



**EXAMINING THE MULTICULTURAL COMPETENCE PERCEPTIONS OF  
PHYSICAL EDUCATION TEACHERS**

**EXAMINANDO AS PERCEPÇÕES DE COMPETÊNCIA MULTICULTURAL DE  
PROFESSORES DE EDUCAÇÃO FÍSICA**

**EXAMINANDO LAS PERCEPCIONES DE COMPETENCIA MULTICULTURAL DE  
PROFESORES DE EDUCACIÓN FÍSICA**

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**ABSTRACT:** In this study, the multicultural competence levels of physical education teachers were examined according to various variables. The study group of the research consists of 217 physical education teachers working in the official primary and secondary schools in İzmir in the academic year of 2020-2021. 42.4% of the teachers in the study group are female (n=92), 57.6% of them are male (n=125). In collecting data, “Multicultural Competence Perceptions Scale” and “Personal Information Form” developed by Başbay and Kağnıcı (2011) for instructors were used. Parametric tests used in the statistics of data; independent groups t-test was used for two groups and one-way analysis of variance was used for groups more than two ( $p < 0.05$ ). Results shows that the score values that the teachers obtained from the total and sub-dimensions show that they perceive themselves as sufficient in multiculturalism. The awareness level of teachers working in secondary school ( $\bar{X}=65.79$ ) was higher than teachers working in primary school ( $\bar{X}=61.90$ ) ( $p < 0.012$ ).

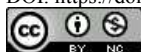
**KEYWORDS:** Multicultural education. Physical education and sports. Teacher.

**RESUMO:** Neste estudo, os níveis de competência multicultural de professores de educação física foram examinados de acordo com várias variáveis. O grupo de estudo da pesquisa é composto por 217 professores de educação física que trabalham nas escolas primárias e secundárias oficiais de Izmir no ano letivo de 2020-2021. 42,4% dos professores do grupo de estudo são do sexo feminino (n=92), 57,6% deles são do sexo masculino (n=125). Na coleta de dados, foram utilizadas a “Escala de Percepção de Competência Multicultural” e o “Formulário de Informações Pessoais” desenvolvido por Başbay e Kağnıcı (2011) para instrutores. Testes paramétricos utilizados na estatística de dados; O teste t de grupos independentes foi usado para dois grupos e a análise de variância unidirecional foi usada para grupos com mais de dois ( $p < 0,05$ ). Os resultados mostram que os valores de pontuação que os professores obtiveram no total e nas subdimensões mostram que eles se percebem

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como suficientes no multiculturalismo. O nível de conhecimento dos professores que atuam no ensino médio ( $X=65,79$ ) foi superior ao dos professores que atuam no ensino fundamental ( $\bar{X}=61,90$ ) ( $p<0,012$ ).

**PALAVRAS-CHAVE:** Educação multicultural. Educação física e esportes. Professor.

**RESUMEN:** En este estudio, se examinaron los niveles de competencia multicultural de los profesores de educación física de acuerdo con diversas variables. El grupo de estudio de la investigación está formado por 217 profesores de educación física que trabajan en las escuelas primarias y secundarias oficiales de Esmirna en el año académico 2020-2021. El 42,4% de los docentes del grupo de estudio son mujeres ( $n=92$ ), el 57,6% de ellos son hombres ( $n=125$ ). En la recopilación de datos, se utilizaron la "Escala de percepción de competencias multiculturales" y el "Formulario de información personal" desarrollado por Başbay y Kağmıcı (2011) para instructores. Pruebas paramétricas utilizadas en las estadísticas de datos; Se usó la prueba  $t$  de grupos independientes para dos grupos y se usó el análisis de varianza de una vía para los grupos de más de dos ( $p<0.05$ ). Los resultados muestran que los valores de puntaje que los docentes obtuvieron del total y de las subdimensiones muestran que se perciben suficientes en la multiculturalidad. El nivel de conciencia de los docentes que trabajan en la escuela secundaria ( $X = 65,79$ ) fue mayor que el de los maestros que trabajan en la escuela primaria ( $\bar{X} = 61,90$ ) ( $p < 0,012$ ).

**PALABRAS CLAVE:** Educación multicultural. Educación física y deportes. Profesor.

## Introduction

The development of technology has facilitated transportation, with shortening the distance between societies, the interaction of people with each other has increased, and thus they have had the opportunity to get to know each other's cultures more closely. People from different cultures all over the world have formed the social structure of the countries. Especially in the Second World War, the meaningless and ruthless efforts of people from a single ethnic origin to dominate created an awareness of respect for cultural differences all over the world. It has become one of today's indisputable facts that each individual has the right to live his own culture. The concept of multiculturalism, defined as "the coexistence of many cultures in the same country" (AMERICAN PSYCHOLOGICAL ASSOCIATION, 2002), and the concept of multicultural education, which aims to ensure that people respect cultural differences, come to the fore at this point.

The concept of multiculturalism has enabled countries to make changes in many areas, especially economy, politics and education. For this reason, countries have started to discuss the necessity of adding multiculturalism to their education programs in their education systems. While the teacher-centered education approach does not consider the students' past



experiences, interests, mental characteristics, learning methods and cultural differences, each student has become unique in the new understanding (POLAT, 2009). The behavioral approach in which the teacher gives the information ready has left its place to the constructivist approach that enables the student to reconstruct the knowledge by forming the basis with his previous experiences. Multicultural education is compatible with the constructivist approach because it takes students' past lives and cultural differences into account.

In order to create a peaceful society where the differences that people have are accepted without prejudice, first of all, politicians who are the determinants of the education system, then the administrators of educational institutions and finally the teachers who are the implementers of the curriculum have a great duty and responsibility.

School environments, where we begin to live together formally, are the first official institutions that teach us that we need to live together and work in cooperation in line with our goals. Due to its formal and informal structure, the individual encounters many different cultures in these institutions and of course learns to live together as a result of this. The world is changing rapidly. Thanks to this change, individuals are now developing and changing much faster in terms of reaching different cultures, meeting and examining these cultures.

“ Culture; scientifically, is a complex whole that consists of everything material and spiritual that people, as a member of society, learn by living, doing and teach. ”(GÜVENÇ, 2002). Multiculturalism is the prerequisite for communities with different cultures to express themselves freely and live together in peace and security. We can call multiculturalism as the protection and development of the cultural structure and the freedom of all cultural elements to be in the society and to sustain themselves.

It is multicultural education that will ensure that multiculturalism is adopted and implemented by individuals who grow up in society. “Multicultural education is valid not only for students with different languages, religions or races, but also for all students of that society.”(BANKS, 1999; NIETO, 2000). Cırık (2008) stated that the environment of multicultural education would provide “An individual who tries to keep the students' own culture alive, is intellectual, sensitive, democratic, constructive, resolves conflicts, exhibits a positive attitude towards different cultures and interacts with them.

Sports, which allow individuals with different cultures from all over the world to express themselves together and equally, is one of the most important tools of multiculturalism, with international organizations, national and local competitions and physical education and sports lessons at schools. Physical education and sports have many



benefits in the cognitive, affective and psychomotor domains. We can say that the area where these benefits should be expected and of course the desired positive effects is the affective field. The individual learns to comply with the rules, to act together, to be confident through sports and of course, most importantly, to communicate with different individuals and learn about common life. In this direction, teacher competencies become important for gaining such values.

Studies have been conducted on multiculturalism with different branch teachers and pre-service teachers (BAŞBAY; KAĞNICI; SARSAR, 2013; ÇİFTÇİ; AYDIN, 2013; COLOR; POLAT, 2014; ILMAZ; 2020; DAMGACI; AYDIN, 2013; HONG et al., 2010; LARCH; CANAN, 2012; PERKİNS, 2012; YAZICI; BAŞOL; TOPRAK, 2009). However, it can be said that the studies are limited to issues such as different branch teachers, teacher candidates, lecturers and so on.

In this direction, in order to interpret multiculturalism better, the reality of examining teachers from different branches in educational environments emerges. The aim of our study is to determine the multicultural competence perceptions of physical education and sports teachers who work actively and have different experiences and to make suggestions to institutions related to teacher training and in-service training as a result of the results.

## **Methodology**

### **Sample**

The study group of the research consists of 217 physical education teachers working in official primary and secondary schools in İzmir province in the academic year of 2020-2021. 31.8% of the teachers who make up the study group have 1-10 years (n=69), 33.6% of them have 11-20 years (n=73), 28.6% of them have 21-30 years (n=62), 6% of them have 30 years and over (n=13) seniority. According to the education level they serve, 18% of the teachers are primary school (n=39) and 82% are secondary school (n=178) teachers. 47% of the teachers worked as a teacher in one geographical region (n=102), 34.6% of them in two geographical regions (n=75), 18.4% of them in three or more different geographical regions (n=40). In order to determine the schools to be included in the study group, the approach of choosing from a neutral series at equal intervals (KARASAR, 2009) was used. 42.4% of the teachers participating in the study are female (n=92), 57.6% of them are male (n=125).



The approval of the ethics committee of the study was obtained from Ege University Social and Human Sciences Research and Publication Ethics Commission (protocol number: 684).

### **Data Collection Tools**

The measurement tool used in data collection consists of two parts: “Personal Information Form” and “Multicultural Competence Perceptions Scale”.

**Personal Information Form:** This section, which was created to determine the demographic characteristics of teachers, included gender, teachers’ educational status, professional seniority, the type of institution where they work the most, the type of institution they work, the number of geographic regions and weekly course hours.

**Multicultural Competence Perceptions Scale:** The original scale was developed by Başbay and Kağnıcı (2011) for instructors. The scale, prepared as a five-point Likert type, consists of 3 sub-dimensions: awareness, knowledge and skill. In the scale, there are a total of 41 items, 16 in the awareness dimension, 9 in the knowledge dimension, and 16 in the skill dimension. The lowest score to be obtained from the scale is 41, and the highest score is 205. When the sub-dimensions of the scale are examined, the lowest score is 9 and the highest score is 45 in the knowledge dimension. In skill and awareness dimensions, the lowest score is 16 and the highest score is 80. The high score indicates that teachers perceive themselves as sufficient in applying multicultural education, have knowledge about their students and their own cultures, and also consider multicultural education necessary and important. The low score indicates that they do not perceive themselves adequately in multicultural education, do not have a positive attitude towards multicultural education, and perceive themselves insufficiently about cultural diversity. Cronbach Alpha internal consistency coefficients of the scale are 0.85 in the “Awareness” dimension; 0.87 in the “knowledge” dimension; 0.91 in the “skill” dimension. The internal consistency coefficient obtained for the whole scale is 0.95. In order to determine the usability of the scale in teachers, a validity and reliability study was conducted on the study group before searching for answers to research problems (BULUT; BAŞBAY, 2015).



## Data Analysis

Multiculturalism and awareness, skills and knowledge sub-dimensions were analyzed separately according to demographic variables. First of all, whether three different sub-dimensions show normal distribution or not was decided by examining the coefficients of variation, skewness and kurtosis values, histogram and QQ graphs, normality test values. When histogram and Q-Q graphs were examined, it was seen that the data had curves showing normal distribution. In addition, since the skewness and kurtosis values of three separate sub-dimensions were observed between  $\pm 1$  value, it was concluded that the data were normally distributed (HAIR *et al.*, 2013). It was observed that the coefficients of variation of data  $[(SS/\bar{X}) \cdot 100]$  were 13.5% for the awareness sub-dimension, 14.9% for the skill sub-dimension, and 16.1% for the knowledge sub-dimension. Parametric tests were used for the statistics of the data. Significance value in data analysis was accepted as “ $p < 0.05$ ”.

## Results

It was found that the arithmetic mean of multicultural competency perceptions of 217 teachers participating in the study was 158.65 in all dimensions; 65.09 in awareness dimension, 34.05 in the knowledge dimension and 65.09 in the skill dimension. When the arithmetic averages of the sub-dimensions that make up the multicultural competence were compared, it was seen that the order was realized as awareness, skill and knowledge. Standard deviation values were; 8.82 in awareness dimension; 5.49 in information dimension; 8.68 in skill dimension. The lowest score that teachers obtained in total was 100, and the highest score was 201. The teachers obtained the lowest 38 and the highest 80 points from the awareness sub-dimension of the scale; the lowest 18 and the highest 45 points from the knowledge sub-dimension; the lowest 31 and the highest 80 points from the skill sub-dimension.

**Table 1** – Examining Teachers’ Perceptions of Multicultural Competence According to Gender

Gender	n	$\bar{X}$	SS	T	p	Mean Difference
Female	92	157.39	20.94	0.803	0.42	2.17
Male	125	159.56	18.81			

Source: Prepared by the authors

The multicultural competence perception scores of female physical education and sports teachers were 157.39 ( $\pm 20.94$ ), and the multicultural competence perception scores of male physical education and sports teachers were determined as 159.56 ( $\pm 18.81$ ). No significant difference was found between the total mean scores obtained from the total of the scale according to gender.

**Table 2** – Examining Sub-Dimensions According to the Number of the Geographical Area, Class Hours, Professional Seniority Year and Age Groups

	Sub-dimension	Classifying	N	$\bar{X}$	SS	F	p	Significant Difference	Avg. Difference
Number of Geographical Regions You Work	Awareness	Region 1	02	4.43	.15	2.287	0.10		
		Region 2	5	6.79	.19				
		3 and above	0	3.58	.82				
	Skill	Region 1	02	0.07	.19	0.408	0.66		
		Region 2	5	9.93	.20				
		3 and above	0	9.15	.04				
	Knowledge	Region 1	02	4.59	.78	0.945	0.39		
		Region 2	5	3.49	.56				
		3 and above	0	3.73	.49				
Course Hours	Awareness	1-15	1	4.43	.23	0.228	0.79		
		16-21	0	5.64	.71				
		22 and above	26	4.89	.64				
	Skill	1-15	1	9.33	.31	0.325	0.72		
		16-21	0	8.86	.24				
		22 and above	26	9.90	.73				
	Knowledge	1-15	1	3.43	.55	0.329	0.72		
		16-21	0	4.29	.83				
		22 and above	26	4.05	.49				
Professional Seniority Year	Awareness	1-10 years	9	2.74	.5	2.493	0.061		
		11-20 years	3	6.01	.02				
		21-30 years	2	6.5	.57				
		30 and above							

		Above	3	5.62	.9			
		1-10 years	9	0.03	.98			
	Skill	11-20 years	3	9.86	.89	0.608	0.61	
		21-30 years	2	8.27	.44			
		30 and Above	3	0.62	.92			
		Above	3	0.62	.92			
		1-10 years	9	4.17	.52			
	Knowledge	11-20 years	3	4.74	.65	1.186	0.31	
		21-30 years	2	3.53	.45			
		30 and Above	3	2.0	.22			
		25-35	3	2.11	0.09			
	Awareness	36-50	25	6.43	.06	5.325	<b>0.006</b>	<b>25-35 and 36-50</b>
		51 and above	9	5.76	.64			
		Above	9	5.76	.64			
Age Groups	Skill	25-35	3	0.0	.20			
		36-50	25	9.44	.13	0.221	0.80	
		51 and above	9	8.72	.86			
	Above	9	8.72	.86				
	Knowledge	25-35	3	4.48	.68			
		36-50	25	4.21	.49	1.481	0.23	
51 and above		9	2.45	.89				

Source: Prepared by the authors

\*  $p < 0.05$ , Avg: Average

One-way analysis of variance was applied for more than two groups (One-way Anova). No significant difference was found in all three sub-dimensions according to the questions the teachers answered in the scale, the number of regions where they work, course hours and years of professional seniority (Table 2). However, it is seen that there is a significant difference for the awareness sub-dimension between the years of professional seniority. When this situation is examined with Bonferroni post-hoc analysis for the awareness sub-dimension, it is seen that the maximum average difference is in the professional seniority years between 1-10 years and 21-30 years (difference: 0.23). It is seen that the difference between 1-10 years and 11-20 years is 0.20; the difference between 1-10 years and 30 years and above is 0.18; the difference between 21-30 years and 30 years and above is 0.05. In terms of professional seniority years, there was a decrease in the averages with the increase in years of seniority in the knowledge sub-dimension. A significant



difference was found between the awareness sub-dimension of the teachers according to their age groups. Bonferroni post-hoc analysis was applied to find out among which age groups this differentiation occurred. The mean difference was 3.64 ( $p = 0.17$ ) for the 25-35 years old and 51 and above age groups. It is observed that the averages in the skill sub-dimension decrease with the increase in age. In terms of awareness dimension, the highest average value was found in the age range of 36-50 (Table 2).

**Table 3** – Examining Sub-Dimensions According to the Institution where Teachers Work, Their Educational Background and the Institution Most Employed by The Years of Seniority

	Sub-dimension	Classifying	N	$\bar{X}$	SS	<i>t</i>	<i>P</i>	Avg-Difference
The type of institution you work for	Awareness	Primary School	39	61.90	9.54	2.524	<b>0.012</b>	<b>3.88*</b>
		Secondary School	178	65.79	8.52			
	Skill	Primary School	39	59.9	8.5	0.309	0.75	0.47
		Secondary School	178	59.4	8.74			
	Knowledge	Primary School	39	34.64	6.34	0.740	0.46	0.72
		Secondary School	178	33.92	5.29			
Educational Background	Awareness	Undergraduate	191	65.04	8.88	0.206	0.83	0.38
		Master's Degree	26	65.42	8.5			
	Skill	Undergraduate	191	59.37	8.67	0.645	0.52	1.17
		Master's Degree	26	60.54	8.84			
	Knowledge	Undergraduate	191	33.77	5.4	2.059	<b>0.041</b>	<b>2.34*</b>
		Master's Degree	26	36.12	5.77			
Gender	Awareness	Female	92	64.5	9.31	0.841	0.40	1.02
		Male	125	65.52	8.45			
	Skill	Female	92	58.84	9.01	0.975	0.33	1.16
		Male	125	60.0	8.43			
	Knowledge	Female	92	34.05	5.89	0.008	0.99	0.006
		Male	125	34.05	5.19			
The Institution You Work The Most By Seniority	Awareness	Secondary School	100	64.89	9.13	0.304	0.76	0.36
		High School	117	65.26	8.58			
	Skill	Secondary School	100	59.99	8.52	0.757	0.45	0.89
		High School	117	59.09	8.83			
	Knowledge	Secondary School	100	33.94	5.79	0.274	0.78	0.20
		High School	117	34.15	5.24			

Source: Prepared by the authors

As a result of the comparisons, no significant difference was found in the sub-dimensions, as can be seen from the total score average for gender. No significant difference was found among the sub-dimensions in terms of the institution most employed according to

years of seniority. Significant differences were found between the institution where teachers work and the awareness sub-dimension and the knowledge sub-dimension in terms of educational background (Table 3).

## Discussion

As a result of our research, it has been concluded that male and female physical education and sports teachers have high perceptions of multicultural competence. While the average of multicultural competence perceptions of male physical education and sports teachers was 157.39 ( $\pm 20.94$ ), the average of competence perceptions of female physical education and sports teachers was determined to be 159.56 ( $\pm 18.81$ ). Considering that the maximum score that can be obtained from the test is 205, these scores can be interpreted as high. Our results support the results of the studies conducted with teachers of different levels and branches (AKTOPRAK; YIĞIT; GÜNEYLI, 2017; ARSAL, 2019; BARRY; LECHNER, 1995; BULUT; BAŞBAY, 2015; ÇAPÇI, 2020; ÇOBAN; KARAMAN; DOĞAN, 2010; DEMIR, 2012; AMGACI; AYDIN, 2013; DEMIRCIOĞLU; ÖZDEMİR, 2014; FORREST; LEAN; DUNN, 2017; GORHAM, 2001; KARACABEY; OZDERE; BOZKUS, 2019; KERVAN, 2017; ÖZBILEN; CANBULAT; HAMURCU, 2020; ÖZDEMİR; DIL, 2013). Considering the studies showing similarities with the results of our study, it can be concluded that the multicultural competence perceptions of the individuals who are engaged in teaching profession are generally high. According to Gültekin (2020); in order to make the transition from the industrial society to the information society, teachers need to train,

individuals who are compatible with change, have democratic values, have the ability to think, perceive and solve problems, have a sense of responsibility, have adopted national culture, respect different cultures, produce science and technology, and know the ways of accessing, producing and using knowledge (GÜLTEKIN, 2020).

Today, we can attribute the fact that teachers' perception of multicultural competence is high to the increase in awareness of multiculturalism, the coexistence of teachers and students from different cultures in the education process, and the facilitation of intercultural interaction both at home and abroad as a result of developing opportunities.

No significant difference was found in terms of gender in the sub-dimensions of the multicultural competence perceptions of teachers (Table 1). It can be said that male and female candidates have similar scores in awareness, skill and knowledge dimension, especially in the knowledge sub-dimension, 34.05 ( $\pm 5.89$ ) of male and 34.05 ( $\pm 5.19$ ) of

female physical education and sports teachers have the same perception levels (Table 3). While this result supports some previous studies (ARSAL; ARSAL; AKÇAOĞLU, 2017; BULUT; BAŞBAY, 2015; GORHAM, 2001; MÄÄTTÄ, 2008; POLAT, 2009; POLAT, 2012; TAŞAR, 2012; TOPRAK, 2008) some of the studies (AKTOPRAK; YİĞİT; GÜNEYLI, 2017; ARSAL, 2019; ASLAN; KOZIKOĞLU, 2017; AWESOME, 2019; HARKINS, 2010) does not support its results. Aslan and Kozikoğlu (2017) in favor of male teachers Harkins (2010), Aktopra, Yiğit and Güneyli (2017), Başar (2019) and Arsal (2019) in favor of female teachers concluded that multicultural competence perceptions differ. The reason for the lack of difference in our study may be that communication and movement are at the forefront in physical education and sports lessons, so teachers interact more with students and teachers' course obligations do not differ in terms of gender.

In our study; a significant difference was found between the age groups of physical education and sports teachers and the awareness sub-dimension. The average scores ( $66.43 \pm 8.06$ ) in the awareness sub-dimension of physical education and sports teachers between the ages of 36-50 are higher than the average scores ( $62.11 \pm 10.09$ ) of physical education and sports teachers in the 25-35 age group (Table 2). While the results of our study support some studies (BAŞAR, 2019; ÇAPÇI, 2020), they do not support some other studies (POLAT, 2012; DEMİRCİOĞLU; ÖZDEMİR, 2014). Çapçı (2020) concluded in his study with preschool teachers that the multicultural competence knowledge and total scores of teachers in the 20-24 age group were higher than those in the 30-34 age group. The reason for the increase in the level of awareness with the age in our study may be the experience that teachers have gained in their profession, the development of their communication skills with the students, and their experience in educational environments.

In our study, according to the number of geographical regions where physical education and sports teachers work, no significant difference was found between the awareness, skills and knowledge sub-dimensions (Table 2). When the literature is examined, this result supports some previous studies (BAŞBAY; KAĞNICI; SARSAR, 2013; TAŞTEKİN *et al.*, 2016), while it doesn't support some studies (BULUT; BAŞBAY, 2014; ÇOBAN; KARAMAN; DOĞAN, 2010; TITREK; ÖNDER; KARSLI, 2009 YAZICI; BAŞOL; TOPRAK, 2009). Taştekin *et al.* (2016) in the study with preschool teachers; Başbay, Kağnıcı, and Sarsar (2013) in the study with lecturers concluded that the places where most of life is spent do not make a difference on the attitude towards multicultural education. However, Bulut and Başbay (2015) found that teachers' perceptions of multicultural competence differ according to the place of residence where they spend most of

their lives. The reason why the number of geographical regions in which people work does not make a difference may be that people from different cultures live together in each region due to the increase of intercultural interaction, the multi-faceted relationship between teachers and students in physical education and sports lessons, and the similarity of the classroom environment.

According to our results; no significant difference was found between weekly class hours of physical education and sports teachers and the awareness, skills and knowledge sub-dimensions (Table 2). It can be said that the average scores obtained in all three dimensions are close to each other. When the literature review was examined, no research was found in terms of weekly course hours. The fact that the weekly course hours do not make a difference can be attributed to the fact that physical education and sports teachers are energetic in terms of structure, the course loads between teachers are close to each other, and physical education and sports lessons are more fun than other lessons due to their structure.

No significant difference was found between the years of professional seniority and awareness, skills and knowledge sub-dimensions of physical education and sports teachers (Table 2). While this result supports some previous studies (ÇAPÇI, 2020; ÖZDEMİR; DİL, 2013; TAŞTEKİN *et al.*, 2016), it does not support some studies (ARSAL, 2019; ASLAN; KOZIKOĞLU, 2017; YAZICI; BAŞOL; TOPRAK, 2009). Özdemir and Dil (2013) in their study in which they investigated teachers' attitudes towards multicultural education; Taştekin *et al.* (2016) in their study in which they examined preschool teachers' attitudes and perceptions towards multicultural education did not find a significant difference. Yazici, Başol and Toprak (2009) and Arsal (2019) in favor of teachers with low seniority, Bulut and Başbay (2014) and Aslan and Kozikoğlu (2017) in favor of high-seniority teachers, and Polat (2012) in favor of low-seniority managers concluded that attitudes and competence perceptions towards multicultural education differed. The reason why the professional seniority year does not make a significant difference may be that the range of years chosen in the grouping of senior years determined in our study is wide, the teacher-student relationship in physical education and sports lesson is versatile, and the personality traits of teachers vary.

In our study, a significant difference was found between the institution where physical education and sports teachers work and the awareness sub-dimension. The average score ( $65.79 \pm 8.52$ ) of physical education and sports teachers working in secondary school is higher than the average score ( $61.90 \pm 9.54$ ) of physical education and sports teachers working in primary school (Table 3). While the results of our study support some studies (BULUT; BAŞBAY, 2014; HERRON 1995 *et al.*; TOPRAK, 2008), they don't support other studies

(KERVAN, 2017). Herron *et al.* (1995) in favor of primary school teachers, Bulut and Başbay (2014) in favor of high school teachers, and Toprak (2008) in favor of primary school teachers found a difference. The reason for this result may be that teachers have different personality traits and student behaviors vary between levels.

A significant difference was found between the educational background of physical education and sports teachers and the knowledge sub-dimension. The average score of the physical education and sports teachers (36.12±5.77) with a master's degree is higher than the average score (33.77±5.4) of the physical education and sports teachers with a bachelor's degree (Table 3). While the results of our study support some studies (BAŞAR, 2019; ÇAPÇI, 2020), they do not support the results of some studies (ÖZDEMİR; DİL, 2013). Başar (2019) in his study with social studies teachers, and Çapçı (2020) in his study with preschool teachers concluded that attitudes of teachers with master's degree towards multicultural education were more positive than the teachers with a bachelor's degree. Özdemir and Dil (2013) reached the conclusion that teachers' educational background did not make a difference in their multicultural education approach. Laminac, Long (1985) in their study, investigating the qualities that a good physical education teacher should have from the eyes of students, reached the conclusion that teachers were asked to behave flexible, equal, honest, determined, diplomatic in classroom management; to have protective, benevolent, disciplined, patient, cheerful, understanding, emotional, kind, sincere, open-minded and compassionate personality traits; to be new-minded, interesting, inductive, concrete thinking in teaching techniques and strategies; to have an appearance that is well dressed, parenting, arguing, offering effective support, reading aloud and speaking (PEHLIVAN AND ÜNSAL, 2003). The reason for the positive relationship between the educational background of teachers and their perception towards multiculturalism and their attitudes towards multiculturalism may be due to the different courses taken in master's education.

No significant difference was found between the institution where physical education and sports teachers worked the most according to seniority and the awareness, skills and knowledge sub-dimensions. The perception levels of physical education and sports teachers working at secondary and high school levels showed similar results. Multicultural competence perceptions of physical education and sports teachers are high in the awareness sub-dimension (secondary school 64.89±9.13, high school 65.26±8.58), in the skill sub-dimension (secondary school 59.99±8.52, high school 59.09±8.83) and in the knowledge sub-dimension (secondary school 33.94±5.79, high school 34.15±5.24) (Table 3). When the literature review was examined, it was seen that while there was no study on the institution worked mostly

according to seniority, there were studies generally related to the institution where they worked. The reason why there is no difference in awareness, skills and knowledge sub-dimensions with the institution where they work the most according to seniority may be that teachers' working in many schools and in different categories throughout their professional life may have created a common perception in these areas.

### **Conclusion and Recommendations**

As a result of our work, it can be state that the awareness level of the multiculturalism perceptions of the physical education and sports teachers working with higher age group students is higher, when the educational background of the physical education and sports teachers gets higher, the knowledge level of them on multiculturalism perceptions increases and when the age of the physical education and sports teachers increases, their perception of multiculturalism awareness increases as well.

- Qualitative research or both qualitative and quantitative research methods can be used together to examine teachers' perceptions of multicultural competence in more detail.
- Considering that the multicultural competence perceptions of teachers with master's degree are high, encouraging teachers to pursue a master's degree may further improve this perception level.
- Programs to increase the perception of multicultural competence can be added to in-service trainings.
- Conducting the research in different age groups, in different institutions (public and private) and in different branches can lead to the emergence of teachers' perception of multicultural competence.

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