



The Relationship Between Teachers' Attitudes Towards Multicultural Education and Their Empathic Tendencies*

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Abstract

The purpose of this study is to examine the attitudes of the teachers towards multicultural education and their empathic tendencies in terms of various variables; and to determine the relationship between their attitudes towards multicultural education and their empathic tendencies. Correlational research design, one of the quantitative research methods, was conducted in the research. The sample of the study consists of 476 teachers working in the central districts of Van, Turkey. In order to collect data in the research "Teachers' Multicultural Education Attitudes Scale" and "Empathic Tendency Scale" was conducted. According to the results of the research; it has been determined that teachers' attitudes towards multicultural education are at high level, male teachers' attitudes towards multicultural education are higher than female teachers and there is no significant difference according to variables such as marital status, job satisfaction, age, professional seniority and teaching level. In addition, it has been concluded that there is a generally positive, low-level relationship between teachers' attitudes towards multicultural education and their empathic tendencies.

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INTRODUCTION

Nowadays, changes have occurred in the structures of society due to the globalizing world, increasing technological developments and migration events, and individuals with different cultural values have started to share a common life in the same society. The increase in cultural diversity has led to changes and developments in the educational environment as well as in all areas of society; Recognition of different cultural values, the necessity of approaching students with the sensitivity of differences have increased the duties and responsibilities of teachers.

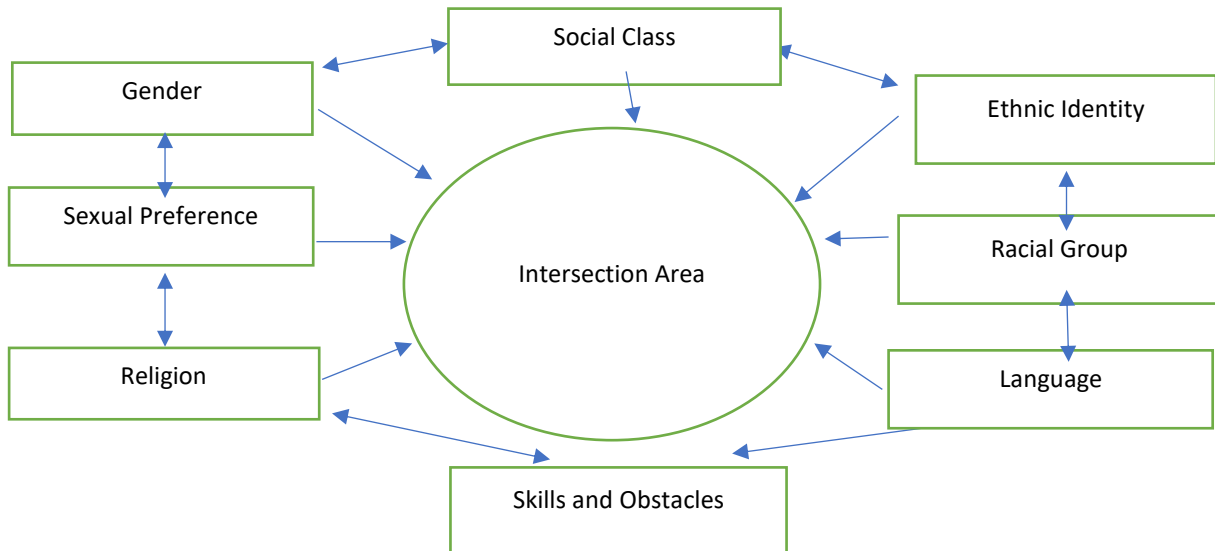
The last four decades of the twentieth century have seen the emergence of a diversity-led group of political and intellectual movements such as national minorities, indigenous peoples, immigrants old and new, ethno-cultural nations, feminists, gays and greens. Although all of these groups are sometimes referred to under the term multiculturalism, only a few of these movements are related to multiculturalism. Multiculturalism is associated with differences arising from culture or fused with culture, as opposed to differences caused by individual choices (Parekh, 2000/2002).

Multiculturalism is a project of cultural recognition of all individuals regardless of their origin, not just a few historical communities that benefit from some special arrangements (Doytcheva, 2005/2016). Although the concept of multiculturalism is a concept that has been used in the last century, the coexistence of different cultures since the periods when people began to live together is an indicator of multiculturalism. Because societies that include two or more different cultural communities can be expressed as multicultural societies (Bulut, 2020). Kymlicka (1995/2015); considered multiculturalism from a different perspective and expressed it as a community with national and ethnic differences, having a separate language and history on a common piece of land, and having ancestry ties. According to this approach, if a state consists of people belonging to different nationalities or coming from different nations, and if this situation has an important meaning on an individual basis and politically, then that state is multicultural. According to Yakışır (2009); it is the aim of multiculturalism to prevent conflicts that may arise between them through the integration of all religions, races and cultures, to ensure that they live together in peace, and to ensure that individuals have equal rights and are at peace. Cultural values are transferred to new generations through education and the main function of an education system should be to transfer cultural values. Since today's society changes so rapidly, schools should lead these changes, ensure the transfer of beliefs and values, and ensure that values reach new generations through the explanation of these concepts as well as the teaching system. As it can be understood from this, the education system and schools play a key role in the development and transformation of a society (Demirel, 2015, p. 37).

Multicultural education is a reform movement designed to bring about some fundamental changes in the education system, advocating the equal enjoyment of educational opportunities for all students regardless of social class, gender, race, ethnicity and culture. Besides, multicultural education assumes that diversity provides rich opportunities for all citizens to experience their own culture and increases the level of perception of problems and solution methods. Individuals get the chance to be a part of different cultures in a multicultural education environment and have the opportunity to benefit from their experiences and realize themselves (Banks, 1994/2013). Multicultural education is the process of creating equal education and learning opportunities within the framework of democratic values in order to ensure cultural pluralism by rejecting all kinds of discrimination and respecting all differences (Kaya & Aydın, 2014). According to Aydın (2013), multicultural education is an approach that values all differences such as student, teacher, content, perspective and culture. According to Gay (1994), multicultural education embodies ethnic diversity, based on common assumptions, emerging from common interests, incorporating common principles for action and integrated into educational processes. Again Gay (1994) defined multicultural education as an idea, education reform movement and process that gives equal opportunities for academic success to all students. In order for teachers to fully understand students, it is not sufficient to know their race and

ethnicity alone. In order to understand the behavior of students better, it is important to know their mother tongue, social class, ethnic identity and the degree of associating themselves with the cultures they belong to. The relationship between these variables and their effects on student behaviors are shown in Figure 1 (Banks, 1994/2013).

Figure 1. *Intersection of Diversity Variables*



According to Garcia (2009), multicultural education is an educational movement based on foundations such as justice, freedom, equality and opportunity. The aims of multicultural education, which is an initial step to change the balance of privilege and power within the education system, can be listed as follows (Garcia, 2009):

- To create a safe and successful learning environment that is accepted by everyone,
- To increase awareness about global issues,
- To strengthen the level of cultural awareness,
- To strengthen intercultural awareness,
- To teach students that historical perspectives are more than one,
- To support critical thinking,
- To carry out works to prevent prejudice and discrimination.

The main purpose of multicultural education is to effect social change through three stages of transformation (Gorski, 2010): the transformation of the self, the transformation of schools and education, and the transformation of society. In multicultural education, it can be said that multicultural education will reach its final goal by making a critical examination of all aspects of the education process and ensuring social justice and equality in schools. According to Başbay and Kağnıcı (2009), teacher characteristics that are expected to have multicultural competencies are; Being aware of their own cultural identity and prejudices, being in a struggle for learning the worldviews of individuals with different cultural values, it covers the dimensions of developing culturally sensitive teaching methods.

Presence of teachers and students with different cultural values in schools has made it very important to have knowledge about different cultural values, to be aware of cultural differences, to approach differences with sensitivity and to understand the feelings, thoughts and behaviors of all students with an empathetic understanding.

Today, when empathy is mentioned, the first name that comes to mind and is identified with empathy is Carl Rogers. According to Rogers (1959), empathy or the state of being empathetic accurately perceives someone else's internal frame of reference through emotional components and

meanings, as if they were it, but without losing its condition. While sharing the pain or happiness of another person, it is to remember to perceive the existing situation as he or she perceives it. If the quality of being "as if" or "as though" is lost while establishing empathy, the situation that emerges is identification. Empathy, which is frequently mentioned especially in psychiatry and psychology and is the subject of important studies, is the ability of an individual to put himself/herself in another person's place and understand his/her feelings and thoughts correctly. Empathic understanding has the feature of bringing individuals closer to each other and increasing effective communication in almost all areas of daily life. With empathic understanding, people feel that they are understood and cared for by other people (Dökmen, 2013). According to Rogers (1980/2012), when people feel that they are understood correctly and approached sensitively, they develop more attentive, accepting, realistic and understanding attitudes towards themselves. These attitudes can be explained as follows:

- The fact that the empathy environment does not include evaluation and is based on acceptance ensures that people's attitudes towards themselves are rewarding and caring.
- Listening to someone who understands them allows individuals to listen to their inner world and complex emotions with greater attention.
- Individuals' understanding and appreciation of themselves opens the door to new experiences, and these new experiences become a part of the personality by integrating with a properly formed self-structure.

Empathy skill, which has neurobiological and psychological foundations, can also be expressed as a skill that can be developed through education. The following practices can guide the development of empathy skills, which are important to be acquired both in the family and in the school environment (Yüksel, 2015):

- Frequent verbal communication should be established with the child.
- Be a correct model for the child.
- Positive emotions should be shared with the child frequently and intensely.
- Reflective language and empathetic communication language should be used towards the child.
- The child should be encouraged to express their feelings and thoughts.
- Imitation games about all living and non-living things should be played with the child.
- The child should be encouraged to talk about the problems he/she has with his/her friends.
- It should be ensured that games for cooperation, cooperation and solidarity are played by getting together with their friends.

According to Aslan and Aybek (2019), empathy skills have an important place in individuals' understanding each other in multicultural societies that combine different ethnic identities, mentalities, beliefs and languages. In order for individuals to be respectful and tolerant towards each other, to accept differences as natural and to establish close relations with each other, they should adopt the skill of empathy. Adopting the skill of empathy contributes to the predominance of peace, happiness and comfort by enabling the problems occurring in the society to be solved more easily and the problems to be minimized. For this reason, one of the most important values that should be gained in multicultural education programs should be the skill of empathy (p. 138). In the school environment, the teacher's character, empathy skills and awareness of emotions affect the process of empathizing. The coexistence of a large group and the fact that all individuals have their own unique mindsets can be expressed as the most important difficulty that a teacher may encounter. The teacher should think by putting himself/herself in the shoes of all students in the classroom and try to understand their feelings (Mozakoğlu, 2015).

RATIONALE AND AIM OF THE STUDY

Schools bring together teachers and students from different cultural values and backgrounds. These differences allow rich experiences to take place in the educational environment and allow teachers and students to benefit from these experiences and richness. Increasing the quality of education depends on having knowledge about cultural differences, reaching awareness that each individual may have different cultural values, accepting these differences as normal, and displaying an empathetic approach to all individuals who are accepted with their differences.

Considering that the schools in Turkey hold different cultures together, it was deemed necessary to investigate the importance of multicultural education and empathic disposition and the relationship between them. In addition, there are studies in which multicultural education and the level of empathic tendency are examined separately and with different sample groups, but there are no studies that examine two variables for teachers together and some demographic variables in this study. For these reasons, the main purpose of the study is to examine the relationship between teachers' attitudes towards multicultural education and their empathic tendencies in terms of various variables. For this purpose, answers to the following questions will be sought:

- Teachers' attitudes towards multicultural education; Does it show a significant difference according to their gender, marital status, job satisfaction, age, professional seniority and teaching level?
- Empathic tendencies of teachers; Does it show a significant difference according to their gender, marital status, job satisfaction, age, professional seniority and teaching level?
- Is there a significant relationship between teachers' attitudes towards multicultural education and their empathic tendencies?

METHOD

RESEARCH DESIGN

The correlational research model was conducted to reveal the relationship between teachers' attitudes towards multicultural education and their empathic tendencies. Correlational research design is a research model that aims to determine the existence or degree of change between two or more variables in order to reach a general conclusion about the universe through the whole universe or a sample group to be taken from the universe for a subject or event. In this type of modeling, the variables whose relationships are examined are symbolized separately in a way that allows a relational analysis (Karasar, 2007). In this study, the correlational research design was preferred since the relationship between the attitude towards multicultural education and empathic tendency was tried to be determined as it exists.

POPULATION AND SAMPLE

The study population consists of 8193 teachers working in the central districts of Van province in the 2020-2021 academic year. The research sample consists of 476 teachers determined by cluster sampling method over the population. It was stated by Çingir (1994) that the sample group suitable for a group with a universe size of 50000 is 387. The fact that the sample belonging to the universe consisting of 8193 teachers in this study consisted of 476 teachers shows that the sample size is appropriate for the size of the universe. Cluster sampling method is used when sampling from the universe is done on a group basis. What is meant by cluster selection is not to select the individual elements to collect data, but to select the group in which the elements are located. In this way, with the selection of the cluster, the elements to be collected will also be selected. The clusters chosen as sampling units here are schools. The observation unit, about which information is collected and defined as the smallest part of the universe, are the teachers working in the selected schools

(Büyüköztürk et al., 2020). In this study, the schools in the central districts of Van province were determined as a cluster, and it was tried to reach all the teachers working in 9 high schools, 13 secondary schools, 15 primary schools and 3 kindergartens randomly selected from the cluster. The distribution of teachers in the sample according to various variables is given in Table 1.

Table 1. *Characteristics of the Participants*

Gender	n	%	Marital status	n	%
Female	227	47.7	Single	188	39.5
Male	248	52.1	The married	286	60.1
Unknown	1	0.2	Unknown	2	0.4
Total	476	100	Total	476	100
Age	n	%	Professional Seniority	n	%
21-25	48	10.1	0-5	186	39.1
26-30	183	38.4	6-10	168	35.3
31-35	127	26.7	11-15	69	14.5
36-40	71	14.9	16-20	27	5.7
41 and above	37	7.8	21 and above	9	1.9
Unknown	10	0.3	Unknown	17	0.4
Total	476	100	Total	476	100
Job Satisfaction Status	n	%	Teaching Level	n	%
Yes	408	85.7	Pre-school	61	12.8
No	61	12.8	Primary school	125	26.3
Unknown	7	1.5	Middle school	123	25.8
			High school	165	34.7
			Unknown	2	0.4
Total	476	100	Total	476	100

The striking features of the demographic information of the sample obtained from the participants can be summarized as follows: 47.7% of the 475 teachers who took part in the survey process were female and 52% were male. 60.1% of 474 teachers are married. 38.4% of 466 teachers are between the ages of 26-30. 39.1% of 459 teachers have seniority years between 0-5 years. 85.7% of 469 teachers are satisfied with their profession. The fact that 34.7% of the 474 teachers are at the high school level is among the other demographic information obtained as a result of the analysis.

DATA COLLECTION TOOLS

TEACHERS' MULTICULTURAL EDUCATION ATTITUDES SCALE

Teachers' Multicultural Education Attitudes Scale was developed by a group of researchers under the leadership of Ponterotito et al. (1998), and the scale was adapted into Turkish by Yazıcı et al. (2009). The scale was arranged in Likert type as “Strongly Agree”, “Agree”, “Neither Agree, Neither Disagree”, “Disagree”, “Strongly Disagree”. The scale consists of 20 items, and the 3rd and 16th items in the original scale were removed from the scale because they had low values. The current scale consists of 18 items and one dimension. Yazıcı et al. (2009) found the Cronbach’s alpha value of the scale to be .74.

EMPATHIC TENDENCY SCALE

The Empathic Tendency Scale developed by Dökmen (1988) was used to determine the empathic tendency levels of teachers. The scale consists of 20 five-point Likert-type items such as "Totally Appropriate", "Quite Appropriate", "Undecided", "Quite contrary", "Completely Opposite". While scoring the scale items, the 3rd, 6th, 7th, 8th, 11th, 12th, 13th and 15th questions are scored in reverse. The lowest score to be taken from the scale is 20 and the highest score is 100. The total score

refers to the empathic tendency scores of the participants. A high score indicates a high empathic tendency, and a low score indicates a low empathic tendency. The reliability of ETS was obtained by Dökmen (1988) applying the scale to a group of 70 students using the test-retest method at three-week intervals. The Cronbach’s alpha value of the scale was found to be .82 by Dökmen (1988). The validity and reliability of the scales used were tested. Reliability analysis results are given in Table 2.

Table 2. Reliability Analysis Results

Scales	Cronbach’s Alpha	Number of Items
Teachers' Multicultural Education Attitudes Scale	.72	18
Empathic Tendency Scale	.73	20

Based on the fact that the alpha coefficients of the scales are between .72 and .73, it can be said that the results obtained from the measurement tools are reliable. According to the results of the factor analysis applied, the KMO value of the "Teachers' Multicultural Education Attitudes Scale" was 0.852 ($p = 0.000$), which explains 53.95% of the variance. The KMO value of the "Empathetic Tendency Scale" was 0.784 ($p = 0.000$), explaining 55.71% of the variance. Based on the factor analysis results determined, it can be said that the sample is sufficient in terms of factor analysis (Gürbüz & Şahin, 2016, p. 319).

DATA ANALYSIS

In the analysis of the data, the normality test was first performed. According to the results of the Kurtosis-Skewness coefficients, Shapiro-Wilk coefficients, Histogram and Q-Q Plots tables, it was determined that the data showed normal distribution. Analysis of data was carried out with the help of frequency distribution, arithmetic mean, standard deviation, independent groups t-test and one-way analysis of variance (ANOVA). In case of difference in ANOVA, Scheffe test, one of the multiple comparisons (Post Hoc) tests, was used. In addition, correlation analysis was performed in order to determine the relationship between the variables. The aforementioned analyzes were made using the SPSS 25.0 package program.

After reverse coding for the negative items in the scale, various analyzes were applied to the data. Missing data was assigned for the missing data in the question statements within the scope of the research. In addition, due to missing data in demographic variables, the relevant forms were not completely removed from the analysis, only missing data in demographic variables were included in the analysis. The arithmetic averages of the data obtained from the scales were taken. Levels were determined according to the averages. In this context, the order of levels was evaluated as follows: $1.00 < \text{mean} \leq 1.80$: very low; $1.80 < \text{mean} \leq 2.60$: low; $2.60 < \text{mean} \leq 3.40$: moderate; $3.40 < \text{mean} \leq 4.20$: high; $4.20 < \text{average} \leq 5.00$: very high. The data were first tested for normality. Normality test results are given in Table 3.

Table 3. Normality Test Results

Scales	Kurtosis	Skewness
Multicultural Education Scale	-.045	.021
Empathic Tendency Scale	.211	-.074

The normality of the scales used were evaluated according to kurtosis-skewness coefficients, Shapiro-Wilk coefficients, histogram and Q-Q Plots table results. Since the Kurtosis-Skewness coefficients are between -1 and +1, the Shapiro-Wilk coefficients are greater than 0.05, the Histogram distribution and the data are on the regression curve in the Q-Q plots table, it is predicted that the data show a normal distribution. Based on the normal distribution of the data, it was concluded that parametric tests should be used.

FINDINGS

FINDINGS RELATED TO MULTICULTURAL EDUCATION ATTITUDES

The comparison of the means of multicultural education attitudes according to gender is presented in Table 4.

Table 4. Multicultural Education Attitudes by Gender Variable

Variable	Groups	n	\bar{x}	Sd	df	t	p
Gender	Female	227	3.53	0.28	473	-2.035	.042
	Male	248	3.58	0.28			

As seen in Table 4, multicultural education attitudes of male teachers are higher than female teachers ($\bar{x}(F) = 3.53$; $\bar{x}(M) = 3.58$). In addition, the difference obtained was statistically significant ($p < 0.05$). The comparison of the means of multicultural education attitudes according to marital status is presented in Table 5.

Table 5. Multicultural Education Attitudes by Marital Status Variable

Variable	Groups	n	\bar{x}	Sd	df	t	p
Marital status	Single	188	3.56	0.27	472	-0.183	.855
	Married	286	3.55	0.28			

A correlation was found between the multicultural education attitudes of single teachers and married teachers ($\bar{x}(S) = 3.56$; $\bar{x}(M) = 3.55$). Accordingly, multicultural education attitudes of single teachers are higher. However, the level of difference between the groups was not statistically significant ($p > 0.05$). Comparison of multicultural education attitude means according to job satisfaction is presented in Table 6.

Table 6. Multicultural Education Attitude by Job Satisfaction Variable

Variable	Groups	n	\bar{x}	Sd	df	t	p
Job Satisfaction Status	Yes	408	3.55	0.27	467	-0.772	.441
	No	61	3.58	0.32			

When the multicultural education attitudes of the teachers were examined according to the variable of job satisfaction, it was determined that the teachers who were not satisfied with the profession had higher multicultural education attitudes than the satisfied teachers ($\bar{x}(Y) = 3.55$; $\bar{x}(N) = 3.58$). However, the result reached is not statistically significant ($p > 0.05$).

In order to determine whether there is a significant difference between the multicultural education attitudes of teachers according to the age variable, one-way analysis of variance was performed and the results are shown in Table 7.

Table 7. ANOVA Results on Multicultural Education Attitudes by Age Variable

Groups	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
21-25	48	3.55	.28	Between Groups	.204	4	.051	.639	.635
26-30	183	3.57	.28	Within Groups	36.731	461	.080		
31-35	127	3.55	.27	Total	36.935	465			
36-40	71	3.58	.28						
41 and above	37	3.50	.30						

According to the results of the analysis, it was determined that there was no significant difference between the groups ($F(4-461) = .639, p > 0.05$).

In order to determine whether there is a significant difference between the multicultural education attitudes of teachers according to the variable of professional seniority, one-way analysis of variance was performed and the results are shown in Table 8.

Table 8. ANOVA Results on *Multicultural Education Attitudes by Professional Seniority Variable*

Groups	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
0-5	186	3.55	.28	Between Groups	.466	3	.155		
6-10	168	3.55	.27	Within Groups	36.101	455	.079	1.958	.120
11-15	69	3.63	.30	Total	36.567	458			
16 and above	36	3.51	.27						

According to the results of the analysis, it was determined that there was no significant difference between the groups ($F(4-455) = 1.958, p > 0.05$). The comparison of the means of multicultural education attitudes by teaching level is presented in Table 9.

Table 9. ANOVA Results on *Multicultural Education Attitudes by Teaching Level Variable*

Groups	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
Pre-school	61	3.56	.31	Between Groups	.353	3	.118		
Primary school	125	3.52	.27	Within Groups	37.103	470	.079	1.490	.216
Secondary school	123	3.59	.28	Total	37.456	473			
High school	165	3.55	.27						

According to the results of the analysis, it was determined that there was no significant difference between the groups ($F(3-470) = 1.490, p > 0.05$).

FINDINGS RELATED TO EMPATHIC TENDENCIES

The comparison of the means of empathic tendency according to gender is presented in Table 10.

Table 10. *Empathic Tendencies by Gender Variable*

Variable	Groups	n	\bar{x}	Sd	df	t	p
Gender	Female	227	3.70	0.40	473	4.108	.000
	Male	248	3.54	0.43			

As seen in Table 10, female teachers' empathic tendency levels are higher than male teachers ($\bar{x}(F) = 3.70; \bar{x}(M) = 3.54$). The difference between the groups was statistically significant ($p < 0.05$).

Table 11. *Empathic Tendencies by Marital Status Variable*

Variable	Groups	n	\bar{x}	Sd	df	t	p
Marital status	Single	188	3.56	0.44	472	2.276	.023
	Married	286	3.65	0.41			

When the empathic tendency was examined in terms of the marital status variable, it was determined that the empathic tendency levels of married teachers were higher than those of single teachers ($\bar{x}(S) = 3.56; \bar{x}(M) = 3.65$). In addition, the said difference was statistically significant ($p < 0.05$). The comparison of empathic tendency means according to the variable of job satisfaction is as in Table 12.

Table 12. *Empathic Tendencies by Job Satisfaction Status Variable*

Variable	Groups	n	\bar{x}	Sd	df	t	p
Job Satisfaction Status	Yes	408	3.65	0.41	467	4.025	.000
	No	61	3.42	0.47			

When the empathic tendency levels of the teachers were examined according to the variable of job satisfaction, it was determined that the teachers who were satisfied with the job had higher empathic disposition levels compared to the teachers who were not satisfied ($\bar{x}(Y) = 3.65$; $\bar{x}(N) = 3.42$). In addition, the result reached is statistically significant ($p < 0.05$).

In order to determine whether there is a significant difference between the empathic tendency levels of the teachers according to the age variable, one-way analysis of variance was performed and the results are shown in Table 13.

Table 13. *ANOVA Results on Empathic Tendencies by Age Variable*

Grup	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
21-25	48	3.66	.45	Between Groups	.675	4	.169	.929	.447
26-30	183	3.64	.45	Within Groups	83.757	461	.182		
31-35	127	3.62	.37	Total	84.443	465			
36-40	71	3.58	.43						
41 and above	37	3.51	.35						

According to the results of the analysis, it was determined that there was no significant difference between the groups ($F(4-461) = 0.929$, $p > 0.05$).

One-way analysis of variance was performed to determine whether there was a significant difference between the empathic tendency levels of teachers according to the variable of professional seniority, and the results are shown in Table 14.

Table 14. *ANOVA Results on Empathic Tendencies by Professional Seniority Variable*

Grup	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
0-5	186	3.66	.46	Between Groups	.783	3	.261	1.491	.216
6-10	168	3.63	.37	Within Groups	79.673	455	.175		
11-15	69	3.56	.38	Total	80.457	458			
16 and above	36	3.55	.43						

According to the results of the analysis, it was determined that there was no significant difference between the groups ($F(3-455) = 1.491$, $p > 0.05$).

One-way analysis of variance was performed in order to determine whether there was a significant difference between the empathic tendency levels of the teachers according to the teaching level variable, and the results are shown in Table 15.

Table 15. *ANOVA Results on Empathic Tendencies by Teaching Level Variable*

Groups	n	\bar{x}	SS	Source of Variance	Sum of Squares	df	Mean Square	F	p
Pre-school	61	3.75	.40	Between Groups	1.548	3	.516	2.902	.035
Primary school	125	3.62	.43	Within Groups	83.553	470	.178		
Secondary school	123	3.61	.42	Total	85.100	473			
High school	165	3.56	.41						

The result obtained according to the analysis results is statistically significant ($F(3-470) = 2.902$, $p < 0.05$). On the other hand, Tukey test was performed in order to determine between which groups the significant difference was detected. According to the Tukey test results, the significant difference is between the "pre-school" and "high school" groups.

FINDINGS RELATED TO RELATIONSHIP BETWEEN MULTICULTURAL EDUCATION ATTITUDES AND EMPATHIC TENDENCIES

Table 16 presents the results of the Pearson correlation analysis for the relationships between multicultural education attitudes and teachers' empathic tendencies.

Table 16. *Correlation Analysis Results*

		Empathic Tendency
Multicultural Education Attitudes	Pearson Correlation	0.095*
	R ²	0.009
	The Power of Relationship	Weak
	Meaningfulness	0.037

*0.01 significant

As seen in Table 16, a positive and significant relationship was found between teachers' multicultural education attitudes and their empathic tendencies ($p < 0.01$). Relationship strength is statistically low.

DISCUSSION, CONCLUSION AND IMPLICATIONS

Firstly, according to the results of the analysis, it was determined that the multicultural education levels of the teachers were high. Studies conducted by Ponterotito et al. (1998), Kervan (2017), Özdemir and Dil (2013), Ar Toprak (2008), and Demircioğlu and Özdemir (2014) reached similar results with the result of this research. According to the findings obtained; It can be said that teachers are interested in multicultural education, they see multicultural education as advantageous and they care about the existence of students with different cultural values. When the attitude towards multicultural education was examined in terms of gender variable, it was determined that the average scores obtained differed significantly and the multicultural education attitudes of male teachers were higher than female teachers. While the result of the research conducted by Aslan and Kozikoğlu (2017) is in parallel with the result of this research, the results of the research conducted by Başar (2019), Gorham (2001), Peköz (2018), Arslan and Çalmaşur (2017) and Özdemir (2014) are not in parallel with the result of this research. When the attitudes towards multicultural education were evaluated in terms of the marital status variable, it was determined that the attitudes of single teachers were higher than those of married teachers, but the difference between the groups was not statistically significant. Similarly, in the study conducted by Özdemir and Dil (2013), it was determined that there was no significant difference in attitudes towards multicultural education in terms of marital status variable. According to the result, it was determined that the multicultural education attitude did not change in terms of the marital status variable. It is thought that the result obtained is due to the fact that married and single teachers work with student groups with different cultural values and schools keep cultural differences together under a single roof. When the attitude towards multicultural education is examined in terms of the variable of job satisfaction, it has been determined that the teachers who are not satisfied with the profession have a higher level of multicultural education attitudes than those who are satisfied with the profession, but the result is not statistically significant.

According to the results of the research, it was determined that there was no difference in the attitude towards multicultural education in terms of the variable of job satisfaction. It is thought that the fact that the teachers who are satisfied and dissatisfied with the profession have adopted cultural

differences affect the results obtained. When the attitude towards multicultural education was evaluated in terms of age variable, it was concluded that the multicultural education attitudes of the teachers in the 36-40 age group were at the highest level, but the result was not statistically significant. While the studies conducted by Polat (2013) and Başar (2019) do not show parallelism, they show parallelism with the studies conducted by Demircioğlu and Özdemir (2014), Güngör et al. (2018), Arslan and Çalmaşur and Peköz (2018). According to the result, it has been determined that there is no difference in the attitude towards multicultural education according to the age variable. The fact that schools contain different cultural values and provide teachers with a rich experience environment may also have affected this result. When multicultural education was examined in terms of professional seniority variable, it was concluded that the multicultural education attitudes of teachers with seniority between 11-15 years were at the highest level, but there was no significant difference between the groups. While the studies conducted by Peköz (2018), Yıldırım (2016) and Özdemir and Dil (2013) support the result of this research, Ar Toprak (2008), Arslan and Çalmaşur (2017), Bulut (2014) and Polat (2012) do not support the results of this research. It is thought that the result obtained is due to the fact that our country has a multicultural structure and that teachers with different seniorities have developed awareness of cultural values in the school environment. When multicultural education is evaluated in terms of education level variable, it was determined that the teachers working in the secondary school group had higher multicultural education attitudes compared to the teachers working in other education levels, but the result was not statistically significant. As a result of this research; While it is in parallel with the results of the research conducted by Aslan and Kozikoğlu (2017), it is not in parallel with the studies conducted by Yıldırım (2016), Arslan and Çalmaşur (2017) and Ar Toprak (2008). According to the results of the research, it was determined that the multicultural education attitude did not differ in terms of education level and the attitudes of the teachers working at all education levels towards multicultural education were positive. The fact that student profiles at all education levels are similar and that teachers also develop similar attitudes towards cultural differences may be the reason for the result obtained.

Secondly, according to the results of the research, it was determined that the empathic tendency levels of the teachers were high. It is seen that different results have been reached in the studies conducted by Yiğit (2020), Yılmaz and Akyel (2008), Pala (2008), Demir (2012) and Karaman (2018). The result obtained in this research is thought to be because of the fact that the teaching profession is a profession that requires empathy skills and that the teachers are in an effort to understand the feelings and thoughts of all students. When the empathic tendency was evaluated in terms of gender variable, it was determined that the empathic tendency of female teachers was higher than that of male teachers and the result obtained was statistically significant. As a result of this research; While it shows parallelism with the results of the research conducted by Temizyürek (2019), Akbulut (2010), Gürsel (2016), Şenkaya (2018), Çetin (2019) and Hoffman (1977); It does not show parallelism with the results of research conducted by Bulut and Düşmez (2014), Demir (2012), Saygılı et al. (2015), Polat (2016), Onay et al. (2015), Yılmaz and Akyel (2008) and Genç and Kalafat (2010). It is thought that the result obtained is due to the differences in the physiological and brain structures of men and women, and the fact that women are more sensitive than men, have broad compassion and have an emotional structure.

When the empathic tendency was examined in terms of the marital status variable, it was determined that the empathetic tendency levels of married teachers were higher than those of single teachers and the result obtained was statistically significant. While the result of this research supports the result of the research done by Bulut and Yaprakmez (2014); It does not support the results of research conducted by Gürsel (2016), Çelik and Çağdaş (2010), Polat (2016), Saygılı et al. (2015), Akbulut (2010), Çetin (2019) and Şenkaya (2018). It is thought that the result obtained is due to the fact that the emotional arousal is higher in married individuals, the problems faced by married individuals are more, and therefore their neural networks are constantly functional. In addition, it is

considered that the parenting responsibilities of teachers who have children also affect the result achieved. When the empathic tendency was examined in terms of the variable of job satisfaction, it was determined that the teachers who were satisfied with their profession had a higher level of empathic tendencies than those who were not satisfied with their profession, the result was statistically significant. While the result of this research coincides with the results of the research conducted by Çelik and Çağdaş (2010), it does not coincide with the results of the researches conducted by Bulut and Yavaşmez (2014), Akbulut (2010) and Cihan (2020). It is thought that the result obtained in this research is because of teachers who are satisfied with the profession approach life with more accurate frequencies, get more satisfaction from the profession, make more effort to understand the feelings and thoughts of the students, and are more aware of the importance of communicating effectively with the students.

When the empathic tendency was examined in terms of the age variable, it was determined that the empathic tendencies of the teachers between the ages of 21-25 were at a higher level than the teachers in the other groups, but the result was not statistically significant. When the research results are examined; While the results of the studies conducted by Şenkaya (2018), Onay et al. (2015), Çelik and Çağdaş (2010) and Yılmaz and Akyel (2008) overlap with the results of this research, the results of the research conducted by Canıdemir (2019) and Polat (2016) found to be inconsistent with the results of this study. It was determined that the empathic tendency levels of the teachers did not differ according to their age. The main reason for this situation may be that teachers from different age groups try to understand the feelings and thoughts of students as a requirement of the teaching profession. When the empathic tendency was evaluated in terms of professional seniority variable, it was determined that the empathic tendency levels of the teachers with 0-5 years of seniority were higher than the teachers in the other groups, but the result was not statistically significant. While the result of this research is in parallel with the results of the research conducted by Saygılı et al. (2015), Akbulut (2010), Çelik and Çağdaş (2010), Çetin (2019) and Cihan (2020), it does not show parallelism with the results of the research conducted by Polat (2016). The fact that teachers with low seniority are idealistic and teachers with high seniority are more experienced in approaching students can be considered as the reason for the result achieved. When the empathic tendency was examined in terms of the variable of teaching level, it was concluded that the empathic tendency levels of the pre-school teachers were higher than the other groups. It is thought that the result obtained is due to the fact that preschool teachers take on more parenting roles, preschool students need more love and compassion, high school students have more differences, and therefore it is difficult to understand student psychology.

Finally, the relationship between the variables constituting the main subject of the study was examined with the help of correlation analysis. According to the results of the analysis, it was concluded that there is a low level of positive correlation between teachers' attitudes towards multicultural education and their empathic tendencies.

Based on the results of the research, some other researches can be conducted on the reasons why female teachers' attitudes towards multicultural education are lower than male teachers. Efforts can be made to recognize, accept and increase awareness of cultural differences through in-service training. Considering that job satisfaction affects empathic tendency, the reasons that lead teachers to be dissatisfied with their profession can be investigated and studies can be carried out to make teachers love the profession. In order to increase the empathic tendency levels of high school teachers, trainings like drama can be organized. The fact that the research population is carried out only with teachers working in the central districts of Van is accepted as a limit of the research. Accordingly, it is thought that more effective results can be obtained by expanding the universe. In addition, comparative analyzes can be made between provinces and regions. Demographic characteristics (education level, place of residence, income, etc.) can be expanded according to the characteristics of the sample for which the study will be designed.

AUTHOR CONTRIBUTION

- First author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data
- The second author have been involved in drafting the manuscript or revising it critically for important intellectual content; have given final approval of the version to be published.

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