, religion, belief, ethnicity and socioeconomic level should be taken into consideration.	28	2.2	36	2.8	123	9.4	406	31.2	709	54.5	4.33	.91
20. Different cultural values should be supported in educational environment	9	.7	23	1.8	127	9.8	451	34.6	692	53.1	4.37	.78
21. Giving examples from the cultural values of different students can affect the learning process positively	10	.8	17	1.3	120	9.2	485	37.3	670	51.5	4.37	.76
22. Educational practices that take cultural values into consideration can reduce students' prejudices towards "differences".	10	.8	22	1.7	141	10.8	530	40.7	599	46.0	4.29	.78
23. Instruction that aligned with the cultural values of the students makes them successful.	17	1.3	38	2.9	143	11.0	523	40.2	581	44.6	4.23	.85
Total:											**4.37**	**.60**

When Table 3 is examined, regarding the 1st item "Cultural diversity and culturally differences should be taken into consideration in the teacher training program", the view of "Strongly Agree" ranks first with 53.5%, followed by "Agree" with 30.6%, "Moderately" with 10.8%, "Disagree" with 2.4% and "Strongly Disagree" with 1.1%. The arithmetic mean of teachers' views for this item is X=4.28, and the standard deviation is 0.96. When the teachers' total averages (X = 4.37) for all the items in the first factor are taken into account, it is clear that the teachers' views are at the "Strongly Agree" level. The item with the lowest scores in the first factor was the 16th item (X=4.19); *"Composing heterogeneous learning*

groups among culturally different students can positively affect the interaction between the students". On the other hand, the item with the highest scores in the scale was the 9th item (X =4.50): "Adopting an unprejudiced approach to the culturally different students can increase student participation in schooling".

Table 4.
Second Factor: Concerns

Items (N: 3)	Strongly Disagree		Disagree		Moderately		Agree		Strongly Agree		Mean	Standard Deviation
	f	%	f	%	f	%	f	%	f	%	(X)	sd
24. Incorporation of different cultural values into educational processes **negatively** impacts social cohesion.	258	19,8	203	15,6	145	11,1	239	18,4	457	35,1	3.33	1.5
25. It is **not** possible to take into account the different cultural values of the students during the education process.	223	17,1	224	17,2	157	12,1	267	20,5	431	33,1	3.35	1.5
26. Different cultural values between the teacher and the student **negatively** affect the teaching-learning process.	211	16,2	210	16,1	163	12,5	274	21,0	444	34,1	3.40	1.4
Sum:											**3.36**	**1.4**

When Table 4 is examined, regarding the 24th item "Incorporation of different cultural values into educational processes negatively impacts social cohesion.", the view of "Strongly Agree" ranks first with 35.1% and this was followed by "Agree" with 19.8%, "Moderately" with 18.4%, "Disagree" with 15.6%, and "Strongly Disagree" with 11.1%. The arithmetic mean of teachers' views for this item is X=3.33, and the standard deviation is 1.50. When the teachers' total averages (X = 3.36) for all the items in the second factor are taken into account, the teachers' views are found to be at the "Moderately Agree" level. More than half of the teachers stated that incorporation of different cultural values into educational processes negatively impacts social cohesion (53.5%), that it is not possible to take into account the different cultural values of the students during the education process (%53.6), and that different cultural values between the teacher and the student negatively affect the teaching-learning process (55.1%).

Findings Regarding Comparison of Views According to Some Variables
The findings of whether the teachers' views differ significantly according to some variables are as follows:

The program of graduation
One of the questions of the study was "Is there any significant difference in teachers' CRE views according to the program they graduated?" The results of "Kruskal Wallis (X^2)" and "Mann Whitney U Test" analyses for the variable are given in Table 5.

Table 5.
A Comparison of Teachers' Views According to Graduation Program

		Graduation	N	X	Sequence Average	sd	x^2	p	Significant Difference
First Factor	1.	Teachers' Training School	44	4,46	721,19				1-4;
	2.	Undergraduate-College	120	4,30	600,53				3-2;
	3.	Faculty of Education	755	4,41	676,96	5	17,769	.003*	3-4;
	4.	Vocational-Technical Education	58	4,14	501,37				5-4;
	5.	Faculty of Arts and Science	296	4,33	627,47				6-4;
	6.	Other	29	4,36	639,48				
Second Factor	1.	Teachers' Training School	44	3,37	667,17				
	2.	Undergraduate-College	120	3,05	559,81				3-2;
	3.	Faculty of Education	755	3,36	652,96	5	9,129	.104	4-2;
	4.	Vocational-Technical Education	58	3,44	663,08				5-2;
	5.	Faculty of Arts and Science	296	3,47	679,33				
	6.	Other	29	3,41	662,00				

It was observed that the highest mean (X=4.46) belongs to graduates of Teachers' Training School, while the lowest mean (X= 4.14) belongs to graduates of Vocational and Technical Education in the first factor. "Kruskal Wallis-H Test" used for determining whether there is a significant difference between the views of the teachers according to the graduated program. The significant difference (X^2= 17,76 and p<.05) was found. To find out the source of difference, Mann Whitney-U test was used and the comparisons showed that there was a significant difference between those of the other four graduates programs and those of Vocational-Technical Education Graduates, and the differences were in favor of the other four.

The number of cities they have worked

One of the questions of the study was "Is there any significant difference in teachers' CRE views according to the number of cities they have worked?". The results of "Mann Whitney U Test" for the variable are given in Table 6.

Table 6.

A Comparison of Teachers' Views According to the Number of Cities They Worked

	The Number of Cities	N	X	Sequence Number	Sequence Total	U Value	p
First Factor	One city	782	4,08	668,17	522505,50	190287,500	,049*
	At least two cities	520	4,02	626,44	325747,50		
Second Factor	One city	782	3,25	624,15	488084,50	181931,500	,001*
	At least two cities	520	3,52	692,63	360168,50		

It was found that for the first factor, the average of the teachers have worked in one city was higher than the teachers have worked in at least two cities, while it was the opposite for the second factor. Also, Mann Whitney-U test was used and a significant difference was found as (U= 190287,500, p<.05). This difference was in favor of teachers who have worked in one city so far, for the first factor and was in favor of teachers who have worked in at least two cities so far for the second factor.

Subjects (Field of teaching)

One of the questions of the study was whether "there is a significant difference in teachers' CRE views according to the subjects/field of teaching". The results of "Kruskal Wallis (X^2)" and "Mann Whitney U Test" analyses for the variable are given in Table 7.

Table 7.

A Comparison of Teachers' Views According to Subjects

		Subjects	N	X	Sequence Average	sd	x^2	p	Significant Difference
First Factor	1.	Basic Education	210	4,32	614,72				2-1;
	2.	Social Sciences	331	4,48	719,58				2-5;
	3.	Foreign Language	139	4,35	634,99	6	26,932	,000*	2-3;
	4.	Sciences	271	4,28	590,76				2-4;
	5.	Vocational Courses	169	4,35	620,50				6-3;
	6.	Psychological Counseling and Guidance-PCG	79	4,56	747,42				6-4; 6-5;
	7.	Mathematics	103	4,38	667,10				6-1;
Second Factor	1.	Basic Education	210	3,30	632,55				
	2.	Social Sciences	331	3,39	664,99				7-1;
	3.	Foreign Language	139	3,23	620,24	6	30,375	,000*	7-2;
	4.	Sciences	271	3,30	630,24				3-7;
	5.	Vocational Courses	169	3,27	623,97				7-4;
	6.	Psychological Counseling and Guidance-PCG	79	3,12	594,62				7-5; 7-6;
	7.	Mathematics	103	4,03	833,71				

It was observed that the highest mean (X=4.56) belongs to Psychological Counseling and Guidance-PCG teachers, while the lowest mean (X= 4.28) belongs to sciences teachers, for the first factor. The subjects were compared in pairs by Mann Whitney U test to find the source of difference and the comparisons showed that PCG and Social Sciences teachers had significantly positive views than basic education, foreign language, sciences, vocational courses, and mathematics teachers. On the other hand, the highest mean (X=4.03) belongs to Math teachers, while the lowest mean (X= 3.12) belongs to PCG teachers, for the second factor and significant difference was found. This difference was in favor of Math teachers. Also between those of Math and those of Foreign Languages in favor of Foreign languages

teachers. It can be said that mathematics and foreign languages teachers are more concerned than the other teachers.

Experiences related to multicultural education or cultural diversity

One of the questions of the study was whether "there is a significant difference in teachers' CRE views according to experiences related to multicultural education or cultural diversity". The results of "Mann Whitney U Test" for the variable are given in Table 8.

Table 8.
A Comparison of Teachers' Views According to Experiences Related to Multicultural Education

	Experiences related to multicultural education	N	X	Sequence Number	Sequence Total	U Value	p
First Factor	Yes	626	4,46	712,53	446041,00	173386,000	,000*
	No	676	4,31	594,99	402212,00		
Second Factor	Yes	626	3,30	640,07	400684,50	204433,500	,286
	No	676	3,42	662,08	447568,50		

It was observed that the average of the teachers who had experiences related to multicultural education (teachers who have been involved in any seminar or courses, have read book-articles or have any experience regarding multiculturalism or cultural differences) was higher than the teachers without experience. Also, Mann Whitney-U test was used and a significant difference was found. This difference was in favor of teachers who had experiences for the first factor while there is not any differences for second factor.

The city they work in currently

One of the questions of the study was whether "there is a significant difference in teachers' CRE self-efficacy views according to the city they work in currently". The results of "Kruskal Wallis (X^2)" and "Mann Whitney U Test" analyses for the variable are given in Table 9.

Table 9.
A Comparison of Teachers' Views According to The City They Work in Currently

	The city they work in currently	N	X	Sequence Average	sd	x^2	p	Significant Difference
First Factor	1. Van	344	4,64	804,86				2-1; 1-3;
	2. Diyarbakır	210	4,66	859,04				1-4; 1-5;
	3. Antalya	154	4,17	532,96	6	234,362	,000*	1-6; 1-7;
	4. Konya	144	4,06	441,89				2-3; 2-4;
	5. Trabzon	159	4,12	471,14				2-5; 2-6;
	6. İzmir	159	4,21	539,53				2-7, 3-4;
	7. İstanbul	132	4,37	640,73				7-3; 6-4,
Second Factor	1. Van	344	3,12	597,84				
	2. Diyarbakır	210	3,37	668,93				
	3. Antalya	154	3,44	659,73	6	10,525	,104	3-1;
	4. Konya	144	3,48	672,94				4-1;
	5. Trabzon	159	3,44	662,48				5-1;
	6. İzmir	159	3,56	692,66				6-1;
	7. İstanbul	132	3,40	667,81				

It was observed that the highest mean (X=4.66) belongs to the teachers who work in the Diyarbakır, while the lowest average (X= 3.70) belongs to the teachers who work in the Konya. The significant difference was found. Cities were compared in pairs by Mann Whitney U test to find the source of difference and the comparisons showed that the teachers who work in the Van or Diyarbakır had significantly higher average than the teachers who work in the Antalya, Konya, İzmir, İstanbul, and Trabzon. Similarly, the teachers who work in the İstanbul had significantly higher average than the teachers who work in the Antalya, Konya, İzmir, and Trabzon. On the other hand, the highest mean (X=3.56) belongs to teachers in İzmir, while the lowest mean (X= 3.12) belongs to teachers in Van, for the second factor and significant difference was found. This difference was in favor of teachers who work Konya, İzmir, Trabzon and İstanbul. The teachers who work in Van seem less concerned than the other teachers.

The geographical regions they mostly lived in

One of the questions of the study was whether "there is a significant difference in teachers' CRE views according to the geographical regions they mostly lived in". The results of "Kruskal Wallis (X^2)" and "Mann Whitney U Test" analyses for the variable are given in Table 10.

Table 10.

A Comparison of Teachers' Views According to the Geographical Regions They Mostly Lived in

		The Geographical Regions	*N*	*X*	*Sequence Average*	*sd*	*x²*	*p*	*Significant Difference*
First Factor	1.	The Eastern Anatolia	318	4,65	813,95	6	194,05	,000*	2-1; 1-3; 1-4; 1-5; 1-6; 1-7; 2-4; 2-3; 2-5; 2-6; 2-7; 3-4; 3-5; 6-4; 7-4; 6-3; 7-5;
	2.	The Southeastern Anatolia	153	4,70	879,92				
	3.	The Mediterranean	165	4,28	586,40				
	4.	The Central Anatolia	171	4,14	502,26				
	5.	The Black Sea	166	4,14	481,68				
	6.	The Aegean	188	4,27	581,65				
	7.	The Marmara	141	4,24	587,51				
Second Factor	1.	The Eastern Anatolia	318	3,04	578,48	6	23,256	,001*	3-1; 4-1; 5-1; 6-1; 6-7;
	2.	The Southeastern Anatolia	153	3,20	627,63				
	3.	The Mediterranean	165	3,53	690,90				
	4.	The Central Anatolia	171	3,56	697,36				
	5.	The Black Sea	166	3,52	681,08				
	6.	The Aegean	188	3,61	708,21				
	7.	The Marmara	141	3,29	629,92				

It was observed that the highest mean (X=4.70) belongs to the teachers who mostly lived in the Southeastern Anatolia, while the lowest average (X= 4.14) belongs to the teachers mostly lived in the Central Anatolia and Black Sea geographical regions. The significant difference was found. The regions were compared in pairs by Mann Whitney U test to find the source of difference and the comparisons showed that the teachers who mostly lived in the Eastern Anatolia had significantly higher average than the teachers mostly lived in the Mediterranean, Central Anatolia, Black Sea, and the Marmara. Similarly, the teachers who mostly lived in the Southeastern Anatolia had significantly higher average views than the teachers who mostly lived in the Black Sea, Marmara, Eastern Anatolia, Mediterranean and the Central Anatolia. Also, there was a significance difference between those who mostly lived in the Marmara and those who mostly lived in the Black sea, the Central Anatolia and the differences were in favor of those who mostly lived in the Marmara for the first factor. On the other hand, the highest concerns (X=3.61) belongs to the teachers that mostly lived in the Aegean, while the lowest average (X= 3.04) belongs to the teachers that mostly lived in the Eastern Anatolia geographical region for the second factor. The significant difference was found and the comparisons showed that the teachers who mostly lived in the Mediterranean, Central Anatolia, Black Sea and Aegean have more concerns about CRE than the other teachers do.

Gender

One of the questions of the study was whether "there is a significant difference in teachers' CRE views according to gender". The results of "Mann Whitney U Test" for the variable are given in Table 11.

Table 11.

A Comparison of Teachers' Views According to Gender

	Gender	*N*	*X*	*Sequence Number*	*Sequence Total*	*U Value*	*p*
First F.	Male	715	4,39	676,31	483562,00	192113,00	,008*
	Female	587	4,34	621,28	364691,00		
Second F.	Male	715	3,32	646,00	461887,50	205917,50	,555
	Female	587	3,40	658,80	386365,50		

It was found that the average of the male teachers was higher than the female teachers for the first factor. Also, Mann Whitney-U test was used and a significant difference was found. This difference was in favor of male teachers. Thus, the male teachers were found to have significantly higher average about culturally relevant education than those of female teachers.

Socioeconomic level of the family

One of the questions of the study was whether "there is a significant difference in teachers' CRE views according to teachers' families socioeconomic level". The results of "Mann Whitney U Test" for the variable are given in Table 12.

Table 12.
A Comparison of Teachers' Views According to Socioeconomic Level

	Socioeconomic Level	*N*	*X*	Sequence Number	*sd*	x^2	*p*	Significant Difference
First Factor	Low	386	4,42	690,26				
	Average	849	4,37	636,10	2	7,046	,030*	L-A
	High	67	4,29	623,31				
Second Factor	Low	386	3,25	630,29				
	Average	849	3,40	657,61	2	2,455	,293	
	High	67	3,52	696,22				

It was observed that the average of the teachers from low-socioeconomic status (SES) families was higher than that of the teachers who had from high or medium SES families. Also, Mann Whitney-U test was used and a significant difference was found. This difference was in favor of teachers from low-SES families for the first factor, while there are no differences for the second factor.

Discussion

This study was designed to determine in-service teachers' views about CRE and revealed that their views are quite positive, they are sensitive to different cultural values and they do think that if CRE used effectively, it will be very useful for teaching-learning process and will contribute to educational achievement, in Turkey. The reasons why the teachers are so positive about CRE, highly sensitive to it and think it will contribute to the educational process, can be that, due to Turkey's cultural diversity/multicultural structure, it is highly possible to encounter culturally different students in almost each class. However, because of teacher training programs' failure to sufficiently consider the principles of multicultural education, these teachers' positive or negative experiences with culturally different students may have shaped their views. These findings seem to be in line with the studies conducted in Turkey or abroad about CRE or multicultural education. For example, Phuntsog (2010) noted that 96% of the teachers in the sample viewed CRE as an effective pedagogy. Robinson (2010) found that the vast majority of teachers felt that culturally responsive teaching practices were necessary and effective, and Thompson (2012) stated that teachers supported CRE. Karataş and Oral (2015) also stated that the teachers thought that they would improve the cognitive and affective characteristics of the students if their cultural values were taken into consideration during the education process.

Another important result of the research is that teachers are moderately concerned about CRE. The reasons for teachers' concerns may be that teachers are trained in such an educational system that does not take into account cultural differences sufficiently in Turkey, as Aydın (2013) stated. Also, especially the socio-political and political debates about different ethnicities, languages that have been going on for years could affect the teachers' concerns, especially about division, conflict, or grouping discussion in Turkey. Another reason that affects teachers concerns may be that teachers do not fully understand the principles of CRE, the main goal of CRE, prejudice towards diversity, negative perceptions about multicultural education or lack of knowledge, skills, equipment, or experience about how to perceive multicultural education in different forms, and how to teach culturally different students. For example, Au (2007) stated that "successful use of culturally responsive instruction requires some depth of understanding of both the concepts of culture and instruction. Often, an absence of this depth of understanding has led to its misinterpretation. A common misinterpretation has been to treat culturally responsive instruction as if it required an exact matching or duplication of home environments in school." The results of this study are similar to studies conducted by various researchers and highlighted that teachers have much concern about multicultural education and its implementation in the education system in Turkey (Çırık, 2008; Damgaci & Aydın, 2013; Esen, 2009; Polat, 2013; Rengi & Polat, 2014).

In the study, it was revealed that teachers' views differ statistically according to gender. While some studies in the literature have shown that there is not a meaningful relationship between the views of academicians or teachers and gender (Damgacı & Aydın, 2014), some studies have shown that there is a meaningful relationship in favor of female teachers (Başarır, 2012; Ford & Quinn, 2010). However, there are also studies that showing male teachers have more positive views (Aslan & Kozikoğlu, 2017; Yigit & Tatch, 2017). Therefore, the results of the research on gender variable are inconsistent. In fact, since one of the key aims of the CRE is to challenge inequality, discrimination, otherization, it was expected by the researcher that female teachers, as a disadvantaged group, would more support the CRE than male teachers in Turkey. There can be many reasons for these results: The first reason is that female teachers didn't believe that the expressions in the items would really be taken into account, that they would be practiced, moreover, the expectations of the female teachers for the changes to take place can be low in

Turkey. A second reason may be that women are not aware of sexist oppression or othering and that they normalize discrimination or inequality as a result of internalizing gender roles. Finally, as Demirel (2016) stated, due to gender role stereotypes, frequently man from the patriarchal understanding in society like Turkey, are seen as agents of change and women act according to established rules to exist in the system rather than making changes in such systems.

In the study, it was found that the teachers' views differ statistically according to the graduation program (faculty). These results are different from the results of the work done by Acar-Çiftçi (2015), while similar to the results of Özdemir and Dil (2013). These results may be related to the fact that the individual differences of the students are more taken into account in the teacher education courses and in the syllabuses of the education faculties. It can be said that the graduates of program types whose primary mission is to train teachers are more responsive and competent to differences than those who graduated from other programs. As a matter of fact, Yilmaz and Altınkurt (2011) pointed out that teacher candidates who have been trained in education faculties for 4-5 years have received some lessons for alternative perspectives, individual differences and critical thinking (critical pedagogy) unlike the non-thesis graduate candidates, and stated that this situation has effect on their views.

In the study, it was found that the teachers' views differ statistically according to socioeconomic level of the family, in which the teachers grew up in. The reason why teachers-who grew up in low-income families- are more sensitive to cultural diversity in education and do think more possible contributions of CRE may be related to that these teachers are able to empathize with culturally different students. When similar studies were examined, for example, Pehlivan (2014) reached similar conclusions with the results of this study and stated that teachers are more interested in cultural differences and multicultural education as family income levels are lower. On the other hand, Başarır (2012) stated that there is no relation or difference between the level of the family income and opinions of teachers about multicultural education.

The mean of the teachers who have worked in one city was higher than that of the teachers who have worked in at least two cities. Normally, working in different cities and having culturally different students are expected to have a positive influence on teachers' views and as a matter of fact, there are studies indicating this effect (Evans, 2017). However, the results obtained in this study do not match with this situation. The reason for this situation is that teachers' views may be affected by the teachers' first-hand negative experiences. Therefore, the fact that the teachers who worked in at least two different cities had a lot of difficulties in the context of cultural differences in the schools, as Silverman (2010) stated that, teachers do not want to work with students with cultural differences very much, thus this could affect their view negatively when compared to those who worked in one city.

In the study, it was revealed that the teachers' views differ statistically according to their teaching subjects or fields. The results show that PCG and social science teachers have a higher positive perception towards CRE. Reasons for this may include the principles of "unconditional acceptance, unconditional respect for individual differences" and the "therapeutic skills" such as empathy, transparency, consistency etc., all of which counselors in particular are introduced to during their undergraduate education as requirements of their professions. Social science teachers' high perceptions may have emerged from the fact that they felt interested in and dealt with subjects such as cultural differences, values and multicultural education.

On the other hand, the negative view of science teachers may arise from the fact that science teachers think that science and culture are different things from each other. Because the topics in this field are usually based on empirical findings and affected relations from a positivist point of view, these teachers may not know how to relate cultural differences with science. Similarly, Brown (2017) emphasizes that there is a misconception among teachers that CRE is not suitable for science and mathematics, whereas it is possible for students to combine cultural knowledge with science and mathematics, making instruction more effective. In addition to this, there are many studies in the literature, related to culturally relevant science education (Brown & Crippen, 2016, 2017), mathematics education (Aguirre & Zavala, 2013; Hubert, 2014) and recently STEM education (Delaney, Lee & Bos, 2017). However, many teachers regard that it is not possible to combine subject content and culture and that subject content (especially in mathematics and science) and cultural diversity are incompatible. According to Gay (2002a) this point of view is not correct and this view stems from the fact that many teachers are not well informed about different cultural groups and that they are away from multicultural education. Also, as in similar studies conducted in Turkey, this study has concluded that science teachers usually have lower perceptions. Polat and Kılıç (2013) and Acar-Çiftçi (2015) stated that the science teachers' perceptions of multicultural competence differ from those of teachers in other fields. Moreover, contrary to the results of this study, there are studies stating that the prospective teachers' attitudes towards multicultural education and their intercultural sensitivity levels do not differ according to the field of education they have studied (Onur-Sezer & Bağçeli-Kahraman, 2017).

This research revealed that the teachers' views differ statistically according to their experiences such as participating in any seminar on multiculturalism or cultural differences, taking courses, reading

books and articles. Therefore, taking lessons or courses on, reading books, articles, or spending the time with the sources about cultural diversity etc., affect teachers' views positively. Indeed, Frye, Button, Kelly, and Button (2010) conclude that cultural diversity-related training/courses positively affect teacher candidates' perceptions and their attitudes towards instruction to culturally diverse students. Similarly, Evans (2017) notes that teachers had a positive and significant influence on their self-efficacy beliefs when they were taking lectures or courses related to cultural differences during or after undergraduate education. McKoy, MacLeod, Walter and Nolker (2017) noted that the workshop on CRE affected teachers' views. Kavel (2017) indicate that in-service training on cultural differences affects teachers' views. Sclafani (2017) suggests that both new teachers and experienced teachers should be trained based on culturally relevant teaching strategies.

In the study, it was revealed that the teachers' views differ statistically according to the city they are working in and the geographical area where the teachers spent most of their lives. In terms of these variables many factors may influence these results:

Firstly, because the cultural diversity in some regions and cities are obviously more visible than in other regions and cities, teachers who have lived or worked/served in these regions/cities frequently encounter culturally different students and may think needed to new strategies, like CRE, to cope with cultural challenges they faced, and hence, their views may have been affected. Additionally, teachers' mother languages, ethnicities, demographic features etc. can affect their views. There are studies stating that teachers' views affected by the geographical region they grew up (Başarır, 2012; Polat, 2013), the city or region where the undergraduate education took place (Polat, 2013), the ethnic origins of the teachers, the place of residence (city center, district, village) (Bulut & Başbay, 2015), the mother language (Acar-Çiftçi, 2015; Kaya, 2013), political views (Polat, 2013) etc. However, there are also studies in the field that indicate that teacher candidates' attitudes towards multicultural education and their intercultural sensitivity levels do not make a significant difference according to the place of residence (Onur-Sezer & Bağçeli-Kahraman, 2017).

Secondly, teachers' ethnic identities, mother tongues, beliefs, and political views may affect the high levels of teachers' concerns or teachers' views in terms of some cities or in some regions. For example, Polat (2013) and Nadelson et al. (2012) stated that teachers' political views, ethnic identities, languages, and beliefs are also influential on teachers' views on multicultural education. But, such demographic information about teachers is rather inadequate in Turkey. However, it is clear that if the teachers have enough score from KPSS, they usually choose their city or region where they grew up to work as teachers. On the other hand, if the teachers are assigned to different regions or cities, they want to be appointed closer to their city or region after serving for a certain period, like after 3 years. Therefore, considering the demographic structure of geographical regions/cities, and teachers' demographic characteristics, and supposing that teachers are working and want to work in a culture close to their own culture, finally, ongoing political debate in the country for years about diversity, these results can be expected.

Conclusion

This study attempted to shed light on teachers' views about Culturally Relevant/Responsive Education and to determine whether their personal (gender), environmental (the geographical area where they grew up, the level of family socioeconomic status), educational (the graduation programs, branches/subjects, the experiences related to diversity/multicultural education), and professional (the number of cities they have worked, the province/city they teach currently) characteristics influence these perceptions.

Results show that the teachers in this study are mostly positive toward CRE, they view CRE as a needed education pedagogy and think CRE can be effective, due to cultural, linguistic etc. diversity, in Turkey. Because CRE is one of the most effective pedagogical paradigms to meet the needs of culturally different students (Gay, 2013) and it is aims not only to gain academic achievement, but also to develop students' cultural competence and critical perspective in social and cultural terms (Ladson-Billings, 1995a), the results obtained from this study, when the cultural diversity of Turkey is considered, can be seen as positive in terms of the teaching/learning processes of culturally different students in Turkey.

It also appeared that, from this study, teachers are moderately concerned about CRE and that teachers' personal, environmental, educational and professional characteristics (independent variables of the study) influenced their views about CRE. The teachers' views differ significantly according to such factors as gender, the number of cities they have worked, the geographical area where they grew up, the graduation programs, teaching subjects, the level of family socioeconomic status, the experiences related to diversity/multicultural education and the province/city they teach currently.

Since we cannot change the characteristics of the teachers, -but we can change their views about CRE- it can be said that there is a need to look at the syllabuses of teacher preparation courses in the direction of developing teachers' positive views about CRE as well as providing in-service teachers with

further training on issues of teaching/learning process of diverse students populations in the education system of Turkey. It is advisable that more courses related to culturally relevant pedagogy, culturally responsive teaching/assessment and multicultural education should be added in the teacher education programs in Turkey. In conclusion, we suppose it is important to make CRE a central part of teacher education, both during the initial preparation and professional development.

Also, studies in the literature indicate that culturally relevant intervention programs increase teachers' awareness about CRE (Evans, 2017; McKoy et al, 2017; Ritosa, 2017). Therefore, in-service or pre-service programs for teachers about CRE can be designed and studies can be conducted to determine how these programs influence the culturally relevant perspectives and beliefs of teachers, their ability to design, plan, implement and evaluate teaching processes. On the other hand, one of the biggest problems encountered in carrying out this research was the inadequacy of the research literature on CRE in Turkish. Therefore, it would be beneficial for researchers to focus on this area and to produce publications in Turkish in a way that teachers, teacher trainers, new researchers or students can benefit from.

Limitations

This research is limited to the literature review conducted by the researchers, the data collection carried out in September and October of 2017-2018 academic year in Van, Diyarbakır, Konya, Antalya, İzmir, İstanbul and Trabzon with teachers working in pre-school, primary school, junior high school and high school. Since the most important limitation of the study is that data collection was based on self-reported questionnaires, it was assumed that teachers' responded items, on the scale, in line with their real thoughts.

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