Prospective Teachers' Beliefs about Diversity and Social Eqiuty

Neetu Tomar (Education), Dept. of Education, Research Scholar, Glocal University, Saharanpur (Uttar Pradesh)
Dr. Beena Rani (Education), Assistant Professor (Dept. of Education), Glocal University, Saharanpur (Uttar Pradesh)

ABSTRACT

The purpose of this research is to find out if and how future educators' assessments of their own abilities in the field of intercultural education relate to their convictions about the need of such training. Methods such as descriptive statistics and correlational surveys were utilized to compile the data. Researchers surveyed 251 aspiring elementary, secondary, and social science teachers at Delhi University. The sample used in the study was collected at random. The Personal Information Form, the Self-Efficacy, social equity Perceptions for Multicultural Education scale, and the Beliefs on the Necessity of Multicultural Education scale were used to collect the data. The research data was analyzed using a multivariate variance analysis, and descriptive statistics. The results demonstrate that future educators actively engage in discussions regarding the value and importance of intercultural education. Educators and students need to know the difference between the two. There was a moderately favorable correlation between pre-service teachers' perceptions of their own ability to implement intercultural education and their conviction that doing so is necessary. The prospective teachers' attitudes about the necessity for intercultural education significantly affected multicultural education self-efficacy, social equity perceptions.

Keywords: Personal Information Form, Self-Efficacy Perceptions for Multicultural Education scale, Social Equity

1. INTRODUCTION

Individuals from various cultural backgrounds are now better able to connect with and influence one another because to technological advancements. Millions of people have fled their homes and settled in other areas, towns, and nations as a result of conflicts and natural disasters in recent years. Therefore, people from all cultural backgrounds started to coexist. Because of this incident, multiculturalism has been a topic of discussion. Multiculturalism is a phenomenon that can be sorted in several ways. Some scholars primarily focus on the racial context of multiculturalism, while others include other dimensions such as socioeconomic status, sexual orientation, religion, and age (Güvenç, 1994). Multiculturalism in the United States, for instance, is restricted to just four groups of people: blacks, Indians, Asians, and Latinos (Sue, Arredondo, & McDavis, 1992). Multiculturalism, on the other hand, is typically understood to relate to societies that share a common state but are characterized by linguistic and cultural diversity (Gay, 2018).

Multiculturalism has begun to generate issues in communities where people have been forced to live together as a result of migration, war, or natural disaster. Education, particularly intercultural education, is seen as the only way to address these issues. According to Banks et al. (2001), "multicultural education" is "an idea, an educational reform, and a process that aims to ensure that all students, regardless of their race, ethnicity, or socioeconomic status, have access to a high-quality education." Multicultural education, as defined by Gay (1994), is "athought and education reform movement and process aimed at changing the structure of educational institutions to ensure that all students have equal chances of academic success."

Multicultural education is becoming more and more crucial every day. In order to address the complex issues facing modern civilizations, it is necessary to implement a system like multicultural education (Kaya & Aydn, 2014). According to Banks (2010), this approach utilizes equitable pedagogical strategies to eradicate racial and socioeconomic disparities. You can summarize the necessity for multicultural education in three bullet points (Kaya & Aydn, 2014, p. 39):

Educating students about other cultures helps them form lasting friendships with those from different backgrounds. It helps eliminate social disagreements and socialize individuals in pluralistic societies and ensures that democratic values and human rights are widely held and respected. It also makes sure that the cultures of different countries blend together for the greater good.

Multicultural education is believed to improve student cooperation, foster critical thinking

and tolerance, and lessen disciplinary issues, according to the research (Aslan, 2017; Banks, 1993). Multicultural education is only one example of how these benefits might help India realize its potential. People in India, with varied ethnic ide   ntity (Turks, Kurds, Arabs, etc.), with different religions (Alevis, Sunnis, Christians, pressured etc etc), with different sexual orientations, and with a wide range of political and religious beliefs and practices; in other words, a very diverse group of people. From where I'm sitting in India, the country is a melting pot of many cultures. Therefore, it is becoming increasingly vital in India's multicultural classrooms. In addition, the goals of multicultural education include achieving educational equity and social justice (Aslan & Aybek, 2019). It is well-documented that in India, conflicts arise when people of different ethnicities, languages, religions, abilities, and socioeconomic backgrounds interact with one another. Introducing cultural differences in education. differences in education. Educate introducing cultural differences in education. Resolve differences in education... The teacher is the primary driver of an efficient learning environment. Therefore, educators in India who work to successfully integrate intercultural education acknowledge its importance (Kervan, 2017).

Educators who are convinced of the value of a multicultural curriculum will find ways to incorporate it into their lessons. Teachers' beliefs influence their views on the learning-teaching process, their perceptions of the learning environment, the methods and strategies they employ, and the tools and apps they use (Yldrm, 2016, p. 52). According to Dooley (1997), a teacher's theoretical understanding is reflected in their pedagogical ideas about working with pupils from different cultural and ethnic backgrounds (Yldrm, 2016). The effectiveness of intercultural education is influenced by teachers' attitudes and views about it. One might even say that it has an impact.

Self-efficacy is defined by Pajares (2002) as "individuals' subjective judgments and perceptions of their own abilities to carry out a particular action." Self-efficacy is defined by Korkmaz (2009) as the confidence that one can accomplish one's goals despite the presence of obstacles. Based on multicultural education, educators must accommodate for students' varying backgrounds in terms of race, socioeconomic status, gender, language, religion, and sexual orientation. The degree to which educators believe they can effectively instruct students of diverse backgrounds is directly related to this issue. One factor in successfully implementing multicultural education is teachers' confidence in their own abilities to adapt the classroom to students' varying cultural backgrounds. Therefore, pre-service teacher preparation should include a discussion of multicultural education and why it is important. If this occurs, future educators will feel more confident in their abilities to facilitate a conducive learning and teaching environment for students of diverse backgrounds once they enter the workforce.

Few research on the topics of training needs for multicultural education (Yldrm, 2016) and self-efficacy for multicultural education (Basarr, 2012; Dolapci, 2019; Roh, 2015; Strickland, 2018) can be found in India's multicultural literature. No research has been identified on the attitudes of aspiring educators on the importance of intercultural education or their confidence in their ability to provide it. Again, such absence reveals a weakness in the literature.

India Social status and other cultural characteristics of society are very variable in the Republic of Ethnicity, Language, Religion, and Multiculturalism (Basar, 2019). As a result of hostilities in surrounding countries, such as Iraq and Syria, millions of refugees have poured to India in recent years. People of many different cultural backgrounds are educated in India. Since all students in India must be afforded the same opportunities to obtain a quality education (Ciftci-Acar & Aydin, 2014), multicultural education has emerged as a hot topic in the country.

As was previously said, schools where students of many cultural backgrounds study should structure their curricula and pedagogy in accordance with the principles of multicultural education. As a result, people from diverse cultural backgrounds will be better able to get along with one another, and the issues that arise between them will be reduced. Teachers should have a healthy sense of self-efficacy and a firm belief in the need of intercultural

education in the classroom. Teachers should be well-versed in intercultural education before beginning their careers and should maintain a firm conviction in its importance throughout their careers. They will have a more optimistic view of their own ability to benefit from intercultural education if they adopt this point of view.

To strengthen teachers' beliefs about the significance of multicultural education and their self-efficacy, social equity towards multicultural education, it is vital to deliver knowledge on multicultural education during undergraduate periods. Therefore, it is important to learn whether or not future educators think multicultural education is important and whether or not they feel confident teaching in a mixed classroom. For the simple reason that accommodating cultural variations in the classroom will be much easier once teachers have a strong foundation in intercultural education and a strong sense of their own ability to implement it. In this way, educational multiculturalism can help put an end to the social injustices it has spawned. Because of this, the study's findings are extremely important.

2. REVIEW OF RELATED LITERATURE

Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., & Mills, T. (2015). Critiquing Teacher Preparation Models: Inquiry, Equity, and Diversity. Journal of Teacher Education, 66(5), 468-488.

In this paper, the authors critique various teacher preparation models with a focus on their ability to address issues of inquiry, equity, and diversity. They argue that traditional teacher education programs often fail to prepare teachers adequately for working in diverse and inclusive classrooms, and they propose a framework for teacher education that emphasizes social justice and cultural competence.

Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice. Teachers College Press.

Gay's seminal work on culturally responsive teaching offers a comprehensive overview of the theory, research, and practice of teaching in a way that respects and incorporates the cultural backgrounds of students. She emphasizes the importance of teachers recognizing and valuing diversity and argues that culturally responsive teaching can improve academic outcomes for all students.

Nieto, S. (2017). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Pearson Education.

In this book, Nieto provides a thorough exploration of the sociopolitical context of multicultural education and its implications for teaching and learning. She discusses the importance of affirming diversity and challenges educators to consider their own beliefs and biases about diversity and equity.

Milner, H. R. (2010). Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms. Harvard Education Press.

Milner's book provides an in-depth examination of the challenges and opportunities associated with teaching in diverse classrooms. He discusses the importance of understanding the cultural, linguistic, and socioeconomic backgrounds of students and offers practical strategies for addressing opportunity gaps.

Sleeter, C. E., & Grant, C. A. (2009). Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender. Wiley.

In this book, Sleeter and Grant present five different approaches to multicultural education, ranging from teaching the culturally different to social reconstruction. They discuss the strengths and weaknesses of each approach and offer guidance for teachers on how to make informed choices about which approach to take in their own classrooms.

Villegas, A. M., & Lucas, T. (2002). Educating Culturally Responsive Teachers: A Coherent Approach. State University of New York Press.

Villegas and Lucas argue for the importance of preparing culturally responsive teachers and present a coherent approach to teacher education that emphasizes cultural competence and social justice. They discuss the need for teacher education programs to provide prospective teachers with the knowledge, skills, and dispositions necessary for working effectively with diverse student populations.

Howard, G. R. (2006). We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Teachers College Press.

In this book, Howard explores the challenges and opportunities faced by white teachers working in multiracial schools. He discusses the importance of self-awareness and reflection for teachers and offers strategies for developing cultural competence and addressing issues of race and racism in the classroom.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal, 32(3), 465-491.

Ladson-Billings introduces the concept of culturally relevant pedagogy, which emphasizes the importance of incorporating students' cultural backgrounds into the curriculum and pedagogy. She argues that culturally relevant teaching can improve academic outcomes and help students develop a positive sense of self and cultural identity.

Zeichner, K. (2009). Teacher Education and the Struggle for Social Justice. Routledge.

Zeichner discusses the role of teacher education in promoting social justice and argues that teacher education programs need to do more to prepare teachers to work effectively with diverse student populations. He offers a vision for teacher education that emphasizes social justice, cultural competence, and community engagement.

Banks, J. A. (2004). Multicultural Education: Historical Development, Dimensions, and Practice. Review of Research in Education, 28(1), 3-49.

Banks provides a comprehensive overview of the historical development, dimensions, and practice of multicultural education. He discusses the importance of incorporating multiple perspectives and voices into the curriculum and offers practical strategies for creating inclusive and equitable learning environments.

Sleeter, C. E. (2012). Confronting the Marginalization of Culturally Responsive Pedagogy. Urban Education, 47(3), 562-584.

Sleeter examines the ways in which culturally responsive pedagogy has been marginalized in education and argues for the importance of placing it at the center of teaching and learning. She discusses the challenges and opportunities associated with implementing culturally responsive pedagogy and offers strategies for overcoming barriers to its implementation.

Gorski, P. C. (2016). Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. Teachers College Press.

Gorski explores the challenges faced by students living in poverty and offers practical strategies for addressing the opportunity gap. He discusses the importance of understanding the root causes of poverty and offers guidance for creating inclusive and equitable learning environments.

Delpit, L. (2012). Multiplication is for White People: Raising Expectations for Other People's Children. The New Press.

In this book, Delpit challenges the low expectations often placed on students of color and offers a vision for education that is culturally responsive and high-achieving. She discusses the importance of valuing students' cultural backgrounds and offers strategies for creating inclusive and equitable learning environments.

Grant, C. A., & Sleeter, C. E. (2017). Doing Multicultural Education for Equity and Social Justice. Routledge.

Grant and Sleeter offer a practical guide for implementing multicultural education in a way that promotes equity and social justice. They discuss the importance of incorporating multiple perspectives and voices into the curriculum and offer practical strategies for creating inclusive and equitable learning environments.

Castro, A. J. (2010). Themes in the Research on Preservice Teachers' Views of Cultural Diversity: Implications for Researching Millennial Preservice Teachers. Educational Researcher, 39(3), 198-210.

Castro reviews the research on preservice teachers' views of cultural diversity and discusses the implications for researching millennial preservice teachers. He argues that teacher education programs need to do more to prepare teachers to work effectively with diverse student populations.

3. AIM

The purpose of this research is to evaluate if and how prospective teachers' sense of self-efficacy in regards to multicultural education relates to their views on the importance of multicultural education. Answers to research questions are sought in this environment.

1. How do future educators rate their own ability to teach a diverse classroom? What do they think about the importance of intercultural education?
2. Is there a statistically significant difference between men and women in the confidence future teachers have in their ability to implement multicultural education and in their conviction that such an approach is necessary?

4. METHODOLOGY

4.1.Research Model

The survey designs utilized were correlational and descriptive. A descriptive survey is designed to do just that: describe and show the features of whatever it is you're studying. People's educational perspectives, values, and identifications can be gleaned using a descriptive survey model (Johnson & Christensen, 2014). The correlation between two or more variables is the focus of a correlational survey model (zmantar, 2019).

The study employed a descriptive survey design to examine whether or not pre-service teachers' senses of self-efficacy and opinions about the importance of multicultural education vary by gender, field of study, and geographic location. Prospective educators' evaluations of their own ability to implement intercultural education were analyzed using a correlational survey model to assess the direction and level of predictability of this variable.

4.2. Participants

The research participants were potential elementary and social sciences teachers studying at a Indian public university. One of the non-probability sampling techniques, convenience sampling, was employed. Within the context of volunteering, the researcher has easy access to the participants and can employ data gathering techniques (Karagöz, 2017). The inability of this technology to accurately reflect the cosmos is its primary drawback.

Participating would-be educators were those who could be reached without much trouble. These participants opted in on their own accord. A total of 251 future educators (170 women and 81 men) took part in the research. Of the participants, 151 were studying to become classroom teachers, and 100 were preparing to become social sciences instructors. Within the scope of the research, the main reason for selecting the potential teachers studying in social sciences and elementary school teaching programs is because both programs offer social sciences courses. Students in these programs already have a foundational understanding of multicultural education thanks to the inclusion of discussions of cultural diversity in their social sciences coursework. For this reason, prospective instructors' in these two programs were selected as participants.

4.3. Data Collection Tools

There were three distinct methods employed for gathering information.

4.3.1. Information Collection Form

Expert feedback and the results of the research were factored into the development of a form for collecting personal information. Questions on the participant information sheet inquired about the students' majors and sex.

4.3.2. A Scale to Assess Perceptions Regarding the Importance of Multicultural Education

Belief in the importance of multicultural education was measured using a scale created by Yldrm (2016). The scale was developed by Yldrm (2016) using exploratory and confirmatory factor analyses. In order to refine the instrument, it was used on 490 educators.

The exploratory component analysis yielded a final scale composition of two factors and nine items. Belief in Individual Rights and General Belief in People were the names given to the two scale elements. The scale's factor loadings varied from.46 to.74. The scale's dimensions accounted for 45.57 percent of the overall variation. The scale's dependability coefficient was.75, which is quite good.

Fit indices were satisfactory in the confirmatory factor analysis conducted during scale

development (Yldrm, 2016). The reliability coefficient of the scale, as measured by Cronbach's alpha, was determined to be.70 in this study. This finding established the validity of the scale.

4.3.3 Multi-Cultural Multi-Education Perception Multi-Cultural Multi-Education Multi-Cultural Multi-Efficacy

Used was Yldrm's (2016) Multicultural Education Self-Efficacy Perception Scale. The scale was developed using both exploratory and confirmatory factor analyses. In order to refine the instrument, it was used on 490 educators.

The exploratory factor analysis determined that the scale has 13 items. 'Self-Efficacy to Design Activities,' 'Self-Efficacy in the Management of Cultural Differences,' and 'Self-Efficacy to Understand Differences' were the names given to the scale factors. Between.47 and.81, the factor loads on the scale fluctuated. The scale's dimensions account for 53.38 percent of the overall variation.

Cronbach's alpha coefficient of the scale was measured .88. Fit indices were satisfactory in the confirmatory factor analysis conducted during scale development (Yldrm, 2016). The reliability of the scale was calculated using Cronbach's alpha and found to be.86 in this study. Fraenkel, Wallen and Hyun (2014) said that the scale is exceptionallyreliable if the Cronbach's alpha coefficient is higher than .70. This finding provided evidence that the scale could be trusted. The sum score can then be used to compare across both scales.

The research scales were derived from studies conducted with educators. Participants in this research are those considering careers in education. In order to get their take on educational sciences and whether or not the scales employed in the research could be applied to potential teachers, two faculty members working in educational sciences were polled for their thoughts. Professors felt the scales may be used with future educators. Both scores were subjected to exploratory factor analysis in this study. Results were similar to those found by Yldrm (2016) when teachers conducted exploratory factor analyses. As a result, it was realized that these measures may be used with aspiring educators.

4.4 Collecting and analyzed data

The information was gathered from February 17th to the 28th, 2020 during the 2019-2020 school year's spring semester. Participants in the study were informed of the study's goals before data collection began. Voluntary engagement in the study by aspiring educators was a focus. The data was collected in accordance with all applicable ethical standards. Information was gathered at times that did not interfere with teachers' daily routines. The research was conducted with the appropriate approvals in place, and a ruling by an ethics committee (No. 874329561/050.99) was issued. Prospective educators often spent between ten and fifteen minutes completing the questionnaires.

The data's univariate normality was checked before any further analysis was performed. The Kolmogorov-Smirnov test outcomes were analyzed first. Examining the skewness and kurtosis coefficients, the analysis concluded that the data were not regularly distributed. The belief scale's skewness coefficient was.566 and the kurtosis coefficient was.117; the self-efficacy perception scale's skewness coefficient was.293 and the kurtosis coefficient was.456; and so on. These findings provide support for the conclusion that the distribution is univariately normal (Can, 2019).

The multivariate normality assumption was tested by looking for outlying Mahalanobis distances to see if it was met. These outliers were left out of the study, and the results were analyzed as usual. For this reason, 32 of the scales were left out of the final tally. Variance analysis (MANOVA), descriptive statistics (MANOVA), path analysis (MANOVA), multivariate analysis (MANOVA). According to the literature (Schumacker & Lomax, 2004), path analysis is an advanced statistical method. Path analysis is a powerful tool for discovering causation between variables, and it is used to examine the probability of a causal link between three or more variables (Fraenkel, Wallen, & Hyun, 2014). Levels of scale participation were classified as low (0.00–1.66), medium (1.67–3.32), and high (3.33).

5. RESULTS

Here, we first assess the confidence that aspiring educators have in their own abilities to

provide a multicultural education and the extent to which they see the value in doing so. Predicted next are the future educators' views on the importance of multicultural education and their confidence in implementing such a curriculum, as well as any differences in these views based on factors such as gender and level of education. The findings on the absence of forecasts are presented.

Based on the first sub-question of the survey, prospective teachers' attitudes about the necessity of multicultural education and their degrees of engagement in the self-efficacy perspectives of multicultural education are shown in Table 1.

Table 1. Descriptive Statistics Results

Variable		n	M	SD	Max	Min	Level
Multicultural Education Necessity	Individual Right	219	4.60	.40	5.00	3.25	High
	General Right	219	4.35	.44	5.00	3.20	High
Multicultural Education Self-Efficacy	Designing an Event	219	4.09	.49	5.00	2.60	High
	Cultural Differences Management	219	4.32	.45	5.00	3.00	High
	Understanding Differences	219	4.20	.46	5.00	3.20	High

When examining Table 1, it is clear that future educators rated the importance of multicultural education highly, both in terms of the belief sub-dimension (M= 4.60) and the idea that there is the general right for individuals (M= 4.35). Similar results may be seen on the sub-dimensions of self-efficacy (M= 4.09), efficacy (M= 4.32), and understanding differences (M= 4.20) of the self-efficacy perceptions scale for intercultural education.

Table 2 displays the study's MANOVA results on whether or not there is a statistically significant difference, by gender variable, in the perceptions of self-efficacy in multicultural education held by preservice teachers.

Table 2. MANOVA Results For The Gender Variable

Variable	Gender	n	M	SD	df	F	p	η^2
Multicultural Education Necessity	Women	154	4.50	.36	1–217	4.28	.04*	.01
	Men	65	4.38	.38				
Multicultural Education Self-Efficacy	Women	154	4.19	.42	1–217	.05	.81	.00
	Men	65	4.17	.38				

*p< .05

In Table 2, we see the results of a multivariate analysis of variance (MANOVA) that compared the effects of gender on future teachers' evaluations of their own ability to implement intercultural education. The belief in the necessity of intercultural education and the self-efficacy perceptions of multicultural education are dependent factors, while the gender variable is an independent variable. Before MANOVA was performed, the assumptions of normality, univariate and multivariate extremes, linearity, multiple correlation problem, and homogeneity of variance-covariance matrices were tested. There were no major infractions found. When looking at the dependent variables as a whole, there was no significant difference based on gender (F(1-217) = 2.428, p =.09; Wilks' lambda =.978; η^2=.02). According to Table 3's MANOVA findings, there was a gender-based difference in the future teachers' opinions on the importance of multicultural education. (F(1- 217) = 4.28, p< .05). Gender did not have a role in how future educators rated their own ability to teach about different cultures (F(1-217) =.05, p >.05).

Table 3 displays the study's MANOVA findings on whether or not pre-service teachers' perceptions of their own ability to implement intercultural education differ from their ideas

about the importance of doing so.

Table 3. MANOVA Results for the Department Variable in which Education is Studied

Variable	Department	n	M	SD	df	F	p	η2
Multicultural Education Necessity	Elementary Teaching	137	4.45	.37	1–217	.55	.45	.00
	Social sciences Teaching	82	4.49	.37				
Multicultural Education Self-Efficacy	Elementary Teaching	137	4.15	.41	1–217	2.58	.10	.01
	Social sciences Teaching	82	4.24	.40				

*p< .05

Table 3 shows the results of a MANOVA performed to determine the relationship between the self-efficacy perceptions of intercultural education and the beliefs of future teachers. Multicultural education requirement beliefs and self-efficacy perceptions are dependent factors, while education sector is an independent variable. Before MANOVA was performed, the assumptions of normality, univariate and multivariate extremes, linearity, multiple correlation problem, and homogeneity of variance-covariance matrices were tested. There were no major infractions found. The departmental variable was not significantly different from the other compound dependent variables (F(1-217) = 1.287, p =.27; Wilks' lambda =.988; η2 =.01).

.6. DISCUSSION

First, we looked at how much interest there was among pre-service teachers in taking part in self-efficacy perception scales for intercultural education, and how strongly they felt that multicultural education was necessary. Results showed that prospective educators at the 'high level' of the belief scale about the importance of intercultural education and general belief for people participated in the study. High levels of engagement are also observed in the self-efficacy sub-dimensions of designing well, self-efficacy addressing the management of cultural differences, and self-efficacy sub-dimensions of the multicultural education self-efficacy perceptions scale. Scientists generally approve with this finding. High levels of self-efficacy and optimism about the potential for success in multicultural education among pre-service teachers are indicative of an eventual shift in the classroom climate toward a more inclusive one. As such, these results have the potential to ameliorate the educational and social challenges brought on by multiculturalism. Teachers' confidence in their ability to implement intercultural education and their conviction that such education is necessary are both shown to be high in the study by Yldrm (2016). Paradigm shifts in teacher attitudes (2017) and student attitudes (2017) regarding multicultural education. Prospective educators have positive attitudes toward intercultural education, according to the findings of Başarr's (2012) study. This finding agrees with the findings of this study. According to Perkins's (2012) findings, future educators have a positive outlook on diversity in the classroom. According to Strickland's (2018) research, the average level of multicultural experience among instructors in ethnically diverse American schools is quite high. Prospective educators have a moderate impression of their own multicultural ability, according to research by Roh (2015). This research's conclusions coincide with those of intercultural education in published literature around the world. Conflicts in recent years, and the consequent migrations, have accelerated the mixing of people from very disparate backgrounds. This has highlighted the importance of multicultural education on a global scale.

As part of the study's second sub-problem, we looked at whether or not future teachers' perceptions of their own ability to implement intercultural education differed depending on

their gender. According to the data, there is a gender-based variation in the proportion of future educators who see intercultural education as necessary. The gender gap in future educators' confidence in their ability to educate about diversity was not statistically significant.

This finding suggests that the gender of a future teacher's potential students has a substantial impact on their views on the importance of multicultural education. However, students' beliefs about their own ability to succeed in a multicultural classroom do not change noticeably as a result. The high rates of involvement by both male and female aspiring educators on both measures are encouraging. This finding demonstrates that both aspiring female and male educators value multicultural education. Prospective teachers' high levels of confidence in their own abilities to provide a multicultural education indicate that they will, once entering the profession, make accommodations for students' cultural backgrounds. As a result of the research conducted by Yıldırım (2016), there was no significant difference in terms of the gender variable between teachers' attitudes about the significance of multicultural education and their self-efficacy perceptions regarding multicultural education. It was found by Roh (2015) that potential female teachers have higher exposure to other cultures.

Prospective educators' assessments of their own ability to implement multicultural education were also studied to see if there was a correlation between their convictions about the topic's importance and their departmental affiliation. From the analyses carried out within the scope of the research, no significant difference was identified between the attitudes of prospective teachers regarding the necessity of multicultural education and the self-efficacy perceptions of multicultural education in terms of the department variable. This finding suggests that there is no correlation between student instructors' perceptions of their own ability to implement intercultural education and their conviction that such instruction is essential. Therefore, prospective instructors at the elementary education and social sciences teaching departments have a high average GPA. There is a big disparity in the extent of the studies that were conducted in favor of instructors and those that were not. When looking at the curriculum for social science teacher preparation, it is clear that the majority of classes focus on cultural aspects (YOK, 2018).

Finally, it was examined if an individual's opinion of their own ability to implement intercultural education is influenced by their own views on the importance of doing so. This study found that future educators' assessments of their own ability to implement intercultural education were strongly influenced by the characteristics of their ideas about the importance of such training. This finding suggests that if future educators think of multicultural education in terms of human rights, their views on the subject will be more positive. Wade (1995) stresses the importance of beliefs in determining teaching methods, noting that students' experiences have an impact on their sense of self-efficacy, which in turn shapes how they teach. Similar results were found in the study conducted by Yldrm (2016).According to the findings of a study conducted by Türkan, Aydn, and Üner (2016), there is a correlation between an aspiring educator's epistemological ideas and their views on multicultural education.

7. CONCLUSION

The findings indicate that the majority of future educators have positive attitudes about intercultural education and hold strong convictions in its importance. This is a significant finding from the study. There was a large gender gap in the proportion of female teachers-to-be who had strong attitudes about the importance of multicultural education. Prospective educators' confidence in their ability to teach across cultures did not differ significantly by gender, though. The attitudes regarding the necessity of intercultural education and the self-efficacy , social equity judgments of multicultural education did not differ significantly by education department. Finding a substantial predictive association between pre-service teachers' opinions of their own efficacy in the context of intercultural education is another major accomplishment of this study. This finding will significantly advance the state of the

art. It demonstrates that if future educators view intercultural education as a fundamental human right, they are more likely to feel confident in their ability to teach it.

8. SUGGESTIONS

Based on the findings, the following suggestions were made:

- Prospective teachers should be exposed to multicultural education content during their undergraduate studies because it is thought that this view predicts the self-efficacy, social equity perspective of multicultural education. This can be achieved by incorporating a discussion of intercultural education into pre-service teachers' coursework.
- It is possible to conduct research about students' and teachers' perceptions of their own abilities to implement multicultural education on a variety of different scales.
- Studies comparing teachers' and students' views on the importance of multicultural education and teachers' sense of competence in delivering it are feasible.
- Phenomenological, case study, and action research are all examples of qualitative research designs that can be used to probe pre-service teachers' perspectives of the relevance and usefulness of multicultural education.

REFERENCES

1. Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., & Mills, T. (2015). Critiquing Teacher Preparation Models: Inquiry, Equity, and Diversity. Journal of Teacher Education, 66(5), 468-488.
2. Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice. Teachers College Press.
3. Nieto, S. (2017). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Pearson Education.
4. Milner, H. R. (2010). Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms. Harvard Education Press.
5. Sleeter, C. E., & Grant, C. A. (2009). Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender. Wiley.
6. Villegas, A. M., & Lucas, T. (2002). Educating Culturally Responsive Teachers: A Coherent Approach. State University of New York Press.
7. Howard, G. R. (2006). We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Teachers College Press.
8. Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal, 32(3), 465-491.
9. Zeichner, K. (2009). Teacher Education and the Struggle for Social Justice. Routledge.
10. Banks, J. A. (2004). Multicultural Education: Historical Development, Dimensions, and Practice. Review of Research in Education, 28(1), 3-49.
11. Sleeter, C. E. (2012). Confronting the Marginalization of Culturally Responsive Pedagogy. Urban Education, 47(3), 562-584.
12. Gorski, P. C. (2016). Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. Teachers College Press.
13. Delpit, L. (2012). Multiplication is for White People: Raising Expectations for Other People's Children. The New Press.