

An Examination of Preschool Teacher Candidates' Pedagogical Conceptualizations of Multiculturalism in terms of Their Competence Perceptions

Ali Yiğit Kutluca^{*a} & Tringa Shpendi Şirin^b

* Corresponding author

E-mail: alikutluca@aydin.edu.tr

a. Department of Primary Education,
Istanbul Aydin University, Istanbul,
Turkey.


b. Department of Special Education,
Istanbul Aydin University, Istanbul,
Turkey.

Article Info

Received: March 13, 2024

Accepted: June 10, 2024

Published: June 30, 2024

 10.46303/tpicd.2024.1

How to cite

Kutluca, A. Y., & Shpendi Şirin, T. (2024).

An examination of preschool teacher candidates' pedagogical conceptualizations of multiculturalism in terms of their competence perceptions. *Theory and Practice in Child Development*, 4(1), 1-30.

<https://doi.org/10.46303/tpicd.2024.1>

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ABSTRACT

The purpose of this mixed method study is to examine the effect of preschool teacher candidates' multicultural competence perceptions on their pedagogical views. Within the scope of this purpose, 63 fourth grade students studying in the preschool teaching department of a foundation university in Istanbul were included in the study. First, the Multicultural Competence Perceptions Scale was applied to all participants. In this way, the level of competence perception of the participants was determined. In addition, in the process of determining the subsample, four participants with high levels of multicultural competence perceptions were included in the higher group and four participants with low levels of multicultural competence perceptions were included in the lower group. After this, preschool teacher candidates in the lower and higher groups answered the questions with the help of five case scenarios on multicultural education in early childhood. While the quantitative data collected within the scope of the research were analyzed with descriptive statistics, the qualitative data were analyzed with inductive content analysis. The results showed that preschool teacher candidates' multicultural competence perceptions were high. On the other hand, preschool teacher candidates with higher competence perceptions evaluated issues related to multicultural education more holistically. Finally, all participants in the lower and higher groups expressed the idea of equity pedagogy in the context of promoting a positive classroom climate in early childhood education. The results were discussed in depth based on the existing literature and necessary suggestions were given regarding their educational implications.

KEYWORDS

Preschool education; early childhood; multiculturalism; multicultural children; multicultural competence perception.

INTRODUCTION

Education as a social system is necessary to anticipate changes in the value order occurring in society. From the moment they are born, children are socialized with the cultural values adopted by their environment. Therefore, they carry the values that shape their behavioral and emotional reactions into the classroom environment (Çapçı & Durmuşoğlu, 2022). Young children, who have the innate ability to learn that we are all the same and different in some ways, bring with them the potential to explore their own reactions when they first come to school (Witte-Townsend & Hill, 2006). In other words, different shifts may occur in the classroom depending on the concept of multicultural education, its objects and content, teachers, preschool children, their personal, relational and contextual characteristics and the interaction of all these variables. Therefore, to determine the current state of early childhood multicultural education and discuss the right directions towards it, it is necessary to properly understand the reality of multicultural education in early childhood classrooms.

Nowadays, one of the main challenges facing diversity management and discourse in education relates to the production of deeper intercultural pedagogical knowledge and associated intercultural understanding (Rapanta & Trovão, 2021). In the absence of intercultural dialogue, increasing levels of cultural diversity amid persistent social fissures and deep-seated inequalities can negatively impact the experiences of minorities in education and society more broadly. Closing this growing cultural gap in schools and addressing the lack of effective pedagogical tools and policies to create intercultural understanding has become an urgent issue for educators and policy makers (Miller et al. 2018).

The concept of multiculturalism emphasizes the importance of looking at the world from different cultural frames of reference, recognizing and appreciating the richness of cultural diversity within the country and in the global community. Additionally, multiculturalism represents the need to create schools where differences related to race, ethnicity, culture, gender, limitations, and social class are recognized and all children are seen as valuable to enrich the teaching and learning process (Banks & Banks, 2019). Therefore, multicultural education can be defined as a teaching-learning paradigm in which teachers and children consciously participate in the construction of knowledge, criticize various types of inequalities and injustices in the education system, and strive to gain the authority necessary to engage in this process (Ukpokodu, 2003). To achieve the goals of multicultural education, teachers are expected not only to have appropriate knowledge, but also to internalize the themes they will teach, such as multiculturalism and cultural diversity (Kahraman & Sezer, 2017). This expectation is based on the fact that teachers' perspectives and attitudes towards multicultural education significantly affect their teaching (Davidman & Davidman, 2001). Therefore, teachers need to be aware of the social consequences of prejudice and marginalization in culturally diverse environments (Aboud, 2009; Ghosh & Abdi, 2004).

During the sensorimotor and preoperational stages of development, children learn and

process most information based on the appearance of objects. Children are also very curious about physical appearances, such as how similar or different they are to others (Berger, Paxson, & Waldfogel, 2009). Pushkin and Veness (2017) suggested that children begin to develop racial stereotypes when they are four years old, and their prejudices increase throughout primary school. According to Ramsey (2015), it is known that preschool children begin to form attitudes towards their own race and ethnic group. Therefore, the development of racial and ethnic identity begins with being able to distinguish distinctive physical characteristics. Therefore, culturally responsive educational environments need to be organized to increase social interaction in early childhood and to ensure that children have a healthy cultural understanding. Culturally responsive teaching provides a framework for examining multicultural practices that lead to increased engagement, motivation, and academic achievement among children (Gay, 2010). In this way, children develop characteristics such as being interested and empathetic, being able to reflect their own beliefs about culture, reflecting their own culture, and having knowledge about other cultures by establishing connections between their home and school environments (Rychly & Graves, 2012). As a result, it is important for preschool teachers to understand the developmental stages of children and establish connections between multicultural concepts for a qualified early childhood education.

Research focusing on teaching-specific knowledge shows that teachers are perceived as experts with specialized knowledge of their disciplinary and pedagogical areas of expertise, including topics such as curriculum, classroom management, knowledge of learning material, and understanding of students' characteristics (Gess-Newsome et al. 2019; Nind, 2020). Such knowledge is reflected in professional behavior (Shulman, 1986). It is also emphasized that in contemporary education processes, teachers must have global knowledge, which represents their knowledge about various global issues such as poverty, environment, conflict and social justice, pedagogical strategies that enable children to meet their different learning needs, and multicultural knowledge, which represents knowledge about multicultural curriculum and education (Maskit & Firstater, 2016). Multicultural knowledge, which serves as an integral part of the expertise of preschool teachers in particular, can be considered necessary to communicate with people from other cultures, understand the culture we live in from various perspectives, and be culturally sensitive in culturally diverse societies (Gorski, 2009). However, although theoretical emphasis on critical/social justice perspectives has begun to increase in courses on creating a multicultural classroom atmosphere during teacher education, the limited evidence on how these perspectives are transferred to school-based practice is noteworthy. Accordingly, it turns out that teachers who have children from various cultures in their classrooms feel unprepared to provide effective teaching, even if they have positive attitudes towards multicultural education (King & Butler, 2015; Özok-Bulut et al. 2023). This situation revealed that beliefs and pedagogical competencies regarding multicultural education in early childhood should be addressed within the scope of pre-service teacher education. Pajares (1992) pointed out that children's beliefs about their skills and performance are linked to

teachers' perceptions, judgments and behaviors in the classroom. In addition, it can be assumed that the pedagogical beliefs, knowledge and structures of pre-school teacher candidates are affected by the sociocultural contexts in which they are located. As a result, it is important to reveal the beliefs, competencies and experiences of preschool teacher candidates regarding multicultural educational environments. In summary, this research attempted to explore the competencies and pedagogical conceptualizations of preschool teacher candidates regarding multicultural education, who are in the last year of preservice teacher education.

Rationale of the Study

Today's children are born into a world where ethnic, cultural and social pluralism is alive and active. The fact that most countries in the world today consist of heterogeneous populations has made multicultural education important on a global scale. In this context, schools are the second most important actor after the family in raising culturally responsive individuals. Therefore, the most important goal and challenge facing educators at all levels has been to understand how best to develop the intercultural competence of teachers and children (Russell, 2016). It is important for teachers to be aware of the knowledge and skills required to adapt to the changing demographic structure of their increasingly culturally diverse classes. Considering that the teaching-learning process is a dynamic change based on close interaction between teacher and child, and that the need for skills that will enable people from different backgrounds to collaborate across cultural boundaries is increasing, it is vital to focus on intercultural influences in education (Cushner, 2012). Therefore, multicultural education aims to create an inclusive environment that can support, empower and encourage all children to develop social and cultural awareness of different cultural backgrounds (Talbot, 2003). Considering that cultural understanding is formed at an early age, usually at the age of five (Reid, Kagan, & Scott-Little, 2019), it is important to include programs and practices that reflect the principles of multicultural education in early childhood education as a starting point for the dissemination of multiculturalism. Drawing attention to the importance of cultural experiences in children's intellectual development, Vygotsky suggested that a child's maturation and development of communication and critical thinking skills occur through cultural symbols (Winsler & Naglieri, 2003). Therefore, children are likely to be influenced by sociocultural factors when making decisions. More importantly, the values and behaviors of the preschool teacher influence the perceptions and behaviors of young children.

Early childhood classrooms are one of the most critical environments that promote equity for children, as they represent a space where young children not only learn and grow, but also have support to reach their full potential (Hayes & Francis, 2023). Therefore, the role of preschool teachers in promoting equality for all children is important. Teaching from a critical multicultural perspective requires questioning the social system critically and from a social justice perspective. This means providing opportunities for teacher candidates to question their cultural, social and philosophical positions and identities. This also ensures that students from different racial, cultural, socioeconomic, gender and linguistic backgrounds can develop the

quality of mind necessary to work with and support their academic goals. But to do this effectively, preschool teachers need support in emphasizing diversity, acknowledging children's cultural capital, and eliminating widespread inequalities in educational environments (NAEYC, 2019). Identifying and assessing teachers' self-efficacy levels for culturally responsive educational practices helps not only to elucidate the factors that influence their skills and motivation, but also to discover elements of how they can more effectively overcome obstacles to integrating the core components of culturally responsive education into classroom practices (Cruz et al. 2020). Therefore, it is important to determine educators' sense of efficacy in how effectively they can implement this practice in the context of their own classrooms (Fitchett et al. 2012). These stated theoretical rationales necessitate the discovery of preschool teacher candidates' competence perceptions and pedagogical practices regarding culturally responsive practices, in the context of incorporating multiculturalism into early childhood education environments. As a result of an in-depth examination of the national and international literature on this situation, it has been revealed that although preschool teachers and teacher candidates have internalized multicultural education and are willing to create an educational environment, they tend to hold back from this process due to difficulties and limitations (e.g., Çapçı, 2020; Özok-Bulut et al. 2023; Peköz et al. 2018; Perkins, 2012; Sheets & Chew, 2000). At this point, Skepple (2015) reported that culturally responsive teaching helps teacher candidates gain confidence in their knowledge of teaching strategies, not their teaching skills. Similarly, Whitaker and Valtierra (2018) found that teacher candidates were able to develop self-efficacy for culturally responsive teaching through hands-on experiences, academic lessons, and reflective opportunities throughout the program. On the other hand, Khalfaoui et al. (2021) conducted a systematic review to better understand the pedagogical and structural aspects that promote a positive classroom climate in multicultural early childhood education environments. Accordingly, it was revealed that eight elements contribute to a positive classroom climate. These are teacher-child-supportive interactions, peer interactions and friendship, child participation, emotionally supportive environments, trust-based teacher-family relationships, increasing teaching time, small group interactions and material sharing among children. However, there is no research in the literature that examines the pedagogical conceptualizations of preschool teacher candidates preparing to enter the profession regarding creating a positive classroom climate in the context of multicultural education, in terms of their multicultural competence perceptions. In the light of all these stated rationales, the aim of this research is to examine preschool teacher candidates' pedagogical conceptualizations of multiculturalism in terms of their multicultural competence perceptions. In this context, answers were sought to the following research questions.

1. What is the level of multicultural competence perception of preschool teacher candidates?
2. How do preschool teacher candidates' perceptions of multicultural competence affect their pedagogical conceptualizations of multiculturalism?

3. How do preschool teacher candidates' perceptions of multicultural competence affect their informal reasoning regarding multiculturalism?

METHODOLOGY

Research Design

This study is a mixed methods study that includes qualitative and quantitative data collection and analysis methods (Creswell, 1999). Mixed methods study represents an eclectic set of methodologies that enable the qualitative understanding of complex phenomena and the explanation of quantitative phenomena through numbers, graphs and basic statistical analysis (Timans et al. 2019). In this study, the level of preschool teacher candidates' competence perceptions regarding multicultural education was tried to be determined quantitatively, and their pedagogical conceptualizations were tried to be determined qualitatively. Examining this problematic through mixed method allowed diversifying the data collected regarding the problem under investigation, discovering the nature of the harmony between the data, addressing different aspects of the phenomenon of interest, identifying inconsistencies within the existing evidence, and confirming the findings (Stern et al. 2021). Sequential exploratory mixed method design, one of Creswell's mixed method designs, was used in this study. In this design, qualitative data is the primary data source (Creswell & Plano-Clark, 2017). In this context, firstly, sub-samples were determined with the help of the Multicultural Competence Perceptions scale applied to all participants, and then the groups with the lowest and highest scoring participants were enabled to hold pedagogical discussions with the help of case scenarios.

Participants

This study was conducted with the participation of preschool teacher candidates studying at a foundation university in Istanbul. Participants were selected according to criterion sampling, one of the purposeful sampling methods. This sampling method is used to select respondents who are most likely to provide appropriate and useful information to identify information-rich situations in the context of the phenomenon under investigation (Palinkas et al. 2015). Therefore, 63 fourth-grade preschool teacher candidates participated in this study, based on the criteria of preschool teacher candidates' approaches to learning in early childhood, knowing and evaluating children, and having successfully completed comparative education courses and continuing their internship. Three of the participants are male and the others are female.

Determining the subsample

Preschool teacher candidates who participated in the research were grouped into two groups (high-low) with the lowest score and the highest score, according to their competence perceptions regarding multicultural education. This application was carried out according to outlier sampling, one of the purposeful sampling methods (Collins et al. 2006). For this purpose, firstly, the Multicultural Competence Perceptions Scale (MCPS) was applied to all participants. Participants were divided into two subgroups of four people, representing at least 10% of the

entire participant group, according to the scores they received from this scale (Sandelowski, 1995). Information about the participants in the subsample is presented in Table 1.

Table 1.

Participants in the subsample

Group Type	Participant	MCPS Score
Higher Group	H-1	187
	H-2	185
	H-3	184
	H-4	183
Lower Group	L-1	144
	L-2	144
	L-3	141
	L-4	140

The process of determining the subsample, participants with scores higher than the sum of the arithmetic mean and standard deviation of the whole group were included in the higher group, while participants with scores lower than the sum of the arithmetic mean and standard deviation of the whole group were included in the lower group (Fraenkel et al. 2018). As seen in Table 1, the highest score from the scale is 187 and the lowest score is 140. All the teacher candidates in the higher group consist of female students. One of the participants in the subgroup is male and three are female students.

Data collection tools

To find answers to the research questions within the scope of this study, two different data collection tools were used: Multicultural Competence Perceptions Scale (MCPS) and Case Scenarios. These tools have introduced in detail below.

Multicultural competence perceptions scale (MCPS)

The Multicultural Competence Perceptions Scale (MCPS), developed by Başbay and Kağnıcı (2011), was used to determine the level of competence perceptions of pre-school teacher candidates regarding multicultural education and to divide the participants into subsamples. MCPS consists of 41 items in total and has a five-point likert structure; It has three sub-dimensions: *awareness, knowledge and skill*. The lowest score that can be obtained from this scale is 41 and the highest score is 205. The normative average score that can be obtained from the scale is 123. High scores from the scale indicate that the participant has high competence in multicultural education. In this study, the measurement reliability of MCPS was determined to be 0.81.

Case scenarios

Five case scenarios consisting of fictional stories are included to enable preschool teacher candidates in the lower and higher groups according to their multicultural competence

perceptions to make pedagogical conceptualizations regarding multicultural education in early childhood. At the end of each scenario, questions are also included for group members to answer and to reason and discuss different pedagogical views. Details of the case scenarios are presented in Table 2.

Table 2.*Case scenarios*

Scenario	Theme	Content
What was My Goal?	Race, Ethnicity Discrimination Helpfulness	In this scenario, which is about the race between two Syrian and Turkish children, was focused on what a preschool teacher will do in the face of an unfortunate situation. It was aimed to explore participant decisions about whether a preschool teacher would discriminate or not.
Can Everyone Be Satisfied?	Race, Ethnicity Fairness	It is about a teacher who has to decide which children should be selected for the theater to be held in a kindergarten in a multicultural school. According to what criteria should students make their selection? (Appendix A)
Is My Secret Safe?	Race, Ethnicity Feeling of Confidence Prejudices	This scenario is about the situations that a Turkish and a Yemeni child encountered after a toy disappeared from their kindergarten. It focuses on the decision the teacher will make in the face of prejudices against the Yemeni child. It is aimed to discover the reasons underlying teacher roles and teachers' decisions.
On Social Competence	Race, Ethnicity Social Competence Children Developing Differently	This scenario, about Iraqi Yasemin, who is different from other children, aims to explore the decisions of pre-school teacher candidates regarding ensuring Social Competence.
What Do I Feel?	Race, Ethnicity Discrimination Behavior Disorders	In this scenario, which is about teacher attitudes towards the behavior of Alex, who has a different behavior pattern from other children and is a child of a Catholic family, it is aimed to discover what kind of pedagogical reasoning the participants use when making decisions.

Following each scenario detailed in Table 2, there are questions that will allow group members to expand and deepen their answers. Details about the questions are as follows:

1. What decision would you make in this situation?
2. What impact do you think your decision would have on children?
3. What might be the possible effects of this situation on children's motivation and participation?
4. What impact do you think your decision would have on other teachers?
5. What do you think would be the impact of your decision on the school principal?
6. What impact do you think your decision would have on the children's parents?
7. How would you convince your friend who disagrees with you?

To ensure internal validity and external control of the case scenarios developed by the researchers, expert opinions were obtained from two academicians who are experts in the fields of preschool education and multicultural children (Morse, 2015). Following expert opinions, a pilot application was conducted with four preschool teacher candidates who were outside the sample, and the case scenarios were given their final form.

Data collection process

This study was conducted within the scope of the course called "Character and Value Education", which is a 2-hour compulsory course within the preschool teaching program. The general aim of this course is to enable preschool teacher candidates to understand the philosophical and theoretical foundations of character and value education and the principles of its implementation in education programs. Ethics Committee Approval processes were completed before starting the data collection process, which took four weeks in total. At the beginning of the course, all participants were informed about the scope and content of the study and the objectives. During the data collection process, firstly, MCPS was applied to 63 preschool teacher candidates. This application was completed in approximately 15 minutes. In this way, the level of multicultural competence perceptions of the group was determined, and higher and lower groups were formed. Then, small group discussions were held with the help of case scenarios. To ensure that the higher and lower groups do not think that data will be collected only from them, all 63 preschool teacher candidates were included in groups of four. In this way, the data was not interfered with and the active participation of all individuals in this process was ensured. Voice recorders were used to capture the pedagogical views of the groups more reliably. Small group discussions using each scenario lasted 15-20 minutes. In addition, after each small group discussion, whole group discussions were held to ensure that all participants heard different opinions.

Data analysis

To answer the first sub-problem in this research, descriptive statistical analysis was performed on the quantitative data from the participants' responses to the MCPS. In this way, interpretations were made based on the MCPS average scores, minimum and maximum scores and standard deviation values of the participant group. To answer the second sub-problem in the research, inductive content analysis was carried out on the pedagogical opinions of the participants in the higher and lower groups, put forward with the help of case scenarios, based

on the constant comparative method. In the most general terms, inductive content analysis is a systematic and objective way of defining and measuring phenomena through conceptual categories (Vears & Gillam, 2022). Here, the researcher defines and characterizes conceptual categories based on the data set (Bennett et al. 2019). In this context, open coding was first done on the qualitative data received in line with the case scenarios. The codes characterizing the views of the higher and lower groups on each scenario were written one under the other, and a coding catalog containing analytical comparison choices was created by comparing the answers given by the participants. Then, conceptual categories were created based on these codes. Here, conceptual categories mean grouping codes under higher-level headings. Finally, summarization was made to discover the similar and different aspects of the conceptual categories reached and to eliminate repetitive codes (Kyngäs, 2020). In this process, the constant comparison method was used to develop a clearer understanding of the themes representing similar or different codes and to create content-specific contexts (Kolb, 2012).

The pedagogical views of the higher and lower group members based on case scenarios regarding multicultural education in early childhood were also evaluated according to the informal reasoning rubric proposed by Sadler and Zeidler (2005). Accordingly, if a participant puts forward his own claim and justifies it, he uses the *Rational* reasoning pattern; if he shares his feelings when approaching the given situation, he uses the *Emotional* reasoning pattern; if he suddenly expresses his opinion without expressing any reason, it turns out that he uses the *Intuitive* reasoning pattern (Venville & Dawson, 2010). Considering the three basic forms of informal reasoning, it can be thought that participants can also use the specified reasoning patterns in binary combination. For example, a group member may both show empathy and express rational concerns towards a character in the scenario. The reasoning pattern in this situation was evaluated as *emotional-rational*.

An independent researcher was also involved in the analysis process to appropriately place the various irregular codes under the emerging conceptual categories and to ensure the reliability of the analyses. As a result of independently conducted analyses, inter-coder reliability was 83% (O'Connor & Joffe, 2020). Additionally, to ensure external auditing, a certain part of the analyzed data was checked by another independent expert (Morse, 2015).

FINDINGS

The first sub-problem addressed within this study is aimed at determining the level of multicultural competence perceptions of preschool teacher candidates. Descriptive statistical analysis was conducted on the quantitative data obtained from the MCPS administered to the participants, and the findings are presented in Table 3.

Table 3.*Descriptive statistics results for MCPS*

MCPS	n	Minimum	Maximum	\bar{X}	Standard deviation
	63	140	187	163,3	11,88

In Table 3, the minimum, maximum, and mean values of the scores obtained by preschool teacher candidates from the MCPS are provided. The minimum value for the scores obtained by the participants from this scale is 140, while the maximum value is 187. Additionally, the average score of preschool teacher candidates on the scale was determined to be $\bar{X}=163.3$. Accordingly, it is concluded that the average scores obtained by the participants from MCPS are much higher than the normative value of 123. This result reveals that the preschool teacher candidates participating in the study have a high level of competence regarding multicultural education.

Pedagogical views on multicultural education

Inductive content analysis was conducted on the explanations put forward by preschool teacher candidates in higher and lower groups regarding five case scenarios, based on the level of their multicultural competency perceptions. The emerging themes and concepts are presented in Table 4. According to this, both groups focused on similar themes, but it emerged that the higher group expanded their explanations and responses with more justified arguments and within different thematic contexts. For instance, while both groups focused on the theme of social-emotional development, it was observed that the higher group provided detailed explanations and conceptualizations specific to this theme.

Table 4.*Pedagogical conceptualizations regarding multiculturalism in early childhood (see Appendix B)*

H-4: I don't think so. I mean, they could have said something like, if this teacher is helping that child there, then it means that when something bad happens to my child, they'll be there for them too. They could think of it that way. So, I'm saying they would also take care of my child. They could say that, you know. (Social Empathy)

H-1: I used to talk individually with both of them, and even with the whole class, so that talking to two people wouldn't draw attention. I would have a discussion with the entire class about what they think on this matter and about responsibility, in terms of being conscious. (Social Communication)

L-2: I would let them know that they're in a competition, and because in life there won't always be someone there when they fall or life won't revolve around them, after the competition ended, I would go and help them. (Development of Social Thought)

When looked at in the context of *social-emotional development*, it was observed that participants in the higher group tended to expand their explanations, particularly in terms of

social empathy, social communication and interaction concepts. The higher group suggested that in the domain of social-emotional development, teachers should utilize social empathy and social communication and interaction at an advanced level. For instance, H-4, speaking in the context of the "What Was My Goal?" scenario, suggested the idea of supporting children indiscriminately, referencing social empathy. On the other hand, H-1, speaking about the scenario "Is My Secret Safe?" suggested the idea that social communication would support children's social-emotional development, referencing the concepts of being conscious and responsibility. In the same theme, participant L-2 from the lower group made a reference to the concept of development of social thought in the context of the scenario "What Was My Goal?". However, unlike the focus of the higher group participants, they made an assessment based not on the child's development but on the quality of the process. Other concepts within this theme also reveal that compared to the lower group participants, those in the higher group were more resolute in supporting the child socially and emotionally, and they focused on reasoned arguments. For example, they frequently emphasized concepts such as *social confidence, social adaptation, and social competence* in the context of multicultural education.

H-2: I would definitely implement collaborative group work, as students tend to enjoy and appreciate it, and I would try to apply it in the classroom. Especially for a child who sings beautifully, I would conduct confidence-building activities just like that. (Social adaptation, social confidence)

H-3: I think he may have experienced a problem that has undermined his self-confidence. He might have been made fun of. Besides, he comes from Iraq, a foreign place, so he might be experiencing withdrawal because he's away from his own environment, where he belongs. (Social competence, social confidence)

As seen in the above excerpts, H-2 mentioned that in a multicultural classroom environment, they would resort to alternative practices to ensure the child's social adaptation and confidence. On the other hand, H-3 attempted to understand the child's confidence issue by referencing environmental factors. These two examples highlight that participants in the higher group believe in the importance of social-emotional development in early childhood education settings. It can be observed that the lower group has a rather limited perspective in this regard.

L-4: There will be 60% who respond emotionally, but I am against emotionality in professional life. (Emotional awareness)

L-3: This situation doesn't affect others much because the other children are not competing. If it happened to a friend they love, they might be happy. (Sense of friendship)

Looking at the example explanations of L-4 and L-3, it can be seen that they reference *emotional awareness* and the *sense of friendship*, but they do not elaborate on these explanations specifically in the context of early childhood education. When examining the responses of the higher group participants from this perspective, differences also emerge in some aspects.

H-2: Yes, you need to be sure about this. Then you need to know the structure of the students. Alex internalizes situations. Ece is also very perfectionist. So, in this case, you need to make an assessment based on both of their characters. Instead of directly saying "Alex did it" and cornering Alex, there's no need to unnecessarily internalize negative feelings for that child; it can be resolved more calmly, I think.

H-1: When the other children go home, they say, "Alex misbehaved again, Alex was naughty again." So, in fact, a child is being judged. We should also consider his feelings.

For example, looking at the dialogues above, H-2 advocated for the idea that each child is unique in their own right by considering Alex's emotional and behavioral responses. Similarly, H-1 also argued that the child should not be directly judged and that his feelings should be considered.

When considering the theme of promoting a positive classroom climate in terms of responses from both the lower and higher groups, it has been observed that both groups particularly expressed the idea of equality pedagogy. However, it has been noted that participants in the higher group expanded their ideas with different reasons and evidence.

H-3: Both of them are our students. For instance, April 23rd is a holiday given to all children around the world. Let them all come and see it at school because I want them to get to know each other.

L-4: The fairest choice would be to draw lots for a fair distribution.

As can be seen in the above example quotes, members of both groups have expressed ideas of fair distribution and equality. However, it is notable that the member of the higher group expanded their explanation based on the premise that each child is unique. In addition, unlike participants from the lower group, participants from the higher group emphasized considering the developmental characteristics of the child when regulating the classroom climate,

H-2: The age levels of children are also very important now, you know, if these children are in their egocentric periods and so on, their emotions can definitely be in very different directions, but still, it feels like we're always stuck in a dilemma, honestly.

They adhere to communicative processes to remind the class rules and to ensure interaction and reinforcement of the rules,

H-1: In terms of reminding about class rules or making him feel that what he did was wrong, I would talk to Eren one-on-one.

It has been observed that they tend to ensure behavior management and develop a positive classroom climate through mutual communication.

H-4: It greatly affects Alex and the whole class if the teacher sees Alex's negative aspects and scolds him in front of the class. I would never do that once. If an incident occurred, I would try to resolve it by talking to both of them together, having a conversation between the three of us.

At this point, the conceptualizations of the lower group have been towards ensuring behavior control through formal learning methods.

L-2: I would directly tell them that in their future lives, they may encounter such situations in formal settings, and the competition won't stop there.

As seen above, L-2 tends to ensure the management of the process by referring to formal processes, particularly in the example case of "What Was My Goal." When the responses given are evaluated in relation to the theme of *multicultural perspective*, it emerges that members of the higher group decide based on more expanded arguments. For example, participants from the higher group have addressed the concepts of racial/cultural and social prejudices in their discussions.

H-3: He might be excluded in his class because he is a Syrian student, and some may even be pleased because he fell.

H-1: Actually, the focus here should not be on why Eren took the toy but rather on why everyone's attention turned towards Seyit.

H-2: Yeah, all the blame is just on Alex. Ece said it, and Alex is the victim. He's scolded twice in front of the whole class, and besides, he's left alone while the teacher is dealing with the entire class. I think it's a disgusting situation.

Looking at the explanations of H-1, H-2, and H-3 in different scenarios, it is evident that the prevailing view is that prejudice would create a negative situation for early childhood education. Here, participants have argued that regardless of a child's race or culture, they should not be excluded and should not be judged prematurely. In this way, they tend to advocate for the consideration of cultural differences in early childhood educational settings and emphasize that no child should be labeled, excluded, or marginalized because of these differences.

H-2: I think children can feel excluded; we definitely can't choose based on reflecting cultural diversity.

H-4: So, Teacher has been constantly warning. We just talked about it earlier. If she keeps warning, that child will feel singled out and his friends may not want to be around him either...

H-1: In the end, I would think that if they are in Turkey, they all have the right to be here.

In such a situation, the idea that social relationships could be damaged has emerged. On the other hand, in the lower group where a rhetorical perspective prevails, it has been observed that participants focus on the concept of protection.

L-1: I would give feedback like "I mistakenly took it from the student who said I saw it in Eren's hand, and it remained in my hand." I would protect Eren against his friend.

L-3: I would do the same, but I would normalize the situation to others.

When looking at the above example quote, it is observed that the idea of protecting the child with a more biased mindset or ignoring and normalizing the negative situation has emerged in the context of a potentially adverse situation arising from multiculturalism within the classroom. In discussing the theme of *multicultural perspectives* in various scenarios, the preschool teacher candidates in the higher group emphasized not only the protection of

children with cultural differences but also the importance of focusing on changing the perspectives of other children.

H-3: So, it's not just important to include Yasemin in this, but also to be able to change the perspective of the other children towards Yasemin in the class. So, it's not just Yasemin-focused; rather, we need to approach it more class-centrally. Because, to be able to include Yasemin, we need to change the perspectives of those children anyway.

The above example quote suggests that while referencing the importance of including Yasemin in the group dynamics, it is further argued that the more crucial point is to change the perspective of the entire class. Unfortunately, there is no example available regarding the responses of the lower group participants at this point. The higher group participants also emphasized the importance of considering cultural differences within the classroom in terms of group dynamics.

H-2: Actually, it could be a special needs child who may not get along with peers but has a very social personality within their own space. I'm not sure if it's right to evaluate them solely within the classroom; we also need to look at their family relationships and other friendships because here is one of the 18 cheerful students, but Iraqi.

H-2 actually refers to the importance of teacher-child interaction and getting to know the child, by suggesting that each child has a unique character and social personality. In this context, another theme that emerged from the responses is the *teacher-child interaction*. According to this, higher group participants predominantly focus on versatile communication and interaction tools, while lower group participants tend to lean towards rhetorical interaction.

H-4: I would talk to Eren privately. I mean, I wouldn't expose him. I would have private conversations with Eren because I didn't know how to approach him.

H-1: Well, I would talk to both of them individually. And I would do it in a place where the class wouldn't see us talking only to two people. Also, I would conduct an activity with the whole class to see what they think about this issue and in terms of responsibility, being conscious. Through activities, I would subtly convey that this situation is wrong.

L-3: We would have a general discussion with the whole class. I would ensure that the entire class perceives indirectly that such actions are wrong. If a student says they saw Eren with something, I will give feedback like, "Maybe he accidentally took it, and it ended up in his hand." I would protect Eren in front of his friends.

Based on the above descriptions, it can be observed that while the higher group participants focus on multifaceted interaction through individual communication and activities, the lower group members tend to adopt a rhetorical interaction style through feedback and communication with the entire class. For example, H-4 and H-1 have preferred individual communication, paying attention to children's social-emotional development characteristics. On the other hand, L-3 has adopted a style that attempts to change children's perceptions despite focusing on social-emotional development.

Both higher and lower group participants have highlighted the concept of getting to know and evaluating the child as one of the most important ways to facilitate interaction between the teacher and the child.

H-3: Regarding strategies for communicating with Yasemin and gaining her trust, I can see her true self more in individual work because there is an avoidance situation in the classroom. She might be more comfortable when there is no one else around in the classroom, and I can get to know her better in that situation.

L-2: So, Eren didn't bring it, the whole class knows the cube is missing, including me, but all eyes are on Seyit. Now, this already caught my attention. Why is everyone blaming Seyit first? Why is everyone looking at him? Has Seyit done something like this before?

As seen in the above example quotes, H-3 tends to focus on teacher-student supportive interactions such as individual communication and attention to children's perceptions in the process of getting to know and evaluating the child. On the other hand, L-2 has demonstrated a tendency to engage in limited communication with the child by directing specific questions towards themselves. Additionally, higher group participants have discussed *administrative components*, unlike those in the lower group.

H-1: The administration, which manages the quota situation or arranges these theater matters and has a stake in its production, should be the ones to explain this situation to the parents first. Therefore, they could gather the parents and make a speech in the courtyard. They could also give a speech in the conference hall.

H-2: Communication can indeed be established with parents. Being in a position of authority as a principal shouldn't mean having the power to do whatever one wants, especially in preschool institutions.

As seen, H-1 and H-2 have indicated that school management should be involved in communicative processes and emphasized that administrative responsibilities play a crucial role in organizing early childhood educational environments. Here, it's observed that both groups also made references to the theme of *family involvement*. However, as previously suggested, the statements of participants in the higher group regarding this theme are based on more expanded arguments.

H-2: Because everyone's own child is special to them, they may want their own children to participate. In fact, you could even hear something like, "You could slip him in," from the parents, I think.

H-1: I would communicate with the parent. During the conversation, instead of using accusatory language like "thief," I would mention that at this age, these kinds of things are normal, but I wanted to inform you that I encountered such a situation.

L-3: Pay attention to the items children bring home. I could have warned parents to let me know if they see any items belonging to the classroom.

According to the explanations in the example quotes, H-2 draws attention to parental expectations, while H-1 and L-3 make references to communication with parents. The important

point here is that higher group participants focus on individual communication, while lower group participants focus on group communication. Finally, higher group participants made references to *emotional and behavioral issues* when responding to questions based on sample cases.

H-4: I think she has experienced a problem, and I believe that's why she became passive. I consider myself to be both a good listener and observer, but if she withdraws during a conflict, maybe she has experienced a problem before with someone in a conflict, and it may have happened again this time.

H-3: Because she lacks confidence, she already feels very reserved and may be afraid to make eye contact in such communication. She might have an illness or something she doesn't want to say. Her words may not have been taken into consideration, and she might reflect this onto the school. Perhaps her personality has been damaged, maybe she has been constantly rejected in terms of her ideas.

Participants focusing on behavioral problems and understanding these problems have also tried to define the state of well-being by using strategies to get to know the child. Additionally, participants have attempted to justify their arguments based on evidence.

Patterns of informal reasoning regarding multicultural education

The findings regarding the nature and quantity of informal reasoning made by preschool teacher candidates included in the higher and lower groups based on their level of multicultural competence when responding to questions about multicultural education on the basis of example cases are presented in Table 5.

Table 5.

Patterns of informal reasoning

Pattern Type	Higher Group (%)	Lower Group
Rational	63 (%54)	18 (%31)
Emotional	15 (%13)	8 (%14)
Intuitive	25 (%22)	25 (%42)
Rational-Emotional	8 (%7)	3 (%5)
Intuitive-Emotional	5 (%4)	5 (%9)
Total	116 (%100)	59 (%100)

The findings in Table 5 indicate that the total amount of reasoning patterns in the higher group is significantly higher compared to the lower group. This finding also supports the idea that the higher group utilizes more expanded arguments and diversified concepts when presenting their pedagogical views. When examined in terms of pattern types, it is observed that participants in the higher group primarily shape their decisions through Rational reasoning (54%), while the lower group predominantly uses intuitive reasoning patterns (42%).

Additionally, it was found that participants in the lower group rely more on emotional and intuitive reasoning compared to those in the higher group.

Participants in the higher group tend to make more than half of their decisions (54%) using Rational reasoning. This is followed by intuitive reasoning (22%), emotional reasoning (13%), Rational-emotional reasoning (7%), and intuitive-emotional reasoning (4%), respectively. H-2: In such a situation, if I had actually seen Alex hitting someone, I would definitely use the chair method. The chair method involves taking a break for as many minutes as the child's age. The critical point there is knowing whether he hit or not; taking them both and talking would be more Rational.

For example, based on the example above, H-2 has gone the route of making a Rational inference by presenting the steps a child in a multicultural classroom would take to control any problematic behavior as evidence.

H-1: Honestly, I would stop the race immediately. (Intuitive)

H-4: It's really bad, something I never classified. A situation that should never happen. (Intuitive-emotional)

Additionally, participants in the higher group tended to suddenly rely on their emotions and feelings to resolve dilemmas when making decisions.

H-3: I would genuinely question my fairness with my conscience, asking myself why I did that. Am I being just? Even if my conscience wouldn't allow it, I wouldn't continue to do that thing. (Rational-emotional)

H-1: I guess my conscience would ache. (Emotional)

On the other hand, participants in the higher group either made decisions solely based on emotions or made decisions that were both cognitive and emotional. They have primarily tried to empathize to ensure the well-being of the child here, and tended to use their emotions as evidence.

The lower group participants tended to make decisions primarily using intuitive reasoning (42%). Following this were Rational (22%), emotional (13%), intuitive-emotional (9%), and Rational-emotional (5%) reasoning, respectively.

L-1: I think they would agree with us and use the same method themselves.

L-1 engaged in intuitive reasoning because they provided instant positive or negative reactions when making decisions. However, lower group participants also resorted to both Rational and emotional decisions.

L-3: If they had tripped each other and fallen to the ground, if there had been any cunning between them, then I would have intervened, I mean I would have completed the race now. (Rational)

L-4: Perhaps he would be happy, or perhaps he would also feel sad for his friend being in that state. (Emotional)

For example, as seen above, L-3 justified his decision based on a condition. Therefore, here L-3 relied on reason and logic to formulate and support his position. L-4, on the other hand, engaged in empathy and considered his emotions when making the decision.

L-2: I would feel bad, I wouldn't allow such a thing to happen. (Intuitive-Emotional)

On the other hand, in L-2's explanation, it is evident that they trusted their emotions and made decisions quickly.

DISCUSSION AND CONCLUSION

The aim of this study is to determine the level of multicultural competence perceptions of fourth-grade preschool teacher candidates and to reveal their pedagogical views on multicultural education in early childhood. For this purpose, participants' responses within the scope of MCPS and case scenarios were evaluated quantitatively and qualitatively. The first result reached within the scope of the research is that preschool teacher candidates' multicultural competence perceptions are high. This result is consistent with the findings of similar studies in the literature (Akkaya et al. 2021; Başbay et al. 2018; Özok-Bulut et al. 2023). Consistent with the knowledge that teachers' beliefs about student skills and performances are linked to their perceptions, judgments and behaviors in the classroom (Pajares, 1992), the result obtained can be considered positive in terms of early childhood education. In addition, it can be thought that the high multicultural competence perception of preschool teacher candidates participating in the research will positively affect their competence in sensing and resolving cultural conflicts that may occur in their own classrooms (Siwatu & Starker, 2010; Villegas & Lucas 2002). It may be the case that these participants are competent in terms of knowledge, skills and sensitivity indicators for cultural differences, as Akgül (2022) states.

Secondly, in this study, it was concluded that preschool teacher candidates in the higher and lower groups according to their multicultural competence perceptions focused on social and emotional development. However, it was revealed that especially the higher group participants were more determined to support the child socially and emotionally and focused on social self-confidence, social harmony and social competence in early childhood education. This result primarily shows that participants with high multicultural competence perceptions take social factors into consideration more, as stated in the literature (Aboud, 2009). In addition, it can be said that preschool teacher candidates with higher multicultural competence perceptions put forward opinions that are in line with the social action approach put forward by Banks (2004). These participants tend to justify their pedagogical views by relating them to the context of early childhood education. This indicates that participants in the higher group will tend to take the child's emotional and behavioral reactions into consideration when planning and implementing learning activities that are vital for social development (Mathers et al. 2014). In addition, it can be thought that this attitude of the teacher candidates in the higher group will positively affect the preferences and attitudes of the children who will be in their classes in their future professional lives to be included in social groups (Killen, 2014).

Thirdly, in this study concluded that both groups expressed the idea of *equality pedagogy* in the context of promoting a positive classroom climate (Banks, 2019). This shows that participants tend to support the characteristics of the children they will include in their classes, such as *self-awareness, positive identity development, and attention to difference and diversity* (NAEYC, 2019). However, it was determined that participants with higher perceptions of multicultural competence also had ideas about promoting a positive classroom climate, such as *peer interactions and friendship, creating emotionally supportive environments, small group interactions, and creating trust-based environments*. This finding also coincides with the results of the systematic review conducted by Khalfaoui et al. (2021) on the identification of pedagogical and structural aspects that promote a positive classroom climate in multicultural early childhood education environments. Again, unlike the lower group participants, it emerged as a result of the higher group participants' focus on the concepts of *racial/cultural* and *social prejudice* in the context of multicultural perspectives in early childhood. This result shows that preschool teacher candidates with high perceptions of multicultural competence are aware of the social consequences of prejudice and marginalization in culturally diverse environments (Aboud, 2009; Ghosh & Abdi, 2004). In addition, upper group participants also referred to the concept of culturally responsive teaching and touched upon the importance of social interaction for multicultural education in early childhood. Gay (2010) suggested that this idea would provide a framework that leads to increased participation, motivation and academic success among children. Hayes and Francis (2023) claimed that multicultural classroom environments are important in creating environments where children learn to be valued by others, to behave fairly and respectfully, and to learn how to embrace human differences rather than ignoring or fearing them. In line with the stated claim, the higher group preschool teacher candidates who participated in this research also pointed out the importance of taking cultural differences into account in the classroom in terms of group dynamics.

Another result of this study revealed that in the context of teacher-child interaction in the multicultural education process in early childhood, the higher group participants referred to multifaceted communication and interaction tools, and the lower group participants referred to rhetorical interaction. This interaction, which is claimed to shape the classroom climate by Mathers et al. (2014), should have a multidimensional structure. In this sense, it can be thought that preschool teacher candidates with high perceptions of multicultural competence display a profile closer to the role of cultural intermediary, which aims to establish meaningful connections between children's experiences by focusing on multifaceted communication and interaction (Jensen, 2014; Sleeter, 2018). This finding also supports the claim made by Reyes et al. (2012) that high teacher self-efficacy is intertwined with the development of meaningful interactions and learning opportunities in the classroom. Here, it was determined that the higher group participants, whose communication awareness was high, also referred to the impact of administrative elements regarding multicultural education in early childhood. This finding shows that the participants in the higher group consider multicultural education as a

whole in all its dimensions. In this context, according to Banks (2019), who argues that schools are social systems consisting of cultural components that include curriculum, pedagogy and practices that form a part of the school culture, multicultural education consists of five dimensions. These are *content integration, knowledge creation process, prejudice reduction, equity pedagogy, and an empowering school culture and social structure*.

Preschool teacher candidates in the higher and lower groups mentioned family involvement in the context of multicultural education. This result is consistent with the idea advocated by Khalfaoui et al. (2021) that teacher-family relationships based on trust are necessary to ensure a positive classroom climate in multicultural educational environments. In this context, it can be thought that the preschool teacher candidates who participated in the research considered the importance of family involvement suggested in the literature. Finally, it was determined that the higher group participants expanded their pedagogical views within the scope of multicultural education in the context of *emotional behavioral problems*. Therefore, this shows that preschool teacher candidates with high perceptions of competence are more ready to help the children in their classes (Conroy et al. 2014; Sisask et al. 2014).

In summary, when the pedagogical views of preschool teacher candidates who participated in the study were evaluated in general regarding multicultural education, it was revealed that participants with high perceptions of competence related their explanations more to the context of early childhood education, considered all dimensions of multicultural education, and put forward their ideas by resorting to more reasoned arguments. This result was also compared with the informal reasoning qualities of both groups. It was determined that higher group participants made decisions predominantly through rational reasoning patterns, while lower group participants made decisions through intuitive reasoning patterns. This has shown that higher group participants tend to make more conscious decisions (Ukpokodu, 2003; Villegas & Lucas 2002). Based on all these results, it can be said that the higher group participants are closer to internalizing the goals of multicultural education (Banks, 2019; Davidman & Davidman, 2001; Kahraman & Sezer, 2017).

Implications

In the context of this study, following the discussion of the results reached within the current literature framework, the following recommendations have been provided to enhance the quality of multicultural education in early childhood and to guide future study in this area.

1. The findings of this study are limited to the answers of preschool teacher candidates. For this reason, studies aiming to investigate the perceptions and awareness of parents, children and administrators, who are the stakeholders of early childhood education, regarding multicultural education can be carried out.
2. This study has concluded that one of the most significant ways to enhance the multicultural classroom climate in early childhood education is to facilitate social interaction. In this context, practical activities in line with this objective can be included in preschool teacher training environments.

3. The multicultural competency perceptions of the preschool teacher candidates participating in this study are high. However, this does not guarantee that they will reflect their competencies in their classrooms. Therefore, study can be conducted to explore the pedagogical practices of preschool teachers regarding multicultural education.
4. Within the scope of the study, preschool teacher candidates with higher competency perceptions have evaluated multicultural education topics more comprehensively. Therefore, it will be important to conduct direct activities in early childhood teacher education that will ensure high competency perceptions.
5. Within the scope of this study, the idea has emerged that multicultural education is not only important in early childhood education but also in all levels of education. Therefore, a new undergraduate course on multiculturalism can be taught in teacher education programs across all disciplines.
6. Finally, conducting comprehensive quantitative study to explore the multicultural competency perceptions of teacher candidates from all disciplines would be important to gain an overall understanding of the structure.

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APPENDIX

Appendix A

Can Everyone Be Satisfied?

You work as a kindergarten teacher in a multicultural school. 10 of the 20 children in his class are from Ukraine, Syria, Iraq, Iran, Kazakhstan and Uzbekistan, and the others are Turkish. In class, you told the children about a play that will be released in two weeks. All the children's eyes sparkled and they were very happy. You also shared this news with your children's parents and they encouraged their children's participation in theatre. The school principal stated at the meeting a week later that they allocated a certain number of quotas to each branch due to the size of the hall where the Theater will be held. Only 10 out of 20 children in his/her class can participate in this theater. Who will you choose and how? How will you provide this information to families?

1. What decision would you make in this situation?
2. What impact do you think your decision would have on children?
3. What might be the possible effects of this situation on children's motivation and participation?
4. What impact do you think your decision would have on other teachers?
5. What do you think would be the impact of your decision on the school principal?
6. What impact do you think your decision would have on the children's parents?
7. How would you convince your friend who disagrees with you?

Appendix B.

Table 4.

Pedagogical conceptualizations regarding multiculturalism in early childhood

Higher Group	
<i>Teacher/Child Interaction</i>	<i>Social-Emotional Development</i>
Getting to Know and Assessing the Child	Emotional Regulation
Considering Child Psychology	Lack of Social Skills
Emotional Questions	Social Competence (4)
Teacher-Child Communication	Ensuring Social Justice (7)
Individual Communication	Social Empathy (8)
Rhetorical Interactions	Social Confidence (3)
Indirect Communication	Fear of Social Interaction
Valuing Child Perceptions	Social Communication/Interaction (9)
Integration with Activities	Social Relationship Disruption (4)
Communication Barriers	Social Adjustment
Teacher-Student Supportive Interactions	Social Development
Understanding the Child	Conscience-Justice Dilemma
Communicating with the Child	Socio-Emotional Confusion
Classroom Communication	Emotional Development (4)
Individual Meetings	Emotional Responses
Observing Behavior	Lack of Self-Confidence
Individual Assessment	Sense of Responsibility
	Conscience Dimension
<i>Promoting a Positive Classroom Climate</i>	Ethical Values
Considering Developmental Characteristics	Altruism
Objective Perspective	
Classroom Needs	<i>Multicultural Perspective</i>
Ensuring Communication Control	Prejudice/Social Prejudice
Equality Pedagogy	Reminding Societal Norms
Regulating Classroom Climate	Social Pressure
Reminding/Teaching Rules	Social Perspective
Classroom Atmosphere/Classroom Management	Child's Personality Traits
Creating Emotionally Supportive Environments	Racial/Cultural Prejudice
	Cultural Hegemony
	Respect for Differences

Developing a Positive Classroom Climate	Considering Individual Differences
Creating a Trust-Based Environment	Reducing Anxiety Levels
Using Nonverbal Cues	Reducing Perceptual Biases
Facilitating Mutual Communication	Right to Participation
Creating a Social Environment	Non-Othering
Establishing a Zone of Trust	Non-Labeling
Focusing on Positive Aspects	Preventing Educational Exclusion
Emotional Regulation	Racial/Cultural Differences
Child's Developmental Characteristics	Preventing Exclusion
Ensuring Behavior Management	Preventative Strategies
Peer Interactions and Friendships	Culturally Responsive Teaching
Interactions Among Children	Fostering a Multicultural Perspective
Understanding the Situation	Valuing Cultural Diversity
<i>Emotional Behavioral Issues</i>	Sense of Exclusion
Behavioral Problems	Preventing Discrimination
Understanding Behavioral Issues	Considering Cultural Differences
Managing Behavioral Problems	Racial/Cultural Discrimination
Behavior Management	Children's Rights
Child's Introversion	Nationalistic Perspective
Ignoring Emotions	Making Decisions Independent of Culture
Bullying/Mobbing	<i>Administrative Components</i>
<i>Family Involvement</i>	Impact of Status
Parental Involvement	Supporting the Status Quo
Family Values/Characteristics	Negative Management
Communication with Parents	Management-Based Constraints
Managing Parental Reactions	Leadership Traits of the Principal
Parental Expectations	Administrative Leadership
Parental Role	Role of School Administration
Trust-Based Teacher-Parent Relationships	Management Style of the Principal

Lower Group

Social-Emotional Development

Egocentrism
 Development of Social Thought
 Sense of Friendship
 Empathy
 Emotional Awareness
 Sense of Responsibility
 Lack of Trust
 Understanding Life

Promoting a Positive Classroom Climate

Sharing Criteria
 Being a Role Model
 Transparency
 Behavior Control
 Classroom Rules
 Equality Pedagogy (Fair Distribution)
 Activity-Based Education
 Intervening in the Process
 Experiential Learning
 Formal Learning
 Rational Perspective

Family Involvement

Parental Approval
 Parental Reaction
 Communication with Parents

Multicultural Perspective

Independent Choice Regardless of
 Multiculturalism
 Respect for Differences
 Racial Prejudice
 Marginalization
 Equal Opportunity in Education
 Violation of Rights
 Disruption of Child's Orderliness
 Normalization of the Situation
 Protection

Teacher/Child Interaction

Getting to Know and Assessing the Child
 Observation
 Play and Drama
 Social Observation
 Academic Expectations
 Considering Child Psychology
 State of Uncertainty
 Non-Reactive Attitude
 Feedback
