

DEMOCRATIC TENDENCY, THE FEAR OF POSITIVE AND NEGATIVE EVALUATION AS THE PREDICTOR OF ATTITUDE TOWARDS MULTICULTURAL EDUCATION

Çok Kültürlü Eğitime Yönelik Tutumun Yordayıcısı Olarak Demokratik Eğilim, Olumlu Ve Olumsuz Değerlendirilme Korkusu

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ABSTRACT

Various studies have been conducted which aimed to measure the knowledge, experience, attitude and behaviors regarding multicultural education. However, no study has focused on finding the level of effect the fear of positive and negative evaluation and democratic tendency have on multicultural education and their explaining ratio. The level of correlation and the effect of the fear of positive and negative evaluations, democratic tendency and the attitude towards multicultural education with each other and explaining ratios of each other have been tested in this research. For this, six hypotheses were developed in light of theoretical information by reviewing the literature. This research is done by using the fear of positive and negative evaluation scales, democratic tendency scale and scale of attitudes toward multicultural education. The participant group of the research consists of 611 pre-service teachers. Exploratory factor analyses of scales were analyzed via SPSS 16.0 software. For the confirmatory factor analyses of scales and the structural equation modeling, AMOS 17.0 software was used. The most significant finding of this study is that the fear of positive evaluation, the fear of negative evaluation and democratic tendency are important predictors of the attitudes of teacher candidates towards multicultural education.

Key Words: Teacher, Pre-service Teacher, Multicultural Education.

ÖZET

Öğretmenlerin ve öğretmen adaylarının çok kültürlü eğitim konusunda bilgi, deneyim, tutum ve davranışlarını ölçmeye yönelik çeşitli çalışmalar yapılmıştır. Ancak demokratik eğilim ile olumlu ve olumsuz değerlendirilme korkusunun çok kültürlü eğitimi etkileme düzeyi ve açıklama oranına yönelik herhangi bir çalışmaya ulaşılmamıştır. Kuramdan yola çıkılarak, çok kültürlü eğitime yönelik tutum, demokratik eğilim, olumlu ve olumsuz değerlendirilme korkusunun birbiriyle olan ilişkisini, etkisini ve birbirini açıklama düzeyini test etmek üzere hipotezler geliştirilmiştir. Araştırmanın hipotezlerine uygun olarak araştırmada olumlu ve olumsuz değerlendirilme korkusu, demokratik eğilim ve çok kültürlü eğitime yönelik tutum ölçekleri kullanılmıştır. Araştırmanın katılımcı grubunu 611 öğretmen adayı oluşturmaktadır. Katılımların demografik özellikleri ve ölçeklerin açılımlayıcı faktör analizleri SPSS 16.0 paket programı, doğrulayıcı faktör analizi ve yapısal eşitlik modeli ise AMOS 17.0 programı ile çözümlenmiştir. Araştırmanın en önemli sonucu olarak, olumlu değerlendirilme korkusu, olumsuz değerlendirilme korkusu ve demokratik eğilim birlikte, çok kültürlü eğitime yönelik tutumu anlamlı olarak etkilediği ve açıkladığı ortaya çıkmıştır.

Anahtar Kelimeler: Öğretmen, Öğretmen Adayı, Çok Kültürlü Eğitim.

1. INTRODUCTION

Events in the last century such as particularly globalization, wars, ethnic conflicts, environmental crises, oppressive regimes, and economic collapse pushed many people into either another place within their country or the position of migrant refugee in another country. This situation caused the occurrence of multicultural population structures consisting of different cultures or individuals, families and groups from sub-cultures. Kymlicka (1998) emphasizes that among the present societies, Iceland and Korea have ethnically homogenous structures; while other countries have a multicultural structure in terms of ethnic, religious, moral, gender, and social class, political ideological and other cultural differences. Acikalin (2010) refers to multiculturalism in terms of Turkey as follows: mother tongue of 85% of the Turkish population is Turkish but in addition, languages such as particularly Kurdish, Zazaki, Arabic, Armenian and Romaic are present among mother tongues spoken in Turkey. Consequently, the Turkish population has a population structure that contains cultural diversity, particularly in terms of ethnic origin, language,

religion and religious sect. Therefore, discussing multicultural education understanding has also become a necessity.

According to Gay (1994), multicultural education is defined as follows: based on an educational philosophy that intends to present equal academic achievement to students with ethnic and cultural differences; it is an educational policy that includes training programs, instructional materials and organizational structure as well, is predicated on regulating all components of education and educational policies based on pluralism and has sui generis values and rules. Yazici, Basol and Toprak (2009) express that multicultural education rests on a democratic basis and is a product of opinions and approaches that advocate the appearance of multiculturalism policies in education. Multicultural education, which primarily concentrates on ethnic and cultural differences, became interested in the problems of every segment or group regarded as different in a society by extending in scope (Ramsey, 2008). Therefore, teachers' beliefs, values about other cultures, their perspective towards them (Garmon, 2004) and designing curricula in a way that enable unity among the components of goals, content, educational condition and evaluation (Cirik, 2008) shape their behaviors towards multicultural education considerably.

It is seen that multicultural education, which is performed differentially depending on a country's traditions, distinctive aspects and level of democratic experience, is student oriented (Polat, 2009). For this reason, in situations where multicultural education is carried out, the cognitive and moral development of students is supported, problem solving abilities of students develop, achieving general and distant educational objectives becomes easy, individual differences are tolerated, stereotyping and prejudices lessen, equal opportunities in education are provided, and recognition of other cultures is ensured (Bennett, 2001; Clark & Gorski, 2002; Cushner et al. 2000; Gollnick & Chinn, 2002; Kahn, 2008; Quiseberry et al. 2002).

The principal duty falls on teachers to carry out multicultural education. According to Moldoveanu and Mujawamariya (2007), the most important features required of teachers who will carry out multicultural education are as follows: they should know individual and environmental sources well, be respectful towards any distinctness in students, use environmental sources well, use instructional strategies necessitated by multicultural education, be knowledgeable and skillful in subjects like class management, look at different student groups with a positive image and accept his/her students coming from cultural differences as a gain. In addition to these features, teachers should not discriminate based on individual traits such as race, prejudice, gender; carry legacies, experiences, or perspectives regarding different cultures to the classroom environment; they should work with students on topics related to science, art and literature pertaining to different cultures; manage the class in compliance with democratic class management and in a way that will enable the active participation of students in the course (Gay, 1994; Bennett, 2001).

Multicultural education-based learning environments should possess some features as well. For this, teachers should create learning environments, which will enable their students to respect the values of individuals outside of their cultures, eliminate their prejudices regarding different cultures and embrace the notion that differences are a wealth for people (Cirik, 2008). For multicultural education to be performed a school and educational environment which has equal opportunities without taking into account race, ethnicity, language, religion, gender, cultural background, socio-economic status or even sexual preference, should be provided (Acikalin, 2010). In this respect, preventing prejudices against multicultural education should be among the primary duties of teachers and other sharers of school (Choumak, 2002; Gilbert, 2004).

Democratic education, which is an important factor in carrying out multicultural education, is the education that is organized based on the individual comprehension capacity of people, not on their difference in class, race, gender or opinion (Gokce, 2005). In regard to correlations between democracy and education, Dewey (2010) drew attention to the idea that school in a democratic society should contribute to the process of generating democratic knowledge and understanding in individuals. According to Hotaman (2010), the goal of democratic education is to raise citizens who are independent, question and analyze their perspective towards the world and who know the rules and applications of democracy in-depth. In this regard, while education performs its function of transferring society's culture to individuals, it should also provide democratic culture to its citizens along with all values (Edwards, 2008). Thus, students are expected to gain democratic tendencies in democratic culture. These tendencies give individuals the ability to live in unity,

to be able to solve problems and be fair in a multicultural society. Pluralism, which is a requirement of democracy, entails understanding of different cultures, values and prejudices. For this reason, in terms of student development it is important for teachers to take these elements into account (Edgar et al. 2002). This is because raising students with democratic values is possible with teachers who embrace and implement these values.

One of the barriers in front of teachers carrying out multicultural and democratic education is social phobia (anxiety). Social phobia is a problem that leads to serious disruptions in an individual's social functions and quality of life (Kessler, 2003). A social phobic individual experiences the fear that he/she will be disgraced, embarrassed and his/her embarrassment will be recognized by others in situations when he/she is examined by other people. On the other hand, situations such as complimenting social phobic individuals, mentioning them with praise, acting positively and successfully in front of other people can also create anxiety in them. With anxiety experienced, the social phobic individual exhibits physiological and emotional signs, which he/she shows when evaluated negatively, similarly when evaluated positively as well (Dogan & Totan, 2010). In this direction, according to Weeks, Heimberg and Rodebaugh (2008), albeit the fear of negative evaluation is emphasized more, the fear of evaluation is dominant in social phobia in general. That is to say, individuals who experience social anxiety are anxious about negative evaluation as well as positive evaluation.

The present day learning paradigm is grounded in progressive and re-constructionist educational philosophies. Age, gender, culture, personality, intelligence type and similar traits of the learner began to be paid attention to in the education process and this situation was regarded as a richness. In the present globalized world, teachers are expected to perform multicultural education without experiencing the fear of negative and positive evaluation and by adopting characteristics of democratic education. Therefore, teachers should possess multicultural education-related knowledge and ability and manage their classes in accordance with the requirements of multicultural education by organizing learning-teaching environments in compliance with multicultural education. The most crucial duty for teachers to have these qualities falls on the pre-service education process because training teacher candidates in a way that is sensitive to cultural differences and multicultural education is a crucial factor in implementing multicultural education. In this respect, various studies have been conducted which aimed to measure the knowledge, experience, attitude and behaviors of teachers and pre-service teachers (teacher candidates) regarding multicultural education (Abdullah, 2009; APA, 2003; Brown, 2004; Gartland & Field, 2004; Gay, 2005; Guyton & Wesche 2005, Irvine, 2012; Kang & Hyatt, 2010; Merryfield, 2001; Najeemah, 2005; Phelan, 2009; Tarman & Tarman, 2011; Zirkel, 2008). However, no study has focused on finding the level of effect the fear of positive and negative evaluation and democratic tendency have on multicultural education and their explaining ratio. On the other hand, by beginning to use high-level analysis softwares (AMOS, Lisrel etc.) in social sciences, the level of effect and explaining ratio of one or more independent variables on one or more dependent variables can be detected.

In this direction, based on theory, hypotheses developed to test the correlation of attitude towards multicultural education, democratic tendency, the fear of positive and negative evaluation with each other, their effect on each other and level of causality of each other are presented below. In addition to this, path diagram related to the hypothesis of this study is shown in Figure 1.

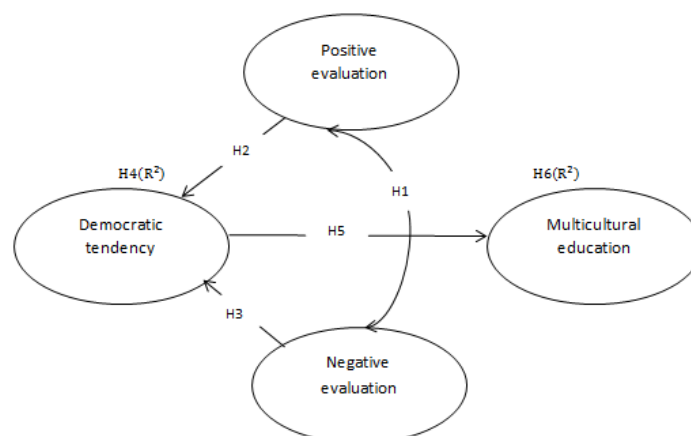


Figure 1. Path diagram related to study hypothesis

H1: There is a positive and significant correlation between the fear of positive evaluation and the fear of negative evaluation of pre-service teachers (teacher candidates).

H2: The fear of positive evaluation of teacher candidates positively and significantly affects democratic tendency.

H3: The fear of negative evaluation of teacher candidates positively and significantly affects democratic tendency.

H4: The fear of positive and negative evaluation of teacher candidates together contribute significantly to democratic tendency.

H5: The fear of positive, negative evaluation and democratic tendency of teacher candidates together positively and significantly affect the attitude towards multicultural education.

H6: The fear of positive, negative evaluation and democratic tendency of teacher candidates together significantly account for the attitude towards multicultural education.

2. METHOD

2.1. Research Model

The relational survey model was utilized to conduct research. The relational survey model is a research model that aims to determine the presence and extent of covariance among two or more variables (Karasar, 2012). In this context, teacher candidates' attitude towards multicultural education, democratic tendency, the effect of the fear of positive and negative evaluation to each other and their level of explaining of each other are dwelt upon in this research.

2.2. Participants

The participant group in the research consists of 611 teacher candidates who receive education at the level of 2nd, 3rd and 4th years in the two state universities in vocational faculty and faculty of education in the spring semester of the 2010-2011 academic year. A participant group with substantial numbers (200 and above) is necessary for complex models in structural equation modeling (SEM). The number of participants can be determined by the $p(p+1)/2$ formula with p being the number of variables (items that are present in the scales) (Bayram, 2010). In this regard, the "Scale of Attitudes toward Multicultural Education" which has the maximum number of items within the scales used as part of the research, was taken into account. The number of items in the scale is 28. Consequently, the number of participants should be $28(28+1)/2=406$ or above as part of this research. As the participant group in the research consists of 611 people, this figure is suitable for the research goal and statistical analysis. Demographic features of participants are as follows: in terms of gender, 77.6% of participants are women ($f=474$), 22.4% are men ($f=137$). 60.7% ($f=371$) of participants receive education at the faculty of education, 39.3% ($f=240$) receive education at the vocational faculty.

2.3. Data Analysis

The data obtained were first entered in the SPSS 16.0 software package and the demographic characteristics of the participants and exploratory factor analyses (EFA) of scales were analyzed via this software. For the confirmatory factor analyses (CFA) of scales and the model, AMOS 17.0 programs were used. CFA is a method that is mostly applied after EFA studies. At the same time, this analysis takes into account contributions to the model and "modification indices" of all correlations, which do not exist in researcher's mind but are possible considering the data set in question (Simsek, 2007). CFA puts forward more real statistical outcomes (Kline, 2005). Besides, SEM was generated in line with the research hypotheses. SEM have been used since the end of 1980s in social sciences. SEM is widely employed in scientific studies due to the fact that they consider measurement errors regarding observed variables and direct and indirect impacts of variables in the model and enable researchers to develop, predict and test multiple-variable complex models (Bayram, 2010). The abovementioned properties also put forward the reasons for using CFA and SEM in this study. The maximum likelihood estimation method was used to estimate model parameters in CFA. RMSEA (0-0.08), SRMR (0-0.10), GFI (.90-1.00), CFI (.90- 1.00), AGFI (.85-1.00), NFI (.90-1.00), $X^2/sd=CMIN/DF$ (0-3) and p (0.01-0.05) fit indexes were taken into account in the evaluation of the model goodness of fit. These values is show good fit indexes (Bayram,

2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Simsek, 2007).

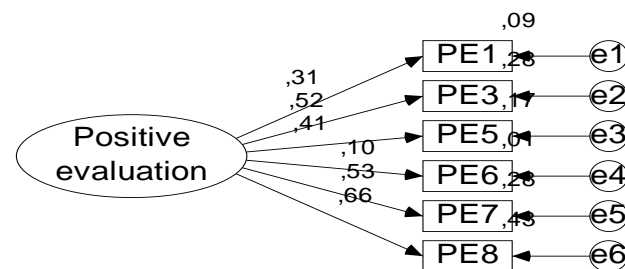
2.4. Data Collection Instruments and Confirmatory Factor Analyses

2.4.1. Fear of Positive Evaluation Scale

The fear of positive evaluation scale is an 8-item self-report scale developed by Weeks, Heimberg and Rodebaugh (2008) to assess fear of positive evaluation. The scale was adapted into Turkish by Dogan and Totan (2010). Factor loads of items that are present in the single-factor scale are between .72 and .79. Cronbach's Alpha internal consistency coefficient of the scale was calculated as .73. A Turkish form of the scale was prepared according to a 5-point Likert type and items were prepared and analyzed as 5: Completely appropriate, 4: Appropriate, 3: Slightly appropriate, 2: Not appropriate, 1: Not appropriate at all.

Cronbach's Alpha internal consistency coefficient of measurement instrument on the data obtained from this study was calculated as .71. Moreover, as a result of exploratory factor analysis, factor loads of items situated in the scale are between .68 and .30. Besides, the diagram for CFA of the scale is shown in Figure 2.

As a result of CFA, taking normality testing into consideration, critical ratio (c.r.) turned out to be 21.604 in terms of multivariate (Mardia) values. For this reason, first of all, items with a critical ratio bigger than 10 were omitted from the scale. In this case, considering CFA results of "the fear of positive evaluation scale", which consists of 6 items, fit index of the scale occurred as RMSEA=.055; SRMR=.038; CMIN/DF (X^2/sd)=2.839; GFI=.986; CFI=.943; AGFI=.968 and NFI=.917. This result demonstrates that the model fit index is at a desired and acceptable level. However, factor load of PE6 turned out to be under .30. Due to the fact that this item has a significant function in factor structure and that the fit index is at acceptable limits, the respective item was acknowledged by researcher.



Chi squared=25,551 df=9 p=,002

Standardized estimates

GFI=,986 CFI=,943 AGFI=,968 NFI=,917 CMIN/DF=2,839

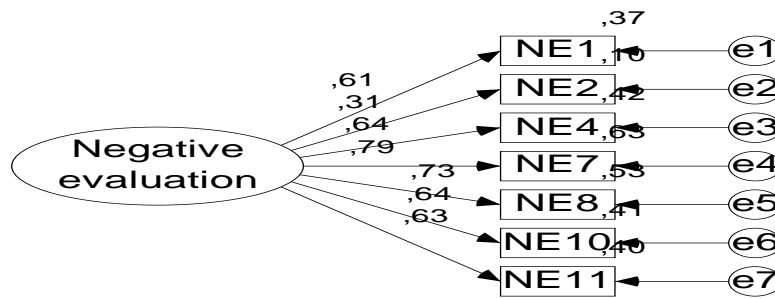
RMSEA=,055 SRMR=,038

Figure 2. CFA diagram of the fear of positive evaluation scale

2.4.2. Fear of Negative Evaluation Scale

The scale was developed by M. R. Leary in 1983 to be able to measure individuals' fears of negative evaluation and is a self-report type scale consisting of 12 items. The scale was adapted into Turkish by Cetin, Dogan and Sapmaz (2010). 11 items were present in the scale with single factor and factor loads of items ranged between .68 and .37. Cronbach's Alpha internal consistency coefficient of the scale was calculated as .84. A Turkish form of the scale was prepared according to a 5-point Likert type and items were prepared and analyzed as 5: Completely appropriate, 4: Appropriate, 3: Slightly appropriate, 2: Not appropriate, 1: Not appropriate at all.

Cronbach's Alpha internal consistency coefficient of measurement instrument on the data obtained from this study was calculated as .846. Furthermore, as a result of exploratory factor analysis, factor loads of items situated in the scale were detected to range between .618 and .438 and all coefficients were found to be at acceptable limits. Besides, diagram for CFA of the scale is shown in Figure 3.



Chi squared=34,074 df=14 p=,002

Standardized estimates

GFI=,985 CFI=,984 AGFI=,970 NFI=,973 CMIN/DF=2,433

RMSEA=,048 SRMR=,025

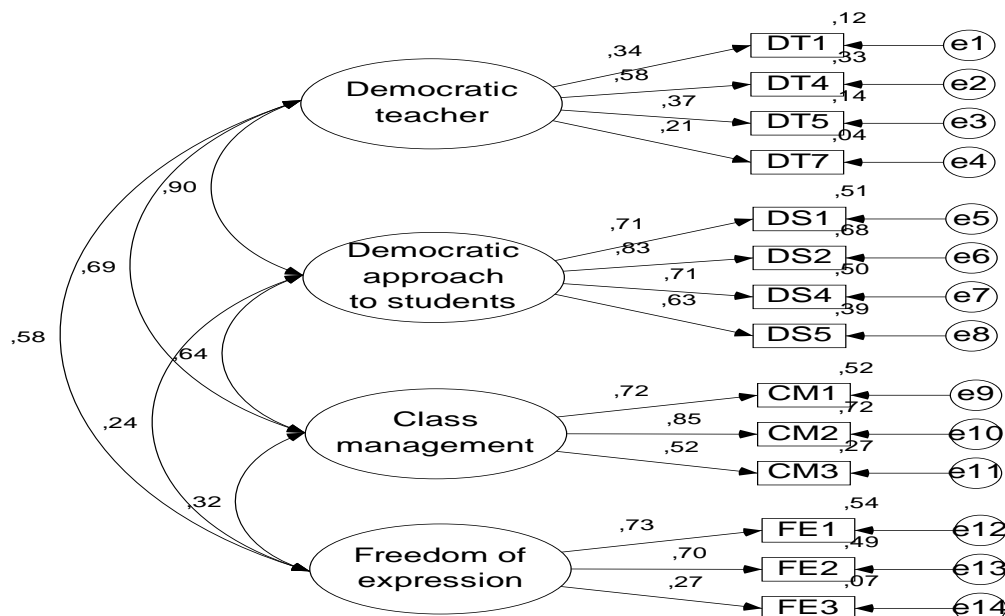
Figure 3. CFA diagram of the fear of negative evaluation scale

As a result of CFA, taking normality testing into consideration, critical ratio (c.r.) turned out to be 34.068 in terms of multivariate (Mardia) values. For this reason, first of all, items with a critical ratio bigger than 10 were omitted from the scale. In this case, considering CFA results of “the fear of negative evaluation scale”, which consists of seven items, fit index of the scale occurred as RMSEA=.048; SRMR=.025; CMIN/DF (X^2/sd)=2.433; GFI=.985; CFI=.984; AGFI=.970 and NFI=.973. This result demonstrates that the model fit index is at an acceptable and desired level.

2.4.3. Democratic Tendency Scale

The democratic tendency scale developed by Akbasli, Yelken and Sunbul (2010) consists of four factors and 18 items. Factors in the scale are sorted as democratic teacher, democratic approach to students, classroom management and freedom of expression. Factor loads of items that are present in the scale range between .89-.44. Cronbach’s Alpha internal consistency coefficient of the scale was calculated as .74. Items that are present in the scale were prepared and analyzed as 5: I completely agree, 4: I pretty much agree, 3: I partially agree, 2: I slightly agree, 1: I don’t agree at all.

Cronbach’s Alpha internal consistency coefficient of measurement instrument on the data obtained from this study was calculated as .794. In addition, as a result of exploratory factor analysis, factor loads of items situated in the scale were detected to range between .738 and .304 and all coefficients were found to be at acceptable limits. Besides, diagram for CFA of the scale is shown in Figure 4.



Chi squared=211,115 df=71 p=,000

Standardized estimates

GFI=,952 CFI=,953 AGFI=,929 NFI=,905 CMIN/DF=2,973

RMSEA=,057 SRMR=,056

Figure 4. CFA diagram of the democratic tendency scale

As a result of CFA, taking normality testing into consideration, critical ratio (c.r.) turned out to be 105.764 in terms of multivariate (Mardia) values. For this reason, first of all, items with a critical ratio bigger than 10 were omitted from the scale. In this case, considering CFA results of “democratic tendency scale”, which consists of fourteen items, fit index of the scale occurred as RMSEA=.057; SRMR=.056; CMIN/DF (X^2/sd)=2.973; GFI=.952; CFI=.953; AGFI=.929 and NFI=.905. This result demonstrates that the model fit index is at an acceptable and desired level.

2.4.4. Scale of Attitudes toward Multicultural Education

The scale of attitudes toward multicultural education developed by Yavuz and Anil (2010) consists of single factor and 28 items. Factor loads of items that are present in the scale ranged between .711 and .471. Cronbach’s Alpha internal consistency coefficient of the scale was calculated to be .93. Items that are present in the scale were prepared and analyzed as 5: I completely agree, 4: I agree, 3: I am undecided, 2: I do not agree, 1: I certainly do not agree.

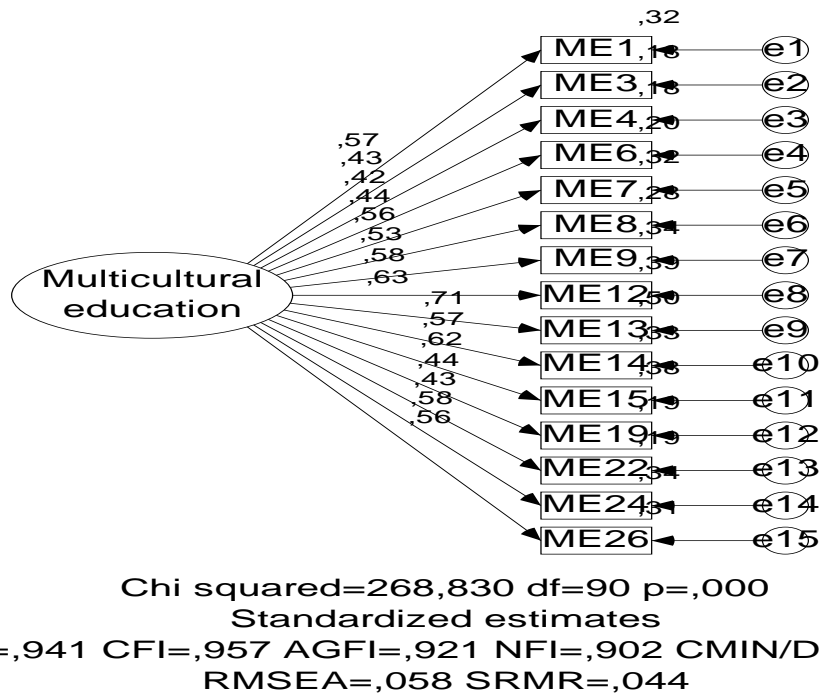


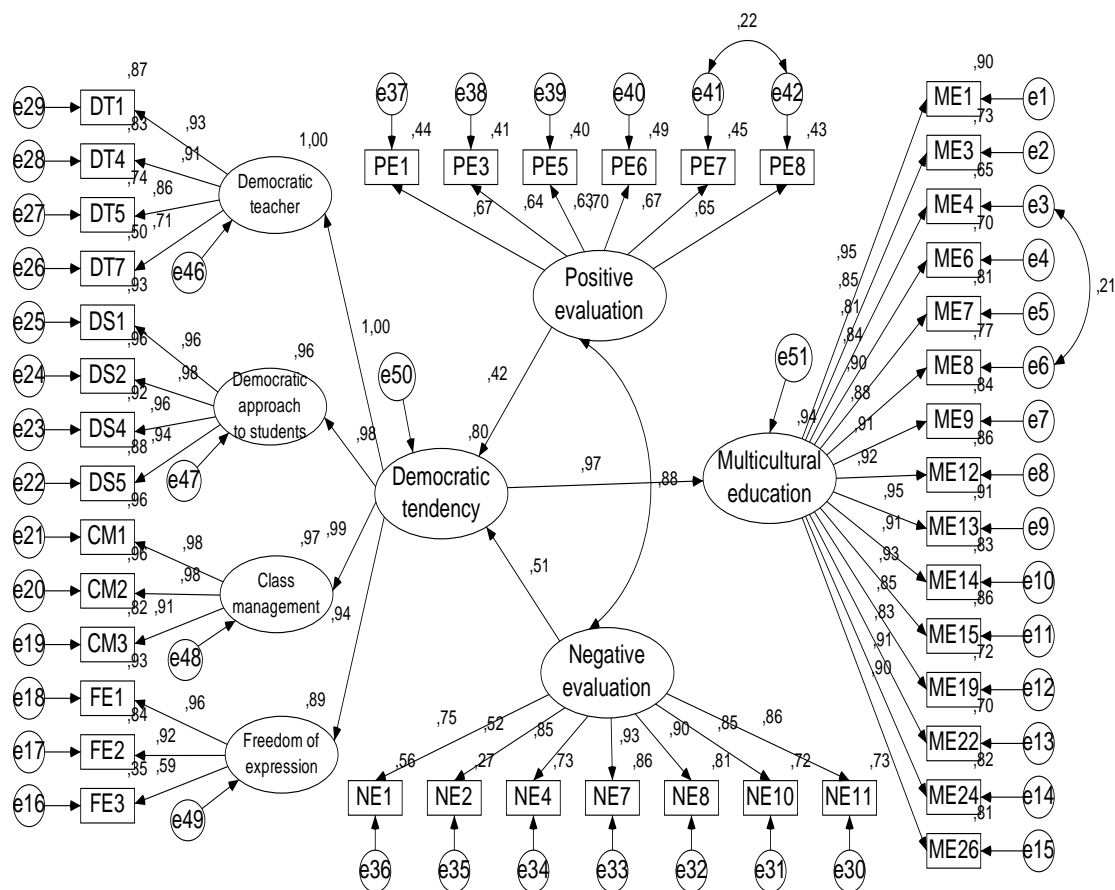
Figure 5. CFA diagram of the scale of attitudes toward multicultural education

Cronbach’s Alpha internal consistency coefficient of measurement instrument on the data obtained from this study was calculated as .712. Furthermore, as a result of exploratory factor analysis, factor loads of items situated in the scale were detected to range between .667 and .351 and all coefficients were found to be at acceptable limits. Besides, the diagram for CFA of the scale is displayed in Figure 5.

As a result of CFA, considering assessment of normality, critical ratio (c.r.) turned out to be 112.475 in terms of multivariate (Mardia) values. For this reason, first of all, items with critical ratio bigger than 10 were omitted from the scale. In this case, considering CFA results of “the scale of attitudes toward multicultural education”, which consists of fifteen items, fit index of the scale occurred as RMSEA=.058; SRMR=.044; CMIN/DF (X^2/sd)=2.987; GFI=.941; CFI=.957; AGFI=.921 and NFI=.902. This result demonstrates that the model fit index is at an acceptable and desired level.

3. RESULTS

As a result of the research a model was put forward which shows the level of effect of latent variables of the fear of positive evaluation, the fear of negative evaluation, democratic tendency and attitudes toward multicultural education on each other, their correlation with each other and their explaining ratios of each other. While forming this model, attention was paid to testing the study hypotheses. SEM built for this purpose is present in Figure 6.



Chi squared= 2457,253 df=821 p=.000

Standardized estimates

GFI=.921 CFI=.964 AGFI=.872 NFI=.907 CMIN/DF=2,993 RMSEA=.057 SRMR=.095

Figure 6. SEM and analysis results of hypothesis

The fit index of the model built was obtained as follows: RMSEA=.057; SRMR=.095; CMIN\DF=2,993; GFI=.921; CFI=.964; AGFI=.872; NFI=.907; Chi squared=2457,253; df=821 and p=.000. This result illustrates that the model fit index is at an acceptable and desired level.

The fear of positive evaluation scale has six observed variables. PE6 has the highest effect coefficient, PE5 has the lowest effect coefficient within the observed variables. This area, in which effect coefficients of latent variables range between .70 and .63, also shows the space in which the difference between effect coefficients of latent variables is minimum.

The fear of negative evaluation scale has seven observed variables. NE7 has the highest effect coefficient, NE2 has the lowest effect coefficient within the observed variables. This area, in which effect coefficients of latent variables range between .93 and .52, also shows the space in which the difference between effect coefficients of latent variables is minimum.

Democratic tendency scale has four latent and 14 observed variables. The latent variable of democratic teacher has a correlation coefficient of 1.00, the latent variable of democratic approach to student has a correlation coefficient of .98, the latent variable of class management has a correlation coefficient of .99 and the latent variable of freedom of expression has a correlation coefficient of .89. In addition, observed variables within the latent variable of democratic teacher have correlation coefficients ranging between .93 and .71, observed variables within the latent variable of democratic approach to students have ones that range between .98 and .94, observed variables within the latent variable of class management have correlation coefficients that range between .98 and .91 and observed variables within the latent variable of freedom of expression have correlation coefficients that range between .96 and .59.

The scale of attitudes toward multicultural education has 15 observed variables. ME1 and ME13 have the highest effect coefficients; ME4 has the lowest effect coefficient within observed variables. Effect coefficients of latent variables range between .95 and .81.

Taking the research hypotheses into consideration, the following results were attained:

As also seen in the model which was obtained as a result of research and is situated in Figure 6, it was detected that there is a positive and significant correlation between the fear of positive evaluation and the fear of negative evaluation at a level of .88. Constructing both positive and negative evaluation scales on the theme of “fear” could affect this emergent result considerably. This obtained result verifies the hypothesis that is present in H1 that “there is a positive and significant correlation between the fear of positive evaluation and the fear of negative evaluation of teacher candidates”.

With regard to the second research hypothesis, the fear of positive evaluation appeared to affect democratic tendency positively and significantly at a level of .42. This result attained suggests the accuracy of the hypothesis that is present in H2 that “the fear of positive evaluation of teacher candidates positively and significantly affects democratic tendency”. In addition, the fear of negative evaluation was detected to affect democratic tendency positively and significantly at a level of .51. This result verifies the hypothesis in H3 that “the fear of negative evaluation of teacher candidates positively and significantly affects democratic tendency”. In parallel to these results, it appeared that the fear of positive and negative evaluation together explain democratic tendency significantly at a ratio of 80%. In other words, a 80% portion of the total change in democratic tendency variable is explained by the fear of positive and negative evaluation. This result asserts the accuracy of the hypothesis that is present in H4 that “the fear of positive and negative evaluation of teacher candidates together explain democratic tendency significantly”.

With regard to the fifth research hypothesis, it appeared that the fear of positive evaluation, the fear of negative evaluation and democratic tendency together affect the attitude towards multicultural education positively and significantly at a level of .97. This result verifies the hypothesis in H5 that “the fear of positive, negative evaluation and democratic tendency of teacher candidates together positively and significantly affect the attitude towards multicultural education”. In parallel to this result, it was detected that the fear of positive evaluation, the fear of negative evaluation and democratic tendency together significantly explain the attitude towards multicultural education at a ratio of 94%. In other words, a 94% portion of the total change in the attitude towards multicultural education variable is explained by the fear of positive evaluation, the fear of negative evaluation and democratic tendency. This result verifies the hypothesis that is present in H6 that “the fear of positive, negative evaluation and democratic tendency of teacher candidates together explain the attitude towards multicultural education significantly”.

4. DISCUSSION

The level of correlation and effect of the fear of positive and negative evaluation, democratic tendency and the attitude towards multicultural education with each other and explaining ratios of each other were tested in the scope of this research. For this, six hypotheses were developed in light of theoretical information by first reviewing the literature. In this section of research, results obtained by taking the order of hypotheses into account are discussed and compared with other research results attained regarding the subject.

As also seen in the model which was obtained as a result of research and is situated in Figure 6, a high-level, positive and significant correlation emerged between the fear of positive and negative evaluations of teacher candidates (H1). When looking at the literature, it is seen that there is a general correlation among variables such as social phobia, positive and negative evaluation, bias in feedback (Hirsch & Mathews, 2000; Huppert et al. 2003). As a matter of fact, the emergent result overlaps with other research results related to the subject. As a result of a research study conducted by Norton and Weeks (2009) on 799 undergraduate students, it was detected that there is a positive and significant correlation between the fear of positive and negative evaluation. As a result of Vassilopoulos and Watkins' research (2009), it appeared that particularly individuals with high fear of negative evaluation focus harder on taking decisions by themselves and do not feel competent in this subject. According to a study carried out by Idri (2011), the majority of students experience the fear of negative evaluation and their perceptions regarding evaluation, instruction methods, climate of learning environment, evaluation outputs, learning and teaching strategies, group work and so on were shown to be among the reasons for this fear. In his study, Ozdemir (2004) investigated factors that affect the correlation between social phobia and self-respect in university students. As a result of this research, it was determined that students who were diagnosed with social phobia have low self-respect and they face problems in interpersonal relationships. As a result of research conducted by Day and Maltby (2003), it was determined that there is a positive correlation between positive thinking and feeling lucky, there is a negative correlation between depression, anxiety, irrational beliefs and feeling

lucky.

As part of the research, it was detected that the fear of positive evaluation of teacher candidates positively and significantly affects their democratic tendency (H2). In parallel to this result, it was determined that the fear of negative evaluation of teacher candidates affects their democratic tendency significantly and in a positive direction (H3). Furthermore, the fear of positive and negative evaluation of teacher candidates together explaining their democratic tendency significantly also appears among the research results (H4). Results of research conducted by Karahan, Sardogan, Ozkamali and Dicle (2006) regarding the subject overlaps with results coming out from this research. As a matter of fact, the respective research was performed on 723 teacher candidates and as a result of this research, as the level of democratic attitude of students falls, their level of self-realization and competence in social relations turned out to fall as well. In another study, Marchand (2006) intends 5-6 year old children developing democratic values (sensitivity towards justice, respect for others, fairness, respect for the truth) based on respect and tolerance to cultural, ethnic and religious differences in a multicultural school. According to the results of this research, it was determined that moral maturity significantly increases in children of some structure, attitudes of children change in home and family environment particularly in situations related to justice. On the other hand, research conducted in Turkey in recent years (Aslanargun, 2007; Aydogan & Kukul, 2003; Beycioglu & Donmez, 2006; Buluc, 2007; Kesici, 2006) has put forward the idea that some problems regarding democracy have been experienced in education and school management, teachers (Tooper, 2007) and teacher candidates (Genc and Kalafat, 2008; Gomleksiz & Kan, 2008) do not possess a democratic attitude, behavior and values to an adequate level.

Another result that emerged from the research is as follows: The fear of positive and negative evaluation and democratic tendency of teacher candidates together affect the attitude towards multicultural education significantly and considerably in a positive direction (H5). With regard to the last hypothesis of the research, it was detected that the fear of positive and negative evaluation and democratic tendency of teacher candidates together explain the attitude towards multicultural education significantly (H6). Results of research conducted on the subject have the characteristic of supporting the results obtained. Arslan (2009) detected that teachers and managers who participated in his research had positive sensitivity towards multicultural education. As a result of the research conducted by Polat (2009), it was determined that teacher candidates are adequate in terms of multicultural personality but candidates need a little bit more education regarding multicultural education. An empirical study was performed by Villas-Boas (2006) regarding the subject. In this regard, it was intended to use a special citizenship program to provide a contribution to the socialization of children who experienced ethnic and cultural discrimination. The program focused on determining the cause of the existing cultural discrimination and trying to cope with multiculturalism subjects such as language, thought, acceptance, non-discrimination, solidarity, and mutual understanding by developing democratic strategies such as discussion, responsibility games, and role playing. As a result of the research, it was determined that a significant development occurred in the experimental class, interpersonal relationships improved, and it had positive effects on the democratic attitudes and in-school behaviors of children. As a result of research conducted by Leary and Borsato (2005), they put forward that Hispanic students who participated in bilingual educational programs in secondary school are academically prepared for high school and these students are more successful than average Hispanic students. In a similar study, Hasson (2006) detected those students who participated in bilingual educational programs show more tendency to use their mother tongue in their future life than students who did not participate in these programs. In their research, Weeks, Heimberg, Rodebaugh and Norton (2008) determined that the fear of positive evaluation is important in the formation of social phobia. Besides, it was detected in the research that there is a positive correlation between the fear of positive evaluation and the fear of taking positive feedback from society; and between the fear of positive evaluation and many variables related to social phobia.

There are also researchers revealing that in cases when multicultural education is put on the backburner, as a result, students fail to know and accept different cultures. As a matter of fact, in a study conducted by Spyrou (2002) it appeared that students from Southern Cyprus regard Turkish people as enemies; think that Turkish people are intruders, invaders and barbaric and that they are responsible for all evil. The researcher put forward that the culture in which these students live is affective in forming this image; teachers greatly emphasize nationalistic elements and teachers are effective in terms of forming the "evil Turk" image. According to the researcher, teachers not attaching sufficient importance to multicultural education was

shown as the reason for the emergence of this result. As a result of their research in which they investigated the learning and language characteristics of Korean students living in the USA, Lee and Carrasquillo (2006) put forward that cultural and lingual factors affect academic achievements of students; students prefer rote learning strategies over meaningful learning. Similarly, Woodrow and Sham (2001) researched learning preferences of Chinese students. As a result of this research, the following result emerged that traditional Chinese behavioral patterns are effective even in Chinese people who were born in the United Kingdom; these students prefer authority, emphasize that memorizing is more important than understanding, prefer to study alone instead of with a group, and do not like to ask questions or to be asked questions. Moreover, some studies conducted on multicultural education in Turkey put forth negative outcomes in terms of curricula on this subject. As a matter of fact, as a result of studies carried out by Arslan (2009) and Cirik (2008), the following result emerged that the Turkish educational system does not attach importance to cultural differences, and curricula and textbooks do not give sufficient weight to or support multicultural education.

In conclusion, it appeared that the fear of positive evaluation, the fear of negative evaluation and democratic tendency together significantly affect and explain the attitude towards multicultural education. In other words, it was determined that the fear of positive evaluation, the fear of negative evaluation and democratic tendency are important predictors of the attitudes of teacher candidates towards multicultural education. In this respect, teacher candidates' completion of pre-service (undergraduate) education in a way that they have conquered the fear of positive and negative evaluation and gained democratic attributes will be a crucial gain for them in terms of acquiring positive attitudes regarding multicultural education.

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