

Teachers' Perceptions on Culturally Responsiveness in Education

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The aim of this research is to examine the views of teachers, who take postgraduate education, regarding culturally responsive education. The research was carried out with 25 teachers who are from various branches and take postgraduate education in a big university in South-Eastern Anatolia Region of Turkey in spring semester of 2014-2015. The pattern of the research is case study of qualitative patterns. The views of teachers joined the research were taken via semi-structured open-ended questionnaire form. According to the findings of the research, they emphasize that the education process should be maintained considering the cultural values. Besides, they think that will serve to development of cognitive and affective characteristics of the individual and social peace and integration. Therefore they advise to develop teaching programs that quicken cultural diversity. Lastly, the most of teachers utter that they don't have enough self-sufficiency to give culturally responsive education. It is thought the reason is that teachers can't expose their potential due to the training teacher system and teaching programs are deprived of providing that kind of education. Consequently, the education system, with its all components, should be such as to provide needs of people from various cultures.

Key Words: Teachers, Culturally responsiveness, Culturally responsive teaching

Introduction

Education is a socio-cultural process. The social and cultural textures that individual has grown and lived in are important for development of the individual. According to Vygotsky (1987, 1987), socio-cultural ground is important for cognitive development of the individual who is in contact with other members of society and for his behaviors become meaningful (Rogoff, 1995). In the same way, Bandura (1969) tells that individual's socio-cultural viewpoint is important for teaching, because it is the predictor of individual's knowledge, skills and tendencies. According to Durkheim, each social institution is a mold, a riverbed; children and young people are formed in it and slip by through it (Tezcan, 1993). Within this period, individuals develop their world-view, manners and reactions in the shadow of the culture they live in. Personal cultural identity is a pool that consists of belief, values and manners. The most efficient situation to fill this pool is the individual's micro culture that he was born and lives in. Micro cultural groups are also influenced by macro and universal cultures. In this sense, the behaviors and manners of immediate environment figures are the most efficient on individuals' learnings. By considering this effect and supporting it by caring its cultural substructure is seen as critical factor that leads to the success from learning period (Kadioglu, 2014; Phunstog, 1994).

Schools are like a garden which is the home of the flowers which have different features, colors and sizes. School environment widens and gets rich with the students' cultural ground and experience. In this sense, schools are natural multicultural environments and the education programs performed at schools should be built and configured as a strengthening tie such as to accept different cultures of the nation and externalize its cultural characteristics (Phuntsog, 1998). Students learn with a higher motivation when the education programs externalize their culture, life and viewpoints. Therefore education programs based on dominant culture should be re-designed in a multicultural way considering different cultures (Acar-Ciftci & Aydin, 2014; Bulut, 2015). In the direction of this necessity the principles and aims of the multicultural education serve to provide cultural, ethnical and linguistic alternates for students; decreasing the separation they live due to their racial, physical and cultural characteristics; improving students' skills of knowledge, sensitivity and getting into the act to help them for development of a more democratic and more fair society; this situations will generally serve to consider cultural differences and values. Multicultural education argues that having different cultures is abundance, richens a nation, increases solution methods for the individual and social problems; it argues also that all individuals from any culture should have equal education opportunities (Aydin, 2013). It is hoped that teachers, who are aforesaid education practitioners, manage learning-teaching period by considering students' cultural differences and values in accordance with this

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situation. Because it is important to provide stimulants needed in the process of obtaining information by student in the context of social environment that student belongs to and cultural values in terms of making the fact that will be learned significant. So teacher should know the social environment that student came from and social relations and cultural ground well. Besides, he should also have knowledge about topics as social forces and their effecting form, social development, social roles etc. which effect education (Ergun, 2015).

There are many factors on learners' performance increase. One of the most important factors is culture-based pedagogy or culturally responsiveness. According to Gay (2014), culturally responsive teaching is an endeavor to make learning activities more relevant with students and more effective for them considering cultural knowledge, past experience, reference frame and performance styles of students who are ethnically diverse. Also by means of strengthening and supportive effect of culturally responsive teaching, students become much better and more successful individuals. As culturally responsive teaching strategies, Villegas and Lucas (2002) suggest a) building a classroom atmosphere that will encourage students make new learning significant although memorization b) providing opportunities for students to search subjects they are interested in c) making up a platform in the classroom d) presenting new information with examples regarding students' lives, giving life examples from students' culture e) incorporating people from students' lives into the learning process with the purpose of building a bridge between students' new learning and their existent experiences. According to Parekh (2002), the education system based on one culture has a tendency to look from the frame of its own-culture and exclude everything out of this culture. This situation leads students not to develop critical thinking and not to be respectful for diversities. In this sense, it is seen important that culturally responsive education concept should have a place in all dimensions and periods of education system considering the possibility that learners who have diverse cultures or are part of minorities can face negativities during education period.

There are many points should be paid attention at the schools that have cultural diversities. If these points are paid attention, it can help for social cohesion and equality of opportunities in the classrooms and schools that have racial and ethnical diversities. If culturally responsive education is adopted at schools that have cultural diversities; the students' motivation will be provided and their devotion to school will be strengthened, they will get high academic standards, classroom interaction will be eased as the representatives of diverse cultures (Banks, 2005; Gay, 1995; Ladson-Billings, 1994; Nieto, 1996). People who learn in culturally responsive education environment join learning process easily, can take risk, aren't afraid of making mistake because of they feel themselves safe and worthy (Abt-Perkins & Gomez, 1998; Artiles et. al, 2004; Au, 1993; Banks, 1997; Banks & Banks, 2004; Darling-Hammond, 2004; Koc-Damgaci, 2014). Slavin (2013) emphasizes that teachers should be respectful to the individuals' differences and emphasize their diversities while they arrange classroom activities in the classrooms have cultural diversities, they should provide teaching conditions based on cooperation, they shouldn't allow jokes and teasing insult racial and ethnic characteristics, they should design the classroom with wallpapers, bulletin panels, posters, works and other materials considering cultural diversities. According to Villegas and Lucas (2002), it is necessary to incorporate students into configuring information process with practices of culturally responsive teaching, to believe personal and cultural wealth, to help them to examine teaching program from various perspectives, to use various evaluation methods and to be attentive for class culture includes all students.

Teachers have an important place during education process from start to the end. The interest of teachers show their students and the interaction size between them effect many processes from adapting learning process to academic successes. In this process, teachers should be sensitive to students' cultural values and direct education process by this awareness and sensitivity. Because just knowing students is not enough; at the same time teachers should know how he will share the knowledge with his students. It is necessary to incorporate students into configuring information process with practices of culturally responsive teaching, to believe personal and cultural wealth, to help them to examine teaching program from various perspectives, to use various evaluation methods and to be attentive for class culture includes all students (Villegas & Lucas, 2002). If teachers adopt a culturally responsive education and make up a learning environment accordingly this education, each children's cultural integration will be provided while learners' success increases (Wlodkowski & Ginsberg 1995). According to Allen and Butler (1996), the participation and performance of learners increase when their cultural experiences and contextual learning conditions are coordinated. According to this, it is necessary to actualize culturally responsive education process to provide the adequacy required and expected from student.

Teachers should build a bridge between different cultures knowing cultural junction points of students who are carrier of different cultures in the classroom and being aware of disagreements and

tension points. In this regard, teachers' views related to different cultures and development of their culturally responsiveness are important. Considering the education system whole, not only teacher, it is also important to prepare education programs and learning-teaching process in the frame of the principles of culturally responsive education. Considering this necessity and importance, the teachers' views about culturally responsive education and whether existent education system configurations are convenient for culturally responsive education. In the light of this information, it will be evaluated how much Turkey education system configuration is sensitive about culturally responsive education. Also it is thought it will be useful for literature studies made about culturally responsive education.

In this context, the purpose of the research is to examine the views of teachers about culturally responsive education. Within the frame of this general purpose was sought for the questions below:

1. What are the probable positive and negative conditions if culturally responsive education comes true?
2. How are existent education programs in Turkey evaluated in terms of sensitivity to cultural diversities?
3. What can be done to make learning and teaching process effective in a class that there are different students as cultural?
4. What are teachers' views about their self-sufficiency when they teach considering diversities of the students who have diverse cultures?

Methodology

Research Design

In this research case study of qualitative research designs was used. The essential point in case study is to determine a special condition and offer a mentality related to the condition (Creswell, 2015). Bogdan and Biklen (1992) describe the case study as examining an occasion, a subject or a specific event in details. Stake (1995) classifies case studies as internal, instrumental and multi case studies according to their group size and analysis purpose. In the instrumental case study, researchers focus on a subject or question and then choose a limited case to sample this subject. According to Merram (2013) in the instrumental case studies, the purpose is not to understand an abstract structure or a general event; the purpose is to build an idea. In this research, qualitative instrumental case study was used because of trying to offer a mentality within the frame of teachers', who are from various branches in a limited group, ideas and views related to culturally responsive education.

Participants

Criterion sampling method, which is one of the purposeful sampling methods, was used in the research; in this method, researchers choose participants according to specific criterions (Patton, 2002). When participant are chosen, a prepared criterion list can be used as well as researchers' criterions can also be used (Yildirim & Simsek, 2013). The acceptable criterion in this research is that participants should actively be teacher and take postgraduate education. In this sense, teachers, who work in a province of South Eastern Anatolia Region and take postgraduate education (with thesis or without thesis) in a large university, participated. The reason of choosing this research group is the conjecture that they have enough knowledge as institutional and agreeable with phenomenon researched. 11 female and 14 male in total 25 teachers participated research, and their age range is 24-36. The age range of female teachers is 25-35 and male teachers' is 24-36. According to branches, the distribution is as that: 14 Primary School Teaching, 3 English Teaching, 2 Technology and Design Teaching, 2 Mathematics Teaching, 1 Social Sciences Teaching, 1 Turkish Teaching, 1 Physical Education Teaching and 1 Private Education Teaching.

Collecting Data

The research was made in Spring Semester of 2014-2015. To collect data in the research, semi-structured interview form that consists of open-ended questions was used. Open-ended answers enable us to understand the world with viewpoints of the answerers. The purpose of collecting the answers given to the open-ended questions is to provide opportunity for researcher to catch and understand other people's viewpoints with the limitations and foresights of predetermined question categorizes (Patton, 2014). Semi-structured interview form consists of four questions. To determine the face validity of the semi-structured interview form, first a peer review was made, and then the form was broached to three experts and it was made ready by revising to collect data after taking participant confirmation. Data were collected in classrooms. Open-ended questions were distributed to volunteers, who wanted to join research, after telling the purpose of the research. Participants answered open-ended questions in 15-20 minutes. Within the frame of research ethic, their names weren't written, participant teachers were named with the codes P1, P2, P3, P4, P5.

Data Analysis

With the purpose of learning the views of teachers regarding culturally responsive education, descriptive analysis technique of qualitative analysis techniques was used to analyze data collected by open-ended survey (Yildirim & Simsek, 2013). Descriptive analysis is to present data keeping to the original format of data collected and quoting directly from participants' words (Wolcott, 1994). In descriptive analysis the purpose is presenting the obtained findings to the reader in a manner regulated and interpreted. For this purpose, firstly the data obtained from teachers were described systematically and clearly and then they were coded. Obtained data, after the allocation of data into significant pieces and conversion into data units (sentences), were organized as draft categories and themes to understand conceptual structure of each part. Thereafter, findings were presented with all positive-negative sides quoting from teachers' views. Only one of the same views was tried to write not to repeat in the findings section.

The Limitations of the Study

In this research, which was made using qualitative research approach, there could be some limitations that can affect validity and reliability. One of these limitations is that data were collected just using open-ended question form because of participants didn't have time to talk face to face. The number of the participants matching criteria was limited because of that they were chosen from only one university by criterion sampling method. This situation limits generalizability of the research findings.

Findings

Findings were categorized in five themes in the light of data were collected from teachers. Themes are: (1) Contribution to cognitive and affective development (2) Contribution to social peace and tolerance (3) The sensitivity of programs to cultural differences (4) The reflection of cultural diversity (5) The adequacy of culturally responsive teacher. Research findings were presented below within the frame of themes.

Theme 1: Contribution to Cognitive and Affective Development

Teachers utter that the quality of educational lives offered to the individual will increase if culturally responsive education comes true. Especially teachers emphasize that embodying of learnings, which is important to facilitate the learning process, will provide learnings to be permanent. The statement of the teacher coded P12, who has the opinion in question, is as follows:

P12: Concrete lives always facilitate learning and make it permanent. Culturally responsive education provides that Concrete life.

Teachers utter that culturally responsive education will bring motivation for school and devotion to school because of that the preparedness of learners is considered in this education. The statement of the teacher coded P14, who has the opinion in question, is as follows:

P14: It will absolutely bring positive results. Students will prepare for learning in a way that their prelearning program is completed. Hereby, their motivation will increase. Success level will increase... Learning won't abstractly stay in the mind of the student; it will stay much more concretely.

Teachers utter that performing culturally responsive education with all students is important for development of self-reliance and affective sides of the individuals as getting pleasure of the learning process. The statement of the teacher coded P21, who has the opinion in question, is as follows:

P21: Culturally responsive education seems a positive approach in terms of it talks back to all students. Hereby in classroom, each student will find something from him and will be able to say I am also here, he won't fall into contempt and won't be humiliated by his friends.

Culturally responsive education serves to development of cognitive and affective structures necessary for learners in learning-teaching process considering teachers' views.

Theme 2: Contribution to Social Peace and Tolerance

Teachers utter that culturally responsive teaching will serve to provide social peace and make individuals more tolerant. They say that such an education is important in terms of removing possible prejudices of the learner about other cultures and provision social integration. The statement of the teacher coded P25, who has the opinion in question, is as follows:

P25: In this situation, the mutual prejudices of the students from different cultures will decrease; also this will decrease racism and strengthen social integration.

Some teachers utter that learners' citizenship consciousness will get strong because of that learners' cultures and values are shown respect and they aren't seen as second class citizens. The statement of the teacher coded P22, who has the opinion in question, is as follows:

P22: Such an education will bring the thought that he is a part of the society and will strengthen citizenship consciousness.

The view of P3 coded teacher has similar opinions is as follows:

P3: Culturally responsive education will bring behaviors such that tolerance, sensibility, self-knowledge, self-reliance, different viewpoint, multi-dimensioned thinking. The separation and conflict in society will decrease. People will try to recognize and understand each other in unity and live in peace. This kind of education is firm steps to see diversity as richness.

In the context of this theme, culturally responsive education is an important component for development and expanse of love and tolerance removing prejudices between individuals and contributes to social integration.

Theme 3: The Sensitivity of Programs to Cultural Differences

Teachers think teaching programs of Turkey at present are not sensitive to cultural diversity and in this sense they are far from fulfilling the requirements of students. Besides, they utter that the regional and local differences are not considered in programs, and the programs are limited in activities special to different cultures in terms of quality and quantity. The statement of the teacher coded P8, who has the opinion in question, is as follows:

P8: We don't have an education system that operates cultural diversities. A child who starts school in Eastern and South-Eastern Anatolia Region can't speak Turkish as well as illiteracy. This situation isn't considered in education program. According to upbringing way and environment prelearning conditions of children differ from each other. But programs are made according to Ankara-Çankaya.

The views of P23 coded teacher is as follows:

P23: Education is not very sensitive to cultural diversities in Turkey. For example, students hesitate to use "Kurdish" word, the name of their nation, when nations are explained in English lesson. At least I believe that there is not sensitivity in South-Eastern.

Another topic attracted attention by some teachers is that a program mentality which standardizes individuals is adopted in Turkey and pluralism is not reflected.

P3: The education system in our country is extremely poor in terms of diversities. Standard individuals have been tried to grow since foundation of Republic. The other cultures are almost never talked about, the culture of the majority is always told as it is perfect. That means they allude to humiliate other cultures.

At another side, some teachers utter that emphasizing diversity hourly in the process of

culturally responsive education can cause occur separatist ideas. The statement of the teacher coded P22, who has the opinion in question, is as follows:

P22: If the authority of government becomes weak, it can cause that people diverge from each other, separatist and discriminatory ideas occur, and people don't adopt and try to dominate each other.

In the context of the general answers of teachers, they think teaching programs are deprived of culturally responsiveness.

Theme 4: The Reflection of Cultural Diversity

Teachers utter that teachers' personal and professional competence is important to make education process effective and reflect diversity to learning process in a classroom that there are different students as cultural. Especially it will be appropriate for the nature of culturally responsive education to have knowledge sufficiently regarding cultural diversity, not to have prejudices, to be tolerant and lovely. The statement of the teacher coded P3, who has the opinion in question, is as follows:

P3: We should give education making them feel and think that no need to fear of being different, being different is natural and a work of God's creativity, reflecting that also we show respect to diversity. We can't build love link by humiliation and denial.

The view of P13 coded teacher is parallel with this view and it is as follows:

P13: Firstly teacher should have a humanist nature. He should consider personal and cultural diversity. He shouldn't evaluate his student forcing him into certain molds. ... he should consider his student as a human and he shouldn't try to enforce his ideology or race values on his students.

In addition to this, teachers think teaching programs should be designed in a way that they can provide culturally responsive education and classroom activities should be arranged considering culturally diversity. The statement of the teacher coded P1, who has the opinion in question, is as follows:

P1: The special days and values of all cultures in the class should be known and they should be talked about in the lesson... There may be a culture corner in the classroom. Inscriptive and visual values of each culture can be shared there. On important days of each culture, students belong to that culture can organize presentation, theatre and festival in the classroom.

Similarly P18 coded teacher's view is as follows:

P18: In the class that there are different students as cultural; qualified samples special to each culture, and the examples that reflect soul of each culture and feature values of each culture can be elaborated.

In general sense, teachers think that cultural diversity should be considered and kept alive in the classroom. They link this situation with the personal and professional competence of the teacher and flexibility of teaching program.

Theme 5: The Adequacy of Culturally Responsive Teacher

Teachers have different ideas about evaluating adequacy of students considering their cultural diversity. Teachers' general tendency is that they think they are inadequate to give culturally responsive education. They think the reasons of this situation are their personal apprehension, education programs and school opportunities. The statement of the teacher coded P1, who has the opinion in question, is as follows:

P1: I confess that I prioritize my culture although I say I respect to different cultures. I remember Islam speaking of Religious Culture, Turkish speaking of

language, festivals of Ramadan, Sacrifice, Republic Day speaking of bairam (festival). These are indicator that I don't keep other cultures alive in the classroom. But such behaviors arise from the education program that doesn't say anything to keep other cultures alive in the classroom.

Besides, having deficient information about the local culture that teachers serve also makes this situation difficult. P4 coded teacher's view is as follows:

P4: I don't think I am adequate about this subject. Because in such a case collocutor is not just student, the family and environment are also part of this work and this situation makes our work difficult. Besides, I think we don't have a command of local sensitivities and this situation also makes our work difficult.

Teachers think teaching program limits teacher and it is not flexible, this is another factor to question adequacy for that subject. P14 coded teacher's view is as follows:

P14: I find it enough, but limited; because only adequacy of teacher considering the difference of students doesn't make teaching affective. Education programs should also be appropriate for this.

Teachers who think they can serve easily in such an education system talk about the advantages of their branch. P12 coded teacher's view, who thinks like this, is as follows:

P12: I think my experiences of teaching foreign language are an advantage for considering the differences of other students belong to different cultures.

Teachers think they are generally inadequate although they have different views adequacy regarding culturally responsiveness.

When research findings are evaluated in general, it seems teacher have positive viewpoints regarding culturally responsive education. They think such an education will contribute to cognitive and affective development of individual and will serve to social integration. It is emphasized to be sensitive to cultural diversity, to reflect pluralism to classroom activities and stay away from a comprehension takes solo culture into center when education is performed in classroom. Besides, they have self-sufficiency to perform culturally responsive education if teaching programs are flexed, and school physical substructure and material support are provided.

Discussion and Conclusion

Culturally responsive education is accepted as a paradigm reform which is developed to increase performance of students, who have cultural diversity, in the education period. According to this new comprehension, students need to regulate and actualize teaching activities by considering their old successes, personal and cultural powerful sides and intellectual adequacy. In the context of this necessity, without looking at the ethnic origin of the students, teachers should be active in the process to keep cultural diversity alive and spread the idea of equality. Because teachers have to do their best for all students what they can do, not just for some students (Basbay & Kagnici, 2009). In this sense, it is seen necessary that teachers' views should be positive regarding culturally responsive education, students should be aware of cultural differences and teaching programs should be flexible, learning environment should be richened using these values, and before everything teachers should have self-sufficient belief to give such an education.

In the context of the theme and findings of the research, teachers emphasize that education should be in a way as culturally responsive education; they think it will be useful for cognitive and affective development of students, the learning process will be functional and therefore their learning performance will increase. To end education successfully, it is important that the manner of teachers, who are one of the components of culturally responsive education, toward such kind of an education. In this sense, in studies that teachers' and teacher candidates' manners regarding multicultural education are examined it is generally seen they think culturally responsive education should be performed. When it is thought that teaching is a process having contextual, situational and personal dimensions (Gay, 2014), the values of individual is closely related with dimensions in question and it is obvious that it is not possible to ignore cultural values. In the researches made it was observed that the academic success of learners, who took education in the process of culturally responsive education, increase (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-

Billings, 1994; Ware, 2006), at other side in the education process that cultural diversity was ignored, the academic successes of learners who were from different cultures were low compared to others (Irvine, 1990; Irvine & Armento, 2001). Besides, the advantages of multi-cultural education for student are recognizing different cultures, improving tolerance feeling, improving global thinking ability, widening viewpoint, developing positive social relations, improving empathy ability, learning being conformed, increasing motivation and thinking reflective (Basarir, Sarir & Cetin, 2014). So being culturally responsive in teaching will be effective for students to expose their academic potential, besides it will be helpful for students to improve their affective characteristics.

The other one of the research findings, teachers utter that culturally responsive education will serve to provide social peace and remove prejudices between individuals, and such an education system is important in terms of provision social integration. In the same way, Grant (1995) emphasizes that the education system which considers cultural diversity will serve to extinguish prejudices and racism, to establish tolerance interactively and consistently, and to remove barriers. The situation that culturally responsive education serves is not removing or extinguishing cultural diversity, it is to provide culturally diversity to live and get strong (Reitz, 2009). In the same way Gay (2014), adopting a teaching comprehension that considers cultural diversity will be useful intellectually and psychologically for the general of the community, not for just ethnic minority. Besides, according to Ameny-Dixon (2004) multicultural education will serve to refresh the community through richness of culture diversity in the society, to provide development wide and versatile world-view by decreasing cliché and prejudices. By considering this situation, teachers should build learning environments that will provide students to respect other individuals' cultural values, to remove their own prejudices about other cultures and to adopt that diversity is richness (Cirik, 2008). Therefore in a community has an education that cultural diversity is recognized and individuals find themselves in the education system, unity atmosphere is built more easily.

In the context of research findings, teachers think that they are inadequate to actualize the culturally responsive education. They think the reasons are their personal apprehension, education programs and school opportunities. According to Roux (2000), performing culturally responsive education successfully is highly related to the knowledge, manners, considerations and behaviors of teacher about this subject. The development of teachers' cognitive and affective features in question is related teacher training program. Gunay and Aydin (2015) emphasize that teacher candidates should be trained as sensitive to cultural diversity and cumulative teachers. Because teachers that will actualize culturally responsive education should be opened to different cultural values, believe the necessity of comprehension and sustenance of these values. Therefore, having a viewpoint in this direction is possible if they are informed about the design of a multicultural classroom and arrangement of class environment in way different viewpoints will be accepted (Banks, 2008). In this sense, it is important that teachers, who will keep cultural diversity alive in classroom and be the main actor, act with this responsibility and conscious. It is seen that teachers think that only informing is not enough; within the frame of these research findings, teaching programs and lesson contents and materials, school opportunities should provide flexibility for teachers to give such and education. This finding is coherent with some studies made in the literature and it emphasizes many school programs of countries don't have a structure that can answer needs of different cultures (Aydin, 2012; Banks, 2008; Bennett, 2007; Nieto & Bode, 2013). If that structure is provided, teachers will make changes in the program in the way they can answer to learning forms of students according to their cultural diversity and structures to increase their performance. In an education comprehension that cultural diversity is wanted to be actualized, if teaching programs are far away of that comprehension, flexibility and sensitivity, it will cause that teachers be in paradox. So it is seen necessary to support teachers in the context of both teaching programs and school environment and materials. Shortly, the education programs should be revised, new schools which have values as equality and mutual respectfulness should be re-arranged and teachers should be supported to build a bridge between students' cultural experiences and program content (Gay, 2014; Gunay & Aydin, 2015). According to Reiter and Davis (2011) it is possible that a cultural disagreement can occur between student and teacher in the class environment has cultural diversity. So to solve this possible problem, it is important to train teachers who contact with students equally without a discrimination of language, religion and race.

In another finding of the research, teachers determined that education programs in Turkey are deprived of culturally responsiveness and very poor in terms of reflecting cultural diversity. They are far from multicultural program comprehension and very poor in terms of structure preparation and practices. Cirik (2008) analyzed acquirements of teaching program of elementary 1st-5th grade that were prepared by MEB (Education Ministry) in 2005 in accordance with multicultural education. According to the results of the analysis it may be said that existent elementary programs don't include multicultural education enough. Arsal and Onal (2012) made a research to determine contents, visuals

and activities about multicultural education in social sciences lesson book that was used in elementary 6th and 7th grade. According to the results of the research it was fixed that in the lesson books in question there are contents, concepts, visuals and activities about multicultural education. However it was extrapolated that the criterions related to the principles of multicultural education of elements in lesson books are not enough as quantity and quality. Keskin and Yaman (2014) tried to determine the level and way of mentioning multicultural education in social sciences teaching program and its books recently published. At the research result it was determined that multicultural education is emphasized, a strict comprehension is not adopted, a smooth transition is aimed in the program and books in question.

Consequently in the context of teacher's views, quickening culturally responsiveness and cultural diversity in education is perceived important. Besides, it is accepted as an important component that serves to social peace and integration. By considering this situation, being sensitive to cultural sensibilities, values and differences in our education is needed. In this direction in the components of our education system, that is to say from our teaching programs to the training teacher programs, a configuration should be made by considering that situation.

Actualizing similar researches in various cities of Turkey by using quantitative and qualitative methods with much bigger samples, enlightening the subject in depth will be useful for both offering advices to education politics makers and literature. Also evaluating our lesson programs and all stages of our teaching programs in terms of culturally responsiveness remain as a different subject. Lastly, it is necessary to improve teachers' adequacy for culturally responsiveness in training teacher programs of universities. From this point, it may be said that giving multicultural lesson as an independent lesson and preparing other contents considering this sensitivity will be useful for coming teachers to live experiences regarding the subject and to internalize them.

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