The Relation Between Multicultural Competency Perceptions and Democratic Values of Primary Teachers at Schools That Foreigner Students Attend

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Abstract

The aim of this study is investigating the relatioship between multicultural competency perceptions and democratic values of the primary teachers at schools foreigner students attend. In the research, 499 primary teachers among 1980 teachers working at primary schools that foreigner students attend in Trabzon, Rize, Giresun, Ordu, Samsun provincial centers in 2015-2016 school year are included according to the volunteering and impartiality rules. The data is collected by using *"Multicultural Competency Perceptions Scale"* and *"Democratic Values Scale"*. As a result of the study, it is found that the primary teachers at schools foreigner students attend perceive their multicultural competencies in awareness, knowledge and skills dimensions as "sufficient". Teachers opinions in seeking fairness dimension of democratic values is at the level of "I agree"; in justice, respect to the differences and equity dimensions are at the level of "completely agree". It is seen that, the participant teachers internalized the justice, respect to differences and equity dimensions of democratic values higher than the seeking fairness dimension. It is determined that there is a medium level relation, positively, between the multicultural competency perceptions and democratic values. It is observed that as the democratic values of teachers increase, their multicultural competencies perceptions increase; as democratic values decrease, multicultural competency perceptions decrease either. It is concluded that the reason of having higher multicultural competency perception is related to the internalizing the democratic values for teachers.

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Introduction

Due to the civil wars, politic unrest, conflicts and the disadvantages caused by poverty and under developing, people have been obliged to leave their own habitats for centuries. Because of these or similar reasons, being obliged to settle in different regions has created groups that has culturally different ethnic and linguistic origins (Giddens, 2005). This fact, called as migration, is seen as one of the reasons of cultural diversity in recent societies (Doytcheva, 2009, p. 11). The concept of multiculturalism is defined as the state of living together under the same political structure of different cultures with a mutual respect and tolerance.

Multiculturalism includes to be tolerant to different life styles and to be respectful that every citizen may have equal rights (Spiecker & Steutel, 2001). Moller (2006), states that essential characteristics of individuals who imbibes democratic values are considered essential rights and freedoms, pluralism, respecting to differences, equity and justice. In this context, there is a similarity between the perspectives of democracy and multiculturalism (Bulut & Başbay, 2014). This similarity, points out the importance of having democratic values in a multicultural society. On the other side, education undertakes important roles in building and agreement culture in multicultural societies (Başbay & Kağnıcı, 2011). Providing tolerance in a multicultural education environment is related to the multicultural competency perceptions and having democratic values of teachers. Multicultural competency perceptions, democratic values of the primary teachers and the relation between them is the topic of this article.

Multiculturalism

Culture is defined as "the values and perceptions that a society possesses and distributes to its members and those are reflected on behaviors, create those behaviors and are used to interpret them" (Haviland, Prins, Walrath, & McBride, 2008, p. 103), and "all materialistic and moral values created in historical and social development process and tools that are used to create them and to transmit to the next generations and show the measures of sovereignty to the natural and social environment of human being" (Türk Dil Kurumu [TDK], 2015). In the widest meaning, multiculturalism is "a political program, intellectual discussion and practical experience that reform institutions of modern democracies, give opportunity to people to develop and transmit their differences and express the need of to know about different cultures" (Doytcheva, 2009, p. 25).

Modern societies are facing the demands of minorities of aware of their own identities and saving their cultural differences more day by day (Kymlicka, 2003, p. 10). In this meaning, the concept of multiculturalism stems from the government policies that allow minorities to express their cultural differences. On the other side, multiculturalism is a project of cultural recognition that not only a few historical groups which benefit from some special arrangement, but also all individuals whatever their origins do so (Doytcheva, 2009, p. 18). More clearly; "multiculturalism is to recognize all cultural dimensions such as race, ethnicity, language, gender, age, disability, social class, education and religious tendency" (Anderson, 2000). At the same time, Multiculturalism is, as Haviland et al. (2008, p. 802) stated, "a policy that express to be respectful and tolerant to cultural diversities in order to manage cultural diversity in a multi-ethnic grouped society." Multicultural education states the thoughts and approaches that defend reflecting multicultural policies to education (Yazıcı, Başol, & Toprak, 2009). A multicultural education represents the values of democratic and social justice including equity, justice and respect (Abdullah, 2010).

According to Banks (1991), multiculturalism, includes the key concepts including culture, migration, racism, cultural assimilation, structural assimilation, ethnic groups, stereotypes, biases and institutional racism. Teachers use understandings related to these concepts, in order to help their students to define their emotions and experiences and building connections between different issues (Banks, 2009). Banks, accepts equalitarian pedagogy as one of the dimensions of multicultural education

and expresses the importance of using equalitarian pedagogy in multicultural classrooms. According to him/her, when the teachers use techniques and methods which facilitate the academic success of students from several racial, ethnic and social class groups, there is an equalitarian pedagogy in those classrooms (Banks, 1993; Banks & Banks, 1995). Similarly, Bennett (2001) expresses that equalitarian pedagogy is an important component of multicultural education and claims that it is neglected. The main purpose of equalitarian pedagogy is to provide fair and equal education opportunities for students and youths of all nations, especially ethnic minorities and economically disadvantaged countries.

Democratic Values

Values, help individuals to create their own thoughts and professional opinions and support their attitudes and tendencies (Everard, 1995; as cited in Yılmaz, 2011). Democracy is an important component of values system (Akın & Özdemir, 2009). Büyükdüvenci (1990), states brotherhood, tolerance, neutrality, freedom, respect to person and justice among the values of democracy and points "respect to person" as the fundamental value of democracy. Kıncal (2007, p. 85), states "human personality, human honor and freedom among fundamental values of democracy". According to Moller (2006) the individuals who imbibe democratic values should be aware of fundamental rights and freedoms, consider other people's opinions, make conscious decisions, be pluralist, be able to accept differences and defend equity and justice (as cited in Akın & Özdemir, 2009, p. 187).

In the societies that different cultures live together, in order to create a culture of living together, there is a need of an environment that democratic values are practiced. Doubtlessly, education is one of the institutions that meet this need. Because, it has the potential of gaining the students coming from different cultures the experience of living together in a multicultural society. So, Blair (2003) and Davies (1999) states the task of bringing students in democratic values as the essential role of schools. Doytcheva (2009) sees the school in the center of the issues related to cultural recognition. According to him/her, the role of education is to create a normalized and interchangeable population in order to provide the function of modern industry state. From this perspective, teachers should have an attitude that students from different ethnic origins can know each other and proud of their own culture (Barrington, 1981). On the other side, teachers are expected to behave appropriate with the principles of equalitarian pedagogy to the students who are in a multicultural classroom environment and are different from each other.

Teacher competencies include knowledge, skills and values that must be possessed by teachers in order to perform the teaching task efficiently and effectively (Ministry of National Education [MNE], 2008). Ministry of National Education (MNE), determined teacher competencies as general competencies and subject-specific competencies and states the behavior of considering social and cultural differences of students among the general competencies of teacher profession (MNE, 2006) Self-efficacy is defined as "their opinions about themselves related to perform a specific performance needed for organizing necessary activities and achieving them" (Bandura, 1997). Self-efficacy beliefs effects how people think about themselves, feel themselves, motivate themselves and act (Bandura, 1995). For example, Caprara, Barbaranelli, Steca, and Malone (2006), in their research, proved that self-efficacy beliefs of teachers affect their job satisfaction and academic performance of students. Brownell and Pajares (1999), similarly, say that the teacher perceptions about their teaching abilities affect their behaviors and attitudes.

Teachers are expected to have an attitude that provide students with being proud of them their culture and makes them to meet and save each other (Barrington, 1981). According to Multicultural and Academic Competencies for Teachers, teachers need to have understanding themselves, understanding the culture of others and academic-multicultural competencies (Washington, 2003; as cited in Başbay & Kağnıcı, 2011). Intercultural competency, generally, expresses to show empathy towards people from

different cultures, understand their behaviors and thoughts and accept similarities and differences (Eğinli, 2011).

The conflicts in Syria have caused a huge migration that affect a number of far or near countries. Turkey is the country which is the mostly affected by this refugee migration because of its geographical location. According to the data from ombudsman institution, there are totally 4 millions of refugees, 3 million of them are Syrian. 500 thousands of Syrian refugee children attend primary and secondary schools (Malkoç, 2017). It is possible to encounter Syrian students at schools in the cities where the Syrian families mostly settled in the schools where different cultures are together, multicultural classroom environments are formed. The fact of multicultural education, is one of the current education topics of Turkey. Therefore, teachers must have multicultural competencies and this is becoming increasingly important in order to organize a multicultural educational environment day by day.

The level of possession of multicultural competencies and democratic values for the primary teachers at schools foreigner students attend is shown as an important topic. Because, it is known that tolerance, attitude and behaviors of teachers have effect on students (Yeşil, 2002). The individual who has democratic values, may show empathy about the results of discrimination that hurt human dignity. According to Donnelly (2004), teachers should show sympathy in order to build a tolerant environment in the classroom and be model to students by removing discrimination and providing everybody with equal opportunity of talking (Kıroğlu, Elma, Kesten, & Egüz, 2012, p. 89). Banks (1987), points out that teachers shouldn't have bias to students from different cultures in their classrooms, should respect their culture and use appropriate methods and techniques. From this perspective, ability of teachers to fulfill the duties and responsibilities expected of them in a multicultural classroom environment, are closely related to the acquisition of multicultural qualifications and the possession of democratic values. So, it is anticipated that it is worthwhile to investigate the level of multicultural competencies and democratic values for the primary teachers at schools where foreigner students attend.

When the researches in the literature are reviewed, it is seen that the researches on multiculturalism has become common; but these focus on scale development and thoughts and attitudes about multiculturalism (see Başbay & Kağnıcı, 2011; Başarır, Sarı, & Çetin, 2014; Başarır, 2012; Cırık, 2014; Coşkun, 2012; Çoban, Karaman, & Doğan, 2010; Demircioğlu & Özdemir, 2014; Karaçam & Koca, 2012; Kaya & Söylemez, 2014; Koçak & Özdemir, 2015; Özdemir & Dil, 2013; Polat, 2012; Subaşı, 2013; Toprak, 2008; Tortop, 2014; Türkan, Aydın, & Üner, 2016; Yavuz & Anıl, 2010; Yazıcı et al., 2009; Yazıcı, Pamuk, & Yıldırım, 2016). Among the researches of multiculturalism, the researches of multicultural competencies are limited (e. g. Bulut & Başbay, 2014; Cırık, 2014; Demir & Başarır, 2013), and no research is found to determine the perceptions of multicultural competencies and democratic values of the primary teachers at schools where foreigner students attend.

On the other side, the researches about democratic values of teachers and pre-service teachers are mostly implemented on democratic attitudes of teachers (Aydemir & Aksoy, 2010; Coşkun, 2011; Ercoşkun & Nalçacı, 2008; Gömleksiz & Kan, 2008; Gömleksiz & Çetintaş, 2011; Güven, Kaya, & Aslan, 2014; Karahan, Sardoğan, Özkamalı, & Dicle, 2006; Merey, Kaymakçı, & Kılıçoğlu, 2011), and there are very little studies about democratic values (see Akın & Özdemir, 2009; Çermik, 2013; Karadağ, Baloğlu, & Yalçınkayalar, 2006; Oğuz, 2011; Uygun & Engin, 2014; Yazıcı, 2011; Yılmaz, 2011). The studies made are those investigating the relation between classroom management styles and democratic values (Yılmaz, 2011), democratic attitudes and democratic values (Karadağ et al., 2006) and democratic values and teaching-learning understandings (Oğuz, 2011). No research is found among the researches searched investigating the relation between democratic values and multiculturalism.

Yazıcı et al. (2009), have proposed to investigate the relationship between the scale of multicultural education attitudes they have adopted and the dimensions developed in terms of democratic attitudes. Providing a tolerant education environment to foreigner students is related to the multiculturalism perceptions of teachers are sufficient and they have democratic values. That is why determining the multicultural competency perceptions and democratic values of the primary teachers at schools where foreigner students attend and investigating the relation between them is seen as important. Because, it is considered that these research findings will help to determine the policies enhancing foreigner students to benefit from education right and will provide an insight to further researches. On the other side, it is assumed that the research findings will provide data for planning and implementing in-service and pre-service trainings of teachers. From this point of view, this study aims to investigate the relationships between multicultural competency perceptions and democratic values of the primary teachers at schools where foreigner students attend and answers to the following questions have been sought:

1. What is the multicultural perception level of primary teachers at schools where foreigner students attend?

2. What is the level of democratic values of primary teachers at schools where foreigner students attend?

3. Is there a meaningful relationship between multicultural competence perceptions and democratic values of primary teachers at schools where foreigner students attend?

Method

Research Model

In this study, it is aimed to find whether there is a relation between multicultural competency perceptions and democratic values of the primary teachers at schools where foreigner students attend. Therefore, this is a research in correlational survey model. "Survey model is a research approach that aims to describe a situation in the past or present as it is (Karasar, 1995).

Universe and Sample

The universe of the research is consisted of 1980 teachers working at primary schools that foreigner students attend in Trabzon, Rize, Giresun, Ordu, Samsun provincial centers. The sample is 499 primary teachers who accepted to participate the research according to the volunteering and impartiality rules. 251 (50.3%) of teachers are female and 248 (49.7%) are male teachers.

Instruments for Collecting Data

During the process of data collection; the *"Multicultural Competency Perceptions Scale"* that developed by Başbay and Kağnıcı (2011) is used to determine multicultural competency perceptions and the *"Democratic Values Scale"* by Çermik (2013) is used to determine democratic attitudes of teachers.

Multicultural Competency Perceptions Scale, developed by Başbay and Kağnıcı (2011), measures the levels of multicultural "awareness", "knowledge", and "skills" of teaching staffs. Awareness dimension of the scale consists of items reflecting the attitudes of teacher towards different cultural structures. Knowledge dimension consists of items include the having information levels and the efforts spent for having information of teachers about both themselves and other people around them. Skills dimension consists of the items reflection the expected skills that a teacher has in and out of the classroom related to the multiculturalism. The Cronbach Alpha coefficients of the scale are (1) 0.85 in awareness dimension; (2) 0.87 in knowledge dimension; 0.91 in skills dimension; and 0.95 for whole scale (Başbay & Kağnıcı, 2011).

It is claimed that the scale might be used in the researches made with the teachers working in the field (Başbay & Kağnıcı, 2011). Bulut (2014) has conducted a validity and reliability study in order to use this scale in the researches that will include teachers. In Bulut's (2014) study, the Ki-Square value is found as 2263.72 (p<0.001) in confirmatory factor analysis. This Ki-Square value has been found as significant as expected. *X2/d* value is found as 2.91; NNFI value is 0.95; CFI value is 0.95 and RMSEA value is found as 0.068. In the calculation that was conducted for the reliability of the scale, the Cronbach Alpha reliability coefficients are found as 0.84 for awareness, 0.83 for knowledge, 0.84 for skills dimensions respectively and 0.93 for whole scale. As a result of the DFA results and analysis, it is decided that the scale is valid and reliable. So it is used in the thesis research titled "investigating multicultural competency perceptions of teachers" (Bulut, 2014).

Democratic Values Scale was developed by Çermik (2013). It is a 5-point Likert scale. The scale was applied to 1022 teacher candidates studying in the Faculty of Education of Pamukkale University. As a result of the factor analysis, 24 items had been eliminated and the scale is made up with 17 items. The Kaiser-Mayer Olkin (KMO) value has been found as 0,848 after factor analysis. The Bartlett Sphericity test statistics (x^2 = 4971,442; p<0,05) of the data in the research have been found as significant. The 0.848 KMO value shows that the factor analysis can be used for those data. As a result of the analysis, it has been seen that the scale has one dimension and four factors. The sub-factors of the scale are called as; (1) seeking fairness, (2) respect to differences, (3) justice and (4) equity. The explained variances by the factors are respectively 27.97% by the first factor, 12.90% by the second factor, 7.74% by the third factor and 6.36% by the fourth factor. The 17 items explain the 54.97 of the total variances. It has been seen that factor loading values are between 0.40 and 0.87 for four factors. The Cronbach Alpha of whole scale has been found as 0.848 (Çermik, 2013). In the calculation for this research, the Cronbach Alpha reliability coefficient has been found as 0.90 for seeking fairness dimension; 0.89 for respect to differences dimension; 0.91 for justice dimension; 0.71 for equity dimension and 0.94 for whole scale.

Data Analysis

The scale forms were distributed to and collected from the schools in Trabzon, Rize and Giresun by the researcher himself. The questionnaires were posted to schools in Samsun and Ordu and collected back after teachers filled via post. In the analysis of data, SPSS 15.0 is used. The descriptive statistic techniques of percentage, frequency, arithmetic mean, standard deviation were used. The relation between multicultural competency perceptions and democratic attitudes was checked by Pearson Correlation coefficient technique. In order to determine the strength of the relations in correlation analysis, the ranges of 0.70-1.00 high; 0.69-0.30 moderate; 0.29-0.00 low are used (Büyüköztürk, 2002; Köklü, Büyüköztürk, & Çokluk Bökeoğlu, 2007). The significance level is determined as 0.05.

Results

In this part, the findings obtained by the data analysis are organized in tables and presented below.

1. The Findings About Multicultural Competency Perceptions of Teachers

The findings related to the research question of "What is the multicultural perception level of primary teachers at schools where foreigner students attend?" are presented in Table 1.

Table 1. The Means of Multicultural Competency Perceptions of Primary Teachers at Schools Where Foreigner Students Attend

Sub Factors	n	$\overline{X}$	SD	Grading	Interpretation
Awareness	499	3,85	,53	I agree	Enough
Knowledge	499	3,73	,67	I agree	Enough
Skill	499	3,70	,55	I agree	Enough
Whole Scale	499	3,77	,50	I agree	Enough

Table 1 shows the mean values of sub-dimensions of multicultural competencies of primary teachers When the arithmetic means are viewed, it is seen that the highest mean belongs to awareness factor ($\overline{X}$ = 3.85), it is followed by knowledge ($\overline{X}$ = 3.73) and skills ($\overline{X}$ = 3.70) respectively. The mean of the whole scale is found as ($\overline{X}$ = 3.77). The findings show that primary teachers internalize the opinions about the multicultural competencies at "I agree" level.

2. The Findings About Democratic Values of Primary Teachers

The findings related to the research question of "What is the level of democratic values of primary teachers at schools where foreigner students attend?" are presented in Table 2.

Table 2. The Means About Democratic Values of Primary Teachers at Schools Where Foreigner Students Attend

Sub Factors	n	$\overline{X}$	SD	Grading	Interpretation
Seeking fairness	499	4,19	,69	I agree	Adopting
Respect to Differences	499	4,33	,69	Totally Agree	Very Adopting
Justice	499	4,60	,63	Totally Agree	Very Adopting
Equity	499	4,29	,70	Totally Agree	Very Adopting
Whole Scale	499	4,34	,59	Totally Agree	Very Adopting

Arithmetic means of teachers about imbibing democratic values are presented in Table 2. When the arithmetic means are viewed, it is seen that the highest mean belongs to justice factor ($\overline{X}$ = 4,60), it is followed by respect to differences ($\overline{X}$ = 4.33), equity ($\overline{X}$ = 4.29) and seeking fairness ($\overline{X}$ = 4.19) respectively. The mean of the whole scale is found as ($\overline{X}$ = 4.34). Findings show that teachers imbibe the opinions about democratic values at "I agree" level at seeking fairness dimension and "completely agree" level at justice, respect to differences and equity dimensions respectively.

3. The Findings About the Relation Between Multicultural Competency Perceptions and Democratic Values

Table 3. The Correlation Values Relationship Between Multicultural Competency Perceptions and Democratic Values of Primary Teachers at Schools Where Foreigner Students Attend

Variables		2	3	4	5	6	7	8	9
Multicultural Competencies	1. Awareness	,71**	,49**	,25**	,42**	,34**	,33**	,87**	,38**
	2. Skill	-	,65**	,28**	,41**	,34**	,32**	,93**	,39**
	3. Knowledge		-	,31**	,40**	,34**	,32**	,78**	,39**
Democratic Values	4. Seeking fairness			-	,61**	,62**	,66**	,32**	,88**
	5. Respect to Differences				-	,70**	,76**	,47**	,86**
	6. Justice					-	,64**	,39**	,84**
	7. Equity						-	,37**	,86**
	9. Multiculturalism							-	,44**
	9. Democratic Value								-

N= 499 * p< .01, ** p<.05

In Table 3'de when the relations between three dimensions of multiculturalism those are (1) awareness, (2) skills and (3) knowledge, it is seen that "awareness" dimension has highly positive (r=71) relation with "skills", and moderately positive relation (r=49) with "knowledge" dimensions. There is a moderate positive relation (r=65) between "skills" dimension and knowledge dimension.

When the relations between the four sub dimensions (1) seeking fairness, (2) respect to differences, (3) justice, (4) equity are viewed, moderate positive relations between "seeking fairness" and "respect to differences" is (r=61); "seeking fairness" and "justice" is (r=62); "seeking fairness" and "equity" is (r=66) are found. It is found that the relation between "respect to differences" and "justice" is (r=70); the relation between "respect to differences" and "equity" is highly positive; and the relation between "justice" and "equity" is (r=64).

When the relations between the sub-dimensions of multicultural competency and democratic values, there is a significant relation in positive direction between all sub-dimensions. There is a significant relation between "awareness" and "respect to differences" (r=42); between "awareness" and "equity" (r=33) at moderate level. There is a moderate positive relation between "skills" and " respect to differences" (r=41); between "skills" and "justice" (r=34); "skills" and "equity" (r=32). A moderate positive relation is found between "Skills" and "seeking fairness" (r=31); "knowledge" and "respect to differences" (r=40); "skills" and "justice" (r=34) and "knowledge" and "equity" (r=32). There is a lower level positive relation between "awareness" and "seeking fairness" (r=25); between "skills" and "seeking fairness" (r=28). Generally, there is a moderate positive relation (r=44) between multicultural competency perceptions and democratic attitudes.

Discussion, Conclusion and Suggestions

In this research, whether there is a relationship between multicultural competence perceptions and democratic values of primary teachers at schools where foreigner students attend is investigated.

As a result of the analysis of the data obtained by the research, opinions of primary teachers at schools where foreigner students attend about "awareness" dimension of the multicultural competence perceptions are found at the "I agree" ($\overline{X}$ = 3.85) level. This finding shows that the "awareness" level of teachers reflecting their attitudes towards different cultural structures is sufficient. From this point of view, it is important for teachers to adopt values and attitudes belonging to different cultures, to believe that cultures should be protected, to think that communicating with students from different cultures does not disturb oneself and to think that students are not mutually superior or weak in terms of culture the level of awareness is sufficient.

It is also found that opinions of primary teachers about the "knowledge" dimension of multicultural competency perceptions is at "I agree" ($\overline{X}$ = 3.73) level. This finding suggests that teachers are well informed about the information dimension, including the knowledge of the cultural characteristics of the teacher and of the individuals around him / her, and the efforts to reach knowledge. From this point of view, teachers should have knowledge about the cultural characteristics of the students, having knowledge about different sexual orientations, knowing how to approach the students belonging to different cultures, having knowledge about different religious beliefs and so on. It was understood that the level of knowledge in the subjects was sufficient.

Similarly, it is also found that, the opinions of primary teachers about the "skills" dimension of multicultural competency perceptions is at "I agree" ($\overline{X}$ = 3.70) level. This finding suggests that the level of teachers' adoption of expressions about the "skill" dimension, which reflects the skills expected of a teacher in and out of the classroom to express multiculturalism, is sufficient. Moving from this finding, it is important that teachers take care to create the teaching and learning process in a structure that will include different cultures, present cultural characteristics of new knowledge students, encourage their students to give examples from their own cultures, support group work of individuals from different cultures, it was concluded that the skill levels in the subjects were sufficient.

The findings in this research has similarities with the findings of previous studies. For example, Cırık (2014) in the study on primary teachers, has found that primary teachers have sufficient awareness level about the sub-dimensions of multicultural competency perceptions. Bulut and Başbay (2014), in their research, has found that teachers perceive their multicultural competencies and its sub-dimensions, awareness, knowledge and skills as sufficient. Başarır (2012), in the research on teacher candidates, has found that the opinions of teacher candidates about multicultural education and their self-efficacy beliefs are high. The findings in similar researches, support the findings of this research (see Başarır, 2012; Coşkun, 2012; Toprak, 2008; Polat, 2012; Kaya & Söylemez, 2014; Yazıcı et al., 2009). The findings of the research show that the primary teachers working at schools where Syrian students attend perceive themselves as "sufficient". Teacher candidates to see themselves sufficient in terms of multiculturalism can be regarded as a positive finding in terms of the competency of providing a multicultural education environment for schools where Syrian children attend. Despite the fact that teachers do not have training in the field of multicultural education, the positive perceptions of multicultural competence may have been an influence of values such as hospitality, compassion, tolerance and assistance to the needs of the Turkish culture. Hence Tonbuloğlu, Aslan, and Aydın (2014, p. 67) who see the multiculturalism as an important value for Turkish culture, has inferred that "multiculturalism is in the genes of Turkish culture, in terms of religious sources and national cultural resources when they are taken into consideration". However, it is expected that the multicultural competence perceptions will be at a much higher level in order for teachers to prepare a multicultural educational environment in school and classroom environments where students from different cultures

attend. But as a result of this research, it is understood that the multicultural competence perceptions are not at "very sufficient" level. The reason for that the teachers do not perceive themselves as "very sufficient" in terms of multicultural competence may be that they did not have any training in their pre-service and in-service education years. A training that will be given to teachers and teacher candidates may improve their multicultural competence perceptions. Because, having multicultural education is seen as the most efficient method in gaining multicultural competency (Eğinli, 2011). Because, in the study of Valentin (2006), it has been found that there are significant improvements in the attitudes, beliefs and speeches of the teacher candidates who had a training about multicultural education.

Teacher candidates have imbibed the opinions about the seeking fairness dimension of democratic values at "I agree" level; about justice, respect to differences and equity dimensions at "completely agree" level. The opinions of teachers about the justice dimension of democratic values is at the highest level ($\overline{X}$ =4.60), they have agreed the seeking fairness dimension at lower level ($\overline{X}$ =4.19). The justice dimension of democratic values includes the items such as; benefit from the democratic rights, no improvement is possible without justice, justice must be applied equally to all and democracy should be implemented dependent on legal assurance. The seeking fairness dimension includes the items such as; making decisions freely, showing courage to when the person does not agree with others even if their status is higher, saying the thoughts courageously even if it is opposing to a group, never accept to be suffer from injustice, in case of facing an injustice, to struggle to the end and do not fall in desperation in their seeking fairness struggle. While the researchers, imbibe the opinions about justice, respect to differences and equity dimensions of democratic values at higher level, it is understood that the imbibe opinions about seeking fairness dimension at lower level. This finding of the study are parallel with the findings of other researches. For example, Yazıcı (2011), Akın and Özdemir (2009) and Yılmaz (2011), have found that teachers and teacher candidates have high level of democratic values. It can be interpreted that the reason why teachers imbibe justice higher than the seeking fairness, respect to differences and equity dimensions indicates that Turkish society give much more importance to justice.

In the study, a significant positive relationship between the multicultural competence perceptions and the democratic values of the teacher candidates has been found to be moderately positive. It is understood that the highest relationship is between the "respect to differences" dimension of the democratic values and the "awareness", "skill" and "knowledge" dimensions of multicultural competence perceptions. This finding has proved the opinions of Spiecker and Steutel (2001) that there is a similarity between democracy and multicultural perspectives. According to this, as the positive opinions of primary teachers on the respect to differences dimension of democratic values increase, the level of multicultural competence perceptions at the awareness, skill and knowledge dimensions also increases. From this point, it is concluded that in a multicultural society, the high perceptions of teachers' multicultural competence are related to the adoption of teachers' democratic values. This can be interpreted the perceptions of multicultural competence increases as the democratic values of the teachers increase and the perceptions of multicultural competence decrease as the democratic values decrease. On the other hand, in this research, the finding that the primary teachers who work in the schools where foreigner students attend perceive themselves sufficient in terms of multiculturalism and they imbibe democratic values at a high level, this can be considered as an important fact in terms of the development of respect and tolerance in our country, Turkey, where different cultures exist.

Consequently, it is understood that the primary teachers who work in the schools where foreigner students attend perceive themselves sufficient in terms of multiculturalism and they internalize democratic values at a high level. On the other side, it is found that there is a moderately positive relationship between the multicultural competence perceptions and the democratic values of the teacher candidates.

Depending on the research results the following suggestions can be made: In a multicultural society, teachers have an important role to provide a multicultural education. In order to raise the awareness among the teachers and teacher candidates, first of all, they should have a multicultural perspective and democratic values; in addition, the learning environments at schools where foreigner students or other foreigner students should be organized depending on the democratic values. In-service trainings should be organized for the teachers in the schools where the foreign students are taught, about the attitudes and values they should possess in the multicultural education environment and the methods and techniques they should use. The attempts may be initiated in order to help teachers to gain teachers the necessary knowledge, skills and attitudes related to multicultural education and democratic values in their pre-service training. Within this context, additional programs can be added to teacher training programs, particularly those that will acquire multicultural teacher competencies, and topics related to multicultural education. It may be encouraged to carry out projects on multicultural education among higher education institutions and teachers. On the other hand, within the scope of teaching practices, candidate teachers can gain awareness, democratic attitude by visiting the schools where the Syrian children attend and making observations in class and organizing activities. Action researches based on the qualitative research design about the multicultural education and democratic values of teachers working in schools where foreigner students attend can be conducted.

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