

The Relationships Between Global Citizenship, Multicultural Personality and Critical Thinking¹

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Abstract

The purpose of this study is to examine the relationship between global citizenship, multicultural personality and critical thinking in preservice teachers. The study group consisted of 363 preservice teachers who attend different departments of Faculty of Education in Kutahya. Data collection was done through Scale Universal Citizenship, Multicultural Personality Questionnaire and Critical Thinking Disposition Scale. Because the data exhibited a normal distribution because of preliminary analysis, Pearson product-moment correlation analysis of parametric tests and multiple regression analysis were used for data analysis. According to the findings, there is positive relationship between critical thinking and multicultural personality trends and global citizenship. In other words, as multicultural personality scores increased, level of global citizenship also increased. Or as critical thinking tendencies decreased, the level of universal citizenship decreased. In a society where people adopt universal values and can think critically, democracy, justice and tolerance become dominant. And in a globalized world where there is no critical thinking, consequences of wrong thinking and wrong decisions will end up with global violence, intolerance, injustice, and war that has high destructive power.

Keywords: Global Citizenship, Multiculturalism, Critical Thinking

DOI: 10.29329/epasr.2021.383.15

¹ The same study was presented in Vth International Social Studies Education Symposium in Denizli.

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Introduction

Although many different definitions have been put forward regarding the concept of globalization, a common definition has not been achieved. This is thought to be due to the fact that most researchers are from different fields of social studies or they look at the issue from different political perspectives (Elçin, 2012). Rapid change and development in technology and transportation have increased political, social and economic contacts among nations and have created the concept of globalization by increasing the interaction of different cultures, ways of life and beliefs. In the most common sense, globalization can be expressed as the world becoming a small dwelling or people belonging to different cultures and nations in the world sharing common behaviours (Bayar, 2008). With globalization, basic dynamics such as democracy, freedom and human rights have taken on a universal dimension (Köse, 2003). In multicultural societies that have emerged with globalization, national dimension of citizenship has started to be questioned. The concept of citizenship, which became a kind of belonging in nation states with the French Revolution, has been exposed to efforts of re-meaning with globalization since the weakening of national states has also weakened this sense of belonging. Economy-based transnational associations have changed the structure of the national state. The most important example of this is the European Union. As many nations embody the EU identity, people from different cultures, identities and beliefs have evolved into a new citizenship (Esendemir, 2008). With this evolution, the world that has been becoming a global village has made it necessary to create a portrait of a citizen who is sensitive not only to his own country but to the whole world. This means a global citizenship. A universal citizen aims to create global citizenship by creating a higher identity besides national identity and aims to raise people who can view the developments in the world with the eyes of humanity and universal values (Kan, 2009).

Since ancient times, states have followed very different policies regarding people of different identities and cultures living within their borders. While some states tried to implement genocide, others tried to get their language, religion and customs adopted. In some places, such minority groups have been subjected to all kinds of educational, economic and political discrimination within states (Kymlicka, 1988). The concept of multiculturalism emerged as a model in order to eliminate these historically developing negative scenes. In addition to these historical developments, multiculturalism is an important concept for disciplines such as economics, education and psychology as well as being an important sociological phenomenon especially for developed and developing countries. Multiculturalism is a condition that has existed in countries such as America, CanadaCanada, and Australia, which have been called countries of immigrants for a long time and could not assume a national state identity due to immigration. (Arabena, 2006). Along with these, developments especially in communication and transportation technology, theses that nation states have completed their lives, erosion of national identity and global human discourses have recently increased (Dağ, 2012; Üstel, 1999). Tourists, immigrants, refugees, exiles and workers form the basis of these

discourses. All these developments constitute the basis of multiculturalism and have led to the emergence of the concept of multiculturalism, which is against all kinds of discrimination and monotony in society (Canatan, 2009; Erbaş, 2019).

In order to talk about culture or multiculturalism, it is essential to mention the social identity shaped by culture or the concept of personality that constitutes the essence of social identity. However, just like culture, it is not that easy to define personality. It has been preferred to group or classify the personality of human beings, which can vary in different environments or in different people and are highly complex. Still, in its broadest definition, personality is the characteristics that distinguish an individual from other individuals. These characteristics are better understood if exemplified in the context of emotion, thought and behaviour. In terms of emotion, some people get angry more quickly, while others are more patient. In the thought dimension, some people can look at the events from a positive perspective, while pessimistic thinking is dominant in others. In terms of behaviour, some try new things while others do similar things. These features are innate while some can be acquired later, so the personality is an active and developing structure. Based on all these expressions, personality can be defined as an active set of systems that includes individual feelings, thoughts and behavioural structures. There are many theories explaining personality and personality development such as Psychoanalytic approach, Genetic approach, Cognitive approach, Behavioural approach, Social learning approach, Life cycle approach, Humanistic approach, Limited space approach. For example, Freud argued that unconscious forces, biologically induced sexual and aggressive drives, and inevitable conflicts in early childhood constitute personality. Jung stated that personality emerges through the interaction of consciousness (ego), personal unconscious (complexes) and collective unconscious (archetypes) or consists of a series of systems that function alone within these three different levels (Geçtan, 2014; Lazarus, 1961; Hall & Nordby, 1999). According to social learning theory, external stimuli and reinforcers affect the behaviour of the individual. In addition, the person or people taken as a model in the outside world affect not only behaviour but also feelings and thoughts. Therefore, while the outside world forms the self-efficacy belief of the individual, it also shapes the personality. When considered in the context of this theory, it would not be wrong to say that culture guides personality (Bandura, 1995). Van der Zee and Van Oudenhoven (2001) discussed personality in the context of cultural interaction and stated that personality has five dimensions: 1-Cultural empathy: the ability to empathize with the feelings and thoughts of people from different cultures, 2-Openness: being open to knowing and understanding the cultural values and norms of people from different cultures as well as his/her own cultural values, 3-Social initiative: the tendency to actively approach social situations or initiate communication instead of waiting and watching in such situations, 4-Emotional stability: the ability to remain calm in new and stressful situations, 5-Flexibility: the ability of an individual to switch from one behavioural

strategy to another, that is, the ability of the individual to adapt to difficulties, new and unknown situations (Bulut & Sariçam, 2016; 2017).

One of the important challenges in today's societies is “to ensure the coexistence of ethnic, cultural, linguistic, religious etc. diversity among the members of the society, to ensure its legalization and at the same time to create a sense of national unity among these different structures” (Özensel, 2012, p. 4). Another important argument that can significantly solve the problems encountered in the coexistence of differences is critical thinking. In some approaches, critical thinking is defined as a skill. For example, Chance (1986) described critical thinking as a whole of analysing facts, generating and organizing ideas, defending ideas, making comparisons, making inferences, evaluating arguments, and problem solving. Critical thinking is a way of thinking individuals do purposefully and under their own control, where the repetition of habits and stereotypes are prevented, where prejudices, assumptions and all kinds of information presented are tested, evaluated, judged and their different aspects, expansions, meanings and consequences are discussed, where ideas are analysed and evaluated, where reasoning, logic and comparisons are used and as a result, certain ideas, theories or behaviours are reached (Oğuz, & Sariçam, 2016). Critical thinking is extremely important in terms of citizenship. “If individuals needed by contemporary democracies are sensitive to social problems, socially responsible, away from all kinds of dogmatic thoughts, active, knowledgeable and willing to participate, able to achieve informed/intelligent participation, able to form their own thoughts, able to question and evaluate others based on data, evidence, etc. in terms of consistency, solidity, etc., able to empathize, with a culture of discussion and compromise, then critical thinking is in the focus of being a citizen as well as being an individual” (Gürkaynak et al., 2008, p.16).

The present study

Civil wars, which caused human tragedy as in the Middle East, brought the problem of immigration and immigrants back to the agenda. Therefore, multicultural education has become mandatory in many countries, particularly in Turkey. Although serious progress has been made in multicultural education practices, some deficiencies remain. Prejudices against immigrants and refugees in the society are particularly important obstacles to the success of multicultural education. There are similar obstacles all over the world. Especially racist attacks against the blacks in the USA, xenophobic discourses in Germany, France and the Netherlands increase the tension, threatening global peace and harming multiculturalism. Racism in the USA, the genocide in East Turkestan, the nuclear efforts of Iran and North Korea, human trafficking, depletion of water resources, global warming and the global pandemic are not problems to be tackled locally, but as they threaten the future of humanity and global peace, they need to be tackled globally. In this context, since the responsibility of citizenship goes beyond national borders, it brings with it the responsibility of global citizenship. Hjerm, et al., (2018) state that critical thinking skills reduce xenophobia and racist thoughts. Therefore, it is thought that critical thinking dispositions may be a component of

multicultural personality and affect the perception of global citizenship. It is thought that studying the effects of personality traits and critical thinking on university students who have important opportunities to become global citizens will contribute to the literature. Interaction with people from different cultural backgrounds has become inevitable due to globalization, international mobility, migration and digitalization. As such, some adapt quickly to this cultural diversity, while others resist. Wilson, et al., (2013) stated that this situation, which they call cultural competence, stems from personality trait. So, what are the personality traits of global citizens? There are huge gaps in the literature in this regard. Global citizenship education practices Turkey has recently become widespread (İçen & Akpınar, 2012; Kan, 2009a, 2009b; Oğurlu, et al., 2016; Uydaş & Genç, 2015), but these studies don't focus on factors affecting global citizenship. Considering that higher education and education faculties aim to raise critical thinking individuals and teachers, this study will reveal the contribution of critical thinking to global citizenship. Therefore, this study will show the place of personality and critical thinking in global citizenship and multiculturalism policies, which are inevitable today, thus serving as a source for future studies. The main purpose of this study is to examine the relationship between global citizenship, multicultural personality and critical thinking in pre-service teachers.

Method

The model of this research is relational survey method, one of the descriptive research methods within the scope of quantitative method. "Descriptive research is generally carried out to enlighten a given situation, make evaluations in line with standards and reveal possible relationships between events. The main purpose in such studies is to describe and explain the situation under study in detail" (Çepni, 2012, p. 74). It is known that there are two methods of revealing the possible relationships between these events within the scope of quantitative method: the Relational Survey Method and the Causal Comparison Method. In this study, it is aimed to reveal the interaction between the multicultural personalities of the pre-service teachers, critical thinking dispositions and global citizenship without establishing a cause-effect relationship (Çepni, 2012), so the relational survey method was deemed appropriate for the study. Since the purpose of survey studies is to describe a phenomenon, situation or event, descriptive statistics are generally used in the analysis of survey studies (Özdemir, 2014).

Study Group

The study group of the research consists of a total of 363 university students, 212 females and 151 males, enrolled in different programs of the Faculty of Education in the Aegean Region. Participants' ages range from 18 to 25 years.

Data Gathering Tools

Multicultural Personality Scale-Short Form: In the study, in order to determine the multicultural personality traits of teachers and pre-service teachers, The Multicultural Personality Scale (MPS) Short Form-40 developed by Van der Zee, et al., (2013) and adapted into Turkish by Sariçam (2014) was used. The MPS is a 5-point Likert-type scale consisting of 40 items, with the highest possible score 200 and the lowest possible score 40. The scale examines multicultural personality in the following sub dimensions; cultural empathy, flexibility, social initiative, openness, and emotional stability. The construct validity of the Turkish form was tested with the data obtained from 407 university students with RMSEA= .076, GFI= .90, CFI= .90, NFI= .91, RFI= .89, IFI= .88 and SRMR = .054. As a result of the analyses regarding the reliability of the MPS, the Cronbach alpha internal consistency reliability coefficient was determined as .84 for the whole scale. Besides, it was determined that the corrected item total correlations ranged between .24 and .61. Since the psychometric values of the scale provide the criteria accepted in the field, it can be said that the Multicultural Personality Scale-Short Form adapted to Turkish is a valid and reliable measurement tool.

Critical Thinking Dispositions Scale (CTDS): The CTDS was developed by Sosu (2013) and consists of 11 items and 2 sub-dimensions (openness to criticism, reflective skepticism). The scale for self-assessment is a 5-point Likert type (1=strongly disagree, 5=strongly agree). The scale was adapted to Turkish by Akin, et al (2013). As a result of the confirmatory factor analysis applied to the data obtained from 509 university students for the construct validity of the scale, the adaptive index values of the 2 sub-dimension models were found as NFI= .92, CFI= .93, IFI= .93, RFI= .89, SRMR= .026. In a similar scale validity study, a positive relationship of $r = .29$ was found between the Critical Thinking Dispositions Scale and the Self-criticism Scale. The Cronbach Alpha internal consistency reliability coefficient of the scale was .97 for the whole scale, .95 for the openness to criticism sub-dimension, and .96 for the reflective skepticism sub-dimension. Test-retest reliability correlation coefficient of the scale was calculated as .62. Corrected item-total correlations of the scale range from .71 to .94 and lower-upper 27% levels differ significantly.

Global Citizenship Scale: The scale developed by Morais and Ogden (2011) was adapted to Turkish culture was by Akin, Sariçam et al. (2013). As a result of the confirmatory factor analysis applied for the construct validity of the scale, it was found that the three-dimensional (social responsibility, universal competence and universal citizenship commitment) and the 30-item model is well-adaptive ($\chi^2 = 562.22$, $sd = 395$, RMSEA= .038, NFI= .90, CFI= .90, IFI= .91, SRMR= .066). The factor loads of the scale range between .10 and .88. Internal consistency reliability coefficients of the scale were found as .60 for social responsibility subscale, .69 for universal competence subscale, and .86 for universal citizenship commitment subscale. Corrected item-total correlations of the scale range between .16 and .65.

Data Analysis

Since survey studies have the feature of describing a phenomenon, situation, event in detail, descriptive statistics are generally used in such studies. However, when it is desired to describe the relationship between subgroups or measures, inferential or relational statistical analysis can also be used (Özdemir, 2014). In the light of this information, firstly, the appropriateness of the scores obtained from the applications of the Multicultural Personality Scale, Critical Thinking Dispositions Scale, Global Citizenship Scale, to the parametric tests of the pre-service teachers were tested. In order to use parametric tests, the data must show a normal distribution (Büyüköztürk, 2012). In order to determine whether this condition was fulfilled, the kurtosis-skewness coefficients of the data were examined and the findings are given in Table 1.

Table 1. Skewness and Kurtosis Results of the Participants' Scores from the Multicultural Personality Scale, Critical Thinking Dispositions Scale, Global Citizenship Scale in terms of Gender

Variable	N	Median	Mode	Skewness		Kurtosis	
				Coefficient	Std. error	Coefficient	Std. error
Cultural empathy	363	32	32	-.505	.130	.420	.260
Flexibility	363	22	22	-.120	.130	-.418	.260
Social initiative	363	29	29	-.127	.130	-.258	.260
Openness	363	30	30	-.173	.130	.291	.260
Emotional stability	363	27	27	-.276	.130	.072	.260
Global citizenship	363	118.23	118.37	-.460	.127	.180	.246
Critical thinking dispositions	363	44	44	-.708	.117	.179	.234

According to Table 1, it can be said that the data have a normal distribution since the skewness values of the sub-dimensions critical thinking dispositions, global citizenship, multicultural personality are in the range of ± 3 (can also be ± 2). In addition, when the skewness values are divided by the standard errors of skewness and kurtosis values are divided by kurtosis standard errors, the result is between +1.96 and -1.96, and also because the median and mode values are overlapping, it is seen that the data show a normal distribution (Albayrak, 2006; Yıldız, et al., 1998). Based on these findings, parametric tests were used to analyse the pre-service teachers' scores of critical thinking dispositions, global citizenship, multicultural personality and sub-dimensions of these scale according to different variables. $P < .05$ was taken as the confidence interval.

Findings

Comparison analysis

T-test was used for independent samples to determine whether pre-service teachers' critical thinking dispositions, global citizenship, multicultural personality scores differ according to gender, and the results are given in Table 2.

Table 2. T-test Results of Students' Critical Thinking Dispositions, Global Citizenship, Multicultural Personality Scores in Terms of Gender

	Gender	N	\bar{X}	Ss	t	p
Cultural empathy	Female	212	31.96	4.31	2.66*	.01
	Male	151	30.30	4.03		
Flexibility	Female	212	21.93	4.94	1.69	.09
	Male	151	23.05	4.21		
Social initiative	Female	212	29.27	5.29	.48	.63
	Male	151	28.90	5.01		
Openness	Female	212	28.77	5.00	.59	.55
	Male	151	29.20	4.67		
Emotional stability	Female	212	26.27	5.44	2.18*	.03
	Male	151	27.92	4.82		
Global citizenship	Female	212	102.30	14.09	1.83	.07
	Male	151	105.05	8.98		
Critical thinking dispositions	Female	212	39.92	6.47	3.51**	.00
	Male	151	41.84	2.85		

*p< .05; **p< .01

According to Table 2, female students' cultural empathy scores ($\bar{X} = 31.96$) are higher than males' cultural empathy scores ($\bar{X} = 30.30$). This difference is statistically significant at p<.05 level. In other words, women's cultural empathy levels are higher than men. On the other hand, emotional stability scores of male students ($\bar{X} = 27.92$) are higher than females' emotional stability scores ($\bar{X} = 26.27$). This difference is statistically significant at p<.05 level. In other words, the level of balancing the emotions is higher in men than in women. The sub-dimensions of multicultural personality, such as flexibility, social initiative and open-mindedness, do not differ statistically according to gender. On the other hand, males' global citizenship scores ($\bar{X} = 105.05$) are higher than females' global citizenship scores ($\bar{X} = 102.30$). This difference is statistically insignificant at p> .05 level. Males' critical thinking dispositions ($\bar{X} = 41.84$) are higher than females' critical thinking dispositions ($\bar{X} = 39.92$). This difference is statistically significant at the p <.01 level.

Correlation Analysis

Pearson Product Moment Correlation Analysis was applied to determine whether there is a relationship between pre-service teachers' critical thinking dispositions, global citizenship, and multicultural personality levels, and the results are shown in Table 3.

Table 3. Correlation Analysis Results Regarding the Relationship Between Critical Thinking Dispositions, Global Citizenship, Multicultural Personality

Variables	1.CE	2.F	3.SI	4.OM	5.ES	6.GC	7.CTD
1. Cultural empathy	-	.305**	.535**	.608**	.240**	.449**	.303**
2. Flexibility		-	.168**	.159**	.203**	.396**	.124*
3. Social initiative			-	.653**	.379**	.528**	.330**
4. Openness				-	.300**	.530**	.348**
5. Emotional stability					-	.411**	.336**
6. Global citizenship						-	.337**
7. Critical thinking dispositions							-
\bar{X}	31.74	22.08	29.23	28.83	26.94	102.67	40.17
SD	4.30	4.86	5.25	4.96	5.39	19.54	6.14

**p<.01; *p< .05

According to Table 3, there are positive relations between the levels of global citizenship of pre-service teachers and critical thinking dispositions, cultural empathy, flexibility, social initiative, openness, and emotional stability at p<.01 significance level ($r=$.34; .45; .40; .53; .53; .41 respectively). There is a positive relationship between critical thinking dispositions and cultural empathy, flexibility (p<.05), social initiative, openness, and emotional stability at p<.01 significance level ($r=$.30; .12; .33; .35; .34). In addition, sub-dimensions of multicultural personality have positive relationships among themselves.

Regression Analysis

Before performing a multiple regression analysis, according to Tabachnick and Fidell (2001), some assumptions should be provided. Among these, the reliability of the normality estimation results (normality), being free from errors (autocorrelation) and multicollinearity were checked in this study. After the multiple regression analysis criteria were met, global citizenship was taken as dependent variable while critical thinking dispositions and multicultural personality scores were taken as independent variables. Results are given in Table 4.

Table 4. Multiple Regression Analysis Results Related to the Role of Critical Thinking Dispositions and Multicultural Personality in Predicting Global Citizenship

Sub dimensions	Non-standardized common effect		Standardized common effect		R	R ²	F
	B	SE _B	β	t			
1.CE, F, SI, OM, ES	.52	.034	.65	15.29			
2. Critical thinking dispositions	.13	.094	.06	1.41	.68	.46	154.91*

* $p < .01$

According to Table 4, sub-dimensions of critical thinking dispositions and multicultural personality seem to explain 46% of the total variance of global citizenship ($R^2 = .46$, $F = 154.91$, $p = 0.000$). Cultural empathy, flexibility, social initiative, openness, emotional stability are important predictors of global citizenship. Especially social initiative and openness have a big share.

Discussion, Conclusion and Suggestions

In this study, which examines the relationship between global citizenship, multicultural personality and critical thinking in pre-service teachers, firstly the scores of these concepts were compared according to gender. It was found that women got higher scores than men in the cultural empathy sub-dimension. Similarly, Bulut and Sarıçam (2016) found that female preschool teachers got higher scores than men in the cultural empathy subdimension. Emotional intelligence may be the cause of this differentiation, because emotional intelligence increases intercultural interaction competence (Washington, et al., 2013). There are many studies claiming that women's emotional intelligence scores are higher than men's (Arteche, et al., 2008; Fernández-Berrocal, et al., 2012; Meshkat & Nejati, 2017; Sánchez-Núñez, et al., 2008). For example, Meshkat and Nejati (2017) found that female university students' interpersonal relationships, emotional awareness and empathy scores are higher than male university students. All these studies coincide with the research finding.

Within the scope of the study findings for the emotional stability sub-dimension of multicultural personality, it was found that the emotional stability levels of male pre-service teachers were higher than those of females. The emotional stability scores of male counselor candidates were found higher than the scores of females in the study implemented by Ağ (2017), which examined the multicultural personality levels in psychological counselor candidates. Deniz and Kesicioğlu (2012) stated that neuroticism scores of female pre-school pre-service teachers are higher than men. Similarly, Tatlıoğlu (2014) found female university students' emotional instability scores higher than men and considered women's being more self-critical and their lower self-compassion as the reason for this. Another reason is that while men suppress their emotions, women tend to reappraisal. In fact, Kwon, et al., (2013) argued in their study with university students in the USA and South Korea that women tend to have more depression due to the re-evaluation emotional stability strategy. On the other hand, there are studies that do not coincide with this finding of the study (Bulut & Sarıçam, 2016; Şahin & Kılınç, 2016). For example, Bulut and Sarıçam (2016) found the emotional stability scores of female preschool teachers higher than male teachers. The reason for this may be that female preschool teachers have to control their emotions both because of their classroom management and their status. We cannot say the same for male preschool teachers because there is a prejudice in the society that male pre-service teachers cannot work as preschool teachers (Haskan Avcı, et al., 2019; Koçak & Kaykusuz, 2019). Therefore, male preschool teachers release their emotions for children to

prove themselves. However, since the sampling of the current study is pre-service teachers from many branches, it is normal to have differentiation.

The sub-dimensions of multicultural personality, such as flexibility, social initiative, and openness, do not differ statistically according to gender. Şahin and Kılınç (2016) examined the multicultural personality scores of the students of education faculty and found no statistical difference by gender in the sub-dimensions of flexibility, social initiative and openness. In the studies of Yazıcı et al. (2009), it is seen that gender does not cause a significant differentiation on multiculturalism. In their study on pre-service teachers, Akkaya, et al., (2018) found that their levels of feelings about multiculturalism did not differ significantly in terms of gender. Similarly, Özdemir and Dil (2013), in their study on teachers, saw that teachers do not have a significant difference regarding multiculturalism in terms of gender. In similar studies on multiculturalism in the literature, it is seen that the perception of multiculturalism does not differ significantly according to gender (Bulut & Başbay, 2014; Çalışkan & Genç, 2016; Çoban, et al., 2010; Karakaş & Erbaş, 2018; Munroe & Pearson, 2006; Polat and Barka, 2012; Toprak, 2008; Taşar, 2012;). This can be evaluated as that the male and female pre-service teachers have similar perspectives about multiculturalism. Also, the fact that students have the same cultural backgrounds, the schools they study and the regions they live in do not differentiate may also be factors in these findings. However, there are studies in the literature that indicate the opposite. Ergin and Genç (2015) concluded in their study on pre-service teachers that female pre-service teachers' attitudes towards multicultural education are more significant than men. In the study conducted by Güngör, et al., (2018) on pre-service teachers, it was determined that the scores obtained in the knowledge dimension of the scale were in favor of female teachers. Therefore, it can be said that female pre-service teachers have more positive attitudes towards multiculturalism than men. In the light of these results, it is important to conduct studies with larger samples and heterogeneous groups in future studies.

Although the global citizenship scores of men were not statistically significant, they were higher than women. Şahin, Şahin, and Göğebakan-Yıldız (2016) examined world citizenship competency perceptions of pre-service teachers. They found that there was no significant difference in the world citizenship competency perceptions in terms of gender. Özkan (2020), in his research on pre-service teachers' perceptions of global citizenship, found that the classroom pre-service teachers' views of global citizenship did not differ significantly according to gender variable. In the study conducted by Engin and Sarsar (2015) on pre-service teachers, it was found that compared to female pre-service teachers, male pre-service teachers think that globalization has positive effects and in the sub-factor of helping others, male pre-service teachers are more helpful than female pre-service teachers. Genç, Şahin, Tutkun, et al., (2012), in their study on pre-service teachers, showed that male students have a higher average than female students in items related to "women's position in political life". The reason for this is put forward as that competency of female pre-service teachers in

participation in political life is lower than male students and that the education, they receive in university life cannot adequately prepare female students for political life. Another reason for this is that in patriarchal societies, men are more prominent than women in both politics and laws (Kaya & Kaya, 2012). On the other hand, there are studies that are the opposite in the literature. Kan (2009) found that there is a significant difference in favor of women in his research on social studies pre-service teachers. Özkan (2006), in his research on global citizenship, revealed that female students had a more significant differentiation than male students. Durmuş (2017) found a significant difference in the global citizenship attitude levels of the pre-service teachers according to their gender in his research, which examined the global citizenship attitudes of the pre-service teachers. The study revealed that female pre-service teachers had a higher average in justice, ecological integrity, peace and respect for life dimensions.

In the current study, it was seen that men had more critical thinking dispositions than women. In terms of the averages of critical thinking dispositions, Kahraman (2016) found that male pre-service teachers had statistically significantly higher averages than female pre-service teachers. Although there was no significant difference in their research on pre-service teachers' critical thinking dispositions, Can and Kaymakçı (2015) found that the difference in the pre-service teachers' critical thinking dispositions, openness, truth-seeking, and systematicity sub-dimensions were in favor of male pre-service teachers. In most studies, no significant difference was found between male and female pre-service teachers (Adams, et al., 1999; Çetin, 2008; Çıkrıkçı, Kürüm, 2002; 1996; Şen, 2009 Walsh & Hardy, 1999;). Considering that critical thinking disposition is a concept that can be learned later, it is normal that there is no differentiation according to gender in individuals who have university education in the same environment. In fact, when we look at the literature, most of the studies argue that there is no relationship between critical thinking and gender variable. In the present study, a different finding emerged in critical thinking, and it was determined that the gender variable had a significant difference in favor of male pre-service teachers. How can the critical thinking disposition of two genders who have been educated by the same instructors at the same university level be different? One reason for this differentiation is predicted to be gender roles. In Dökmen's (1991; 1999) studies on BEM gender roles, submissive and loyal features for femininity and logical, sociable and courageous features for masculinity draw attention. Therefore, when a woman thinks critically, she contradicts to such gender roles as obedience and loyalty that society expects of her. On the other hand, it is okay for a man to think critically because it seems reasonable. These roles are still up-to-date in Turkey, where traditional culture is dominant.

There are positive relationships between pre-service teachers' global citizenship, multicultural personality and critical thinking dispositions. Hjerm, et al., (2018) stated that critical thinking skills are an important factor for the success of multicultural education studies. Multicultural personality is an important factor for global citizenship. It becomes easier for an individual who grows up in a

multicultural environment to interact and adapt to different cultures. Most of today's civilized and contemporary world states have a heterogeneous structure in ethnic, religious and sectarian terms. This has led to multiculturalism and naturally globalization in the path to become a world citizen (Özensel, 2012). Uydaş and Genç's (2015) study on secondary school students found that global citizenship is related to multiculturalism, which coincides with the results of the present research. Akar (2017) concluded in his research on classroom teachers that critical thinking disposition is an important predictor of multiculturalism. Similar results were obtained with this finding in the studies conducted by Polat (2012), Toprak (2008), Anıl and Yavuz (2010), Çoban et al. (2010) on similar subjects. Consequently, multiculturalism and critical thinking are important for the phenomenon of global citizenship. These three concepts are important in complementing each other. People who grow up in a multicultural structure and individuals who have critical thinking skills have fewer problems in adapting to societies and their cultures, and they can become world citizens more easily.

Suggestions

Multicultural personality and critical thinking tendencies should be supported in order to increase global citizenship in pre-service teachers. It is an attitude against education to teach women to think critically and then, expecting them to obey, to find it odd when they think critically. Therefore, it is as important to provide critical thinking as well as to prepare an environment to think critically. Critical thinking is a need for thinking and it is paranoia and delusion to think that it will raise anarchists by creating an atmosphere of chaos. By providing a democratic atmosphere thanks to critical thinking, not only the inner peace of individuals but also their social well-being will increase. Besides, it will contribute positively to global citizenship awareness as well as national citizenship. Although the university period is a late period for critical thinking and global citizenship awareness, it has become necessary today to add these courses at least as elective courses in all departments and branches. Since the personality of university students has been completed to a great extent, it will be too late for multicultural personality moves. The number of Syrians registered under temporary protection in Turkey are a total of 3 million 656 thousand 525 people as of February 24th, 2021. With Syrians and other refugees and asylum seekers who are not under protection or unregistered, it will be understood how serious the number is. On the other hand, negative attitudes towards refugees and asylum seekers increase due to nationalist-based political approaches. All of these should be put aside and multicultural education practices should continue without slowing down. For this purpose, emphasis should be given to respect for differences, empathy and critical thinking skills, especially in the context of personality. Therefore, future studies can be expanded by adding different variables affecting global citizenship like respect for differences, cultural intelligence, emotional intelligence, etc.

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