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Turkish Teachers' Culturally Responsive Classroom Management Self-Efficacy: Reflections of Culturally Responsive Teaching

Fatma Özüdoğru
Usak University, Faculty of Education

Abstract

The goal of this paper is to adapt Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) scale to Turkish and explore the level of teachers' CRCMSE and how they employ culturally responsive teaching and classroom management by utilizing a mixed method research design. Exploratory and confirmatory factor analysis were conducted in the course of the scale's adaptation. The adjusted scale was implemented to obtain descriptive data and interviews with teachers were conducted. Quantitative data were analyzed via descriptive statistics and dependent samples t test and qualitative data were subjected to descriptive analysis. Results revealed the adapted version of the scale fitted the Turkish cultural context better with two factor structure. The descriptive data suggested that teachers had high CRCMSE beliefs. However, the results obtained from the interviews indicated teachers working in low socio-economic schools tried to meet culturally diverse students' psychological and physiological needs more than their educational needs, while teachers working in high socio-economic schools were far from implementing culturally responsive teaching due to school policies, curriculum and lack of training.

Key words: *culturally diverse students; culturally responsive classroom management; culturally responsive teaching; self-efficacy; teachers.*

Introduction

Language, ethnicity and cultural variety in the contexts of learning have risen owing to the changing economic factors and large-scale migrations over the last decade, as

shown in TALIS 2018 Report, and, accordingly, providing multicultural education has found an important place in the agenda of many countries (OECD, 2018). The schools of the 21 century are therefore expected to be more responsive to cultures, languages and interests of a broad spectrum of learners (Tomlinson, 2015).

Similarly, after a huge number of immigrants from Syria arrived at the beginning of 2011, today's Turkish classrooms have become more diverse. Turkey acknowledged the importance of integrating refugees into Turkish society and providing quality education as essential for both refugees and the Turkish society (ERG, 2018). It is vital to educate culturally diverse students through culturally responsive practices since it is reported that such students generally underachieve in public schools (Aceves & Orosco, 2014). It may be because, as Bonner (2009) asserts, the ways of instruction are often based in local culture, resulting in inequalities in classrooms and poor-performance of culturally diverse students. If they are not provided with relevant support, students with a migrant background/different culture face challenges in the learning process (European Union, 2017). However, Bottiani et al. (2018) assert that few educators have sufficient competence to alleviate cultural differences so that all students can learn and succeed. Since diversity in classrooms has been an important issue in Turkey for almost a decade, training teachers in cultural diversity poses great challenges for teacher education institutions and professional development practitioners (Turner, 2007). In Turkey, 18% of teachers teach classes with at least 10% of students whose first language is different from the language of instruction; however, Turkish teachers on average expressed lower competence to teach in multicultural and multilingual settings than teachers in other OECD countries (OECD, 2018).

Teachers' perceived teaching competence is linked to self-efficacy defined as "individuals' beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger et al., 2008, p. 752). Teachers' self-efficacy beliefs might be a powerful predictor of how teachers behave and decisions they make (Bandura, 1997; Pajares 2003). Relevant research has shown strong connections between low self-efficacy and reduced student learning outcomes (Bruce et al., 2010; Guo et al., 2012). In addition, teacher self-efficacy tends to be associated with quality classroom practices, students' academic adjustment and teachers' well-being (Ryan et al., 2015; Vieluf et al., 2013; Zee & Koomen, 2016), richer support and more positive classroom environment (Guo et al., 2012). In that sense, it is considered necessary to determine and enhance teachers' self-efficacy related to culturally responsive teaching (CRT) and culturally responsive classroom management (CRCM).

Culturally Responsive Teaching (CRT)

Gay (2002) defined CRT as drawing upon the cultural characteristics, experiences and perspectives of ethnically diverse students in order to make learning more pertinent and effective for such students. Gay (2013) also underlined the importance of supporting

student achievement through their own cultural filters. Research shows that CRT increases the achievement of culturally diverse students, ensuring they are provided with sufficient support in realizing their potential, regardless of their background (Gay, 2010). Tomlinson (2015) suggested that teachers must differentiate instruction in order to meet the needs of culturally diverse students, so they are required to find out students' readiness, needs and interests.

Educators suggest various frameworks and approaches for CRT that have the potential to improve culturally diverse students' learning (Aceves & Orosco, 2014; Gay, 2002, 2010; Siwatu, 2007). Within their framework, Aceves and Orosco (2014) suggest dimensions of *problem solving, child centered instruction, assessments* and *materials* to be taken into consideration during instruction. In this context, culturally responsive teachers should present authentic problems for students to solve, respond to students' needs and be sensitive to their cultural backgrounds, assess culturally diverse students via formal and informal assessment procedures and integrate materials that take students' cultural background into consideration.

In addition, Gay's (2010) framework of CRT includes *caring, communication, curriculum* and *instruction* dimensions. Teachers should use students' interests as an opportunity for effective learning. It is also necessary for teachers to compare their discourse styles with those of students in order to facilitate learning and communicate more effectively. Besides, teachers should integrate elements from different cultures into the curriculum. The teaching style should correspond with the learning styles, experiences and cultural orientations of culturally diverse students.

On the other hand, Siwatu's (2007) CRT framework includes a different component, i.e. *classroom management*, in addition to *curriculum and instruction*, *student assessment* and *cultural enrichment* components. Classroom management demands more careful consideration and application from teachers due to increasing diversity of student background (Milner & Tenore, 2010

It is considered important to explore and enhance teachers' CRT self-efficacy as regards to areas in different CRT frameworks since teachers with higher self-efficacy are more likely to try new teaching ideas and respond to the needs of underachieving students (Ross & Bruce, 2007). When relevant literature is examined, increasing number of CRT self-efficacy studies can be observed, most of which used different CRT self-efficacy scales (Debnam et al., 2015; Siwatu, 2007; Siwatu et al., 2016; Young et al., 2019).

Culturally Responsive Classroom Management (CRCM)

It is suggested that traditional classroom management approaches and principles may ignore cultural elements and be ineffective for students with different cultural backgrounds (Siwatu & Starker, 2010). Thus, CRCM is proposed by different educators (Brown, 2004; Weinstein et al., 2004). Teachers with insufficiently developed CRCM

skills report low levels of self-efficacy in classroom management, and culturally diverse students underperform in such classes (Gay, 2010; Siwatu et al., 2015). The integration of CRCM practices may alleviate underachievement and problem behaviour of culturally diverse students (Weinstein et al., 2003).

Martin et al. (2016) argue that teachers who are effective in classroom management alter their strategies based on students' characteristics such as cultural norms and values. Some strategies for implementing CRCM include creating effective classroom settings, supporting both academic and social goals, establishing expected student behaviour, using appropriate interventions to help students with problem behaviour and working with families (Weinstein et al., 2003), learning about students' cultural backgrounds, willingness to use CRCM strategies (Weinstein et al., 2004), interacting with students in culturally consistent ways and creating a caring classroom environment (Brown, 2003; 2004; Weinstein et al., 2003), demanding students' efforts and academic production (Brown, 2004), setting clear rules, correcting student misbehaviour whenever necessary, developing positive teacher-student relationships and adjusting teaching methods depending on students' needs (Tartwijk et al., 2009). These strategies ensue from the literature on CRT (Gay, 2002; Ladson-Billings, 1995). CRT mainly focuses on pedagogy and content, while CRCM deals with both teacher and student behaviour in the classroom environment (Weinstein et al., 2004).

In Turkey, students at teacher education faculties, i.e. future teachers have only one compulsory classroom management course, which does not contain content on cultural diversity (Council of Higher Education, 2018). Also, Ladson-Billings (1995) asserts that teacher training does not sufficiently prepare teachers to work in diverse cultures. In this regard, it is of vital importance to figure out teachers' CRT and their perception of culturally responsive classroom management self-efficacy (CRCMSE). As a result, some remedies may be sought at teacher education faculties in order to support future teachers' CRT and CRCM competencies and self-efficacy beliefs.

There is a growing body of research in the literature focusing on the development of a scale for measuring CRT self-efficacy (Guyton & Wesche, 2005; Hsiao, 2015; Siwatu, 2007; Spanierman et al., 2011). However, the scales developed in these studies have mostly ignored the classroom management dimension. Besides, there is limited literature that explicitly addresses CRCMSE (Brown, 2004; Siwatu et al., 2015; Weinstein et al., 2003; 2004). Since no Turkish scales were found that specifically measure CRCMSE, the scale developed by Siwatu et al. (2015) was utilized in this research and adapted to the Turkish context so teachers' CRCMSE beliefs could be examined. The original CRCMSE scale includes items related to both instructional practices and classroom management. It is of one-factor structure with 35 items. A score of 0 indicated no confidence and a score of 100 indicated complete confidence. The internal reliability of the CRCMSE scale was .97, which indicates its high reliability (Siwatu et al., 2015).

Moreover, there is also an increasing number of studies examining CRT self-efficacy beliefs (Frye et al., 2010; Siwatu, 2007; Young et al., 2019). However, these studies have mostly been conducted with pre-service teachers through quantitative design. In this regard, it is considered significant to determine in-service teachers' self-efficacy via mixed methods research design.

Aim of the study

The present research aims not only to adapt CRCMSE scale to Turkish and examine the level of teachers' CRCMSE beliefs but also explain teachers' behaviour regarding CRCM and CRT. This study may results in the possibility to identify the tasks teachers feel most and least competent for in teaching and classroom management in culturally diverse classrooms. Based upon the main aim of the study, the research questions were formulated as:

Is the adapted CRCMSE scale valid and reliable?

What is the level of teachers' CRCMSE beliefs?

What are teachers' behaviours regarding CRCM and CRT?

Methods

Research model

The research utilised a mixed-methods research design, i.e. both quantitative and qualitative data collection methods. Qualitative data were gathered to elaborate on the quantitative data. In the quantitative phase of the study, CRCMSE scale was adapted to Turkish and then administered to teachers to explore their level of CRCMSE. In the qualitative part of the study, interviews were implemented with teachers to find out their behaviours regarding CRCM and CRT. Accordingly, the data have been analysed separately, and the results have been compared (Creswell, 2012)

Participants

Teachers were the participants in this study. They were selected via purposive sampling method, which is one of the non-probability sample methods. Purposive sampling is preferred when the researchers choose cases to be included in the sample depending on having the specific characteristics being researched (Cohen et al., 2011).

A total of 290 teachers were included in exploratory factor analysis and 327 in confirmatory factor analysis of this study. The teachers worked in primary and middle schools with culturally diverse students in a city located in western Turkey.

In addition, seven teachers selected through purposive and convenience sampling were included in the interviews. In this context, teachers who agreed to participation were chosen from schools with different socio-economic statuses. The classification of schools in terms of socio-economic level was based on the school's location in the city. Demographic characteristics of the interviewees can be seen in Table 1.

Table 1
The demographic characteristics of the interviewees

Teacher	Gender	Field	Experience	School Level	Socio-Economic Status of the School
T1	Female	English	14	Primary school	Low
T2	Female	Turkish	18	Middle school	Low
T3	Male	Classroom teacher	8	Primary school	Low
T4	Male	Music	21	Middle school	Medium
T5	Female	Classroom teacher	9	Primary school	Medium
T6	Female	English	14	Middle school	High
T7	Female	Mathematics	16	Middle school	High

Data collection tools and procedures

The research data were collected from teachers during the spring term of 2018-2019 academic year. Data were collected via CRCMSE scale and semi-structured interviews.

Adaptation of the CRCMSE scale

Before the start of the study, one of the researchers who developed the scale was contacted and the permission for the scale's adaptation and use (Siwatu et al., 2015) was granted by e-mail.

First part of language adaptation entailed the translation of the original scale to Turkish by a researcher who majored in English language teaching and two English language experts independently, after which the three experts discussed each item together and agreed on a temporary Turkish translation. Later, the Turkish form and the original scale items were checked by the three English language experts who made the necessary changes. In the next phase of language appropriation, the Turkish items were checked by three experts in terms of appropriateness to Turkish language; two of these experts worked at Turkish language department and were fluent in English, and the third was an associate professor teaching the Curriculum and Instruction course, who also completed a project on supporting local teachers in immigrant education. They proofread the translation and made the necessary modifications based on their opinions and recommendations. Lastly, a back translation was performed by another English language expert to ensure linguistic equivalence.

Semi-Structured interview

Semi-structured interviews were conducted with seven elementary school teachers. Two experts who specialized in educational sciences were consulted in order to get feedback on the draft form. As a result, vague statements were identified and modifications were conducted. Six questions were asked during the interviews, and the interviews were recorded for transcription. Teachers were asked if they employ

any strategies for effective classroom management in culturally diverse classrooms or make any changes in the curriculum, analysis of needs, content, the teaching-learning process or assessment. The interviews lasted 35 minutes to 45 minutes.

Data analysis

First of all, EFA was conducted to determine the factors of the CRCMSE scale. Before starting the analysis, Bartlett's test of sphericity and Keiser Meyer Olkin (KMO) coefficient were calculated to reveal if the data were appropriate for factor analysis. SPSS 22.0 was used for EFA. In addition, linearity and univariate normality assumptions were checked. It was found these assumptions were met (Tabachnick & Fidell, 2007). Moreover, multicollinearity assumption was checked through analysing variance inflation factors (VIF) and tolerance values. As a result, it was revealed that correlation coefficients were below .90, tolerance values were not higher than .10 and VIFs were below 10 (Field, 2013). Thus, it was considered that multicollinearity assumption was not violated. Multivariate normality was also checked via Mardia's test, whereby it was found that multi-varied normality was violated. Therefore, principal axis factoring (PAF) method was used (Hair et al., 2014).

CFA was conducted using Lisrel 8.8 whereby model fit indices were obtained and evaluated. As Hair et al. (2014) maintain, the model fit is evaluated via model chi-square test, RMSEA (Root Mean Square Error of Approximation), CFI (Comparative Fit Index), GFI (Goodness of Fit Index), IFI (Incremental Fit Index), NFI (Normed Fit Index) and NNFI (Non-Normed Fit Index). For CFA, $\chi 2$ is calculated by dividing the value of $\chi 2$ to the value of degrees of freedom. The acceptable value for RMSEA is between .05 and .08. The acceptable model fit index for CFI, IFI, RFI, NFI, and NNFI is .90 (Hair et al., 2014). Cronbach's Alpha coefficients were then evaluated for inner reliability of the adapted scale.

Descriptive statistics were calculated, i.e. arithmetic means for teachers' self-efficacy regarding CRCM, and dependent samples *t* test was done to compare teachers' self-efficacy beliefs with regard to the sub-scales. Descriptive analysis was implemented on the qualitative data obtained from the semi-structured interviews. The researcher first transcribed all audio-recorded interviews after which the transcriptions were re-read, to find core consistencies and meanings, and coded by the researcher. Deductive approach was used in coding the data since the themes emerged from the sub-dimensions of the scale. Then, two experts working in the field of curriculum and instruction were asked to check the coding using Miles and Huberman's (1994) formula (reliability= agreement / (agreement + disagreement) X 100) to calculate inter-coder reliability. The mentioned reliability was calculated as .87 and .89 between experts and the researcher, and .84 between two experts. The obtained values entail high reliability since Miles and Huberman suggested that a reliability of 80% agreement between coders was sufficient.

Results

Results regarding the first research question

Having obtained linguistic equivalence, exploratory factor analysis (EFA) was conducted since this scale was to be implemented in a different culture. First of all, univariate normality assumption was checked. Field (2013) stated that it is more important to look at the values of skewness and kurtosis rather than calculating their significance if the sample is large (200 or more). The skewness and kurtosis values of the present study were found between -1 and +1, therefore ensuring the distribution's normality. In addition, the assumption of multivariate normality was not met according to Mardia's test, so principal axis factoring was used (Hair et al., 2014). Promax rotation was also implemented in order to ensure the validity of the instrument (Field, 2013).

In addition, Keiser Meyer Olkin (KMO) test was performed to check the sample's adequacy. Field (2013) states that the KMO value varies between 0 and 1. The value close to 1 indicates factor analysis is appropriate to yield distinct and reliable factors. In this data set, KMO value was found .95, which is evaluated as superb according to Kaiser (1974, acc. to Field 2013). Also, Bartlett's test of sphericity was implemented and found significant *X2 (df=595) = 8309.534, p<.000*. Thus, it was considered that the data were appropriate for factor analysis.

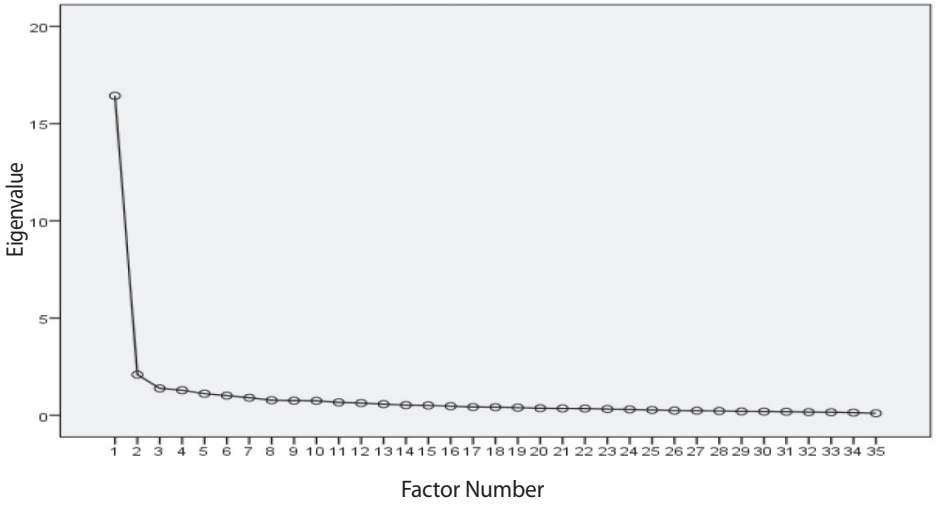

Figure 1. Scree plot for CRCMSE

EFA was conducted via promax rotation. The pattern matrix was checked and the items with factor loadings greater than 0.30 were considered (Field, 2013). After checking the pattern matrix, item 25 was removed since it consisted of two factors. Item 27 was also removed because its factor load was less than 0.30. The number of factors was determined according to the eigenvalues greater than one. When EFA

was conducted, six factors with eigenvalues greater than one were extracted. Then the scree plot was checked, wherein factors with large eigenvalues cause a sharp descent in the curve followed by a tailing off (Field, 2013). Hence, by examining the theoretical structure, besides scree plot (factors with sharp descents in the curve followed by a tailing off), two factors with 33 items were kept. The 1st factor explained 47.48% and the 2nd 4.90% of the variance, which means they together explained 52.38% of the variance. Factor 1 included 27 items and Factor 2 consisted of 6 items.

The factor structure of the CRCMSE scale was ensured via confirmatory factor analysis (CFA). Lisrel 8.8 was used for the analysis. CFA was conducted using the Maximum Likelihood estimation method with robust standard errors (MLR) because multivariate normality assumption was not met.

CFA was run again and some modifications were implemented in order to improve the model fit between item pairs 1-2, 19-20, 23-24 and 34-35 with higher error covariance. These items belonged to the first factor. Another modification was also conducted between items 26-28, which belonged to the second factor. After the modifications, CFA proposed the following model fit indices: X^2 (df= 489) = 1576.31, p<.000, RMSEA = .083, CFI = .97, NFI = .96, NNFI = .97, IFI = .97, RFI = .95. The value of $\chi 2/df$ = 3.22 (p< .000) indicates that the model has a good fit since it is under 5 (Byrne, 1998). Also, RMSEA index value shows a good fit since it is between 0 and .08 (Tabachnick & Fidell, 2013). The model's other values of fitness also indicate a good fit range since all of them are between .90 and 1 (Sumer, 2000; Tabachnick & Fidell, 2013; Thompson, 2004). Figure 2 presents standardized path coefficients for the two-factor CRCMSE.

As a result, the Turkish version of the CRCMSE scale consisted of two sub-scales. The first sub-scale was named Instructional and *Behavioural Adaptations* and included 27 items. The second sub-scale was named *Students' family and mother country related adaptations* and included 6 items (Items 26, 28, 29, 31, 32 and 33).

The validity of the CRCMSE scale was also ensured through convergent validity which indicates that items of a specific construct should either converge or share high variance (Hair et al., 2014). Hair et al. (2014) suggested checking the size of factor loadings, and, in this sense, standardized loading estimates should be significant at .5 or higher. It is seen that factor loadings of each item are significant and higher than .5, except for item 3. Moreover, as suggested by Hair et al. (2014), average variance extracted (AVE) is checked as an indicator of convergence, with .5 or higher suggesting adequate convergence, and an AVE under .5 suggesting more errors remain in the items than variance explained. Having analyzed the AVE of the first and second sub-scale, they were found .49 and .46, respectively. As a result, it can be concluded that both sub-scales showed partial convergent validity.

Reliability coefficients for the first sub-scale, second sub-scale and the overall scale were calculated as .96, .87 and .96, respectively, and these values were evaluated as good and excellent according to George and Mallery's (2003, p. 231) classification: "_ > .9 – excellent and _ > .8 – good."

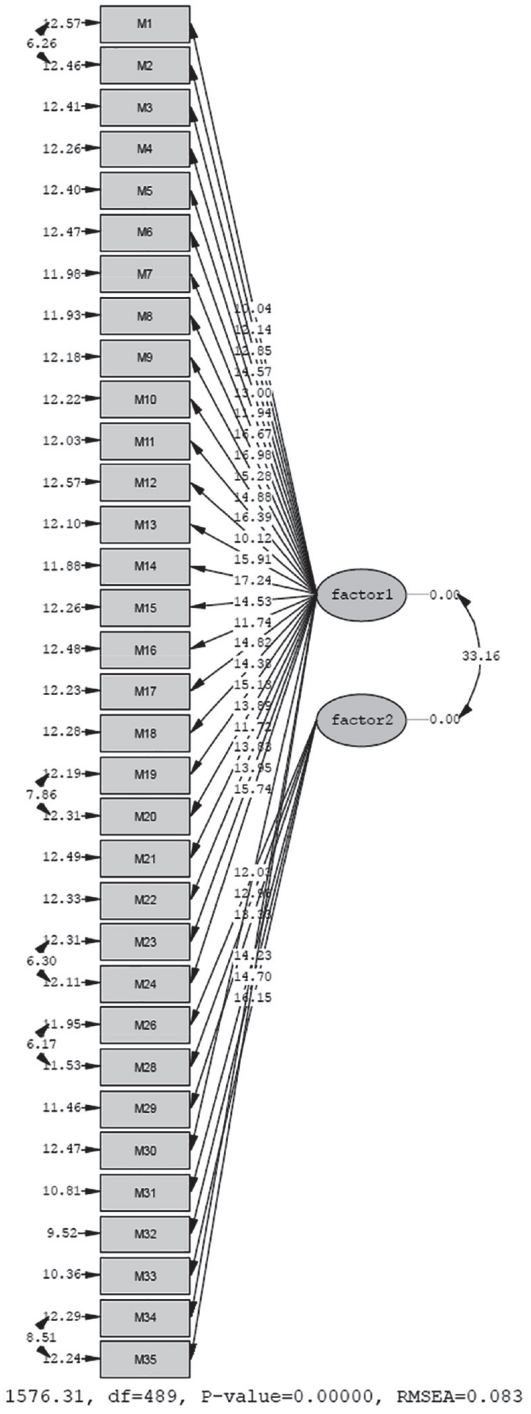

Figure 2. Standardized path coefficients for two-factor CRCMSE

Results regarding the second research question

Table 2 displays the results of dependent samples t-test results performed in order to determine the level of teachers' CRCM self-efficacy and whether it differs with regard to the sub-scales.

The lowest overall score one can get on CRCMSE scale is 0 and the highest is 100. Based on these reference scores, the analysis of the mean scores teachers obtained on the sub-scales revealed that their level of self-efficacy is high with regard to the overall scale and sub-scales.

Table 2
Dependent samples t-test results

Sub-scales	N	X	*sd*	*df*	*t*	*P*
Instructional and behavioural adjustment	327	79.55	1.19	326	-117.105	.00*
Students' family and mother country	327	70.04	1.40			
Overall	327	77.71	0.91			

* p< .05

According to Table 2, a significant difference was found between teachers' instructional and behavioural adjustment self-efficacy and self-efficacy in the students' family and mother country related adjustment ($t_{(327)}$=-117.105, p<.05). In this regard, it is possible to conclude that teachers felt less competent and efficient in building relationships with student's family and making adaptations regarding their mother country.

Findings regarding the third research question

Teachers' behaviour regarding CRCM and CRT is presented in Table 3:

As seen in Table 3, qualitative findings reveal teachers could not indicate a variety of effective CRCM and CRT behaviours, as opposed to quantitative findings showing that teachers had high self-efficacy about CRCM. Teachers used instructional and behavioural adjustment more than adjustment regarding students' family and mother country. In terms of Instructional and behavioral adjustment, teachers tried to integrate culturally diverse students in class by asking questions. Teachers also implemented minor adaptations in the curricula such as integrating content related to daily life and different cultures. Furthermore, they endeavoured to show care and interest by learning about students' needs. However, teachers working in high socio-economic status schools (Teachers 6 and 7) totally ignored culturally diverse students due to reasons such as demanding curricula, lack of school policies for culturally diverse students, lack of training on teaching such classes and curricula/textbooks lacking multicultural elements. As regards to adjustment based on students' family and mother country, teachers used only applications such as *Whatsapp* to be able to communicate with parents, since they stated that they lacked parents' support.

Table 3
Teachers' behaviour regarding CRCM and CRT

Teachers	Teachers' Behaviour	Type of Adjustment
Teacher 1	Providing for basic needs instead of educational needs Learning students' needs Using collaborative activities Attending a short training to teach in multicultural classes	Instructional and behavioural adjustment
Teacher 2	Investigating students' needs Exempting students from learning Turkish grammar Using question-answer to make students participate and improve their self-confidence Integrating content related to daily life Adapting content when it is too nationalistic Communicating with parents via *Whatsapp* groups	Instructional and behavioural adjustment Adjustment regarding student family and mother country
Teacher 3	Using cooperative learning to make culturally diverse students communicate with Turkish peers and get ready for daily life Not receiving parents' support, trying to communicate with parents via *Whatsapp* groups	Instructional and behavioral adjustment Adjustment regarding student family and mother country
Teacher 4	Showing care and interest Integrating content related to students' cultures Investigating and using methods from students' native country Letting students play instruments and pieces they used to play in their native country Showing flexibility in grading	Instructional and behavioural adjustment
Teacher 5	Holding lower expectations for culturally diverse students such as expecting them just to learn Turkish Integrating students through question-answer method	Instructional and behavioural adjustment
Teacher 6	Ignoring culturally diverse students, depicting students as invisible in class	
Teacher 7	Ignoring culturally diverse students due to curricula, school policies and lack of training	

Discussion and conclusions

The Turkish version of the CRCMSE scale fitted this cultural context better with a two-factor structure. This difference may be because teachers perceive adjustments regarding culturally diverse students' family and mother country as a separate construct since the results of t-test for dependent samples showed a significant difference between teachers' self-efficacy in the two sub-scales. Similarly, in a German adaptation of the CRCMSE scale, a two-factor structure was obtained including *Instructional and relational adaptations* and *Cooperative learning arrangements* (Civitillo et al., 2016). The extracted two-factor structure in this study supports the mentioned theory. The

first extracted factor is related to the instruction component of Siwatu's (2007) and Gay's (2010) CRT framework and Weinstein et al.'s (2003) classroom management component of establishing appropriate student behaviour and making necessary behavioural adjustments. The second extracted factor is related to Weinstein et al.'s (2003) classroom management component of working with families to build strong partnerships and bridging the gap between home and school proposed within Gay's (2010) CRT framework.

Quantitative findings revealed that teachers felt confident about working with students from culturally diverse backgrounds. Similar to the current study, Bonner et al. (2018) found in their study that teachers reported high levels of competence in CRT. In Turkey, classrooms are not as diverse as in the USA, and Turkish teachers' reported self-efficacy may not reflect reality. As Debnam et al. (2015) found, teachers reported they used CRT strategies more than it was observed in actual classroom practice. Thus, long-term in-class observations may be conducted in order to reveal teachers' CRT and CRCM practices.

Another interesting result was that teachers' self-efficacy perceptions of adjustments regarding students' families and mother country were meaningfully lower than their self-efficacy beliefs about instructional and behavioural adjustments. This result is supported with the qualitative findings which showed teachers lacked parents' support. Similar to the current study, Hue and Kennedy (2012) found that teachers in Hong Kong had difficulty in creating quality partnership with parents. Hence, schools may be advised to find effective ways of building partnership between parents and teachers such as home visits, phone calls or online calls.

Quantitative data showed that teachers had high CRCMSE, and the qualitative findings indicated that teachers did not implement CRCM and CRT enough. Teachers could not indicate a variety of effective classroom management strategies, except trying to integrate culturally diverse students by asking them questions. Also, qualitative findings showed that teachers had different CRT practices depending on the school's socio-economic status. Teachers working in low- and medium-level socio-economic schools tried to meet culturally diverse students' psychological and physiological needs more than their educational needs. Hence, it is possible to maintain that teachers working in low- and medium-level socio-economic schools frequently used the *Caring* dimension of Gay's (2010) CRT framework. This situation may have stemmed from the fact that Syrian students, who were exposed to violence, have probably developed trauma or post-traumatic stress disorder, as pointed out by Aras and Yasun (2016), so teachers might have prioritized students' basic and psychological needs in order to help them recover. Therefore, it could be recommended that educational needs of culturally diverse students should also be addressed and more so through the use of various strategies, as suggested in the *Child-Centered instruction* dimension of Aceves and Orosco's (2014) CRT framework.

As for schools of high socio-economic level, teachers there did not implement any of the CRT practices such as integration of content on/from different cultures or academic improvement. Culturally diverse students were completely invisible due to factors such as school policies, demanding curriculum or lack of training. Teachers' indifference to culturally diverse students may be due to competition among schools regarding the results of national assessments and a small number of culturally diverse students in classes. Similarly, Yang et al.'s (2014) study identified problems such as lack of cultural dimension in the curriculum and small numbers of culturally diverse students.

Qualitative data also showed that teachers lack sufficient knowledge and training to apply CRT and CRCM. As shown in Karatas and Oral's (2019) study, Turkish elementary teaching curricula were found insufficient in terms of providing the necessary knowledge and skills for CRT. Preparing teachers for CRT and CRCM is an ongoing challenge for teacher education institutions, and current teacher education practices do not assist pre-service teachers in learning how to design lessons for diverse classrooms (Sleeter, 2017; 2007). In the updated Turkish teacher education curricula, a course called Inclusive Education was proscribed as an elective course. This course includes dimensions such as inclusive methods and techniques, planning teaching, selection of inclusive materials and activities and lesson planning implementations (Council of Higher Education, 2018). Hence, designing such courses, including both theoretical and practical elements, can be suggested with the aim of preparing pre-service teachers for teaching culturally diverse students effectively and be more responsive to them. Similarly, Sobel et al. (2011) underline the need for future teacher education to revise the curriculum, content and internship opportunities in order to better prepare pre-service teachers for CRT. In addition, quality professional development programs should be organized to address in-service teachers' needs for CRT.

Furthermore, it was revealed that Turkish curricula and textbooks do not contain multicultural elements which would help teachers conduct CRT practices. Similarly, the study conducted by Cho and Park (2016) found that Korean elementary and secondary textbooks lacked cultural responsive content. Therefore, it is suggested that culturally responsive pedagogy should be selected as the fundamental principle of national curricula and textbooks.

With regard to assessment and evaluation, it was found that teachers do not implement alternative evaluation techniques for culturally diverse students. Contrary to this finding, Yang et al.'s (2014) study revealed that teachers used alternative evaluation methods for culturally diverse students, which resulted in other students questioning the objectivity of assessment.

The current study yielded some important results, although it has some limitations. Namely, data were gathered from teachers working in the city in western Turkey. This study would have been more significant if it had included teachers from different regions of Turkey. Hence, future research may be conducted with a larger teacher

sample from different regions of Turkey where more culturally diverse students attend each class. Besides, the qualitative part of the study was limited to data obtained from seven teachers. It could have been better if more interviews and other qualitative data collection methods had been conducted. For further research, long-term observations are recommended in order to determine how teachers employ CRT and CRCM and compare teachers' reported self-efficacy and actual performance based on which their education needs would be identified.

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Fatma Özüdoğru
Usak University, Faculty of Education
No: 328, 64200 Uşak, Turkey
fatma.ozudogru@usak.edu.tr

Samoučinkovitost turskih učitelja u kulturno osjetljivom upravljanju razredom: odrazi kulturno osjetljivoga poučavanja

Sažetak

Cilj je ovoga rada prilagoditi skalu Samoučinkovitosti u kulturno osjetljivom upravljanju razredom (SKOUR) u turskom kontekstu i utvrditi razinu SKOUR-a turskih učitelja i načine poučavanja osjetljivoga na kulturne razlike i upravljanja razredom upotrebom istraživačke tehnike miješanih metoda. Tijekom prilagodbe skale provedene su eksplorativna i konfirmativna faktorska analiza. Adaptirana ljestvica primijenjena je s ciljem dobivanja deskriptivnih podataka, a provedeni su i intervjui s učiteljima. Kvantitativni podatci analizirani su putem podataka deskriptivne statistike i t-testa za zavisne uzorke, a kvalitativni podatci podvrgnuti su deskriptivnoj analizi. Rezultati su pokazali da je prilagođena verzija ljestvice turskom kulturnom kontekstu bolja s dvofaktorskom strukturom. Deskriptivni podatci pokazuju visoka uvjerenja učitelja o SUROKR-u. Ipak, rezultati intervjua pokazuju da su učitelji koji rade u školama s lošim socioekonomskim uvjetima pokušavali zadovoljiti psihološke, fiziološke i ostale potrebe svojih učenika u većoj mjeri nego njihove obrazovne potrebe, dok su učitelji koji rade u školama s vrlo dobrim socioekonomskim uvjetima bili daleko od poučavanja osjetljivoga na kulturne razlike zbog školske politike, kurikula i manjkavoga obrazovanja.

Ključne riječi: *kulturno osjetljivo poučavanje; kulturno osjetljivo upravljanje razredom;; samoučinkovitost; učenici iz drugih kultura; učitelji.*

Uvod

TALIS izvješće iz 2018. godine pokazuje porast jezične, etičke i kulturne raznolikosti u kontekstima učenja zbog promjenjivosti ekonomskih čimbenika i opsežnih migracija stanovništva tijekom posljednjega desetljeća. Kao odraz navedenoga mnoge zemlje daju prednost multikulturnom obrazovanju (OECD, 2018). Stoga, veća osjetljivost za kulturu, jezik i interese širokoga spektra učenika postaje nužnost u školi 21. stoljeća (Tomlinson, 2015).

Slično tome, nakon dolaska velikoga broja imigranata iz Sirije na početku 2011. godine, turske učionice postale su raznolikije. Turska je priznala važnost integracije izbjeglica u turskom društvu i osiguravanja kvalitetnoga obrazovanja koje je važno

kako za izbjeglice, tako i za tursko društvo (ERG, 2018). Od vitalne je važnosti obrazovati učenike iz drugih kultura u školi kroz prakse osjetljive na kulturne razlike, jer je dokazano da takvi učenici u javnim školama općenito postižu ispodprosječan uspjeh (Aceves i Orosco, 2014). Razlog tomu možda je, kako tvrdi Bonner (2009), način poučavanja učitelja koji je često zasnovan na lokalnoj kulturi, što rezultira nejednakostima u razredu i slabim uspjehom učenika iz drugih kultura. Ako im se ne pruži odgovarajuća podrška, učenici migranti / pripadnici druge kulture suočavaju se s izazovima u procesu učenja (Europska unija, 2017). Unatoč tome, Bottiani i suradnici (2018) tvrde da malo edukatora ima dovoljno razvijene sposobnosti za prevladavanje kulturnih razlika koje bi učenicima omogućilo uspješno učenje. Budući da je raznolikost u učionicama važno pitanje u Turskoj već skoro desetljeće, obrazovanje učitelja u području kulturne raznolikosti predstavlja velike izazove za institucije obrazovanja učitelja i profesionalni razvoj praktičara (Turner, 2007). U Turskoj 18 % učitelja poučava u razredima s barem 10 % učenika čiji materinski jezik nije jezik na kojem se izvodi nastava, a ipak, turski su učitelji u prosjeku pokazali manji stupanj kompetencije u poučavanju u višekulturnom i višejezičnom okruženju nego učitelji u drugim zemljama OECD-a (OECD, 2018).

Percipirana kompetencija učitelja za poučavanje povezana je sa samoučinkovitosti koja je definirana kao „vjerovanje pojedinaca u vlastite sposobnosti izvođenja specifičnih zadataka poučavanja na određenoj razini kvalitete u specifičnim situacijama" (Dellinger i sur., 2008, str. 752). Uvjerenja učitelja o samoučinkovitosti mogu služiti kao snažan prediktor načina na koji će se učitelji ponašati i odluka koje će donositi (Bandura, 1997; Pajares, 2003). Relevantna istraživanja su pokazala snažnu povezanost između niske samoučinkovitosti i smanjenih ishoda učenja učenika (Bruce i sur., 2010; Guo i sur., 2012). Osim toga, samoučinkovitost učitelja često se povezuje s kvalitetnim učioničkim praksama, akademskom prilagodbom učenika, kao i blagostanjem učitelja (Ryan i sur., 2015; Vieluf i sur., 2013; Zee i Koomen, 2016), te većom podrškom i pozitivnijom razrednom okolinom (Guo i sur., 2012). U tom smislu nužno je odrediti i povećati samoučinkovitost učitelja s obzirom na kulturno osjetljivo poučavanje (KOP) i kulturno osjetljivo upravljanje razredom (KOUR).

Kulturno osjetljivo poučavanje (KOP)

Gay (2002) smatra da KOP proistječe iz kulturnih osobina, iskustava i perspektiva etnički različitih učenika, s ciljem da učenje tih učenika postane primjerenije i učinkovitije. Gay (2013) također naglašava važnost podrške postignuća učenika kroz njihove vlastite kulturne filtere. Istraživanja pokazuju da KOP povećava uspjeh učenika iz drugih kultura ako im je osigurana dovoljna podrška u ostvarivanju potencijala, bez obzira na porijeklo (Gay, 2010). Tomlinson (2015) smatra da učitelji trebaju diferencirati poučavanje kako bi zadovoljili potrebe kulturno različitih učenika. Naime, od njih se zahtijeva da saznaju razinu spremnosti, potreba i interesa učenika.

Edukatori predlažu razne okvire i pristupe za KOP koji imaju potencijal poboljšati učenje učenika iz drugih kultura (Aceves i Orosco, 2014; Gay, 2002; 2010; Siwatu,

2007). Aceves i Orosco (2014) navode navode sljedeće dimenzije koje bi učitelji trebali razmotriti: „*rješavanje problema*", „*poučavanje usmjereno na dijete*", „*ocjenjivanje*" i „*materijale*". Učitelji osjetljivi na kulturne razlike u tom bi kontekstu trebali predstaviti autentične probleme koje bi učenici rješavali, odgovarati na potrebe učenika i njihova kulturnoga porijekla, ocjenjivati takve učenike formalnim i neformalnim postupcima evaluacije te integrirati materijale koji ne zanemaruju kulturnu pozadinu učenika.

Nadalje, okvir (2010) KOP-a Geneve Gay uključuje dimenzije „brige, komunikacije, kurikuluma i poučavanja". Učitelji bi trebali koristiti interese učenika kao priliku za učinkovito učenje. Također je nužno za učitelje da usporede vlastite diskurzivne stilove s onima učenika kako bi omogućili učenje i **učinkovitije komunicirali. Učitelji bi također u kurikul** trebali uključiti elemente iz različitih kultura. Stil poučavanja učitelja treba odgovarati stilovima **učenja, iskustvima i** kulturnoj orijentaciji učenika iz drugih kultura.

S druge strane, Siwatuov (2007) KOP okvir uključuje drugačiju sastavnicu, tj. upravljanje razredom kao dodatak sastavnicama kurikula i poučavanja, ocjenjivanja učenika i obogaćivanja kulture. Upravljanje razredom zahtijeva da učitelji pažljivije razmatraju i primjenu zbog sve veće raznolikosti kulturne pripadnosti učenika (Milner i Tenore, 2010).

Smatra se važnim istražiti i povećati samoučinkovitost učitelja u KOP-u s obzirom na područja u različitim okvirima KOP-a jer postoji veća vjerojatnost da će učitelji veće samoučinkovitosti isprobati nove zamisli poučavanja i odgovoriti na potrebe slabijih učenika (Ross i Bruce, 2007). Prilikom pregleda relevantne literature uočava se rastući broj studija o samoučinkovitosti u KOP-u, a većina njih koristi različite ljestvice samoučinkovitosti (Debnam i sur., 2015; Siwatu, 2007; Siwatu i sur., 2016; Young i sur., 2019).

Kulturno osjetljivo upravljanje razredom (KOUR)

Smatra se da tradicionalni pristupi upravljanju razredom mogu biti manjkavi i zanemarivati elemente kulture, stoga se mogu pokazati kao neučinkoviti za učenike iz različitih kultura (Siwatu i Starker, 2010). Zato mnogi edukatori preporučuju KOUR (Brown, 2004; Weinstein i sur., 2004). Učitelji s nedovoljno razvijenim KOUR vještinama izvješćuju o niskim razinama samoučinkovitosti u upravljanju razredom i u takvim razredima učenici iz različitih kultura imaju slab uspjeh (Gay, 2010; Siwatu i sur., 2015). Integracija KOUR praksi može umanjiti niska postignuća i lošu disciplinu učenika iz različitih kultura (Weinstein i sur., 2003).

Martin i suradnici (2016) tvrde da učitelji učinkoviti u upravljanju razredom mijenjaju svoje strategije na osnovi karakteristika učenika poput kulturnih normi i vrijednosti. Neke strategije za primjenu KOUR-a uključuju stvaranje učinkovitoga razrednoga ozračja, podršku akademskim i društvenim ciljevima, postizanje očekivanoga ponašanja učenika, upotrebu primjerenih intervencija za pomoć učenicima s problemima u ponašanju i rad s obiteljima (Weinstein i sur., 2003), upoznavanje kulturne pozadine učenika, voljnost za upotrebu KOUR strategija (Weinstein i sur., 2004), interakciju s

učenicima na kulturno dosljedne načine i stvaranje brižne učioničke okoline (Brown, 2003, 2004; Weinstein i sur., 2003), zahtijevanje truda i akademskih rezultata učenika (Brown, 2004), postavljanje jasnih pravila, ispravljanje ponašanja učenika kadgod je to potrebno, razvijanje pozitivnih odnosa između učitelja i učenika te prilagodbu metoda poučavanja potrebama učenika (Tartwijk i sur., 2009). Te strategije sadržane su u literaturi o KOP-u (Gay, 2002; Ladson-Billings, 1995). KOP se uglavnom fokusira na pedagogiju i sadržaj, dok se KOUR bavi ponašanjem i učitelja i učenika u učioničkoj okolini (Weinstein i sur., 2004).

Budući učitelji u Turskoj imaju samo jedan obavezan kolegij upravljanja razredom, koji ne obuhvaća sadržaj iz kulturne raznolikosti (Vijeće visokog obrazovanja, 2018). Pored toga, Ladson-Billings (1995) tvrdi da obrazovanje ne priprema učitelje dovoljno za rad u multikulturnim okolinama. U tom smislu od vitalne je važnosti ustanoviti KOP učitelja i njihova uvjerenja o samoučinkovitosti u kulturno osjetljivom upravljanju razredom (SKOUR-u). Iz navedenoga proizlaze neki remedijalni postupci koji se mogu primijeniti na fakultetima za obrazovanje budućih učitelja, a kako bi se razvile njihove KOP i KOUR kompetencije i uvjerenja o samoučinkovitosti.

Sve je više istraživanja u literaturi koja se fokusiraju na razvoj skale za mjerenje samoučinkovitosti u KOP-u (Guyton i Wesche, 2005; Hsiao, 2015; Siwatu, 2007; Spanierman i sur., 2011). Ipak, ljestvice razvijene u tim istraživanjima većinom zanemaruju dimenziju upravljanja razredom. Osim toga, naslovi u literaturi koji se bave isključivo SKOUR-om su ograničeni (Brown 2004; Siwatu i sur., 2015; Weinstein i sur., 2003, 2004). Budući da ne postoji ljestvica koja mjeri specifično SKOUR, u ovom istraživanju upotrijebljena je ljestvica koju su dizajnirali Siwatu i suradnici (2015), prevedena na turski jezik i adaptirana turskom kontekstu, kako bi se ispitala uvjerenja turskih učitelja o SKOUR-u. Spomenuta ljestvica je jednofaktorske strukture i uključuje 35 čestica. Rezultat 0 znači apsolutni nedostatak samopouzdanja, a 100 ukazuje na potpuno samopouzdanje. Unutarnja pouzdanost SKOUR ljestvice bila je ,97, što ovu ljestvicu čini visoko pouzdanom (Siwatu i sur., 2015).Štoviše, zabilježen je porast u broju istraživanja o percepciji samoučinkovitosti u KOP-u (Frye i sur., 2010; Siwatu, 2007; Young i sur., 2019). Ipak, te su studije provedene sa studentima, budućim učiteljima upotrebom kvantitativnih metoda. U tom smislu smatra se značajnim utvrditi samoučinkovitost učitelja praktičara u modelu istraživanja koje koristi miješane metode.

Cilj istraživanja

Ovo istraživanje ima za cilj ne samo prilagoditi SKOUR ljestvicu turskom kontekstu i ispitati učiteljsku percepciju SKOUR-a, već i objasniti ponašanja učitelja u vezi KOUR-a i KOP-a. Rezultati istraživanja možda će omogućiti identifikaciju zadataka poučavanja za koje se učitelji osjećaju najmanje i najviše kompetentnima prilikom upravljanja kulturno raznolikim razredima. Na osnovi glavnoga cilja istraživanja postavljena su istraživačka pitanja, kako slijedi:

1) Je li prilagođena SKOUR skala valjana i pouzdana?
2) Koja je razina SKOUR uvjerenja učitelja?
3) Koja su ponašanja učitelja s obzirom na KOUR i KOP?

Metode

Model istraživanja

Ovo je istraživanje zasnovano na modelu miješanih metoda u kojemu se koriste oboje kvantitativni i kvalitativni instrumenti sakupljanja podataka. Kvalitativni podatci sakupljeni su kako bi se objasnili kvantitativni podatci. U kvantitativnoj fazi istraživanja SKOUR ljestvica je prilagođena turskom kontekstu i primijenjena na učiteljima kako bi se ispitala razina njihova SKOUR-a. U kvalitativnom dijelu istraživanja su provedeni intervjui s učiteljima kako bi se utvrdila njihova ponašanja u vezi KOUR-a i KOP-a. Prema tome, podatci su analizirani odvojeno, a rezultati su uspoređeni (Creswell, 2012)

Sudionici

Sudionici u ovom istraživanju bili su učitelji odabrani metodom namjernoga uzorkovanja, koja je jedna od metoda uzorkovanja bez uvida u vjerojatnosti. U procesu namjernoga uzorkovanja istraživači formiraju uzorak prema procijenjenoj prisustnosti značajki koje se istražuju (Cohen i sur., 2011).

U ovoj studiji ukupno je 290 učitelja uključeno u eksplorativnu faktorsku analizu i 327 učitelja u konfirmativnu faktorsku analizu. Učitelji sudionici rade u osnovnim i nižim srednjim školama zapadne Turske koje pohađaju učenici iz drugih kultura.

Osim toga, u istraživanju je sudjelovalo sedam učitelja odabranih namjernim i prigodnim uzorkovanjem. U tom kontekstu, učitelji koji su pristali sudjelovati u istraživanju odabrani su iz škola različitoga socioekonomskoga statusa. Klasifikacija škola u smislu socioekonomskoga statusa zasnovana je na lokaciji škole u gradu. Demografska svojstva sudionika prikazana su u Tablici 1.

Tablica 1
Demografske karakteristike sudionika

Učitelj	Spol	Predmet	Iskustvo	Razina obrazovanja	Socioekonomski status škole
T1	Ženski	engleski	14	Osnovna škola	Nizak
T2	Ženski	turski	18	Niža srednja škola	Nizak
T3	Muški	razrednik	8	Osnovna škola	Nizak
T4	Muški	glazbeni	21	Niža srednja škola	Srednji
T5	Ženski	razrednik	9	Osnovna škola	Srednji
T6	Ženski	engleski	14	Niža srednja škola	Visok
T7	Ženski	matematika	16	Niža srednja škola	Visok

Metode i postupci sakupljanja podataka

Podatci u ovome istraživanju sakupljani su od učitelja tijekom proljetnoga polugodišta u 2018./2019. školskoj godini. Podatci su sakupljeni upotrebom SKOUR skale i polustrukturiranih intervjua.

Prilagodba SKOUR skale

Prije početka istraživanja zatražena je autorizacija upotrebe od istraživača koji je razvio skalu i po upitu odobrio njezinu upotrebu putem e-pošte (Siwatu i sur., 2015).

U prvoj provjeri jezične valjanosti istraživač koji je završio studij anglistike i još dva anglista, neovisno jedni o drugima, preveli su originalnu ljestvicu na turski jezik, a zatim se okupili i raspravili svaku česticu te se usuglasili o privremenom prijevodu na turski jezik. Kasnije su oblik i čestice originalne ljestvice provjerila tri anglista i učinili potrebne izmjene. Nakon toga, tri su stručnjaka provjerila čestice turske ljestvice u smislu primjerenosti turskom jeziku: dva lingvista zaposlena na Odsjeku za turski jezik, koji su ujedno fluentni govornici engleskoga jezika, te treći stručnjak, docent, predavač kolegija *Kurikul i nastava*, koji je završio projekt podrške lokalnim učiteljima u obrazovanju imigranata, lektorirali su prijevod, tj. učinili potrebne promjene na osnovi svojih mišljenja i preporuka. Naposljetku, još je jedan anglist ponovo preveo skalu na engleski jezik kako bi se osigurala jezična usklađenost.

Polustrukturirani intervju

Polustrukturirani intervjui provedeni su sa sedam osnovnoškolskih učitelja. Dva stručnjaka sa specijalizacijama u području obrazovnih znanosti sudjelovala su u konzultacijama za pripremu nacrta intervjua. Rezultat toga procesa bile su općenite izjave koje su potom modificirane. Tijekom intervjua postavljeno je šest pitanja, a intervjui su snimljeni radi transkripcije. U intervjuima se pitalo učitelje koriste li strategije učinkovitoga upravljanja razredom u kulturno raznolikim razredima te rade li ikakve promjene u sastavnicama kurikula s obzirom na analizu potreba, sadržaja, procesa učenja i poučavanja i ocjenjivanje. Intervjui su trajali 34 do 45 minuta.

Analiza podataka

Na početku istraživanja provedena je eksplorativna faktorska analiza kako bi se utvrdili faktori SKOUR ljestvice. Prije početka same analize izračunati su Bartlettov koeficijent sferičnosti i Keiser Meyer Olkin (KLMO) koeficijent kako bi se ustanovila primjerenost podataka za faktorsku analizu. Eksplorativna faktorska analiza provedena je u program SPSS 22.0. Također je provjerena linearnost i jednovarijatna normalnost distribucije te je ustanovljeno da su ti uvjeti zadovoljeni (Tabachnick i Fidell, 2007). Osim toga, pretpostavka multikolinearnosti provjerena je analizom faktora varijance inflacije (VIF) i vrijednostima tolerancije. Izračunati koeficijenti korelacije su ispod ,90, vrijednosti tolerancije nisu iznosile više od ,10, a VIF vrijednosti su bile ispod 10 (Field, 2013). Stoga se može zaključiti da vrijednosti multikolinearnosti nisu prekršene. Rezultati provedenoga Mardia testa pokazuju da multivarijatna normalnost nije zadovoljena. Stoga je upotrijebljena PAF tehnika (Hair i sur., 2014).

Konfirmativna faktorska analiza provedena je u programu Lisrel 8.8, i njome su dobiveni i potom evaluirani indeksi pristajanja modela. Prema Hairu i suradnicima (2014) pristajanje modela se određuje na osnovi sljedećih mjera: hi-kvadrat test,

RMSEA (korijen iz kvadrata srednje pogreške aproksimacije), CFI (komparativni indeks pristajanja), GFI (indeks najboljega pristajanja), IFI (inkrementalni indeks pristajanja), NFI (normirani indeks pristajanja) i NNFI (Tucker-Lewis indeks). Za konfirmativnu faktorsku analizu izračunat je $\chi 2$ dijeljenjem vrijednosti $\chi 2$ na vrijednosti stupnjeva slobode. Za RMSEA prihvatljiva je vrijednost između ,05 i ,08. Za CFI, IFI, RFI, NFI i NNFI prihvatljiv je indeks pristajanja ,90 (Hair i sur., 2014). Osim toga, evaluirani su Cronbachovi alpha koeficijenti kako bi se utvrdila unutrašnja pouzdanost adaptirane skale.Nadalje, primijenjene su mjere deskriptivne statistike, tj. izračunate su aritmetičke sredine učiteljske samoučinkovitosti u KOUR-u. Također je proveden t-test za nezavisne uzorke kako bi se usporedila uvjerenja učitelja o samoučinkovitosti s obzirom na podskale. Za analizu kvalitativnih podataka dobivenih u polustrukturiranim intervjuima primijenjena je deskriptivna analiza. Istraživač je prvo transkribirao sve audiozapise intervjua i nakon toga ponovo pročitao transkripte s ciljem utvrđivanja njihove dosljednosti i značenja te ih obradio. Budući da su teme proizašle iz poddimenzija skale, prilikom obrade podataka upotrijebljen je deduktivni pristup. Dva su stručnjaka u području kurikula i obrazovanja potom provjerila obrađene transkripte i primijenila formulu Milesa i Hubermana (1994) (pouzdanost = slaganje / (slaganje + neslaganje) X 100) kako bi izračunala pouzdanost među ocjenjivačima. Pri tome su dobili vrijednosti ,87 i ,89 između stručnjaka i istraživača i ,84 između dva stručnjaka. Dobivene vrijednosti smatraju se pokazateljima visoke pouzdanosti prema Milesu i Hubermanu, koji navode 80 % slaganja između ocjenjivača kao dovoljno visoku pouzdanost

Rezultati

Rezultati s obzirom na prvo istraživačko pitanje

Nakon što je stvoren jezični ekvivalent, provedena je eksplorativna faktorska analiza (EFA) zbog toga što je skala namijenjena za primjenu u drugačijoj kulturi. Prije svega provjerena je pretpostavka jednovarijatne normalnosti. Field (2013) navodi da je važnije uzeti u obzir podatke o spljoštenosti i asimetriji nego izračunati njihovu značajnost ako je uzorak velik (200 ili više ispitanika). U ovoj studiji dobivene su vrijednosti asimetrije i spljoštenosti između -1 i +1. Stoga je osigurana normalna distribucija podataka. Osim toga, upotrebom Mardia testa ustanovljeno je da pretpostavka multivarijatne normalnosti nije zadovoljena, pa je upotrijebljena PAF tehnika eksplorativne analize (Hair i sur., 2014). Primijenjena je i promax rotacija kako bi se osigurala valjanost instrumenta (Field, 2013).

Osim toga, proveden je Keiser Meyer Olkinov (KMO) test primjerenosti uzorka. Field (2013) navodi da vrijednosti KMO-a variraju između 0 i 1. Vrijednosti blizu 1 znače da je faktorska analiza primjerena za dobivanje pouzdanih faktora. U ovoj skupini podataka KMO vrijednost je ,95 što se, prema Kaiseru, smatra odličnim (1974, prema Field, 2013). Također je proveden Barlettov test sferičnosti i izračunata hi-kvadrat vrijednost $(df = 595) = 8309.534, p < ,000$. Stoga se smatra da su podatci primjereni za faktorsku analizu.

EFA je provedena putem promax rotacije. Provjerena je matrica uzorka te su razmatrani faktori sa zasićenjem iznad 0,30 (Field, 2013). Nakon provjere uzorka matrice uklonjena je čestica 25 kao faktor s dvije čestice. Zatim je uklonjena čestica 27 zbog faktorskoga zasićenja manjega od 0,30. Broj faktora utvrđen je prema faktorima čije su svojstvene vrijednosti veće od jedan. Nakon što je provedena EFA, ekstrahirani su faktori sa svojstvenim vrijednostima većima od jedan. Potom je provjeren grafički prikaz (*Scree plot*) u kojemu su faktori s velikim svojstvenim vrijednostima uzrokovali oštar spust krivulje praćen smanjivanjem vrijednosti (Field, 2013). Stoga su prilikom ispitivanja teorijske strukture, osim grafičkoga prikaza (faktori s oštrim padom krivulje praćenim smanjivanje vrijednosti), zadržana dva faktora s 33 čestice. Prvi faktor objašnjava 47,48 % i drugi 4,90 % varijance. Ta dva faktora zajedno objašnjavaju 52,38 % varijance. Prvi faktor obuhvaća 27 čestica i drugi 6 čestica.

Slika 1.

Faktorska struktura SKOUR skale osigurana je konfirmativnom faktorskom analizom (KFA) koja je provedena u programu Lisrel 8.8. robusnom metodom najveće vjerojatnosti (MLR), zbog toga što nije zadovoljena pretpostavka multivarijatne normalnosti.

KFA je provedena još jednom, uz neke modifikacije, kako bi se povećala primjerenost modela između parova čestica 1 - 2, 19 - 20, 23 - 24 i 34 - 35 s višom kovarijancom pogreške. Te čestice pripadaju prvom faktoru. Još je jedna promjena učinjena između čestica 26 - 28 koje pripadaju drugom faktoru. Nakon modifikacija dobiveni su sljedeći indeksi pristajanja: X^2 (df = 489) = 1576,31, p < ,000, RMSEA =,.083, CFI = ,97, NFI = ,96, NNF I= ,97, IF I= ,97, RFI = ,95. Vrijednost $\chi 2/df = 3,22$ (p < ,000) pokazuje dobro pristajanje modela zato što je manja od 5 (Byrne, 1998). Također, vrijednost RMSEA indeksa pokazuje dobro pristajanje modela jer je između 0 i ,08 (Tabachnick i Fidell, 2013). Druge mjere pristajanja modela također pokazuju dobar raspon pristajanja budući da su sve između ,90 i 1 (Sumer, 2000; Tabachnick i Fidell, 2013; Thompson, 2004). Slika 2 prikazuje standardizirane koeficijente za dvofaktorsku SKOUR skalu.

Stoga, turska verzija SKOUR skale obuhvaća dvije podskale. Prva podskala nazvana je „Prilagodbe poučavanja i ponašanja" i uključuje 27 čestica. Druga podskala nazvana je „Prilagodbe vezane uz odnose s obitelji i domovinu učenika" i uključuje 6 čestica (čestice 26, 28, 29, 31, 32 i 33).

Valjanost SKOUR skale također je osigurana putem konvergentne valjanosti koja pokazuje da bi se čestice specifične građe trebale približavati ili dijeliti visoku varijancu (Hair i sur., 2014). Hair i suradnici (2014) nalažu provjeravanje veličine zasićenja faktora i, u tom smislu, standardizirane procjene zasićenja trebale bi biti značajne na razini ,5 ili višoj. Prilikom analize zasićenja faktora vidljivo je da su zasićenja faktora svih čestica značajna i viša od .5, osim čestice 3. Štoviše, kako navode Hair i suradnici (2014), prosječna ekstrahirana varijanca (AVE) indikator je konvergencije i za adekvatno približavanje treba iznositi .5 ili više, a AVE manji od ,5 pokazuje da u česticama ostaje više grešaka nego što je objašnjeno varijancom. Vrijednosti AVE-a

prve i druge podskale su ,49 i ,46, tim redoslijedom. Može se stoga zaključiti da obje podskale pokazuju djelomičnu konvergentnu valjanost.

Koeficijenti pouzdanosti prve podskale i cijele skale iznose ,96, ,87 i ,96, tim redom, a te vrijednosti su procijenjene kao dobre i odlične, prema Gerogeovoj i Mallerijevoj (2003, str. 231) klasifikaciji: „_ > ,9 – odlično i _ > ,8 – dobro".

Slika 2.

Rezultati s obzirom na drugo istraživačko pitanje

U Tablici 2 prikazani su rezultati t-testa za zavisne uzorke, koji je proveden s ciljem određivanja razine samoučinkovitosti učitelja u KOUR-u i utvrđivanja eventualnih razlika u njihovoj samoučinkovitosti s obzirom na podskale.

Najniži mogući ukupni rezultat na KOUR ljestvici je 0, a najviši 100. Na osnovi tih referentnih rezultata, analizom srednjih rezultata učitelja na podskalama otkrivena je visoka razina samoučinkovitosti učitelja s obzirom na cjelokupnu skalu i podskale.

Tablica 2.
Rezultati t-testa za zavisne uzorke

Podskale	N	X	*sd*	*df*	*t*	*P*
Prilagodba poučavanja i ponašanja	327	79,55	1,19	326	-117,105	,00*
Veze s obitelji i domovinom učenika	327	70,04	1,40			
Ukupno	327	77,71	0,91			

* p< .05

Podatci u Tablici 2 pokazuju značajnu razliku između samoučinkovitosti učitelja u prilagodbi vezanoj uz poučavanje i ponašanje i njihove samoučinkovitosti u prilagodbi vezanoj uz obitelj i domovinu učenika ($t_{(327)}$ = -117,105, p < ,05). S obzirom na navedeno, moguće je zaključiti da su se učitelji osjećali manje efikasnima u prilagođavanju obiteljima i domovini učenika.

Rezultati s obzirom na treće istraživačko pitanje

U Tablici 3 prikazani su podatci o KOUR-u i KOP-u učitelja:

Kao što je vidljivo iz Tablice 3, kvalitativni rezultati pokazali su da učitelji nisu naveli mnogo učinkovitih KOUR ni KOP ponašanja, dok su kvalitativni rezultati pokazali da učitelji imaju visoku samoučinkovitost u vezi KOUR-a. Učitelji koriste više prilagodbi u poučavanju i ponašanju nego u vezi s obitelji i domovinom učenika. U smislu prilagodbi poučavanja i ponašanja učitelji pokušavaju integrirati učenike iz drugih kultura u razred postavljanjem pitanja. Učitelji također primjenjuju manje prilagodbe kurikula, poput integriranja sadržaja povezanoga sa svakodnevnim životom i različitim kulturama. Nadalje, učitelji nastoje pokazati brigu i interes kroz upoznavanje potreba učenika. Ipak, učitelji u školama visokoga socioekonomskoga statusa (učitelji 6 i 7) potpuno zanemaruju učenike iz drugih kultura zbog razloga kao što je intenzivan kurikul, nedostatak školskih propisa koji bi regulirali obrazovanje učenika iz različitih kultura, manjkavost obrazovanja u području poučavanja takvih

razreda i nedostatak multikulturnih elemenata u kurikulima i udžbenicima. Što se tiče prilagodbi koje se odnose na obitelji i domovinu učenika, učitelji koriste jedino grupe za komunikaciju kako bi ostvarili kontakt s roditeljima budući da navode da im nedostaje roditeljske podrške.

Tablica 3.
Ponašanja učitelja s obzirom na KOUR i KOP

Učitelji	Ponašanje učitelja	Vrsta prilagodbe
Učitelj 1	Zadovoljavanje osnovnih umjesto obrazovnih potreba Upoznavanje potreba učenika Primjena suradničkih aktivnosti Pohađanje kraćega oblika obrazovanja o poučavanju u multikulturnim razredima	Prilagodba poučavanja i ponašanja
Učitelj 2	Istraživanje učeničkih potreba Izuzimanje učenika od učenja turske gramatike Korištenje pitanja i odgovora kako bi se učenici uključili i osjećali samopouzdanije Uključivanje sadržaja vezanoga za svakodnevicu Prilagodba sadržaja kada je previše nacionalistički Komuniciranje s roditeljima putem *Whatsapp* grupa	Prilagodba poučavanja i ponašanja Prilagodba vezana uz odnose s obitelji i domovinu učenika
Učitelj 3	Primjena suradničkoga učenja s ciljem komunikacije učenika iz drugih kultura s turskim vršnjacima i njihovoga pripremanja za svakodnevni život Izostanak podrške roditelja, pokušaj komunikacije s roditeljima u *Whatsapp* grupama	Prilagodba poučavanja i ponašanja Prilagodba vezana uz odnose s obitelji i domovinu učenika
Učitelj 4	Pokazivanje brige i interesa Uključivanje sadržaja o kulturama kojima učenici pripadaju Istraživanje i upotreba metoda iz domicilne zemlje učenika Davanje dozvole učenicima za sviranje instrumenta iz domovine Fleksibilnost u ocjenjivanju	Prilagodba poučavanja i ponašanja
Učitelj 5	Manja očekivanja od učenika iz drugih kultura, poput toga da se od njih očekuje samo da nauče turski jezik Integriranje učenika kroz pitanja i odgovore	Prilagodba poučavanja i ponašanja
Učitelj 6	Ignoriranje učenika iz drugih kultura, prikazivanje učenika kao nevidljivih u razredu	
Učitelj 7	Ignoriranje učenika iz drugih kultura zbog kurikula, propisa škole i manjka obrazovanja.	

Rasprava i zaključci

Turska inačica SKOUR skale bolje pristaje ovom kulturnom kontekstu u dvofaktorskoj strukturi. Razlog navedene razlike može biti činjenica da učitelji promatraju partnerske prilagodbe vezane uz obiteljske odnose i domovinu učenika kao odvojen konstrukt, s obzirom da su rezultati t-testa za zavisne uzorke također ukazali na značajne razlike između učiteljske samoučinkovitosti na dvije podskale. Slično tome, u istraživanju

koje je koristilo adaptaciju SKOUR skale njemačkom kontekstu također je dobivena struktura koja uključuje dva faktora, „prilagodbu poučavanja i odnosa" i „suradničko učenje" (Civitillo i sur., 2016). Dobivena dvofaktorska struktura u ovom istraživanju u skladu je s navedenim istraživanjem. Prvi ekstrahirani faktor vezan je uz sastavnicu „poučavanja" KOP okvira Siwatua (2007) i Gay (2010), te komponentu upravljanja razredom Weinsteinove i suradnika (2003), koja uključuje manifestaciju očekivanih ponašanja učenika i potrebne prilagodbe ponašanja. Drugi dobiveni faktor povezan je sa sastavnicom upravljanja razredom Weinsteinove i suradnika (2003), koja podrazumijeva rad s obiteljima s ciljem izgradnje jakih suradničkih odnosa i premošćivanje praznine između doma i škole koju sugerira Gayn KOP okvir (2010).

Kvantitativni rezultati pokazuju da su učitelji samopouzdani kada je riječ o radu s učenicima iz različitih kultura. Slično ovom istraživanju, Bonner i suradnici (2018) otkrili su da učitelji izvješćuju visoke razine kompetencije u KOP-u. U Turskoj razredi nisu toliko raznoliki kao u SAD-u, a zabilježena samoefikasnost turskih učitelja možda ne odražava stvarnost. U istraživanju Debnamove i suradnika (2015) učitelji su izjavili da koriste KOP strategije u većoj mjeri nego što je to zabilježeno u stvarnoj učioničkoj praksi. Stoga bi se mogle provesti dugoročne opservacije u razredu kako bi se ustanovile KOP i KOUR prakse učitelja.

Još jedan zanimljiv rezultat jest da su uvjerenja učitelja o samoučinkovitosti u „prilagodbi obiteljskim odnosima i domovini učenika" bila značajno niža nego njihova uvjerenja o samoučinkovitosti u „prilagodbi poučavanja i ponašanja". Ovaj rezultat podržavaju kvalitativni rezultati koji su pokazali da učiteljima nedostaje podrška roditelja. Slično ovom istraživanju, Hue i Kennedy (2012) ustanovili su da učitelji u Hong Kongu imaju poteškoća u stvaranju kvalitetnih suradničkih odnosa s roditeljima. Tako se može preporučiti da škole pronađu učinkovite načine razvijanja partnerskih odnosa između roditelja i učitelja poput kućnih posjeta, telefonskih ili *online* poziva.

Iako su kvantitativni podatci pokazali visoku razinu KOUR-a učitelja, kvalitativni rezultati govore da učitelji nisu dovoljno primjenjivali KOUR i KOP. Učitelji nisu naveli dovoljan broj učinkovitih strategija upravljanja razredom osim pokušaja integracije učenika u razred postavljanjem pitanja. Osim toga, kvalitativni rezultati pokazuju da učitelji imaju različite KOP prakse s obzirom na socioekonomski status škole. Učitelji zaposleni u školama niskoga ili srednjega socioekonomskoga statusa pokušavaju zadovoljiti psihološke i fiziološke potrebe učenika iz drugih kultura u većoj mjeri nego njihove obrazovne potrebe. Zato se može reći da učitelji u školama nižega socioekonomskoga statusa češće koriste dimenziju „brige" KOP okvira Gay (2010). Ova situacija možda proizlazi iz činjenice da sirijski učenici, koji su bili izloženi nasilju, možda pate od traume ili PTSP-a, kako ističu Aras i Yasun (2016), pa su tako učitelji u prvi plan stavili osnovne i psihološke potrebe učenika, s ciljem da im se pomogne u opravku od trauma. Stoga se može preporučiti ispunjavanje i obrazovanih potreba učenika iz drugih kultura, štoviše, upotrebom raznolikih nastavnih strategija kao što predlaže dimenzija „na dijete usredotočene nastave" Acevesova i Oroscova (2014) KOP okvira.

Učitelji u školama visokoga socioekonomskoga statusa ne primjenjuju KOP prakse poput integracije sadržaja o drugim kulturama ili unaprjeđivanje nastave. Učenici iz

različitih kultura potpuno su nevidljivi zbog čimbenika poput politike škole, zahtjevnoga kurikula i nedostatnoga obrazovanja. Uzrok ravnodušnosti učitelja prema učenicima iz različitih kultura možda je kompeticija među školama zbog nacionalnoga testiranja i mali broj takvih učenika u razredima. Slično tome, Yang i suradnici (2014) u svojemu su istraživanju utvrdili probleme poput manjka dimenzije kulture u kurikulu i maloga broja učenika iz drugih kultura.

Kvalitativni podatci također pokazuju manjkavost znanja i obrazovanja učitelja u području primjene KOP-a i KOUR-a. Prema rezultatima istraživanja Karatasa i Orala (2019) program obrazovanja osnovnoškolskih učitelja u Turskoj ne pruža dovoljno znanja i vještina za KOP. Pripremanje učitelja za KOP i KOUR kontinuirani je izazov za obrazovne institucije, a postojeće prakse obrazovanja učitelja ne pomažu budućim učiteljima u osmišljavanju nastave za kulturno raznolike razrede (Sleeter, 2017; 2007). Kurikulu za obrazovanje učitelja u Turskoj osuvremenjen je kolegijem Inkluzivno obrazovanje. Ovaj kolegij uključuje dimenzije poput uključivih metoda i tehnika, planiranja poučavanja, odabira inkluzivnih materijala i aktivnosti te primjenu nastavnih planova (Vijeće za visoko obrazovanje, 2018). Stoga, može se preporučiti pokretanje takvih kolegija koji bi uključivali i teorijske i praktične elemente s ciljem pripremanja budućih učitelja za učinkovitije poučavanje kulturno raznolikih razreda i veću osjetljivost za učenike iz drugih kultura. Slično tome, Sobel i suradnici (2011) predlažu revidiranje programa obrazovanja učitelja, sadržaja i prilika stažiranja s ciljem bolje pripreme budućih učitelja za KOP. Osim toga, trebalo bi organizirati kvalitetne obrazovne programe koji bi zadovoljili potrebe KOP-a učitelja u službi.

Nadalje, rezultati pokazuju da turski kurikuli i udžbenici ne sadrže multikulturne elemente koji bi pomogli učiteljima u provedbi KOP praksi. Slično tome, istraživanje Choa i Parka (2016) pokazalo je da korejski osnovnoškolski i srednjoškolski udžbenici nemaju dovoljno kulturno osjetljivoga sadržaja. Stoga se predlaže odabirati kulturno osjetljivu pedagogiju kao osnovni princip nacionalnih kurikula i udžbenika.

S obzirom na evaluaciju i ocjenjivanje utvrđeno je da učitelji nisu primjenjivali alternativne tehnike procjene s učenicima iz drugih kultura. Suprotno tome, Yang i suradnici (2014) su otkrili da učitelji koriste alternativne metode ocjenjivanja učenika iz drugih kultura, što je rezultiralo time da ostali učenici propituju objektivnost ocjenjivanja.

U ovome istraživanju dobiveni su važni rezultati, s nekim ograničenjima. Naime, podatci su dobiveni od učitelja koji rade u gradu u zapadnoj Turskoj. Istraživanje bi bilo značajnije da je uključivalo više učitelja iz različitih regija Turske. Stoga bi se buduća istraživanja trebala provesti s većim uzorkom učitelja iz različitih područja Turske, gdje je prisutna veća kulturna raznolikost. Osim toga, kvalitativni dio istraživanja ograničen je na podatke dobivene od sedam učitelja. Bilo bi bolje provesti veći broj intervjua i upotrijebiti druge metode sakupljanja kvalitativnih podataka. Preporuka za buduća istraživanja je dugoročna opservacija s ciljem utvrđivanja načina na koje učitelji primjenjuju KOP i KOUR te usporedba izvještaja učitelja o vlastitoj samoučinkovitosti i njihove stvarne izvedbe, na osnovi čega bi se utvrdile potrebe učitelja za dodatnim obrazovanjem.