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İlişkin Görüşler

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Opinions on Culturally Responsive Education*

Kültürel Değerlere Duyarlı Eğitimlere İlişkin Görüşler

Assoc. Prof. Dr. Okan SARIGÖZ

Abstract: In order to keep their cultures alive, societies want to instill their cultural values in their new generations, both in the family and in schools. These principles are often based on cultural, moral and ethical principles. These rules, which were previously given mainly in families, have also started to be given in schools over time. The aim of this research is to determine the views of teacher candidates on culturally responsive education according to demographic variables of gender, department type and class level. The study group of the research consists of a total of 323 students studying in the 2nd, 3rd and 4th grades of the English Language Teaching, Psychological Counseling and Guidance, Turkish Language Teaching and Primary School Teaching departments of the Faculty of Education of Mustafa Kemal University. Cultural responsive teaching readiness scale was used as a data collection tool in the research. The descriptive survey method was used as a model in the research. According to the results of the research, no significant difference of opinion was found among the teacher candidates in terms of the demographic variables of gender, department type and grade level. In addition, from the data obtained in the research and interviews with teacher candidates, it was concluded that getting to know different cultures will give a novel touch to education for both staff and teachers at the school, as well as students, and cultural life can be used in the objectives of learning, and elective courses can increase cultural sensitivity in the research.

Keywords: Education sciences, cultural values, social values, social rules, morality and ethics.

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"COPE-Dergi Editörleri İçin Davranış Kuralları ve En İyi Uygulama İlkeleri" beyanları: Bu çalışma için herhangi bir çıkar çatışması bildirilmemiştir. Bu çalışmanın veri toplama safhası 2020 yılından önce gerçekleştirildiği için etik kurul onayı gerekmemektedir.

Öz: Toplumlar kültürlerini yaşatabilmek için gerek aile içerisinde gerekse de okullarda kültürel değerlerini yeni nesillerine aşılamak isterler. Bu ilkelere genellikle kültürel, ahlaki ve etik ilkelere dayanmaktadır. Önceleri ağırlıklı olarak ailelerde verilen bu kurallar zamanla okullarda da verilmeye başlanmıştır. Bu araştırmanın amacı, öğretmen adaylarının kültürel değerlere duyarlı eğitimlere ilişkin görüşlerini cinsiyet, bölüm türü ve sınıf düzeyi demografik değişkenlerine göre belirleyebilmektir. Araştırmanın çalışma grubunu, Mustafa Kemal Üniversitesi Eğitim Fa-kültesine bağlı İngilizce Öğretmenliği, Psikolojik Danışmanlık ve Rehberlik, Türkçe öğretmenliği ile Sınıf Öğretmenliği bölümlerinin 2., 3. ve 4. sınıflarında okuyan toplam 323 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak, Kültürel Değerlere Duyarlı Eğitime Hazırbulunuşluk Düzeyi Ölçeği kullanılmıştır. Araştırmada model olarak betimsel tarama yöntemi kullanılmıştır. Araştırma sonuçlarına göre cinsiyet, bölüm türü ve sınıf düzeyi demografik değişkenlere göre öğretmen adayları arasında anlamlı düzeyde bir görüş farklılığı bulunamamıştır. Yine araştırmada elde edilen verilerden ve öğretmen adayları ile yapılan mülakat-lardan farklı kültürleri tanımanın hem okuldaki çalışanlar ve öğretmenler hem de öğrenciler açısından eğitim öğretime renk katacağı, kültürel yaşantının öğrenmenin hedeflerinde kullanılabileceği ve araştırmada seçmeli derslerin kültürel duyarlılığı arttırabileceği gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Eğitim bilimleri, kültürel değerler, toplumsal değerler, toplumsal kurallar, ahlak ve etik.

Introduction

There are certain rules and principles that societies attach importance to in terms of cultural and human relations. These principles are generally values that build societies in terms of cultural, moral and ethical aspects. Value is the rules and principles that are desired, dignified and longed for in a society (Cooper, 2014). The concept of cultural values, which is important for societies, can be considered equivalent to the concept of social morality. Morals are ethical rules that adhere to universal ethical principles in a society. While morality examines sociological phenomena among people, ethics focuses on the goodness desired by the society by examining what criteria should be in accordance with moral values and the rules of behavior that will guide them (Kılavuz, 2003). Ethics explains and interprets concepts such as goodness, evil, virtue, happiness, moral personality and living with dignity, which morality deals with, and in addition, it develops moral consciousness in individuals and gives meaning to moral concepts (Özlem, 2004; Toytok, 2014). Values education is a multifaceted mix of education and ethics (Carbone & Peter, 1991). In other words, moral and ethical issues are intertwined in values education.

The social value rules, which were taught by the families in the past, have start-

ed to be taught by the schools recently due to some problems, especially the divorces that the families have experienced. While schools are trying to provide basic education such as literacy to individuals, values education has been added to these educations due to the problems that families have experienced recently. In addition to being an institution where students practice their academic learning, schools are a social institution that supports the social, psychological and spiritual development of students, serves them to be healthy individuals who are compatible with the society, and helps them to become individuals with good personality traits by transferring the values adopted by the society to students (Dilmaç & Şimşir, 2016). For this reason, schools have an important place in the lives of individuals.

Value is any feeling, thought, behavior, rule of social, human or divine origin that has been adopted within the belief and ideology of the society (Çankırılı, 2015). Value is the basic moral principles and beliefs that are accepted as right and necessary by the majority of its members and reflect their feelings, thoughts and interests in order to ensure the survival of the social group or community (Yalmanlı, 2009). Values are the principles used to define what right, good is and fair (Oral & Çoban, 2019). Values education, on the other hand, is a process that nurtures students' pedagogical aspects within the school, enables them to progress in a positive direction in terms of morality, supports their development of positive social relations, and includes the development of their academic success (Dilmaç & Şimşir, 2016). Therefore, this process should begin with pre-school education and continue until the end of school life. As there are values that need to be developed at every education level, the mental and moral development of children can be supported with effective programs designed from early ages (Karademir & Çelik, 2020: 280). Hence, values education and skills should continue to be given to the whole society through various activities both in school life and throughout life (Sarigöz, 2020-2021).

Another feature of values education is to ensure that individuals are satisfied with life (Polat & Yavaş, 2012). Thanks to values education, individuals lead more virtuous and better quality lives. In this way, they get pleasure from life. For this reason, values education is an education that guides individuals in a positive way and directs their lives. There are many approaches, narratives and topics on value education. However, it is usually the children who come to mind first when values education is mentioned. Countries also provide values education to their individuals in accordance with their own societies. When societies do not transfer their values to their individuals by education, individuals may become alienated from their societies after a period of time.

In particular, the Australian government provides values education as one of the aims of teaching in schools. As the Australian government gives values education

to students, their aims are; 1. Ensuring that the student is attentive, adopting the values of respect and cooperation 2. By practicing in schools, to ensure that students exhibit consistent behaviors that are frank, adopting the values of the school and society, 3. To strengthen the relationships between families and the school community (students, teachers, staff, administration) as a part of school life by working in partnership with students, 4. To support students in the learning environment, to enable them to discover themselves, to encourage students, to state that their values are the values of the school and society. (Australian Government Department of Education, Science and Training, 2004: 5).

As in the Australian state, other countries have various purposes in providing values education to their individuals. Countries especially want to protect their customs, traditions and social structure and manners with values education. In accordance with these purposes, in our country, values education was included in the National Education Basic Law Number 1739 published in 1973 and the importance of values education in creating a nation that "adopts, protects and develops national, moral, humanitarian, spiritual and cultural values" was emphasized (Article 2, Clause 1). In this context, related human and moral values have been tried to be taught in some courses such as Life Studies, Social Studies and Citizenship. (Hökelekli, 2010).

Today, with the supervision and approval of the Board of Education and Discipline, which is affiliated to the Ministry of National Education, values education are provided to students with curriculums, hidden curriculums and course materials. In our country, especially since 2004, values such as being scientific, peace, responsibility, respect for differences have been included as "Values to be taught directly" in the Social Studies Curriculum. (Tabak, 2019). In addition, the subject of values is included in the curriculum of Life Science, Religious Culture and Moral Knowledge and Social Studies in detail, especially in primary school courses in our country, and is instilled in students.

Of course, it is the responsibility of teachers who teach the lessons to teach or explain such an important subject for societies. Therefore, in this research, it has been tried to determine the views of teacher candidates on cultural values and their views on culturally responsive education models, which has been studied very little or not much before on this subject.

METHOD

In this part of the research, the problem of the research, the model of the research and the answers given by the teacher candidates to the data collection tool used in the research are included.

Research Problem

What is the level of teacher candidates' views on culturally responsive education? Do these opinions differ statistically in terms of the demographic variables of gender, department type and grade level?

The universe and sample of the research

The universe of this research consists of all students studying at the Faculty of Education of Mustafa Kemal University, and the sample of this research consists of 323 students studying in the 2nd, 3rd and 4th grades of English Language Teaching, Psychological Counseling and Guidance, Turkish Teaching and Primary School Teaching departments of Mustafa Kemal University Education Faculty.

Research Model

This research was carried out in order to determine the views of teacher candidates on culturally responsive education by taking into account the variables of gender, department type and grade level. For this purpose, the *cultural responsive teaching readiness scale* developed by Karataş & Oral (2017) was used as a data collection tool with the permission of the researchers. The KMO value of the cultural responsive teaching readiness scale used in the study was found to be .92 and the Bartlett test result ($2 \div = 2447.24$; $p=0.000$) was found to be significant. When the EFA result analyzed, scale items gathered under 5 factors whose eigenvalues were greater than one. The variance explained by these 5 factors regarding the scale was determined as 63.02%. The scale consists of 2 sub-dimensions and the factor load of the first dimension of the scale consists of 12 items ranging from .85 to .57, and the factor load of the second dimension of the scale consists of 9 items ranging from .80 to .40. The first sub-dimension of the scale was named "*Personal Readiness*" and the second sub-dimension was called "*Professional Readiness*". The t values of the scale items vary between 6.33 and 13.39. First level CFA model fit index coefficients was calculated as $\chi^2=401.44$; $sd=184$; $\chi^2/sd = 2.18$; $p=0.00$; AGFI=.85, GFI=.90, NNFI=.96 CFI=.97, and RMSEA=.072, and the fit index values of the two-dimensional model obtained from the second level CFA were $\chi^2=466.20$; $sd=185$; $\chi^2/sd = 2.52$; $p=0.00$; AGFI=.85, GFI=.90, NNFI=.96, CFI=.97, and RMSEA=.073. The Cronbach's Alpha internal consistency coefficient of the scale was calculated as .92 for the first sub-dimension of the scale, "Personal Readiness", as .87 for the second sub-dimension, "Professional Readiness", and the internal consistency coefficient for the overall scale was calculated as 0.90. The scale is 5-point Likert type and the skill statements in the scale are "1-Strongly Disagree", "2-Disagree", "3-Undecided", "4-Agree" and "5-Strongly Agree". The answers of the teacher candidates participating in the research to the scale items depending on the demographic variables were calculated using the SPSS 20 statistical program using the t-test and the Ano-

va test, which is one-way analysis of variance. Negative items on the scale were calculated by reversing them.

This research is conducted using the descriptive survey method. Since the screening method is usually used in educational research to learn the attitudes, beliefs and opinions of the selected group about a certain subject, (Johnson & Onwuegbuzie, 2004; McMillan & Schumacher, 2001) in this study, descriptive survey method was used as the basic research design.

FINDINGS

In this part of the research, the answers given to the cultural responsive teaching readiness scale, the data obtained from the research, the analysis of the data, the tables of the analysis, the findings and comments are included.

Table 1. Results of t-test analysis of teacher candidates' opinions on culturally responsive education in terms of gender variable

Gender	N	$\bar{X}$	Ss	Sd	t	p
Female	181	86.884	5.366	321	1.364	.174
Male	142	87.662	4.711			p>.05

From the data in Table 1, from the answers given by the teacher candidates to cultural responsive teaching readiness scale, it was determined that there was no significant difference ($p > .05$) between the female teacher candidates and male teacher candidates in terms of the *gender* variable of the teacher candidates' views on culturally responsive education.

Table 2. Anova test analysis results of teacher candidates' opinions on culturally responsive education in terms of department type variable

Dept type	N	$\bar{X}$	Ss	Var. Kay.	Kar.Top.	Sd	Var. Ort.	F	p	Sgn. Diff. (Anova)
1. ELT	69	86.58	5.23	Interg.	114.57	3	38.19	1.477	.221	
2. Turkish L.T.	79	86.99	4.96	In grp	8245.93	319	25.85			
3. PCG	84	86.99	5.10	total	8360.50	322				
4. Primary S T.	91	88.14	5.06							
Total	323	87.23	5.10							p>.05

By using the data in Table 2, as a result of the answers given by the teacher candidates to cultural responsive teaching readiness scale, it was determined that there was no significant difference ($p > .05$) between the teacher candidates' views on culturally responsive education in terms of the *department type* variable.

Table 3. Anova test analysis results in terms of grade level variable of teacher candidates' views on culturally responsive education

Grade	N	$\bar{X}$	Ss	Var. Kay.	Kar. Top.	Sd	Kar. Ort.	F	p	Sgn. Diff. (Anova)
1) 2 nd gr.	108	87.50	5.02	Interg.	23.64	2	11.82	.454	.636	
2) 3 rd gr.	104	87.33	5.71	In grp	8336.86	320	26.05			
3) 4 th gr.	111	86.87	4.68	Total	8360.50	322				
Total	323	87.23	5.84							p>0.05

When the data in Table 3 are examined, it has been determined that there is no difference ($p > .05$) between the teacher candidates studying in different classes in terms of the *grade level* variable, as a result of the answers given by the teacher candidates to the cultural responsive teaching readiness scale.

When the data obtained in the research is examined, it can be said that the arithmetic averages of the answers given to the scale items are close to each other. However, when the "Personal Readiness" dimension, which is the first sub-dimension of the scale, was examined from the data obtained, it was determined that the arithmetic averages of the 2nd item "I am curious about the cultural values that the students in my class hold." and 8th item "I would like to increase interaction with my students whose mother tongue is not Turkish in my classroom by learning words and sentences from their mother tongues." in the scale were slightly lower than the other items. From the interviews made with the teacher candidates regarding these items, it was concluded that the teacher candidates would be more interested in their students' education and training, not their cultural differences, and they would provide education to students whose mother tongue was not Turkish in classrooms, but they could only be interested outside of school when they came across.

Regarding the "Personal Readiness" sub-dimension, which is the first sub-dimension of the research, it was determined that the arithmetic averages of the 4th item "I enjoy interacting with people from different cultures." and 6th item "I think it would be fun to teach in a classroom where cultural diversity is experienced." were slightly higher than the arithmetic averages of the other items. From the interviews made with the teacher candidates on the subject, it was concluded that interacting with different cultures will give a novel touch to the education and training for both the staff and the teachers at the school and the students.

When the answers given to the second sub-dimension of the scale, "Professional Readiness", were analyzed, it was determined that the arithmetic averages of the 19th item "I consider the textbooks used in undergraduate education courses to be sufficient in terms of providing information about cultural diversity in Turkey." and 21st item "I

gained awareness about cultural diversity thanks to our lecturers talking about their personal lives and experiences in the lessons.” in the scale were slightly lower than the other items. As a result of the interviews made with the teacher candidates regarding these items, it was concluded that less cultural information was included in the undergraduate textbooks or courses of students studying in the classrooms of the teacher candidates and that the instructors mentioned their cultural experiences less than expected in the courses.

In the light of the data obtained in the research, when the answers given to the second sub-dimension of the scale, "Professional Readiness", were examined, it was determined that the arithmetic averages of the 18th item "I am aware that students' cultural experiences should be used as a tool to achieve their learning goals." and 20th item "I think that the elective courses I took during my undergraduate education contributed to my sensitivity to cultural values." in the scale were slightly higher than the other items. From the interviews with the teacher candidates on these items, it was concluded that the cultural life of the teacher candidates can be used in learning objectives and that the elective courses can increase cultural sensitivity.

In the research, it can be said that the arithmetic mean of the overall scale was 4.154, which is a very high value out of 5.00.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In this study, it was tried to determine the readiness levels of teacher candidates for culturally responsive education. In the research, from the answers given to the scale items and the arithmetic averages of the answers given to the items, it was tried to determine the readiness levels of the candidates for culturally responsive education, depending on the demographic variables of gender, department type and class level.

Based on the answers given to the scale items in the research, no significant difference of opinion was found among the teacher candidates in terms of the gender variable. Therefore, in the research, it can be said that female teacher candidates and male teacher candidates have similar ideas.

In the research, it was determined that there was no significant difference of opinion among the teacher candidates studying in different departments, depending on the type of department variable.

According to the answers given to the scale items in the study, no significant difference of opinion was found among the teacher candidates studying in different classes, in terms of the grade level variable.

From the data obtained in the research and the interviews made with the teach-

er candidates, it was concluded that teacher candidates would be more interested in their students' education, not their cultural differences, and they would teach the students whose mother tongue is not Turkish in the classroom, but they could only be interested outside the school when they came across.

From the data obtained in the research and the interviews with the teacher candidates, it was concluded that getting to know different cultures will give a novel touch to the education and training for both the staff and the teachers at the school and the students.

From the data obtained in the research and the interviews with the teacher candidates, it was concluded that the cultural information in the undergraduate textbooks or courses of the students studying in the classrooms of the teacher candidates was a little less than expected, and the instructors mentioned their cultural experiences less than expected in the lessons.

In addition, from the data obtained in the research and the interviews with the teacher candidates, it was concluded that the cultural life of them can be used in learning objectives and that the elective courses can increase cultural sensitivity.

When the answers given to the questions and the general arithmetic mean of the scale were examined in the research, it could be concluded that the answers given to the scale items were at a sufficiently high level.

Recommendations

Cultural values are a very important topic for both female and male individuals in the society. Hence, both families and schools should focus on this issue effectively and individuals should be educated in accordance with cultural values and equipped with cultural values.

Media organs should be warned about cultural values and more emphasis should be placed on programs containing cultural values such as films, documentaries and other broadcasts.

The textbooks used in schools should be revised according to cultural values and should be corrected or rearranged.

Teachers, who are one of the most basic elements of education, should be provided in-service trainings on cultural values to create both knowledge and awareness in them.

Both compulsory and elective courses on cultural values should be added in to programs of both prospective teachers and students studying in other departments, and seminars, symposiums, interviews and other activities should be held in order to

raise awareness among students. In particular, assignments that can be effective on the subject of values should be given.

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