

Teachers' Views about Culturally Relevant Education in Turkey: A Mixed Methods Study*

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Abstract. The purpose of this study is to examine teachers' views about culturally relevant education (CRE) in Turkey. The study was carried out as a sequential exploratory mixed method design. Since both quantitative and qualitative data were obtained, sampling was achieved in two phases: Quantitative, random-stratified sampling and qualitative, purposive sampling. The quantitative data were obtained from 1302 teachers who teach in Van, Diyarbakır, Konya, Antalya, İzmir, İstanbul, and Trabzon provinces. The qualitative study group consisted of 28 teachers who were selected after analyzing quantitative data accordance with maximum diversity and outliers sampling. Quantitative data were collected by means of scale that were developed by the researchers. Qualitative data were obtained from interviews with 28 teachers who have highest and lowest scores on the scale. Descriptive statistics were used in the analysis of quantitative data, while descriptive analysis and content analysis were used in the analysis of qualitative data. According to results, the teachers in Turkey have positive thoughts about CRE and have some concerns. Some of the teachers think that CRE is necessary, while the others think that CRE may adversely affect the education system and the structure of society. It may be useful to look at teachers training programs in terms of culturally relevant education principles in Turkey.

Keywords: Culturally relevant education (CRE), cultural diversity in Turkey, teacher education.

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1. INTRODUCTION

Culture and Education

There is a concrete relationship between education and culture. According to Bartolome (1994), culture and education are like two sides of a coin. Culture is based on informal learning from the interaction of the individual with the society and family, while education is based on formal learning and socialization in formal education. When the definitions of education are examined, it is seen that education is defined as "deliberate culturing process" (Ertürk, 2013).

Culture consists of values, traditions, social and political relations, and the worldview created, shared and transformed by a group of people connected by a common history, geographic location, language, social class, religion or belief. Culture includes not only materialistic values such as foods, meals, holidays, clothes and artistic expression but also less concrete values such as communication style, attitude, value and family relations (Nieto, 2002). The human being as a biological creature is influenced by these cultural values produced by society. The event of transferring these cultural values produced by the society to new generations is education (Aslan, 2001). Education has an important role both in transferring the existing cultural values in the society to future generations and in adding new values to the culture (Senemoğlu, 2013).

Cultural Values/Differences and Education Systems

Chiu et al. (2017) state that the American National Education Association regards students' characteristics such as disability, gender, race, ethnicity, language, culture, religion, sexual orientation, class, socioeconomic level, mental and physical ability as differences in education systems. Education systems should be able to respond to the needs of individuals with different values (Banks, & Banks, 2010) because each individual participates in education systems with some cultural insights, perspectives, and expectations. In order for education systems to meet the expectations, the cultural values of individuals and cultural differences in society, that is the culture in which individuals are born and their individual differences, should be taken into consideration in education systems. These should be also designed in a structure (inclusive principle), which provides and covers equal/fair educational opportunities for all individuals (Kotluk, & Kocakaya, 2018a).

Cultural Diversity in Turkey

As in every country, there are too many students in Turkey, who have cultural differences. For example, in a study conducted by a research company in 2006 stated that People in Turkey speak more than 15 languages such as Turkish, Kurdish, Arabic, Laz, Circassian, Armenian, and Greek and that Turkey hosts 36 different ethnic origins and many religions and belief (Aydin, 2013). On the other hand, Turkey has students who need special education because of different disabilities. Furthermore, Turkey has hosted in recent years more than 3 million refugees and the number of asylum seekers from countries such as Afghanistan, Iraq and particularly Syria is rapidly increasing. For

example, there are more than 500 thousand refugee-seeker students in Transition Training Centres and Public Schools in Turkey (Education Reform Initiative, 2017).

Cultural Differences and Equity in Education

The researchers highlight that efforts to balance education or provide equal opportunities in education without considering the individual or cultural differences of the students would be almost fruitless (Benson, & Borman, 2010). According to Gay (2002) and Ladson-Billings (1995a), teachers and students come together in classroom settings with different values from each other. In such cases, teachers are required to integrate pedagogical field knowledge with students' cultural values and individual differences. As a result, it is stated that good communication can be established with students, all students can participate in educational activities and all students can develop as a whole without discrimination (Banks, & Banks, 2010; Gay, 2002b, 2018; Ladson-Billings, 1992b, 1992c, 1995a, 1995b).

Actually, as stated in the studies, the students whose languages they speak at home differ from the language of education have difficulty in expressing themselves in education-teaching processes, and they have serious problems in understanding and perception, in Turkey. Thus, they fail academically, and have problems such as feeling like being the other (Yılmaz, & Şekerçi, 2016). It is stated that, in Turkey, teachers encounter many problems with refugee students in the teaching-learning process such as language, preparing the appropriate teaching content, teaching strategies, course materials, measurement and evaluation, and communication (Aydin, 2012; Aydin, & Kaya, 2019; Aydin, Gundogdu, & Akgul, 2019). Most of these situations results in students' leaving school and dropping out of the education system (Blanchett, 2006).

Culturally Relevant Education

Culturally Relevant Education (CRE) defined as an educational approach that considers all the students' different cultural backgrounds/references, and experiments in the teaching-learning process without any discrimination. In the light of students' such differences as cultural, emotional, social, linguistic and economic; CRE aims to educate all the students with higher-order skills. CRE is a term that has many definitions. For example, Paris (2012) defines it as a pedagogy, which aims at preserving and sustaining the different cultural values of different students such as mother tongue. Aronson and Laughter (2016) define it as an effective education. On the other hand, while Ladson-Billings (1995a, 1995b) prefer to use the term as relevant pedagogy, Gay (2018) define it as culturally responsive teaching.

CRE aims to develop not only academic achievement but also social and cultural competence and critical point of view. According to Ladson-Billings (1995a, 1995b), all students, despite all their differences and disadvantages, should be (a) academically successful, (b) be culturally competent, and (c) should have critical consciousness. Through this approach as well as academic achievement, students will be able to examine issues such as social problems, social justice, inequality, and discrimination,

from a critical point of view while preserving their own cultures. They will also be able to value other cultures and at the same time critically filter out cultural values and society to fight dogmatic/false values and question their role in creating a democratic, multicultural society.

Valuing cultural differences such as language and ethnic identity, forming democratic learning communities consisting of different individuals, developing multicultural plans and programs considering cultural values, knowledge, experiences and cognitive schemes of students, creating classroom environments that care about differences, creating different teaching methods, techniques, and strategies are quite important in CRE. In this way, it is believed that inequality in education, cultural prejudice in society, racism, intolerance, marginalization, and other undesirable situations can be tackled (Gay, 2018).

What Is and What Is Not Culturally Relevant Education?

CRE does not mean completely to regulate all teaching and learning processes according to the culture of the students, nor does it mean to completely ignore or disregard the cultural values of the students in the educational processes. In other words, CRE neither is made entirely by culture nor are cultural values completely ignored. When each student attends school, he/she brings different learning schemes formed by the influence of different values which including their own families' and social environments' language, religion, belief, social, economic and cultural factors (Kotluk & Kocakaya, 2018a). Since students also have different frameworks of information for learning, they do not have to form a particular knowledge in the same way (Villegas & Lucas, 2002). Therefore, ignoring their previous or background knowledge from cultural values is the same thing as rejecting children's process of structuring information (Kotluk and Kocakaya, 2018a; Villegas & Lucas, 2002). On the other hand, entirely culture-based education can distract the students from scientific knowledge and it can prevent the student from struggling to deal with the mistakes in their own culture. In brief, the CRE is not defending, teaching or sustaining the culture despite the faults, and not accepting cultural values as they are. On the contrary, one of the main objectives of the CRE is to combat all inequalities, discrimination, and otherization seen in cultures and societies, and to improve critical sociocultural consciousness of the students to recognize such inequalities (Kotluk, & Kocakaya, 2018a; Ladson-Billings, 1995a, 1995b).

The purpose and importance of the study

Considering such factors in Turkey as cultural diversity, the number of disabled and refugee-seeker students, the reports on educational inequality, and the way of appointing teachers, CRE may be a suitable approach for Turkey (Kotluk, & Kocakaya, 2018, 2018b). However, studies carried out about CRE in Turkey is almost as little as can be negligible. Particularly, there are no comprehensive studies that examine teachers', who are faced with culturally different students in their classrooms almost every day, views about CRE. In this context, the purpose of this mixed-methods study is to examine

teacher's views in Turkey about CRE. In this study, the question of "What are the views of teachers about CRE?" was handled.

Since teachers' opinions, expectations, beliefs and attitudes towards culturally different students in teaching-learning processes may affect all education activities they carry out (Gay, 2002a, 2014, Ladson-Billings, 2006; Siwatu, 2007; Snider, 2015, Evans, 2017), to examine teachers' view from the perspectives of teachers with different cultures about CRE in Turkey with this study can contribute importance ideas to teacher training program. The consequences of such comprehensive studies are needed to develop more responsive education system for a multi-cultural society like Turkey. The results of this study are important because it is expected that will provide theoretical and practical information to the development of more relevant teacher training program and services to be done in this direction.

2. METHOD

Research Design

In this research sequential explanatory mixed methods design was used. In this design, researcher start by investigating the quantitative stage first and looking for specific results with a second qualitative step. The second qualitative phase is applied to further explain the first quantitative phase. The main purpose of this design is to use the qualitative stage to explain the relationships within the quantitative data (Creswell & Clark, 2014). In this study, descriptive survey model from quantitative methods and case study from qualitative methods were used together. Firstly, the scale developed by the researchers was used as a quantitative data collection tool in order to determine the views of the teachers. Then the semi-structured interviews with teachers, who have the lowest and the highest score on the scale, have been conducted to further elaborate the quantitative data. In this way, using the strengths of both methods, it was ensured that one method complements the other's weaknesses in the research.

Population and Sampling

The population of this research constitutes teachers who work in public schools of all types and degrees during the fall semester of 2017-2018 academic year in Turkey. Since quantitative and qualitative methods are used together in this study, the sample for the quantitative phase and the study group for qualitative phase determined in two stages as below:

The Sample

In this study, from probability-based sampling methods, stratified sampling method was used and sampling was determined in three steps: In the first phase, Turkey's seven geographical regions have been identified as separate strata. Then, the metropolitan municipalities located in each geographical region have been identified. The reason for the selection of the metropolitan cities is that they are thought to involve more population with cultural differences due to factors such as migration. After 30 cities

were identified in 7 different regions, cities were selected from each region randomly in the second stage (Table 1). Experts' opinions have been taken in terms of the suitability of the selected cities. After the cities were identified, in which the data were to be collected from schools, the schools were divided into low, middle and upper socioeconomic level groups by taking the views of the teachers who were in charge of the schools in the third stage and the schools were randomly selected from these strata.

Table 1.

Metropolitan Municipalities in the Geographical Regions and The Cities Selected

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

After the cities were identified, 2700 surveys were printed and data collection started. After data collection, 1600 scales were collected. Scales that were marked incomplete, half-dropped, or all of scales that were marked with the same choices were eliminated. As a result, the sample of the study consists of 1302 teachers working in schools located in Van, Diyarbakır, Antalya, Konya, İzmir, İstanbul and Trabzon provinces. The demographic characteristics of the sampled and study group teachers are given in Table 2.

The Study Group

In the first phase of the study, after collecting and analyzing the data via the scale, maximum diversity sampling and outlier sampling method were used for the qualitative phase, which is the second phase of the research. In the first stage, teachers' scores on the scale for teachers' opinion on CRE were divided into two groups as low and high in the context of outliers. 80 teachers were selected from 40 sub-group and 40 from the upper group. In the second stage, the maximum diversity in the study was tried to be obtained from two low and high average groups, namely the opposite extremes. In order to reveal possible diversity, richness, differences, and contradictions from 80 teachers and to obtain a holistic picture (Yıldırım and Şimşek, 2013), opinions were sought from teachers from each category, and 28 teachers were selected from 14 sub-groups and 14 from the upper group who volunteered for the interview (Table 2). While the mean

scores of the teachers in the upper group ranged between $X = 4.20$ and $X = 5.00$, the average of the teachers in the lower group ranged between $X = 1.00$ and $X = 2.96$. After these stages, individual interviews were conducted with teachers and in-depth opinions were taken.

Table 2.

Some Demographic Characteristics of Teachers in the Sample and the Study Group

| Characteristics | Category | <i>f</i> | % | Study Group |
|---|--------------------------------|----------|------|-------------|
| Program they graduate | Teachers' Training School | 44 | 3,4 | 2 |
| | Undergraduate-College | 120 | 9,2 | 4 |
| | Faculty of Education | 755 | 58,0 | 14 |
| | Vocational-Technical education | 87 | 6,7 | 2 |
| | Faculty of Arts and Science | 296 | 22,7 | 6 |
| The number of cities they work in | One city | 782 | 60,1 | 13 |
| | At least two cities | 520 | 27,8 | 15 |
| The geographical regions they mostly lived in | The Eastern Anatolia R. | 318 | 24,4 | 4 |
| | The Southeastern Anatolia R. | 153 | 11,8 | 4 |
| | The Mediterranean r. | 165 | 12,7 | 4 |
| | The Central Anatolia R. | 171 | 13,1 | 4 |
| | The Black Sea R. | 166 | 12,7 | 4 |
| | The Aegean R. | 188 | 14,4 | 4 |
| | The Marmara R. | 141 | 10,8 | 4 |
| The city they work in currently | Van | 344 | 26,4 | 4 |
| | Diyarbakır | 210 | 16,1 | 4 |
| | Antalya | 154 | 11,8 | 4 |
| | Konya | 144 | 11,1 | 4 |
| | Trabzon | 159 | 12,2 | 4 |
| | İzmir | 159 | 12,2 | 4 |
| | İstanbul | 132 | 10,1 | 4 |
| Gender | Female | 587 | 45,1 | 14 |
| | Male | 715 | 54,9 | 14 |
| | Sum | 1302 | %100 | 28 |

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

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

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

After the factor analysis, reliability analysis was performed for the scale and reliability for whole scale, the first and the second factors (Cronbach's Alpha) were found as $\alpha = .950, .963,$ and $.915,$ respectively. These values indicate high reliability (Kalaycı, 2008). The item effect was found to be significant in the whole scale ($p < 0,01$). The analysis showed that the remaining 26 items on the scales measure the feature at the relevant dimension and that the items are distinctive. The scale consists of two parts (Demographic Information and Items) and it is a Likert-type Scale (Strongly agree-5, Agree-4, Neither-3, Disagree-2, and Strongly disagree-1) (See Table 3).

Interview form

In the research, interviews were conducted with teachers in order to reveal the reasons of the quantitative results obtained from the scale, to obtain more in-depth information besides the quantitative data related to the research question (Yıldırım & Şimşek, 2013) and to determine the perspectives of teachers with different opinions. For this purpose, semi-structured interview forms were prepared to be asked separately to teachers with low and high averages from the scales (on the opposite edges). In order to determine the clarity of the questions in the developed interview form, and whether the research served its purpose, views from three experts were obtained. As a preliminary application for the interview form, four teachers were interviewed and it was tested whether the teachers understood the questions correctly, and if the form was suitable for the purpose of the research. Then, with a few minor corrections, the questions to be asked in the interviews were clarified. The questions asked to the participants during the interviews are as follows:

The teachers with a high average in the scale of views were asked: "a) *Why should Turkish Education System be organized according to students' different cultural values?* And b) *what are the possible contributions if it is done?*" while teachers who have a lower average level of opinion scale were asked: "*Why should not Turkish Education System be organized according to students' different cultural values?*" and *what are your concerns about it if it is done?* "

Analysis of Quantitative Data

In the analysis of quantitative data, descriptive statistics such as mean, percentage and frequency were used.

Analysis of Qualitative Data

In the research, themes and frequency numbers related to these themes were determined according to the teachers' answers and then content analysis was done first and then the prominent ones were presented in accordance with the descriptive analysis. The reliability formula of Miles and Huberman (1994) was used for the reliability of the qualitative data. Consensus between the evaluators was 86%. This ratio is considered to be sufficient for the reliability of the study being 70% and above (Miles, & Huberman, 1994).

3. FINDINGS

Since quantitative and qualitative data are analysed separately in sequential explanatory mixed methods design (Creswell, & Clark, 2014), this section includes first quantitative findings and then qualitative findings.

Quantitative Findings

Findings related to the "Sensitivity and Possible Contributions" dimension of the scale

Table 3.

Descriptive Statistics Related to the Scale's "Sensitivity and Possible Contributions" Dimension

| Items (N:23) | Strongly Disagree | | Disagree | | Moderately | | Agree | | Strongly Agree | | Mean (X) | Standard Deviation Sd |
|--|-------------------|-----|----------|-----|------------|------|-------|------|----------------|------|-------------|-----------------------------|
| | f | % | f | % | f | % | f | % | f | % | | |
| 1. Cultural diversity and differences should be taken into consideration in the teacher training program | 40 | 3.1 | 31 | 2.4 | 137 | 10.5 | 398 | 30.6 | 696 | 53.5 | 4.28 | .96 |
| 2. Teachers should be trained in such | 13 | 1.0 | 27 | 2.1 | 95 | 7.3 | 409 | 31.4 | 758 | 58.2 | 4.43 | .79 |

| | | | | | | | | | | | | | |
|---|----|-----|----|-----|-----|-----|-----|------|-----|------|------|-----|--|
| issues as multiculturalism and cultural responsiveness. | | | | | | | | | | | | | |
| 3. Teachers should try to be informed about the families and lives of culturally different students. | 12 | .9 | 16 | 1.2 | 80 | 6.1 | 477 | 36.6 | 717 | 55.1 | 4.43 | .74 | |
| 4. The fact that teachers have knowledge about different cultures in society serves to bring "all students" to the community. | 12 | .9 | 15 | 1.2 | 110 | 8.4 | 457 | 35.1 | 708 | 54.4 | 4.40 | .76 | |
| 5. Schools should help students develop a democratic attitude towards different cultural values. | 15 | 1.2 | 10 | .8 | 84 | 6.5 | 438 | 33.6 | 755 | 58.0 | 4.46 | .75 | |
| 6. Schools should provide an environment in which students can learn about each other's cultural values. | 14 | 1.1 | 12 | .9 | 119 | 9.1 | 472 | 36.3 | 685 | 52.6 | 4.38 | .77 | |
| 7. Extracurricular activities to improve the cultural competencies of students should be included in the schools. | 9 | .7 | 23 | 1.8 | 119 | 9.1 | 476 | 36.6 | 675 | 51.8 | 4.37 | .77 | |
| 8. Schools should train students to think about the social inequalities existing in the society with a critical point of view | 13 | 1.0 | 22 | 1.7 | 129 | 9.9 | 444 | 34.1 | 694 | 53.3 | 4.37 | .80 | |
| 9. Adopting an unprejudiced approach to the culturally different students can | 10 | .8 | 10 | .8 | 79 | 6.1 | 415 | 31.9 | 788 | 60.5 | 4.50 | .71 | |

| | | | | | | | | | | | | |
|--|----|-----|----|-----|-----|------|-----|------|-----|------|------|-----|
| increase student participation in schooling | | | | | | | | | | | | |
| 10. To design a classroom environment relevant to cultural values of students can increase student motivation. | 16 | 1.2 | 23 | 1.8 | 134 | 10.3 | 484 | 37.2 | 645 | 49.5 | 4.32 | .82 |
| 11. Highlighted the message that parents, no matter what culture, are the important part of the classroom, can increase parental involvement in schools. | 9 | .7 | 16 | 1.2 | 114 | 8.8 | 496 | 38.1 | 667 | 51.2 | 4.37 | .75 |
| 12. A curriculum should include awareness and respect for diversity. | 9 | .7 | 15 | 1.2 | 72 | 5.5 | 469 | 36.0 | 737 | 56.6 | 4.46 | .71 |
| 13. Consideration of different cultural values in curriculums can prevent situations like "cultural prejudice or otherization". | 12 | .9 | 24 | 1.8 | 157 | 12.1 | 471 | 36.2 | 638 | 49.0 | 4.30 | .82 |
| 14. Students should be encouraged to give examples of their cultural values in the classroom. | 11 | .8 | 18 | 1.4 | 105 | 8.1 | 460 | 35.3 | 708 | 54.4 | 4.41 | .76 |
| 15. If taken into account the different cultural values of the students, a positive teacher-student relationship can develop. | 11 | .8 | 17 | 1.3 | 87 | 6.7 | 534 | 41.0 | 653 | 50.2 | 4.38 | .74 |
| 16. Composing heterogeneous learning groups | 31 | 2.4 | 32 | 2.5 | 162 | 12.4 | 498 | 38.2 | 579 | 44.5 | 4.19 | .91 |

| | | | | | | | | | | | | | |
|---|----|-----|----|-----|-----|------|-----|------|-----|------|------|-----|--|
| among culturally different students can positively affect the interaction between the students | | | | | | | | | | | | | |
| 17. Positive attitudes towards culturally diverse students may increase students' confidence in their academic abilities. | 11 | .8 | 25 | 1.9 | 101 | 7.8 | 532 | 40.9 | 633 | 48.6 | 4.34 | .77 | |
| 18. To be an effective teacher, there is a need to be aware of the different cultural values that exist within the classroom. | 9 | .7 | 14 | 1.1 | 78 | 6.0 | 426 | 32.7 | 775 | 59.5 | 4.49 | .71 | |
| 19. In education systems, different cultural values such as language, religion, belief, ethnicity and socioeconomic level should be taken into consideration. | 28 | 2.2 | 36 | 2.8 | 123 | 9.4 | 406 | 31.2 | 709 | 54.5 | 4.33 | .91 | |
| 20. Different cultural values should be supported in educational environment | 9 | .7 | 23 | 1.8 | 127 | 9.8 | 451 | 34.6 | 692 | 53.1 | 4.37 | .78 | |
| 21. Giving examples from the cultural values of different students can affect the learning process positively | 10 | .8 | 17 | 1.3 | 120 | 9.2 | 485 | 37.3 | 670 | 51.5 | 4.37 | .76 | |
| 22. Educational practices that take cultural values into consideration can reduce students' prejudices towards "differences". | 10 | .8 | 22 | 1.7 | 141 | 10.8 | 530 | 40.7 | 599 | 46.0 | 4.29 | .78 | |

| | | | | | | | | | | | | |
|--|----|-----|----|-----|-----|------|-----|------|-----|------|------|-----|
| 23. Instruction that aligned with the cultural values of the students makes them successful. | 17 | 1.3 | 38 | 2.9 | 143 | 11.0 | 523 | 40.2 | 581 | 44.6 | 4.23 | .85 |
| Total: | | | | | | | | | | | 4.37 | .60 |

Considering teachers', the total average ($X = 4.37$) for all items in this dimension, it is seen that teachers' views are at the level of "Strongly Agree". In this dimension, the lowest level of participation of teachers ($X = 4.19$) is the 16th item, while the highest rate of participation ($X = 4.50$) is the 9th item. The majority of teachers think that the cultural differences should be considered in teacher education in the country (84.1%), help students to develop a democratic attitude towards groups with different cultural values in schools (91.6%), and different cultural values such as language, religion, belief, ethnicity, and socioeconomic level should be taken into consideration (85.7%). In addition, they are of opinion that it is necessary for them to be aware of the different cultural values existing in the classroom (92.2%) in order to be an effective teacher.

Findings related to the "Concerns" dimension of the scale

Table 4.

Descriptive Statistics Related to the "Concerns" Dimension of the Scale

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

Considering the teachers' total averages ($X = 3.36$) for all items in the "Concerns" dimension, it is seen that the views of teachers are at the level of "Partially Agree". More than half of the teachers stated that social integrity would be negatively affected (53.5%) if different cultural values were included in the education process; and that it is not possible to consider the different cultural values of the students in the education process (53.6%). They also highlighted that the different cultural values between the teacher and the student could affect education process adversely (55.1%).

Qualitative Findings

After analysing the quantitative data obtained from CREVS applied to teachers, 14 teachers with high (4.20-5.00), low (1.00-2.96) scores were interviewed, and different perspectives of teachers about CRE were tried to be revealed.

Qualitative findings about the teachers who rated high on CREVS

Following the interviews with teachers with a higher average score on the scale, two themes were formed as a result of content analysis. The researchers named these themes as 1. "Reasons and Requirements" (Table 5) in which teachers highlighted the reasons why cultural differences should be supported in the education system and justify their views on this subject and as 2. "Possible Contributions" (Table 6) in which they stated their views about what reflections may occur if CRE is supported. The first theme has five sub-themes whereas the second theme has seven sub-themes.

Reasons and Requirements

Table 5.

Reasons-Requirements and Numbers of Reference

| Sub-theme | View: f(139) | Codes | Teacher (N:14) |
|--|-----------------|--------------------------------------|-------------------|
| 1. Basic Principles of Education | 22 | Education for all | 4 |
| | | Equity and opportunity in Education | 2 |
| | | Democratization | 7 |
| | | Pluralism | 5 |
| | | Humanitarian Understanding | 2 |
| 2. Multicultural, Multilingual Structure | 44 | Inclusiveness | 2 |
| | | Different ethnicities | 7 |
| | | Different mother tongues | 6 |
| | | Different religions-beliefs | 7 |
| | | Different genders | 2 |
| | | Different socioeconomic structures | 5 |
| | | Regional and demographic differences | 5 |
| Other cultural richness-differences | 12 | | |

| | | | |
|---|----|--|----|
| | | Preservation and maintenance of cultures | 2 |
| 3. Education-Culture Relationship | 9 | Cultural corruption | 1 |
| | | Cultural marginalization | 1 |
| | | Cultural assimilation | 5 |
| | | Cultural themes | 2 |
| 4. Learning-Culture Relationship | 17 | Preliminaries | 5 |
| | | Principles of teaching (openness, proximity to life, etc.) | 8 |
| | | Cultural capital | 2 |
| 5. Critical-Sociocultural Consciousness | 47 | Combating Prejudice | 8 |
| | | Struggling with otherization | 9 |
| | | Combating uniformism | 12 |
| | | Struggling with dominant understanding | 3 |
| | | Combating central-general understanding | 5 |
| | | Fighting cultural mistakes | 10 |

When Table 5 is examined, regarding the theme of "Reasons and Requirements", there are five sub-themes: "Basic Principles of Education", "Multicultural, Multilingual and Heterogeneous Structure", "Education-Culture Relationship", "Learning-Culture Relationship" and "Critical-Sociocultural Consciousness". Of all 139 views from the teachers, 22 were related to the basic principles of education, 44 were related to Turkey's multicultural, multilingual and heterogeneous structure, while 9 were about education and culture relations, and 17 were about learning and culture relations, as well as 47 were about critical-sociocultural Consciousness sub-theme.

Basic Principles of Education

The majority of the interviewees stated the basic principles of the educational process such as education for all, equality and opportunity in the education, democratization, inclusiveness, pluralism, and humanism.

There are individuals from every culture in the education system. Every culture is valuable. Education should address everyone and every culture equally. Therefore, schools should be institutions where everyone's cultural values can be found. S5

Multicultural, Multilingual and Heterogeneous Structure

From 14 teachers, 7 of them emphasized different ethnic identity in Turkey, and 6 of them stressed different mother tongue, whereas 7 of them highlighted different religions

and beliefs, 2 of them put emphasis on gender differences. In addition, 5 of them emphasized different socioeconomic levels and 5 of them stressed regional and demographic differences while 12 of them highlighted cultural diversity-richness.

Turkey is home to many different ethnic backgrounds. There are students and teachers from different ethnic backgrounds. In fact, the students in Turkey must recognize different cultural values in the world. S2

Education-Culture Relationship

Of the 14 teachers stating that cultural differences should be taken into consideration, 5 highlighted preventing cultural assimilation, 1 preventing cultural alienation and 1 preventing cultural corruption, and 2 of them stressed the protection of cultures and the continuity of culture.

We can prevent cultural alienation of our students. The individual who knows his own culture will not be corrupt and preserves his/her own culture. S14

Learning-Culture Relationship

Of the 14 teachers, 5 of them have emphasized cultural priorities, 2 stressed cultural schemes, and 2 of the teachers have highlighted cultural capital, whereas 8 of them have highlighted the concepts such as concrete to abstract, proximodorsal development, usefulness in daily life.

When the student encounters examples from his/her culture, learning that is more permanent takes place. S4

Critical Sociocultural Consciousness

Of the 14 teachers who stated that cultural differences should be taken into consideration, 8 stressed the prejudice towards cultural differences, 9 highlighted marginalization, while 12 put emphasis on uniformity, 3 stressed dominant understanding and 5 highlighted centralist-general understanding, also 10 of them put forward the struggle with situations such as tradition and custom.

...and we should struggle with the wrong things in culture. For example, girls in Urfa drop out of school, while the gypsies did not attend school after the primary school in İzmir... In order to do so, we need to ensure that students can critically judge their own culture. S13

Possible Contributions, Effects and Reflections

In the interviews with the teachers, the views of the teachers were taken about the possible reflections of CRE and what kind of contributions it could make if it is considered in the education system. As a result of the content analysis, seven sub-themes were formed (Table 6).

Table 6.

Views for Possible Contributions in event of Considering Cultural Differences in Education and Reference Numbers

| Sub-Theme | Views: f(216) | Codes | (N:14) |
|--|------------------|---|--------|
| 1. Contributions related to learning processes and courses | 35 | Motivation | 2 |
| | | Active Participation | 2 |
| | | Interest | 4 |
| | | Attitude | 1 |
| | | Academic Achievement | 7 |
| | | Self-Reliance | 4 |
| | | Higher-Order Skills | 2 |
| | | Concrete LEarning | 2 |
| | | Meaningful Learning | 2 |
| | | Permanent Learning | 3 |
| | | Learning Styles | 2 |
| | | Level of learning | 3 |
| 1. Contribution to differences-diversity and cultures | 69 | Reduces prejudice | 9 |
| | | Prevent othering | 9 |
| | | Respect-tolerance Increase | 11 |
| | | Positive attitude perspective | 6 |
| | | Respect | 4 |
| | | Equal training opportunity | 3 |
| | | Intercultural interaction increases | 4 |
| | | Conflicts Reduce | 5 |
| | | Culture is maintained - not assimilated | 3 |
| | | Critical consciousness | 7 |
| | | Information about other cultures | 8 |
| 2. Contributions to school and classroom environments | 36 | Orientation training | 5 |
| | | Positive point of view-attitude | 5 |
| | | Attendance | 8 |

| | | | |
|--|----|--|----|
| | | School and classroom management | 4 |
| | | Scientific and peaceful environment | 2 |
| | | School-classroom interaction | 6 |
| | | Increases motivation of school | 4 |
| | | Disciplinary problems are reduced. | 2 |
| | | Teacher-student communication | 6 |
| | | Student-student communication | 2 |
| 3. Contribution to interpersonal relationships and communication | 22 | Teacher-parent communication | 4 |
| | | Teacher-teacher communication | 2 |
| | | Sense of empathy | 2 |
| | | Understanding and Respect | 4 |
| | | Encouraging learning the official language | 2 |
| | | Social Consciousness Consists | 2 |
| | | Peace and happiness | 5 |
| | | Unity, integrity and togetherness | 10 |
| 4. Contributions related to community | 29 | An original society | 2 |
| | | An equal society | 3 |
| | | A democratic society | 4 |
| | | Universal values | 3 |
| | | Conflicts are reduced | 8 |
| | | Development | 1 |
| | | Happiness | 2 |
| 5. Contributions related to individual/student/personal | 11 | Self-reliance | 1 |
| | | Freedom | 1 |
| | | Originality | 1 |
| | | Critical-questioning | 1 |

| | | | |
|--|----|---------------------|---|
| | | Democratic | 1 |
| | | Respectful | 1 |
| | | Higher-Order Skills | 1 |
| | | Self-Perception | 1 |
| 6. Contribution related to the sense of belonging-owning | 14 | to school | 3 |
| | | to system | 3 |
| | | to country | 5 |
| | | to society | 3 |

Of the 216 views, 35 of them are about the sub-theme of learning and courses, 69 about differences-cultures-different cultural values, 36 about school and classroom environments, while 22 were about communication and interaction, 29 about society, 11 about the individual and 14 about the sense of belonging to the country, society, class and school.

Contributions Related to Learning Processes and Courses

Of the 14 teachers interviewed, 2 are of opinion that when cultural differences and different cultural values are taken into account, the students will be more motivated towards the courses, concrete and meaningful learning will take place, and this situation will be compatible with the learning styles and thus students will be able to gain high level skills. 3 of the teacher's stress that they will increase the active participation rates of the students and permanent learning will be realized, while 4 of them state that the interest, learning levels and learning periods will be positively affected and the students' self-confidence in academic, personal and social terms will increase. The most referred point (7 teachers) is the expectation that students' academic achievement will increase by considering cultural differences. One of the teachers thinks that the motivation of the students will increase.

Thus, students actively participate in classes. Learning levels (academic achievements, interests) increase. Look, let me give an example of myself, when I teach considering this, my lessons are more effective, enjoyable and productive. S6

Contribution to Differences, Diversity and Cultures

Among 14 teachers, 11 of them think the respect and tolerance towards different cultural values from students and teachers will increase, while 7 of them think critical consciousness will increase and 8 of them highlighted knowledge of cultures will improve. In addition, 4 of them stressed cultural interaction, and similarly, 4 of them thinks that the importance given to different cultural values will increase. While 9 of the teacher's state that the marginalization and prejudice among the students about the differences may decrease, 5 of them emphasize that feelings of hatred and hatred and conflicts may be reduced. 3 teachers also think that all students can be given equal education opportunities, while 3 teachers are of opinion that no culture would be

assimilated and students will be able to preserve both their own culture and other cultures, ensuring the continuity of cultural differences. *The student would not feel marginalized, not be assimilated*

... instead of rejecting differences, acceptance develops. Tolerance level develops. Cultural interaction occurs. Marginalization decreases. In this way, people become more understanding and respectful of each other. Understanding each other reduces fear and violence because people are afraid of things that they do not know. S13

Contributions to School and Classroom Environments

8 of the 14 teachers think that when the cultural differences are considered, students who are not from the dominant-mainstream culture will be more likely to participate in the school and classroom environment and that the level of students' drop out of the school will be reduced. 6 of them state that the interaction in the school and classroom will be positively affected and the interaction between students will increase, and 5 of them highlight that it will bring about a positive outlook towards the school. 4 teachers emphasize that students' orientation with the learning environment and the management of schools and classrooms consisting of students with different cultures will be easier and students' motivation towards school will increase and the discipline of the school and the classroom will be better and more peaceful.

The fact that the student cannot find something of his own culture in the environment causes alienation and leaving him from the school via CRE: S6

Contribution to Interpersonal Relationships and Communication

Of the 14 teachers, 6 of them emphasize that teacher-student communication and interaction will increase, 4 of them think that teacher-parent interaction will develop, and 2 teachers think that student-student and teacher-teacher communication and interaction will be positively affected. While 2 of the teachers stated that empathy will develop in students and teachers, 4 of them predict that there will be an understanding and respectful interaction between the people in the educational environment. In addition, two teachers believe that taking into account the different cultural values, such as the mother tongue of the students; will encourage students to learn the official language (Turkish).

I sometimes use the words I have learned from the mother tongue of the students in the classroom. Very good communication between us has developed. It also facilitated their learning of Turkish. I think the most important contribution was the perception that "as you see, we are different, but these differences are our wealth". Stronger and more positive ties arise between teachers and students. Understanding each other reduces fear and violence. S13

Contributions Related to Community

Among 14 teachers, 10 of them indicate that when cultural differences are considered, social unity, togetherness and unity will be achieved, eight of them point out that social conflicts caused by the ethnic, religious and linguistic differences existing in Turkey will

reduce. 5 of the teachers think that it will contribute to social peace in the cultural sense, while 4 emphasize that a more democratic society will be formed. In addition, while 3 of them think an equal society will form and 3 of them indicate a society adopting universal values will develop, 2 teachers, stress that it will lead to a more original and more conscious society towards cultural differences.

It brings different part of society closer together. Thus, consciousness of unity and solidarity develops. It affects the culture of living together positively. S7

Contributions Related to Individual/Student

Two of the 14 teachers stated that individual happiness would increase in the educational environments by considering cultural differences. One of the teachers also states that students' self-perception, development, self-esteem, and self-respect will be positively affected and that students with free, original, democratic, critical, questioning and high-level skills will be raised.

If the main goal is to bring each individual into society ... and values are taken into consideration, (Students') Self-perception, self-confidence is positively affected. S12

Contribution Related to the Sense of Belonging-Owning

Five of the 14 teachers stated that through considering the cultural differences in education systems, students will have a positive perspective towards the country and the state and that the sense of belonging and ownership will develop in the students. In addition, 4 of the teacher's state that the sense of belonging to the school and the sense of adoption, whereas 3 them point out that the sense of belonging to the community could improve. Furthermore, 2 teachers think that it could develop a sense of belonging and ownership in students towards the education system if students' cultural values are included in classroom environments.

Because many different cultures are intertwined in Turkey. The individual will be a better citizen...it is not possible for a student who feels excluded and whose culture is not mixed into the system to love a system. S2

Qualitative Findings of Teachers with Low Ratings in CREVS

Following the interviews with teachers with a lower average score on the scale, one theme and four sub-themes were formed. Teachers' views on why cultural differences should not be taken into account in the education system and their views on what kind of negative reflections and/or effects that cultural differences would have in the education system were named by researchers as "Concerns and Reasons" (Table 7).

Concerns and Reasons

Table 7.

Concerns and Reasons Why Cultural Differences in Education Should Not Be Considered and Related Reference Numbers

| <i>Sub-Themes</i> | <i>Views:f(105)</i> | <i>%</i> | <i>Codes</i> | <i>(N:14)</i> |
|--|---------------------|----------|---|---------------|
| 1. Social effects | 36 | 34 | Unity and togetherness | 12 |
| | | | Confusion and complexity | 7 |
| | | | Grouping-polarization-division-conflict | 13 |
| | | | Inequality | 4 |
| | | | Othering | 2 |
| 2. Multiculturalism, Multilingualism and Excess of Heterogeneous Structure | 11 | 11 | Different ethnic origins | 2 |
| | | | Different mother tongues | 1 |
| | | | Different religions-beliefs | 1 |
| | | | Different genders | 1 |
| | | | Different socioeconomic structures | 5 |
| | | | Regional and demographic differences | 1 |
| 3. Effects on Education and Training Processes | 23 | 22 | Time constraint | 1 |
| | | | Unity in education language | 8 |
| | | | Quality in education declines | 4 |
| | | | Cannot create common values | 3 |
| | | | Removes from scientific knowledge | 2 |
| | | | Standard can not make | 5 |
| 4. Other Reasons | 35 | 33 | It is a political tool. | 2 |
| | | | Negligible | 5 |
| | | | Considered enough. | 3 |
| | | | Unitary state structure can be damaged | 7 |
| | | | Mainstream state structure can be damaged | 8 |
| | | | No need. | 9 |
| | | | Not suitable for science courses | 1 |

In line with the opinions of teachers regarding the theme of Concerns and Reasons, there are four sub-themes: "Social Impacts", "Multiculturalism, Multilingualism, and Excess of Heterogeneous Structure", "Effects on Education and Training" and "Other Reasons". Of all the views of Teachers (105), 36 were about social impacts, and 11 were about Turkey's multicultural, multilingual and heterogeneous structure, while 23 of them were related to their negative impact on teaching and learning processes and 35 were different reasons and concern.

Social Impacts

Of the 14 teachers interviewed, 12 of them state that social unity and solidarity would be disrupted. 13 teachers highlighted that society would be divided, and groupings, polarizations, and conflicts stemming from educational differences would occur. 7 of them indicated that it would create conflicts and confusion in education, and 4 of them think that it would cause inequality. 2 teachers also point out that some students may be marginalized. Therefore, they agree that cultural differences should not be taken into consideration in education.

If the Turkish Education System arranges in accordance with CRE, groupings may occur. This will damage the unitary state structure. Education cannot be done by culture. There would not be any objectivity and equality. S13

Multiculturalism, Multilingualism and Excess of Heterogeneous Structure

Of 14 teachers, 5 highlights a large number of student's diversity in different socioeconomic status, and 2 of them point out ethnic diversity, while one teacher stresses the excess of different mother tongues, religions, and regional /demographic structure in Turkey as the reason why cultural differences shouldn't be considered in the education system.

There are many different cultures within the borders of the country. Organizing the education system according to each different culture or value may create problems in the country. How can we reflect so many differences? If edited, there will be heavy consequences! S7

Effects on Education and Training Processes

8 of 14 teachers state that unity in education language (Turkish) could deteriorate, and 4 of them stress that it may decrease quality in education, while 3 indicate that it could undermine common values that hold different people together, and 2 of them highlight that it may cause ignoring science in education. One teacher also thinks that the different cultural values of different students cannot be addressed due to limited time in class or school. They, as a result, agree that mono-cultural structure should be maintained in education systems.

Education cannot be carried out, because education according to each culture can create a troublesome process in terms of time. I do not regard it as a very realistic objective. Ö3

Other Reasons

9 out of 14 teachers said that no multicultural structure exists in Turkey while 8 of them indicate that the mainstream culture should be sustained. In addition, while 7 of them emphasized that the unitary state structure could be damaged by taking the cultural differences into consideration, 5 of them thought that even if it was done in good faith, it would be exploited by some. On the other hand, while 3 teachers claim that cultural differences are already taken into consideration in education, 2 of them emphasize that this situation can be used as a tool for politics, and 1 teacher thinks that cultural differences do not need to be taken into consideration especially in science classes.

It is not necessary, I think. After creating a safe and scientific environment, cultural differences do not matter much. S14

4. CONCLUSION, DISCUSSIONS AND RECOMMENDATIONS

According to results, teachers' views about CRE is highly positive, in Turkey. Their sensitivity to different cultural values is high and teachers are of the opinion that if the changes are made in many aspects, from materials to courses and from curriculums to the education system, based on fundamental principles of CRE, it may contribute to the teaching-learning process in different respects. For instance, in terms of sensitivity, the majority of teachers believe that different cultural values should be supported in educational environments (87%), values should be taken into consideration (85%) and that if teachers want to be effective, they should be aware of different cultural values in the class (92%). In the context of possible contributions of CRE, teachers (88%) stated that giving examples of cultural values of the students in the lessons can positively affect students' learning and that (89%) all students can be more involved in society.

Considering the qualitative results of this study, the reason why teachers have such high sensitivity and have the positive view that CRE can contribute to the educational processes may be the teachers' frequent encountering with cultural differences and their positive or negative experiences they have with the students. In fact, most of the interviewed teachers stated that because of cultural differences, both they and culturally different students and parents had different difficulties in the education process; however, they also stated that they had positive results when they took, even partly, their student's cultural values into consideration. Therefore, they emphasize that in the education systems, teacher training, and teaching process, cultural differences should be considered more, and be supported and thus, such an educational approach is needed because of Turkey's cultural diversity.

These results of the research are consistent with the results of many studies about multiculturalism, cultural values, and diversity in education. For example, Phuntsog (2001) found in his research that 96% of teachers perceived CRE as an effective pedagogy in the education of culturally diverse students; and Robinson (2010) stressed

that majority of teachers agreed on the need for practices of CRE while Thompson (2010) highlighted that teachers support this pedagogy.

On the other hand, teachers have moderate concerns ($X = 3.36$) related to CRE. Teachers indicating that CRE is not needed in Turkey and think that there are far too many different cultural values in Turkey, and thus education system cannot be designed considering different cultural values. Some of them also consider that there are not any cultural differences in Turkey and there is no need to make any changes. In addition, they stated that the inclusion of different cultural values in educational processes may damage the social integrity (53%), negatively affect the educational process (55%), and that it may not be possible to take the students' different cultural values into account (53%). Further, they think the existing system (monocultural) is sufficient and should be maintained. The results of this study are consistent with the results of many studies indicating that the teachers are concerned about multicultural education and its implementations in Turkey (Polat, & Kılıç, 2013), and discussion on what might be the reasons for these concerns (Aydin, 2013; Çırık, 2008; Esen, 2009; Rengi, & Polat, 2014; Ünlü, & Örtten, 2013).

Given the qualitative findings of the study, teachers may have many reasons to be concerned:

One of the reasons can be that the teachers trained in such an education system that not regard sufficiently cultural differences in Turkey and hence, their lack of knowledge, skills, equipment or experience on how education and teaching can be designed based on cultural differences may affect their views negatively. In fact, regardless of having positive views or concerns about CRE, it was determined that all the teachers had lack of knowledge about CRE and there were misconceptions about exactly what CRE means. The second reason may be political debates, varying from education to media in Turkey for many years, and fear or doubts about the grouping, conflict, and especially the division of the state. As for the third reason, teachers may be worried due to the misunderstanding or misinterpretation of what is meant by cultural differences in education, prejudice towards differences, negative perceptions about multicultural education. In contrast, one of the aims of CRE is to develop the perception that students may have different cultural values than themselves and that all individuals with all their differences have an important value in the country. Since the concept of CRE aims to combat with marginalizing, disaggregation and to preserve and maintain cultural values, the purpose of CRE is not to divide, disaggregate or marginalize, but to make all students a part of society without any difference in educational processes (Banks, & Banks, 2010; Gay, 2002a).

Other important conclusions of the research are as follows:

1. The views of the teachers differ from each other, and their views are in accordance with their score on the scale. In the interviews, the teachers who have a high score stated that CRE is necessary for Turkey, and put emphasis on the possible contributions

of this educational approach. On the other hand, in the interviews with the teachers with a low rate in the scale, those stating that CRE is not needed in Turkey; they referred to negative situations and their concerns over Turkey.

2. There are teachers who think that there are different cultures in Turkey and that it is important for the students to find something from their own culture in their schools or classes. On the other hand, there are teachers who think that there are not so many different cultures as it is thought, and that, even if it is so, it would be enough to address cultures from time to time in some courses such as social studies.

3. There are teachers, who claim that CRE may have negative social effects, and that it may undermine social unity and solidarity of the country. On the other hand, there are teachers who point out that, through this approach (CRE), there could be a more positive perspective towards the country and that the sense of belonging to the community and the education system may develop further.

4. There are teachers considering that CRE can prevent students from having close relationships in classrooms and that in some regions it may increase in particular marginalizing and prejudice. In contrast, there are teachers stating that prejudice towards the differences, marginalization can decrease, and students may become critically conscious, and at the same time, they can accept individuals from other cultures without exclusion.

5. There are teachers emphasizing that considering cultural differences in education can cause the students to stay away from scientific education and that a secure and unifying science environment should be created without the need for considering students' cultural differences in education. On the other hand, there are teachers indicating that different cultural values should be taken into consideration in learning-teaching processes in the context of the principles such as openness, concreteness, and proximity to learning. They also emphasize that knowledge may sometimes remain very unfamiliar and abstract for students in the current education system, and therefore, different cultural values should be taken into consideration in the education system.

6. There are teachers who state that cultural differences are not taken into account adequately in curriculums, and that there are some marginalizing examples, such as gender discrimination and some biased roles assigned to women in course books, especially in the images or materials used in the books. On the other hand, there are teachers who indicated that the system covers all cultures adequately and there are enough references to cultural differences in the textbooks or curriculums.

7. There are teachers demanding that classroom-school environments should be designed to involve and reflect more differences, and that teachers can share more examples from both their own culture and their students' culture in schools so that they can strengthen their students' ties with the school, and therefore, the school and classroom environments can be integrative, not discriminatory or marginalizing. On the

other hand, there are teachers claiming that these situations may cause segregation and marginalization in school and classroom settings.

8. There are teachers who think that there are many problems arising from the lack of consideration of cultural values. However, there are teachers who emphasizing that there are many deficiencies in the education system, but these problems are not caused by cultural differences.

9. While some teachers indicate that taking different cultural values into account may pose greater problems, especially in some areas where there are false customs, there are some teachers indicating that CRE is required especially for students in Turkey to be able to fight with the false traditions.

Recommendations

1. To design of teacher education programs based on CRE may be beneficial regarding cultural richness, cultural differences, the number of disabled students, the refugee-seekers in the education system, and the reports on inequality in the education system as well as the way of teachers' appointment in Turkey.

2. One of the issues most commonly referred by the teachers was also inadequate of teacher training in Turkey despite cultural differences. Therefore, it can be effective to revise, evaluate or update the teachers training programs in Turkey, in accordance with Turkey's cultural diversity.

3. In the related literature, there are studies indicating that, if in-service or pre-service CRE programs (intervention programs) are developed for teachers or prospective teachers, it may positively affect teachers' views on CRE (Ritosa, 2017). Thus, studies similar to the one conducted by Tuncel (2017) on pre-service teachers, should be designed for the teachers in Turkey, and further studies might be carried out to determine how these programs affect teacher' teaching process, planning, application and evaluation skills.

4. Because of the limited number of researchers working in Turkey regarding culturally relevant education, further research can be done effectively by addressing this topic. While this study focused on teachers' views, in future studies, teachers can be observed and whether students' cultural values are taken into consideration, how it is done and how positive and negative the effects it has can be determined.

5. By determining teachers' views and beliefs about CRE at first, and then, how these opinions and beliefs are reflected in teaching activities, classroom management, teacher-student relations and the way the classroom environments are arranged can be observed by researchers.

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