

## RELIABILITY AND VALIDITY OF THE MULTICULTURAL EDUCATION AND DEMOCRACY PERCEPTION SCALE: A SCALE DEVELOPMENT STUDY<sup>2</sup>

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**Abstract:** The importance of education on social transformation, on modernization, and on realization of the values democracy conveys on individuals which cannot be ignored. As part of equality of opportunity, the role of the realization of the purposes of multicultural education on individuals, that emphasizes people of different cultures benefit from education coequally, will also certainly be assumed by education. To fulfill this duty that needs to be carried out by education, the attitudes, perceptions and interpretations of individuals towards democracy should be known. This required information will ensure that educational activities and it will be carried out more consciously and deliberately. In this vein, the purpose of this study is to develop Turkish Culture specific “Multicultural Education and Democracy Perception Scale” (MEDPS). It is predicted that this scale will help data collection on multicultural education, and with the results it provides, it will also contribute to the planning of education. In consequence of the exploratory and confirmatory factor analysis, it was determined that MEDPS has a five-factor structure. Through to the Cronbach Alpha internal consistency and reliability coefficient, it proves to be a reliable scale.

**Keywords:** Multiculturalism, multicultural education, democracy, perception, scale development

### INTRODUCTION

Multicultural education is an important phenomenon which has recently attracted more attention in academic community (Aydin, 2013). Banks (2009) defines multiculturalism as social and cultural diversity structured by people of different ethnicity, culture, language, and religion. Similarly, one other definition by Parekh (2002) is that multiculturalism is simply the existence of different cultures living together. In a broader sense, “it represents that in a society other cultures have the opportunity to grow by themselves and protects their entity” (Aydin, 2013 p.3). In addition, Banks and Banks (2004) emphasizes that multiculturalism aims to build a society where nobody has any advantages or disadvantages because of their differences, and everybody lives in peace having equal rights without any discrimination. Aydin (2013) also argues that the essence of multiculturalism lays the purpose of reducing discrimination and increasing open-mindedness.

Multicultural education, it is the awareness of cultural, religious, educational, social class, being disabled, age, gender, sexual orientation, lingual, ethnic and racial dimensions (APA, 2002). In addition, several researchers, including Gay (2004) defines multicultural education as an educational philosophy that provides equal opportunities for all students in the path of success and enables to live with diversity and cultural differences. By setting equal opportunities, Castagno (2009) stresses, the process of education will be based on preparing the environment according to pluralistic values. Moreover, multiculturalist underline that multicultural education develops social justice principles. For instance, Banks (2002), Bennett (2001), and Gay (1994), argue

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that the basic principles of teaching and learning in multicultural education are the end of prejudice, gender discrimination and any type of discrimination; allowing different cultures in to learning environment; the integration of different cultures, inheritance, experience and perspective; setting connections between school life and real life experiences for culturally different students (as cited in Cirik, 2008).

Furthermore, Nieto (1996) indicates that multicultural education accepts and supports positive ethnic characteristics in the class environment. She suggests that multicultural education is a comprehensive school reform and fundamental education process. Thus, it objects and declines any sort of discrimination in schools and societies and develops social justice principles. Nieto (1996) mentions 7 basic principles of multicultural education:

1. Multicultural education is an *anti-racist education*.
2. Multicultural education is *basic education*.
3. Multicultural education is *vital for all students*.
4. Multicultural education is *common*.
5. Multicultural education is *the education for social justice*.
6. Multicultural education is a *process*
7. Multicultural education is *critical pedagogy*.

Nieto further argues that multicultural education is against the idea that one race is superior or inferior to others while supporting equal opportunities for all individuals. Besides, multicultural education incorporates humanistic initiatives for understanding different cultures (Banks, 2008), providing learning of differences for students (Gay, 1994), and stressing freedom, justice, equality and human honor (Aydin, 2013).

As diversity in the world grows, it becomes increasingly important for students all over the world to acquire the knowledge, skills, and values essential for functioning in cross-racial, cross-ethnic, and cross-cultural situations (Salili & Hoosain, 2001). For democracy to function in a pluralistic nation-state, its citizens must be able to transcend their ethnic and cultural boundaries in order to participate in public discussions and actions (NCSS, 1991). Researchers define democracy in a different perspective. For example, Zimmermann (2012) define democracy as "rule by the people" while Becker and Raveloson (2008), as "government by majority, and Erturk (1981) as "not just being a type of governing, is a philosophy and life style. From the definitions, it is clear that democracy is in relation with education and in turn with multicultural education.

According to Halvorsen and Wilson (2010), and Schugurensky (2010), multicultural education is an area of study with the goals of helping all students develop knowledge and skills, and participate effectively in a democratic society. Parker (2003) states, all entities of a society such as the media, corporations, social forces or educators are responsible for helping to create a democratic living, but educators are "the primary stewards of democracy". In this context, Dewey (1916) stresses that "Democracy cannot merely 'tolerate' diversity; it alone of all forms of civilization requires diversity" (p. 76). In addition, Seltzer-Kelly et al. (2010) stresses that without the variety offered by pluralism, human experience would be bereft of the consciousness of that variety and the opportunity to encounter and consider it critically—a prerequisite for democratic citizenship (p.444).

Many studies conducted on the effects of multicultural education on democracy indicate that employing multicultural components in the education program helps students develop more democratic attitudes, and in turn, create a more democratic society. A study by Shirley (1988) concludes that multicultural activities added in the curriculum made white skinned students have more positive attitudes towards non-white skinned students. Lee's (1993) study on African-American students also showed positive results as to the effects of culturally responsive teaching on student learning. Furthermore, in their study on African-American students studying at a culturally different school, Fleming, Guo, Mahmood, and Gooden of Texas Southern University (2004) found that presenting culturally-relevant materials to African-American students proved 112% more effective in improving their reading performance. In short, it seems plausible to think that the creators of a democratic living in the society are educators themselves.

There are diverse studies to measure the perceptions and attitudes (of teachers, teacher candidates, students and academicians) towards multicultural education and democracy. Among these are *The Multicultural Attitudes and Competencies Among Student Scale* by Guyton and Weshe (2005) measuring knowledge, attitudes and behaviors towards multicultural efficacy, *Multicultural Beliefs Scale* by Reiff and Carnella (1992) measuring beliefs and attitudes towards multiculturalism and *Teacher Multicultural Attitude Survey* by Ponterotto, Baluch,

Greid ve Rivere (1998) measuring teachers attitude towards multiculturalism. Besides, Multicultural Personality Questionnaire by Van der Zee & Van Oudenhoven (2002) measures cultural empathy, openness, social initiation, emotional balance and flexibility. Likewise, *Multicultural Attitude Scale* by Damgaci (2013) investigates the attitudes of academicians in Turkey towards the necessity and application of multicultural education in Turkey. In addition, Basbay and Kagnici (2011) developed *Multicultural Efficacy Perception Scale* to indicate academicians' perceptions towards the issue of multiculturalism. *The Multicultural Education and Democracy Perception Scale*, on the other hand, aims to indicate Democratic perception towards culture, multicultural education and democracy perception in educational environment, negative perception toward multicultural education and education's presenting opportunities for multicultural education.

Research has shown that there are several scale development studies on multicultural education and democracy. However, it has been found out that these studies are mostly towards teachers and academicians. There is no scale developed for undergraduate students' perception on multicultural education and democracy. In this vein, the purpose of this study is to develop a scale (Multicultural Education and Democracy Perception Scale [MEDPS]) to determine undergraduate students' perceptions of multicultural education and democracy. Throughout, the following research questions are sought to answer:

1. What are the exploratory factor analysis results of MEDPS?
2. What are the confirmatory factor analysis results of MEDPS?
3. What are the internal consistency reliability analysis results of MEDPS?

## METHOD

### Research Design

This research is a descriptive research. In the study, it was aimed that Multicultural Education and Democracy Perception Scale (MEDPS) determining undergraduate students' perceptions of multicultural education and democracy be developed. A trial application was carried out, and the technical features (reliability and validity) of the scale were described.

### Scale Development Group

MEDPS is a scale developed towards undergraduate students. In the development of MEDPS, inquiries were made from two different groups. These groups can be defined as:

*Data Collection Group for Exploratory Factor Analysis and Reliability:* This group is the one that was formed to determine the technical features of the scale: the construct validity (exploratory factor analysis) and reliability (Cronbach Alpha reliability coefficient in the meaning of internal consistency). In this group, there were undergraduate students studying in two universities from the cities of Anatolian Center and from one of the largest metropolitan city in the Marmara region. These were undergraduate students that were registered in their universities and studied in the Fall semester of 2013-2014. Applications were made in November 2013. The scale was applied to 143 students of different grade levels (32 first year, 41 second year, 48 third year, and 22 fourth year), and different genders (78 females, 65 males).

*Data Collection Group for Confirmatory Factor Analysis:* This group is the one that was formed to determine whether the structure acquired in the construct validity (exploratory factor analysis) is confirmed with data obtained from another group. In this group, there were undergraduate students studying in two universities from the cities of Anatolian Center and from one of the largest metropolitan city in the Marmara region. These were undergraduate students that were registered in their universities and studied in the Fall semester of 2013-2014. Applications were made in December 2013. The scale was applied to 186 students of different grade levels (48 first year, 42 second year, 56 third year, and 40 fourth year), and different genders (97 females, 89 males).

### Scale Development Procedure

In the development of MEDPS, the steps listed below have been followed:

1. Determining the aim of the scale (determining the perception of multicultural education and democracy)
2. Defining the target group to apply the scale on (undergraduate students)
3. Determining the nature and scope of the features (perception) intended to be specified in the scale (In this process, literature review has been taken as a reference)
4. Deciding on the types of items in the scale in the context of the features intended to be determined (perception)
5. Writing test items in the type of items decided
6. Revision of the items and forming a questionnaire

7. Asking domain experts' opinions about the legibility of the scale to measure the intended features
8. In accordance with the domain experts' opinions, giving the scale its final form before the trial application
9. Determining how to grade the items
10. Presentation of the technical features of the scale (reliability and validity) at the end of the trial application
11. Presentation of the scale in line with the acquired results

### **Multicultural Education and Democracy Perception Scale and Its Features**

MEDPS, before the determination of its technical features (reliability and validity), was developed as a 5-scale likert type scale (strongly disagree, disagree, partially agree, agree, strongly agree) consisting 25 items. Before the development of the scale, the researchers reviewed the literature on multicultural education and democracy. The scale developed in accordance with the reference from the literature was presented to domain experts' opinions before being used in a trial application. Domain experts consisted of four educational sciences academicians that studied on multicultural education and one doctorate student in the field of assessment and evaluation. In accordance with the feedback from domain experts, the scale was given its final form and the trial application was carried out.

At the end of the trial application, it was found out that 8 items in the scale (items 3, 6, 8, 9, 14, 15, 18 and 25) showed a load on multiple factors. These items that showed a load on multiple factors were eliminated from the scale. As a result of these operations, there remained 17 items in the scale. The remaining 17 items were renumbered.

The remaining 17 items in the scale were grouped under four factors (components). Names of these factors and their sub-items are listed as the following:

- *Democratic Perception towards Culture (DPTC)*: This is the factor that analyzes whether the participants look at/perceive different cultures from a democratic point of view. Items of this sub-component are 3, 4, 5, 6, 7, and 13. The highest possible score is 30. A high score indicates a positive and democratic perception towards different cultures.
- *Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)*: This is the factor that analyzes the perception towards the consideration of multicultural education in the education environment. In this sub-component, the items are 8, 9, 10, 12 and 14. The highest possible score is 25. A high score indicates the perception towards the consideration of multicultural education in the education environment.
- *Negative Perception towards Multicultural Education (NPTME)*: This is the factor based on the perception that inclusion of multicultural education in the education environment causes conflicts and some states of distress. In this sub-component, items are 15, 16, and 17. The highest possible score is 15. Items in this sub-component should be scored by coding reversely since they are of negative meaning. A high score indicates the perception that multicultural education will bear negative results.
- *Perception of Education's Presenting Opportunities for Multicultural Education (PEPOME)*: This is the factor that analyzes the perception that education should focus on various cultures. In this sub-component, items are 1, 2, and 11. The highest possible score is 15. A high score indicates the perception that education gives opportunity to various cultures.

## **FINDINGS**

### **Exploratory Factor Analysis**

Data were converted to IBM-SPSS 21 package program. Exploratory Factor Analysis (EFA) is an analysis applied to uncover how the construction of a scale is, and to reveal the factorial construction of a scale, developed to find the characteristics/relations between measured variables. Within the scope of EFA, principle components analysis (PCA) was applied to data set from 143 individuals. In the content of this analysis, before starting the analysis whether it is proper for the data set to be subjected to factor analysis, in short, for the compliance of the data set Kaiser Meyer Olkin (KMO) and Bartlett's Test should be applied (Büyüköztürk, 2003; Özdamar, 2013). In the analysis, KMO value was found 0.852. This rate being more than 0.50 showed that the data set was appropriate for factor analysis application. Likewise, the result of Bartlett's Test was ( $\chi^2=962.290$ ;  $df=136$ ,  $p<0.01$ ). This rate's being significant showed that factor analysis could be applied.

MEDPS's 3, 6, 8, 9, 14, 15, 18 and 25 items, after exploratory factor analysis, showed high correlation in diverse factors. These items, showing load under more than one factor, were extracted from the scale. The remaining 17 items showed a four factor structure. The load value of the remaining 17 items, items total

correlations, how much the four factor scale explained the variance of significant characteristics and reliability values are in Table 1.

**Table 1:** Factor analysis initial factor load values and item total correlation results

Item No	Initial Factor Load Value	Item Correlation	Total If Item Deleted	Item No	Initial Factor Load Value	Item Correlation	Total If Item Deleted
1	0.692	0.444	0.877	116	0.582	0.566	0.870
2	0.683	0.652	0.867	117	0.632	0.643	0.867
4	0.444	0.467	0.874	119	0.491	0.513	0.872
5	0.630	0.519	0.873	120	0.347	0.421	0.876
7	0.584	0.467	0.875	121	0.685	0.597	0.869
10	0.374	0.397	0.877	122	0.845	0.617	0.868
11	0.602	0.556	0.872	123	0.853	0.567	0.870
12	0.478	0.489	0.873	124	0.632	0.543	0.871
13	0.580	0.431	0.876				
<b>Four Factors' Variance = % 59.604</b>							
<b>Cronbach Alpha = 0.879</b>							

As seen from the Table 1, items initial load values vary between 0.374 and 0.853. Besides, item total correlations vary between 0.397 and 0.652. With the remaining items, the scale explains %59.604 the variance in the perception for multi cultural education and democracy under four factors. When taken as a whole, the scale's Cronbach-Alpha internal consistency coefficient for reliability is found 0.879. In the Cronbach-Alfa reliability analysis in "Cronbach's Alpha if Item Deleted" division, if any item is extracted from the scale the Cronbach-Alpha falls below 0.879. In this situation, it can be said that all items coefficients of reliability is high (Büyüköztürk, 2003; Özdamar, 2013).

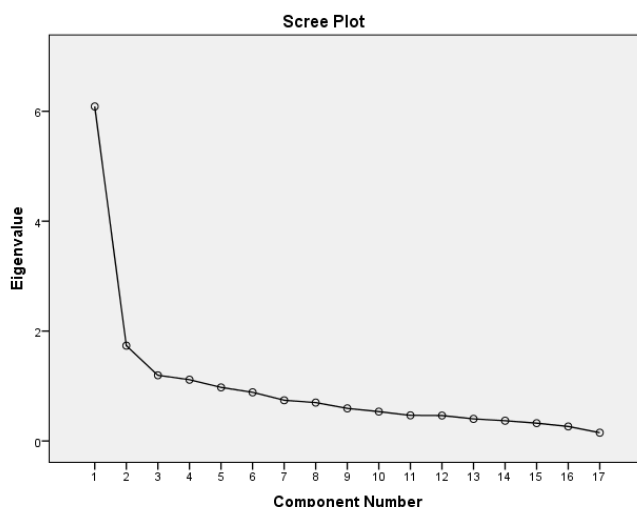
Principal components analysis shows whether there are sub-components in the developed scale. In order to indicate sub-components in a proper way, "Varimax" rotation method was applied to the data collected from 143 individuals (Büyüköztürk, 2003; Özdamar, 2013). The results of the Varimax rotation application are shown in Table 2

**Table 2:** factors after varimax rotation and items under the factors

	Component			
	1	2	3	4
I7	,743			
I11	,712			
I5	,670			
I10	,580			
I4	,494			
I20	,481			
I13		,673		
I16		,655		
I21		,636		
I19		,633		
I12		,627		
I23			,878	
I22			,868	
I24			,664	
I1				,813
I2				,680
I17				,592

Table 2 shows that items 4, 5, 7, 10, 11, and 20 form a component. When items in this component are examined, it is decided that the component can be named as “*Democratic Perception towards Culture (DPTC)*”. In addition, it is determined that items 12, 13, 16, 19 and 21 form another component. This component is concluded to be named as “*Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)*”. One other component is named as “*Negative Perception towards Multicultural Education (NPTME)*”, consisting of items 22, 23 and 24. The last component is named “*Perception of Education’s Presenting Opportunities for Multicultural Education (PEPOME)*”, consisting of items 1, 2 and 17.

The components can be followed visually in figure 1 within Scree Plot.



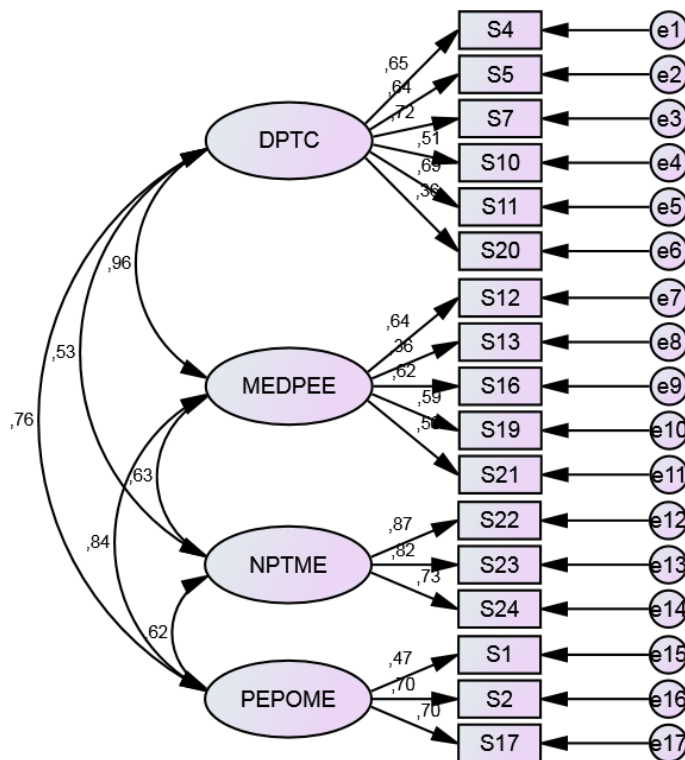
Figur 1. Sub-components of MEDPS as Scree Plot

In the Scree Plot, after the four components, it is viewed that factors go plain. This vision can be evidence for the fact that the scale is composed of four components.

The reliability of the scale is calculated over the whole scale in Table 1. Besides, reliability is examined through the four components of severally. The results are summarized in Table 4.

### Confirmatory Factor Analysis

So as to determine whether the structure of MEDPS as a result of exploratory factor analysis could be confirmed or not, confirmatory factor analysis was applied via IBM-AMOS 21 program to the data set gathered from 186 individuals. The model emerged as a result of the analysis is shown in figure 2.



**Figure 2.** Diagram of confirmatory factor analysis of sub-components of MEDPS

Fit indices obtained as a result of confirmatory factor analysis are summarized in Table 3

**Table 3:** Confirmatory factor analysis fit indices

Fit index	Value
Chi-Square ( $\chi^2$ )	223.825
Degree of Freedom (df)	113
$\chi^2/df$	1.98
Goodness of Fit Index (GFI)	0.879
Adjusted Goodness of Fit Index (AGFI)	0.836
Root Mean Square Error of Approximation (RMSEA)	0.073
Root Mean Square Residual (RMR)	0.066

The chi-square and degree of freedom values as a result of confirmatory factor analysis were  $X^2 = 223.825$ , ( $df = 113$ ,  $p < .01$ ) and  $X^2/df = 1.98$  value was obtained. This value obtained from the selected sample being below 3 indicates perfect consistency (Jöreskog ve Sörbom, 1993; Kline, 2005; Sümer, 2000). In this study, the consistency between the model and the data obtained via confirmatory factor analysis can be said to match the perfect fit.

GFI values' being such close to 1 shows that the factor model explains the data observed to a high extent, that the model is proper. GFI's being above 0.70 shows that the factor model explains original variance sufficiently well, that the model can be used and that the model can be mentioned as a good model. With a 0.90 GFI or a higher value, perfect fit can be mentioned (Özdamar, 2013). The GFI value obtained from the analysis is close to perfect level.

AGFI value's being over 0.80 means that the model is acceptable for consistency with authentic data (Şimşek, 2007). AGFI value obtained from the analysis is at an acceptable level.

RMSEA value between 0 and 0.05 indicates ideal consistency level. Yet, a value between 0.05 and 0.09 shows an acceptable consistency level (Özdamar, 2013). RMSEA value obtained from the analysis is at an acceptable level.

RMR value's being below 0.10 shows that the model is acceptable for consistency with authentic data (Şimşek, 2007). RMR value obtained from the analysis is at an acceptable level.

According to the confirmatory factor analyses results summarized above, it can be said that "MEDPS"'s four component structure is confirmed with fit statistics.

#### Reliability Analysis

Cronbach Alpha analysis was made to indicate the degree of reliability in the meaning of internal consistency with data gathered from 143 individuals for exploratory factor analysis. The cronbach-alpha value calculated for the whole scale is given in Table 1 and it is interpreted.

**Table 4:** Cronbach-alpha reliability test results for sub-components

Items	Cronbach Alpha
4, 5, 7, 10, 11 and 20 (DPTC sub-component)	0.740
12, 13, 16, 19 and 21 (MEDPEE sub-component)	0.752
22, 23 and 24 (NPTME sub-component)	0.838
1, 2 and 17 (PEPOME sub-component)	0.742

Table 4 shows;

- Reliability coefficient of the first sub component (Democratic Perception towards Culture [DPTC]) is 0.740,
- Reliability coefficient of the second sub component (Multicultural Education and Democracy Perception in an Educational Environment [MEDPEE]) is 0.752,
- Reliability coefficient of the third sub component (Negative Perception towards Multicultural Education [NPTME]) is 0.838,
- Reliability coefficient of the fourth sub component (Perception of Education's Presenting Opportunities for Multicultural Education [PEPOME]) is 0.742.

For scales, reliability coefficients between 0.70 and 0.90 are accepted to be highly reliable (Özdamar, 2013). These sub-scales are highly reliable scales.

#### RESULTS AND RECOMMENDATIONS

At the end of these operations, sub-scales of MEDPS and the remaining items in the scale were renumbered and the scale was given its final form with the following titles and item numbers below:

- *Democratic Perception towards Culture (DPTC)*: In its renumbered form, this sub-component consists of the items 3, 4, 5, 6, 7 and 13.
- *Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)*: In its renumbered form, this sub-component consists of items 8, 9, 10, 12 and 14.
- *Negative Perception towards Multicultural Education (NPTME)*: In its renumbered form, this sub-component consists of items 15, 16 and 17.



- *Perception of Education's Presenting Opportunities for Multicultural Education (PEPOME)*: In its renumbered form, this sub-component consists of items 1, 2 and 11.

Supporting the findings of this research with other studies carried out with the use of these scales, and calculating the technical features (reliability and validity) again with other samples will increase the reliability and validity of the scale.

Employment of MEDPS in the future research studies along with other data collection instruments of multicultural education and interpretation of the findings together are suggested both to increase the strength of the study and contribute to the development process of the MEDPS.

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**LİSANS ÖĞRENCİLERİ İÇİN ÇOKKÜLTÜRLÜ EĞİTİM VE DEMOKRASİ ALGISI ÖLÇEĞİ**

Bu ölçek çokkültürlü eğitimle ilgili algıları belirlemeye yöneliktir. Bu ölçekle ulaşılabacak sonuçlar, Eğitim Bilimlerinde yapılacak çalışmalara yardımcı olacak; program geliştirme çalışmalarında referans görevi üstlenecektir. Lütfen görüşlerinizi aşağıda verilen her bir maddeyi dikkatle okuyarak, kendinize en uygun olan durumun, diğer bir deyişle, sizin düşüncenizi en iyi yansıtan kutunun içine **X** işareti koyarak belirtiniz. Lütfen, **hiç bir maddeyi boş bırakmayınız ve her madde için yalnızca bir tek kutuyu işaretleyiniz.**

Vereceğiniz cevaplar kesinlikle gizli tutulacak ve bu çalışmadan elde edilen verilerle yapılacak yayınlarda kimliğinizi belirten bir bilgi kullanılmayacaktır.

Size verilen bu ölçek toplam 17 sorudan oluşmaktadır. Sorulara vereceğiniz içten cevaplar, araştırma sonuçlarının doğruluğu ve araştırmanın amacına ulaşması için son derece önemlidir. Katkılarınız ve ayıracağınız zaman için şimdiden teşekkür ederiz.

**Örnek Yanıtlama**

	Kesinlikle Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
	5)	(4)	(3)	(2)	(1)
"Demokrasi Eğitimi" demokratik yaşam için önemlidir.					

Çokkültürlü eğitim, tüm öğrenciler için temel eğitimi hedefleyen kapsamlı bir okul reformu sürecidir. Bu eğitim türü, okullarda ve toplumda ırkçılık ve ayrımcılığın her türlü biçimini reddederken, toplumun üyelerinin çeşitliliğini destekler (Aydın, 2012). Bu tür bir eğitimde hedef; eğitimde fırsat eşitliği sağlamak, kültürel çatışmalardan doğan sorunları çözmek, öğrencilerin birbirlerine karşı empati kurmalarını desteklemek, birbirlerinin kültürlerini tanımak ve içerisinde çalışarak akademik başarılarını artırmaktır (Banks, 2013).

Maddeler		Kesinlikle katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılmıyorum	Kesinlikle katılmıyorum
		5)	(4)	(3)	(2)	(1)
1	Eğitim kültürel farklılıklara odaklanmalıdır.					
2	Farklı kültürlerin eğitim programında yer almasını yararlı buluyorum.					
3	Öğretmenler farklı etnik kökenden olan öğrencilerine saygı göstermelidir.					
4	Etnik kökeni ne olursa olsun, bütün öğrenciler eşit muamele görmelidir.					
5	İnsanların birbirlerinin kültürlerine saygı duyması gerekir.					
6	Hiç bir kültür diğerinden üstün değildir.					
7	İnsanların yetiştiği bölge ya da yörelerden dolayı farklı kültürlere sahip olması doğaldır.					
8	Öğretmenlerin toplumdaki farklı kültürler hakkında bilgi sahibi olması demokrasiye hizmet eder.					
9	Eğitim programı farklı kültürdeki öğrencilerin eğitim ihtiyaçlarına cevap verecek şekilde düzenlenmesi demokrasinin gereğidir.					
10	Farklı kültürlere sahip olan insanlara eğitim ortamında empati ile yaklaşılmalıdır.					
11	Kültürel farklılıklara odaklanmış bir eğitim akademik başarıyı olumlu yönde etkiler.					
12	Ülkemizdeki eğitim sistemi farklı dil ve kültürdeki etnik gruplara eşit imkân sağlamalıdır.					
13	Her birey kültürünü ve etnik kökenini çekinmeden ifade edebilmelidir.					
14	Demokrasinin getirdiği değerlerin toplumda yaşanabilmesi için demokratik bir sınıf ortamı şarttır.					
15	Çokkültürlü eğitim toplumunda bölünmelere neden olur.					
16	Çokkültürlü eğitim sınıf içi çatışmalara sebep olur.					
17	Çokkültürlü eğitimin önemi abartılmaktadır.					