

Prospective Teachers' Personal Characteristics to Multicultural Education*

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Abstract The aim of this paper is to determine prospective teachers' personal characteristics to multicultural education. It is also aimed to reveal whether there are meaningful differences in prospective teachers' personal characteristics to multicultural education according to their genders, age and number of siblings. The descriptive model was chosen to analyze in this paper. Likewise quantitative data was collected. The participants of the paper are 308 (220 female and 88 male) prospective teachers studying at Kırklareli University pedagogical formation certificate training program in the 2015-2016 academic year. The data collected by using the Turkish version of "Multicultural Personality Questionnaire". The data of this research were analyzed by SPSS 17. During the analysis of data arithmetic mean, standard deviation, t-test, the analysis of one way variance (ANOVA) and LSD test were used. According to these results prospective teachers' scores of "Multicultural Personality Questionnaire" has been found to be high. "Multicultural Personality Questionnaire" sub-dimensions were examined. Prospective teachers' multicultural personality has been highest in "*cultural empathy*" sub-dimensions and prospective teachers' multicultural personality has been lowest in "*flexibility*" sub-dimensions. Meaningful differences were found in favor of female prospective teachers toward "*cultural empathy*" and "*emotional balance*" sub-dimensions of the questionnaire. Meaningful differences was found in "Multicultural Personality Questionnaire" according to prospective teachers' ages but no meaningful differences was found in "Multicultural Personality Questionnaire" according to prospective teachers' number of siblings.

Keywords Prospective Teachers, Personal Characteristics, Multicultural Education

1. Introduction

Besides technological developments in the world, different point of views among countries causes let them get closer which means no boundaries between countries. It is much more easier to communicate with the furthest location thanks to internet and smart phones etc. The rate of communication among Different religions, different races, different cultures, different people speaking different languages has increased considerably. Therefore people accept differences, and they communicate easily. For instance a christian who was born and grow up in a christian country respect a muslim, who prays 5 times in a day and doesn't eat pig meat or a person who respects an asian's interesting greeting style. No doubt, social developments have effected educational process. Especially higher education is suitable for multicultural education. Student exchange programs such as Erasmus and Da vinci supports multicultural education. Also migration and students' preferences to continue their education in abroad are the results of multicultural trend in education.

Multicultural education is a designing process among students from different cultures which aims to introduce and respect ethnical, social, cultural, regional, sexual differences so that there could be equal educational conditions [1]; [6]. The start of multicultural education was in 1960s and 1970s. This period is known with social unrest and reforms and white population was dominant. Unequality has been a subject in minority groups. A lot of social/educational program was designed in that period [38]. Although it has been discussed as a discipline in 1960s, Eskici [24] has stated all societies has multicultural form so multicultural education started with the education from the beginning. At first multicultural education has focused on ethnical differences later it has dealt with problems of people who are accepted as "different" in a society (minorities, students who need special education, female children etc..) [45]. The main aims of multicultural education are to prepare students for the democratic world in the growing diversity, to make students active

participants fort he teaching-learning process, to provide educational equality [29]; [25]; [27]. Multicultural education focuses on differences in a society and tries to keep balance of the society. Mwonga [38] has stated that multicultural education tries to give priority to marginal groups in order to improve active democratic citizenship. In addition to Mwonga [38], Pang [40] pointed out that multicultural education might be a starting point for solving inequality problems in a society. Multicultural education has some principles. Gorski [28] has stated these principles as :

1. Every student should have equal opportunity to make it happen their potentials.
2. Every student should prepare himself/herself for the multicultural society.
3. Every teacher has to be ready to teach effectively for every student from different cultures.
4. Schools has to be active participants to end the pressure in their walls and they should grow up socially and critically active and aware students.
5. Education should be student centered and it should involve students' opinions
6. Educators, activists and others should play an active role on revising education process and how it effects students' learning. (assessment methods, school psychology, consultancy applications, educational materials, and coursebooks...etc).

In addition to Gorski [28], Banks [5] have expressed 5 main points: 1.content Integration 2. knowledge construction, 3. prejudice reduction, 4.equity pedagogy, 5. empowering school culture.

When Banks [5] and Gorski [28]'s statements are examined it can be concluded that they focus on creating a student centered active learning atmosphere, providing equal learning conditions, effective consultancy , effective school managing. It can be said that Abdullah and Ghaffar [1] support these statements.

At first multicultural education was accepted as an initiative in a dominant curriculum which emphasizes adding more content and supporting cultural diversity [49], later a lot of specialists have added new approaches [13]. Teachers have great responsibility to apply multicultural education. And a key role to maintain equal education conditions. Therefore teachers' behaviour and their perception about multicultural education is important. In other words it is related with how teachers combine multiculturalism to education around common points [47]. The need of training teachers for different students groups has been a debate [46]. In order to be a multicultural educator, Gorski [28] states that a teacher has to renew himself/herself, [54] states that a teacher should have three main skills: "understanding other's culture", "understanding himself/herself",

"academic multicultural skills". These are closely related with teachers' personal qualifications.

Personality is defined as "characteristics, psychological qualifications peculiar to someone [51] and "the mix of characteristics and its quality" [39]. No doubt, teachers should have definite qualifications to teach in a multicultural way. Since personality is a complex term, it is clear that multicultural personality is not a one sided term [42]. Van der Zee & Van Oudenhoven [53] have stated that a multicultural personality has five components: *cultural empathy*", "open-mindedness", "social initiative", "flexibility" and "emotional stability". It is clearly understood that teachers and teacher candidates should have multicultural personalities. It can be said that multicultural personality has significant role in this process.

2. Objectives

The aim of this paper is to determine prospective teachers' personality characteristics to multicultural education. It is also aimed to reveal whether there are meaningful differences in prospective teachers' personality characteristics to multicultural education according to their genders, age and number of siblings.

3. Material and Methods

Determining prospective teachers' personality characteristics to multicultural education was aimed in this paper. So that descriptive model was used in this paper. Also quantitative data was used.

3.1. Participants

The participants of the paper are 308 (220 female and 88 male) prospective teachers studying at Kırklareli University pedagogical formation certificate training program in the 2015-2016 academic year. The features of participants are presented in Table 1.

It can be seen in Table 1 participants' age distribution by gender, number of sibling and percentages. It can be said based on table 1 the participants consists of 93 female between the ages 20-25, 64 female between the ages 26-30, 32 female between the ages 31-35, 31 female 36 years and over and 33 male between the ages 20-25, 36 male between the ages 26-30, 9 male between the ages 31-35, 10 male 36 years and over. As well as 21 participants haven't any sibling, 81 participants have only one sibling, 69 participants have two siblings, 51 participants have three siblings, 36 participants have four siblings and 50 participants have five and over siblings.

Table 1. The features of participants

Number of sibling			age				Total
			20-25	26-30	31-35	36+	
0	gender	female	6	5	2	1	14
		male	2	4	1	0	7
	Total	8	9	3	1	21	
1	gender	female	29	20	8	6	63
		male	5	9	1	3	18
	Total	34	29	9	9	81	
2	gender	female	19	15	8	3	45
		male	12	8	3	1	24
	Total	31	23	11	4	69	
3	gender	female	18	12	7	5	42
		male	3	4	1	1	9
	Total	21	16	8	6	51	
4	gender	female	9	6	2	10	27
		male	3	2	1	3	9
	Total	12	8	3	13	36	
5 and over	gender	female	12	6	5	6	29
		male	8	9	2	2	21
	Total	20	15	7	8	50	

3.2. Data Collection

The data were collected by survey technique.

3.3. Data Collection Tool

The data collected using the "Multicultural Personality Questionnaire" that developed by Van Der Zee ve Van Oudenhoven [53] and adapted to Turkish by Polat [42]. "Multicultural Personality Questionnaire" consists of 33 items and five sub-dimensions "*cultural empathy*", "*open-mindedness*", "*social initiative*", "*flexibility*" and "*emotional stability*". Reliability alpha coefficient of "Multicultural Personality Questionnaire" .82, "*cultural empathy*" sub-dimensions .87, "*social initiative*" sub-dimensions .73, "*emotional stability*" sub-dimensions .65, "*open-mindedness*" sub-dimensions .66, "*flexibility*" sub-dimensions .67 were found. The highest score of "Multicultural Personality Questionnaire" is 165, the lowest score of "Multicultural Personality Questionnaire" is 33.

3.4. Analyzing Data

The data of this research were analyzed by SPSS 17.

Because of some groups' participants (prospective teachers who have no sibling) numbers are less than 30 in order to test whether the data parametric or nonparametric One Sample Kolmogorov Smirnov Test was applied. The results show that the data is parametric (asyp. Sig= .30, $p < .05$). During the analysis of data arithmetic mean, standard deviation, t-test, the analysis of one way variance (ANOVA) and LSD test were used.

4. Findings

This part of the research includes findings obtained from analysis results.

4.1. Prospective Teachers' Personality Traits According to the Multicultural Education

Mean and standard deviation values were calculated according to the prospective teachers' personality traits towards the multicultural education of which was determined by "Multicultural Personality Questionnaire" and results were presented in Table 2.

Table 2. The Arithmetic Mean and Standard Deviation Results According To Scale Dimensions

Sub-dimension	Number of Items	N	\bar{X}	SS	Average size of the items of dimension (\bar{X} / Number of Items)
Cultural Empathy	11	308	46.24	6.26	4.20
Social Initiatives	6	308	21.13	3.01	3.52
Emotional Balance	7	308	22.17	3.97	3.17
Openness	5	308	19.31	3.30	3.86
Flexibility	4	308	10.97	3.09	2.74
Multicultural Personality	33	308	118.63	12.19	3.59

According to table 2 it was seen that the sub-dimensions of “Multicultural Personality Questionnaire” don’t contain same number of item. For this reason the means of items were used for interpreting.

As it is seen on the table 2 means of “Multicultural Personality Questionnaire” sub-dimensions sorted from highest to lowest listed as follows; “*cultural empathy*” (\bar{X} /Item number = 4.20). “*open-mindedness*” (\bar{X} /Item number = 3.86). “*social initiatives*” (\bar{X} /Item number = 3.52). “*emotional stability*” (\bar{X} /Item number = 3.17) “*flexibility*” (\bar{X} /Item number = 2.74). According to these results, “*cultural empathy*” sub-dimension is most participated sub-dimension of scale for prospective teachers. “*flexibility*” sub-dimension is the least participated sub-dimension of scale for prospective teachers.

4.2. Prospective Teachers’ Multicultural Personality Traits regarding To Their Gender

Table 3. Prospective Teachers’ Multicultural Personality Traits By Their Gender

Dimensions	Gender	N	\bar{X}	SS	Sd	t	p
Cultural Empathy	female	220	46.78	5.99	306	2.42	.02
	male	88	44.89	6.75			
Social Initiatives	female	220	21.01	2.96	306	-1.04	.30
	male	88	21.41	3.14			
Emotional stability	female	220	22.50	3.79	306	2.36	.02
	male	88	21.33	4.30			
“ <i>open-mindedness</i> ”	female	220	19.36	3.27	306	.42	.68
	male	88	19.18	3.38			
Flexibility	female	220	10.90	3.15	306	-.71	.48
	male	88	11.17	2.94			
Multicultural Personality	female	220	119.25	11.87	306	1.40	.16
	male	88	117.10	12.90			

P<.05

Mean and standard deviation values were calculated and t-test was done to determine the difference whether it was changing by prospective teachers’ gender according to the prospective teachers’ multicultural personality traits. Results are shown on the Table 3.

According to table 3 there are meaningful difference between male and female prospective teachers in “*cultural empathy*” and “*emotional stability*” sub-dimensions of scale. This difference is in favor of female prospective teachers.

4.3. Prospective Teachers’ Multicultural Personality Traits According To Their Ages

Mean and standard deviation values were calculated and One Way ANOVA was done to determine the difference whether it was changing by prospective teachers’ ages according to the prospective Teachers’ multicultural personality traits and results are shown on the table 4.

According to table 4 “*cultural empathy*”, “*open-mindedness*”, “*flexibility*” sub-dimensions of “Multicultural Personality Questionnaire” and multicultural personality as being the overall scale are most participated by 36 and older aged prospective teachers; “*emotional stability*” dimension of scale is only most participated by 26-30 aged prospective teachers.

LSD test was used to determine the mean value differences whether it was meaningful to prospective teachers’ ages according to sub dimensions. Results are shown on the table 3. As it is seen on the table 3 there is a meaningful difference between 36 and older aged prospective teachers and 31-35 aged prospective teachers in overall the scale and social Initiatives dimension of “Multicultural Personality Questionnaire”. mean of 36 and older aged prospective teachers’ Multicultural Personality Traits and social Initiatives scores are higher than 31-35 aged prospective teachers’ Multicultural Personality Traits and social Initiatives scores.in the same way there is a meaningful difference between 36 and older aged prospective teachers and 20-25 aged prospective teachers in overall the scale and Flexibility dimension of “Multicultural Personality Questionnaire”. mean of 36 and older aged prospective teachers’ multicultural personality traits and social initiatives sub-dimension scores are higher than mean of 20-25 aged prospective teachers’ multicultural personality traits and “*flexibility*” sub-dimension scores. Also there is a meaningful difference between 36 and older aged prospective teachers and 26-30 aged prospective teachers in “*open-mindedness*” sub-dimension of “Multicultural Personality Questionnaire”. mean of 36 and older aged prospective teachers’ “*open-mindedness*” sub-dimension scores are higher than mean of 26-30 aged prospective teachers’ “*open-mindedness*” sub-dimension scores.

Table 4. ANOVA Results of "Multicultural Personality Questionnaire" Scores According to Prospective Teachers' Ages

dimensions	<i>f</i>	\bar{X}	<i>SS</i>	values	ANOVA results						
	Age	<i>N</i>	\bar{X}	<i>SS</i>	source of variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>	
Cultural Empathy	20-25	126	45.66	6.55	Between Groups	342.97	3	114.32	2.97	.03	
	26-30	100	46.62	5.54	Within Groups	11701.25	304	38.49			
	31-35	41	44.85	7.23	Total	12044.22	307				
	36+	41	48.49	5.50							
Social Initiatives	20-25	126	20.93	3.06	Between Groups	81.88	3	27.29	3.07	.03	4-3
	26-30	100	21.19	2.98	Within Groups	2704.19	304	8.90			
	31-35	41	20.41	3.08	Total	2786.06	307				
	36 +	41	22.29	2.60							
Emotional stability	20-25	126	22.19	3.95	Between Groups	23.27	3	7.76	.49	.69	
	26-30	100	22.47	4.05	Within Groups	4817.95	304	15.85			
	31-35	41	21.66	4.40	Total	4841.22	307				
	36 +	41	21.88	3.42							
Openness	20-25	126	19.15	3.28	Between Groups	101.29	3	33.76	3.17	.03	4-2
	26-30	100	18.97	3.24	Within Groups	3234.41	304	10.64			
	31-35	41	19.17	3.12	Total	3335.70	307				
	36 +	41	20.76	3.37							
Flexibility	20-25	126	10.33	2.72	Between Groups	137.57	3	45.86	5.00	.00	4-1
	26-30	100	11.10	3.07	Within Groups	2786.22	304	9.17			
	31-35	41	11.27	3.35	Total	2923.79	307				
	36 +	41	12.37	3.46	Between Groups						
Multicultural Personality (overall the scale)	20-25	126	117.19	12.48	Between Groups	1846.46	3	615.49	4.28	.01	4-3
	26-30	100	119.24	10.79	Within Groups	43745.08	304	143.90			
	31-35	41	116.02	14.64	Total	45591.54	307				
	36 +	41	124.20	10.18							

4.4. Prospective Teachers' Multicultural Personality Traits According To Their Number Of Siblings

Mean and standard deviation values were calculated and ANOVA was done to determine the difference whether it was changing by prospective teachers' number of siblings according to the prospective teachers' multicultural personality traits. Results are shown on the table 5.

Table 5. ANOVA Results Of Multicultural Personality Scale Scores According To Prospective Teachers' Number Of siblings

dimensions	$f \cdot \bar{X}$ ve SS values				ANOVA results					
	Number of brother/sister	N	\bar{X}	SS	source of variance	SS	df	MS	F	P
Cultural Empathy	0	21	45.14	6.65	Between Groups	213.40	5	42.68	1.09	.37
	1	81	45.93	5.82	Within Groups	11830.83	302	39.17		
	2	69	46.06	5.49	Total	12044.22	307			
	3	51	47.90	5.88						
	4	36	46.67	6.14						
	5+	50	45.46	8.00						
Social Initiatives	0	21	21.57	3.09	Between Groups	16.96	5	3.39	.37	.87
	1	81	21.15	2.86	Within Groups	2769.10	302	9.17		
	2	69	20.87	3.18	Total	2786.06	307			
	3	51	21.33	2.76						
	4	36	21.39	2.83						
	5 and upper	50	20.86	3.42						
Emotional stability	No brother/sister	21	20.19	3.37	Between Groups	129.84	5	25.97	1.67	.14
	1	81	22.07	3.84	Within Groups	4711.38	302	15.60		
	2	69	22.06	4.13	Total	4841.22	307			
	3	51	22.14	3.85						
	4	36	23.17	3.90						
	5 +	50	22.62	4.22						
Open-mindedness	0	21	19.10	3.03	Between Groups	48.62	5	9.72	.89	.49
	1	81	19.30	3.15	Within Groups	3287.08	302	10.88		
	2	69	18.93	3.29	Total	3335.70	307			
	3	51	19.90	3.40						
	4	36	19.89	3.63						
	5 +	50	18.92	3.31						
Flexibility	0	21	11.38	3.72	Between Groups	14.11	5	2.82	.29	.92
	1	81	10.83	2.95	Within Groups	2909.69	302	9.64		
	2	69	10.72	2.66	Total	2923.79	307			
	3	51	11.12	3.51						
	4	36	10.97	3.05						
	5 +	50	11.24	3.24						
Multicultural Personality (overall the scale)	0	21	116.05	13.57	Between Groups	680.11	5	136.02	.92	.47
	1	81	118.11	10.68	Within Groups	44911.44	302	148.71		
	2	69	117.57	10.89	Total	45591.54	307			
	3	51	120.76	11.20						
	4	36	120.97	11.65						
	5 +	50	118.18	16.30						

According to Table 5 “cultural empathy” and “open-mindedness” sub-dimensions of “Multicultural Personality Questionnaire” are the most participated by prospective teachers who have 3 siblings; “emotional stability” sub-dimension of “Multicultural Personality Questionnaire” is the most participated by prospective teachers who have 5 and over siblings; “flexibility” sub-dimension of “Multicultural Personality Questionnaire” is the most participated by prospective teachers who have no siblings; multicultural personality as being the overall of “Multicultural Personality Questionnaire” and “social initiatives” sub-dimension of “Multicultural Personality Questionnaire” are the most participated by prospective teachers who had 4 siblings. According to ANOVA results no meaningful difference was found.

5. Discussion

The aim of this paper is to determine prospective teachers' personal characteristics to multicultural education. It is also aimed to reveal whether there are meaningful differences in prospective teachers' personal characteristics to multicultural education according to their genders, age and number of siblings. The data collected by using the “Multicultural Personality Questionnaire” that developed by Van Der Zee and Van Oudenhoven [53] and adapted to Turkish by Polat [42].

Prospective teachers' scores of “Multicultural Personality Questionnaire” and the Questionnaire sub-dimensions were examined. By considering the questionnaire ranges as 1.00-1.79 “very low”, 1.80-2.59 “low”, 2.60-3.39 “middle”, 3.40-4.19 “high”, 4.20-5.00 “quite high” arithmetic means of the questionnaire sub-dimensions can be interpreted as; “cultural empathy” sub-dimensions ($\bar{X}=4.20$) is quite high, “open-mindedness” sub-dimensions ($\bar{X}=3.86$) is high, “social initiatives” sub-dimension ($\bar{X}=3.52$), is high, “emotional stability” sub-dimension ($\bar{X}=3.17$) is middle, “flexibility” sub-dimension ($\bar{X}=2.74$) is middle. In this context it is seen that the prospective teachers the most participated dimensions are respectively “cultural empathy”, “open-mindedness”, “social initiatives”, “emotional stability” and “flexibility”. Besides prospective teachers' total scores which revealed from “Multicultural Personality Questionnaire” ($\bar{X}=3.59$) has been found to be high. The study carried out by Polat [42]'s result support this paper result. According to the study carried out by Polat [42]'s result show that prospective teachers' scores of “Multicultural Personality Questionnaire” is also high, moreover “cultural empathy” sub-dimension has the highest score, “open-mindedness” sub-dimension has the second highest score, “social initiatives” sub-dimension has the third highest score and “emotional stability” sub-dimension has middle level alike this paper result.

Results of the study carried out by Polat and Metin [44] as well as the study carried out by Polat and Barka [43] parallel with the study carried out by Polat [42] and this

paper result about teachers' scores of “Multicultural Personality Questionnaire” is high, moreover “cultural empathy” sub-dimension has the highest score, “open-mindedness” sub-dimension has the second highest score, “social initiatives” sub-dimension has the third highest score.

Additionally when examining the literature it is seen that faculty members [3]; [24];[35], teachers [31]; [50] and prospective teachers [9]; [12]; [23] have positive attitude towards multicultural education. It can be said that attitude and personal characteristics related to each other, because personal characteristics influence to attitudes. It can be interpreted as a result, educators have well attitude and improvable personal characteristics. Otherwise there are some research pointed out that teachers and prospective teachers should be trained on multiculturalism in the education [7]; [22]; [26]; [28]; [36]; [37]; [42]; [48]. t-test was used to determine whether personal characteristics to multicultural education changes according to the gender of the prospective teachers. As a result of analysis meaningful differences was found in favor of female prospective teachers toward “cultural empathy” and “emotional stability” sub-dimensions of the questionnaire. There are some research supported this finding in the literature. Similarly the study carried out by Bulut and Sarıçam[11] meaningful differences was found in favor of female prospective teachers toward “cultural empathy” sub-dimensions of the questionnaire. Also Bulut and Sarıçam [11] found out meaningful differences in favor of female teachers toward “cultural empathy”, “flexibility”, “open-mindedness” and “emotional stability” sub-dimensions of the questionnaire. According to the study carried out by Çoban, Karaman and Doğan [17] women more tolerant than men in the “political view” sub-dimension. Plus according to the study carried out by Demir [19] female faculty members more care multiculturalism than male faculty members in the “egalitarian pedagogy” dimension. In addition results of the study carried out by Demircioğlu and Özdemir [20] show that female prospective teachers have more positive attitudes towards multiculturalism in education than male prospective teachers. The study carried out by Chepyator-Thomson, You, & Russell [15], study carried out by Koçak and Özdemir [33] and the studies carried out by Alanay and Aydın [2] and carried out by Pettus and Allain [41] support that female educators' opinions on multiculturalism in education are more much positive than male educators' opinions. It was deduced that generally female educators think about multiculturalism more positively than male educators. For the rest there are some research result in the literature that no meaningful differences according to educators' gender and their opinion on multicultural education [18]; [30]; [52];[56].

ANOVA was used to determine whether personal characteristics to multicultural education changes according to the age of the prospective teachers. As a result of analysis meaningful differences was found toward “social Initiatives”, “open-mindedness”, “flexibility”

sub-dimensions of the questionnaire and totally of “Multicultural Personality Questionnaire”. LSD test was used to determine the source of the difference. According to LSD test there are meaningful differences in favor of 36 years and older prospective teachers toward “*social initiatives*”, “*open-mindedness*”, “*flexibility*” sub-dimensions of the questionnaire and totally of “Multicultural Personality Questionnaire”. According to the study carried out by Bulut, and Sarıçam [11] inservice teachers’ scores about personal characteristics to multicultural education and attitude towards multicultural education higher than preservice teachers’ scores about personal characteristics to multicultural education and attitude towards multicultural education. Considering inservice teachers older than preservice teachers it is possible to infer from the result of the study carried out by Bulut and Sarıçam [11] and this paper finding age is determinant on multicultural education opinion. Additionally the study carried out by Pettus and Allain [41] 26 ages and older prospective teachers have more positive attitude than younger prospective teachers. It can be said that educators became older they have more multicultural personality. On the other hand the study carried out by Hammer, Bennett and Wisemann (2003)[30] reveals no significant effects by age.

ANOVA was used to determine whether personal characteristics to multicultural education changes according to the number of sibling of the prospective teachers. As a result of analysis no meaningful differences was found. There are some research findings in the literature can be said support this paper finding. There are no meaningful differences between number of sibling and communication skills [10], inclination to multicultural education [42], critical thinking skills [14], empathic skills [21]; [34], life satisfaction [16]. As well as there are some research findings in the literature indicate that individual who have one, two or three not more much siblings have more self-esteem [8]; [32], social skills [4] and empathic skills [55] than the others. These research findings said to be overlapping with this paper finding because in this paper found out that prospective teachers who have two or three siblings have higher inclination to multicultural education than the others.

6. Conclusions

Teacher as a practitioner of educational curriculum is a person. Therefore teachers have personal characteristics. It is inevitable that teachers’ personal characteristics affect educational process. One of the personal characteristics is multicultural personality. Recently multiculturalism became so widespread concept everywhere where people live. Training environments also multicultural environments. Because a lot of people who come from different cultures interact with each other. Teachers always became a guide to direct to students behaviours. Hence it is possible to say that

teachers’ multicultural personality is an issue that needs to be emphasized.

At the end of this paper it can be said that prospective teachers the most participated dimensions are respectively “cultural empathy”, “open-mindedness”, “social initiatives”, “emotional stability” and “flexibility”. Besides prospective teachers’ total scores which revealed from “Multicultural Personality Questionnaire” has been found to be high.

Female prospective teachers have more “cultural empathy” and “emotional stability” personality than male prospective teachers. 36 years and older prospective teachers have more “social initiatives”, “open-mindedness”, “flexibility” personality than the younger prospective teachers.

7. Recommendations

In the light of the this research findings prospective teachers should be trained about multiculturalism. Prospective teachers should be direct to exchange programs between universities in different countries. Teacher training programmes could be revised considering multiculturalism. As well as views of prospective teachers studying at different universities about multiculturalism should be investigated considering other variables such as religion and region. It can be investigated the reasons of the findings of this paper.

Note

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