

## Examining the level of culturally responsive school culture

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**Abstract:** Culturally responsive school culture is a type of school culture in which culturally responsive education is implemented. The purpose of the study was to define culturally responsive school culture, to identify its components, and to determine a roadmap for school administrators to transform school culture into a culturally responsive school culture. The research was designed with mixed methods. In accordance with the sequential exploratory design, qualitative data were first collected through a semi-structured interview form and in-depth research was conducted on an unknown situation. Then, quantitative data were collected through the Culturally Responsive School Culture Scale. Through the mixed method, the generalizability of qualitative data with quantitative data was examined. The research was conducted on teachers working in randomly selected provinces from Statistical Regional Units. In the qualitative part, there were 91 participants in total, including school administrators, teachers, students, and parents, while there were 541 teachers and 397 administrators in the quantitative part. As a result of the research, it was found that culturally responsive school culture consists of three dimensions: technical, institutional, and managerial, and has three outputs: success, development, and universalization. A definition of culturally responsive school culture was developed, and its values, assumptions and elements were identified. Various suggestions were made to researchers and practitioners within the scope of this model.

## 1. INTRODUCTION

There are unspoken rules governing interpersonal relations in a community. Since these rules are handled from various angles, the concept of culture has a very wide scope. The concept of culture is a definition that is very difficult to define due to its wide scope, but there are also many definitions. Robbins and Judge (2017) define culture as a system of meaning that distinguishes individuals in a particular region from other individuals and is shared by these individuals. Although culture affects people's behaviors, it is also effective on people's learning. Concepts such as beliefs, attitudes and values that are necessary for a person to evaluate, organize and assimilate what they perceive through their senses as a mental process are referred to as culture (Shade *et al.*, 1997). This is also referred to as a mental model in the sense that it gives meaning to the world (Senge, 2014). Therefore, everyone is different in terms of worldview. This difference is also found in schools. Culturally responsive school culture is an

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important concept in terms of ensuring the continuity of teachers' professional development processes, ensuring that students receive education in environments where cultural differences are used as a tool, ensuring that parents develop and maintain positive attitudes towards society, school and the group they are in, and creating a development-oriented school culture with cultural and transformational leadership behaviors of administrators Ladson-Billings (1995).

The educational philosophy recommended to address this diversity in schools is culturally responsive education. Its simplest definition is to create channels for more effective learning by utilizing the cultural characteristics of culturally diverse students. Culturally responsive education is a design that contributes to the academic and social development of the student and the professional development of the teacher while using the cultural differences of the student as a tool in the education and training process (Sarıdaş & Nayır, 2020).

When considered across schools, culturally responsive education practices should be supported by a culturally responsive management approach. One of the primary needs related to culturally responsive management is to provide equal opportunities. School administrators should adopt instructional and transformational leadership styles to ensure equal opportunities (Khalifa *et al.*, 2016). Proper use of resources for the academic and social development of culturally diverse students, contributing to the professional development processes of teachers in this direction, and directing the institutional culture to use this diversity as a richness and an important tool are the behaviors expected from school administrators. These behaviors are grouped by Khalifa *et al.* (2016) under the headings of creating personal awareness, preparing the curriculum and teachers, making the school environment sensitive and inclusive of cultural values, and including students and parents in this culture.

Culturally responsive education is grounded in critical theory, racial identity theory, and social cognitive theory. Critical theory directly adopts the views of equality, justice, and non-alienation as it focuses on constant questioning, criticism, and examination (Blake & Masschelein, 2002). This theory focuses on students choosing knowledge as a guide for themselves. Racial identity theory is defined by the complex interplay between emotions, attitudes, beliefs, behaviors, and cognition to solve identity problems (Helms, 1986). This theory focuses on the unification of students around universal values and the creation of harmonious communities. Social cognitive theory includes students' perceptions of organizing and specializing in academic learning activities, perceptions of developing and managing interpersonal communication, and perceptions of resisting social pressure (Bandura, 2002). With this theory, students organize their learning through their own culture and focus on the impact of the social environment at school on learning. The intersection point of these three theories is the culturally responsive school culture.

School culture is an important tool for setting clear and higher education goals within the school, creating environments conducive to learning, creating unity around the school mission and vision, training teacher leaders, and maintaining positive attitudes towards students and parents (Jones, 2009). Putting this concept into practice in schools and ensuring its continuity points to the development of students, teachers, parents, and administrators based on schools. This study is important because it will reveal the creation of a culturally responsive school culture in schools, how cultural change will be achieved, the perspectives of teachers, students, parents and administrators on culturally responsive school culture, and the effects of culturally responsive school culture for the future.

When culturally responsive school culture is examined within the framework of various theories, various features come to the fore. In a culturally responsive school culture, the school interacts with its environment and rehearses the cultural differences in the environment in the classroom, uses its resources for development and change, aims to reflect the diversity of the society in the classroom, aims to be a mirror of the society, has the goals of being integrated with the society, analyzes the requests that may come from the society and produces appropriate

ways of development, works for the professional development of teachers, supports the personal development of teachers, enables them to meet universal and human values, creates high goals that are achievable by students (Gay, 2000; Khalifa *et al.*, 2016; Ladson-Billings, 1995; Shade *et al.*, 1997; Villegas & Lucas, 2007; Weinstein *et al.*, 2003). These characteristics also reveal the differences from other school culture theories.

In the research, culturally responsive school culture is examined. When the studies are examined, many studies have been conducted on school culture, culturally responsive leadership, culturally responsive pedagogy and culturally responsive education, but no research has been found on culturally responsive school culture. The concept of culturally responsive education is a new concept for Türkiye (Kotluk & Kocakaya, 2018). For this reason, while the research contributes to the relevant literature in terms of culturally responsive school culture, it is also important for teachers, students, school administration and parents with the examinations made based on sub-objectives. In this context, culturally responsive school culture emerges as a critical concept for fostering a development-focused school environment. It facilitates active participation in educational activities among individuals from diverse cultural backgrounds, promotes the continuous expansion of comprehensive developmental programs, and utilizes cultural diversity as a resource for advancing widespread educational practices. Additionally, it supports increased parental engagement, fosters positive attitudes toward the school and its community, and ensures the sustainability of this approach. Through the integration of cultural diversity and transformative leadership, culturally responsive school culture plays a pivotal role in creating an inclusive and growth-oriented educational atmosphere. The implementation of this concept in schools and ensuring its continuity indicates the development of students, teachers, parents, and administrators based on schools (Gay, 2000). This study is important because it will reveal the creation of a culturally responsive school culture in schools, how cultural change will be achieved, the perspectives of teachers, students, parents and administrators about a culturally responsive school culture, and the future effects of a culturally responsive school culture.

Through the findings obtained from the research conducted, a conceptual literature integrity regarding culturally responsive school culture, evaluations obtained in terms of school administrators, teachers, students, and parents, and within the scope of the findings, schools are encouraged to create a culturally responsive school culture, to create a culturally responsive school culture. Contributions have been made to the literature in terms of the process of cultural change and the contributions of a culturally responsive school culture. With the study carried out, practitioners will feel the difference between the culture that exists in schools and the culturally responsive school culture, identify the duties of the school administrator, teacher, student and student's parent, describe how to transform the school culture into a culturally responsive school culture, and at the end of this process, the school culture will be determined. They will observe the contributions of the administrator, teacher, student, and student's parent. Thus, the research carried out in this context is important.

The problem of the study is to define the concept of a culturally responsive school culture, how to create it, its effects on administrators, teachers, students, and parents, and to determine the variables affecting culturally responsive school culture. In line with the identified problem, answers to the following questions were sought:

Sub-problems of the qualitative method:

1. With which concepts do school administrators explain culturally responsive school culture?
2. With which concepts do teachers explain culturally responsive school culture?
3. With which concepts do students explain culturally responsive school culture?
4. With which concepts do parents explain culturally responsive school culture?
5. What are the components of a culturally responsive school culture?

Sub-problems of the quantitative method:

6. What are school administrators' views on culturally responsive school culture?
7. What are teachers' views on culturally responsive school culture?
8. What are the variables affecting culturally responsive school culture?

Sub-problems of the mixed method:

9. To what extent can the findings obtained from qualitative data be generalized with the findings obtained from quantitative data?

## 2. METHOD

### 2.1. Research Design

A mixed methods design was employed in the study. Mixed methods design integrates both qualitative and quantitative data collection and analysis (Creswell, 2009). Specifically, a sequential exploratory design was adopted within the mixed methods approach. This design is particularly suitable when the relationships between variables are unknown (Baki & Gökçek, 2012). Within the scope of the research, mixed methods in sequential exploratory design was used because the variables related to the culturally responsive school culture were not known and the relationship between the variables could not be fully determined.

For the first phase of the study, a grounded theory design, one of the qualitative research methodologies, was utilized. Grounded theory involves systematically analyzing data collected from participants' perspectives to generate explanations and ideas (Creswell, 2009). In the second phase, a culturally responsive school culture scale was developed, and the factors influencing culturally responsive school culture were examined.

### 2.2. Population and Sample

Criterion sampling was employed for the interviews conducted in the qualitative part of the study. The purpose of criterion sampling is to examine situations that meet one or more criteria established by the researcher (Yıldırım & Şimşek, 2008). The criteria determined within the scope of the research were as follows: for school administrators, having foreign national students who are consistently present and enrolled in their schools; for teachers, having foreign national students who are consistently present and able to speak Turkish in their classes; for students, being foreign nationals who are consistently present and able to speak Turkish in their classes; and for parents, having children who are foreign national students, consistently present, and able to speak Turkish in their classes. In line with these criteria, data were collected from secondary schools in a randomly selected province within the Statistical Regional Units, ensuring maximum diversity and to be compatible with the quantitative part of the study. The randomly selected provinces are as follows: Istanbul (TR1), Tekirdağ (TR2), İzmir (TR3), Bursa (TR4), Ankara (TR5), Antalya (TR6), Kayseri (TR7), Samsun (TR8), Trabzon (TR9), Erzurum (TRA), Van (TRB) and Mardin (TRC). The participants of the qualitative part included school administrators and teachers working in these provinces, students studying in these provinces, and the students' families.

Each interview was assigned a unique code to distinguish the participants' information. The coding started with "A" for administrators, "T" for teachers, "P" for parents and "S" for students, and the letter "M" was used for men and "F" for women to indicate their gender. The number of interviews conducted was advanced starting from 1. Information on the regional distribution of participants in the qualitative part of the study is presented in Table 1. According to Table 1, there were 26 administrators, 26 teachers, 15 students and 24 parents in the study group.

The proportional stratified sampling method was used for the quantitative component of the study. Stratified sampling is a method that identifies subgroups within the population and ensures their representation based on their proportions (Özen & Gül, 2007). The formula suggested by Cochran (1962; cited in Balci, 2013) was used to determine the sample. In line

with the number of teachers working in Statistical Regional Units (SRU) (MEB, 2021), the sample size obtained for the quantitative part of the research was determined as 383.

**Table 1.** Information on the distribution of participants in the qualitative section by region.

Region	School Administrator	Teacher	Parent	Student
TR1	3	4	2	2
TR2	2	2	2	2
TR3	3	2	2	2
TR4	2	2	1	2
TR5	2	2	1	2
TR6	2	2	1	2
TR7	2	2	1	2
TR8	2	2	1	2
TR9	2	2	1	2
TRA	2	2	1	2
TRB	2	2	1	2
TRC	2	2	1	2
Total	26	26	15	24

Considering that there is an average of 1 principal and 2 deputy principals working in each institution (MEB, 2021) as an approximate value throughout Turkey, 51,627 people were estimated as the population. Using this estimate, the sample size was recalculated and determined to be 381 participants. The distribution of the required sample size and the actual number of teachers and administrators included in the sample, categorized by region, is presented in Table 2. According to the information given in Table 2, 541 teachers and 397 administrators were included in the sample group due to the inability to evaluate the scale results, the possibility that the scales were not filled in correctly and the possibility of discarding extreme values.

**Table 2.** Number of secondary school teachers, administrators and samples by SRU.

Region	Teacher	Teacher to be Sampled	Sampled Teacher	Administrator	Manager to be Sampled	Sampled Manager
TR1	160644	64	79	7119	52	58
TR2	42356	17	23	3675	28	30
TR3	138200	56	61	3960	29	29
TR4	104701	42	51	4758	35	36
TR5	113018	46	55	4521	33	36
TR6	155222	63	69	4749	35	36
TR7	59139	24	31	3681	27	25
TR8	60849	25	29	3504	26	26
TR9	36843	15	22	3297	25	29
TRA	35004	14	21	3465	25	28
TRB	65015	26	31	3924	29	23
TRC	144851	58	69	4974	37	41
Total	1115842	450	541	51627	381	397

### 2.3. Data Collection Tools

In the qualitative portion of the study, data were collected through a semi-structured interview form. The interview form was designed to enhance the depth of responses during the interview process (Türnüklü, 2000). The interview form was developed based on insights gained from the literature review and submitted to three language experts and fourteen field experts for evaluation. The interview forms were finalized by making the necessary arrangements according to the feedback received from eight field experts and three language experts. A pilot study was conducted by applying the interview forms to two school administrators, teachers, students, and parents.

In the quantitative phase of the study, a culturally responsive school culture scale was developed. The culturally responsive school culture scale was first analyzed by exploratory factor analysis and then by first and second level confirmatory factor analysis. The validity and reliability of the scale, with its construct validity established, were thoroughly examined. The variables affecting the culturally responsive school culture were also examined through the developed scale.

### 2.4. Validity and Reliability

In qualitative research, the validity and reliability of the research are met by the criteria of credibility (internal validity), transferability (external validity), consistency (internal reliability) and confirmability (external reliability) (Guba & Lincon, 2005; Yıldırım & Şimşek, 2008). For the credibility of the research, coding was conducted separately by both the researcher and the advisor. To ensure the transferability of the findings, participants' perspectives on the themes were presented using direct quotations. For the consistency of the study, all research processes were described in detail, including the participants, the methods employed, and the coding of the data. Lastly, to establish confirmability, an external researcher reviewed and verified the collected data.

First and second level Confirmatory Factor Analysis (CFA) was conducted for the scale used in the study. Accordingly, the first level fit indices  $\chi^2/df$  value was calculated as 1.81, RMSEA = .048, CFI = .914 and NFI = .876. The second level fit indices for the scale were calculated as RMSEA = .049, CFI = .922 and NFI = .892 with  $\chi^2/df$  value of 1.935. Cronbach's Alpha coefficient of the scale was found to be .807.

Validity in mixed methods research is categorized under four main headings: content validity, internal validity, utility criterion, and external validity (Zohrabi, 2013). In this context, to ensure content validity in the research, data collection tools were developed in consultation with field experts and language experts. To ensure internal validity, the data collection tools used during the research were diversified. To ensure the criterion of utility, attention was paid to the applicability of the research findings. To ensure external validity, data were collected according to Statistical Regional Units and a highly generalizable study was ensured.

Creswell (2021) suggested various strategies for validity in mixed methods. These strategies are having the person check, triangulation, negative situation analysis, peer supervision, external supervisor, and being in the field. To ensure validity within the scope of the study, qualitative findings were checked by a third researcher (self-checking). At the same time, the whole process was monitored by various researchers and necessary corrections were made (external supervision). Since the researcher was a teacher and was in contact with the research subject, the responses were checked for relevance in the field (field presence). Qualitative and quantitative data were combined throughout the research, and qualitative and quantitative data were collected from various people with various data collection tools (triangulation).

### 2.5. Data Collection Process

The research was conducted with the permission of the Ministry of National Education dated 28/03/2023 and numbered E-70297673-605.01-73265586, and the ethics committee

permissions of Pamukkale University dated 09/03/2022 and numbered 68282350/2022/G05, dated 27/02/2023 and numbered 68282350/2023/04. Since the researchers and the participants were in different provinces, contact information of the participants was obtained and interviews were conducted online or by phone. The scale form including the items of the culturally responsive school culture scale and demographic information was created and made ready through Google Forms. The form was sent to the participants.

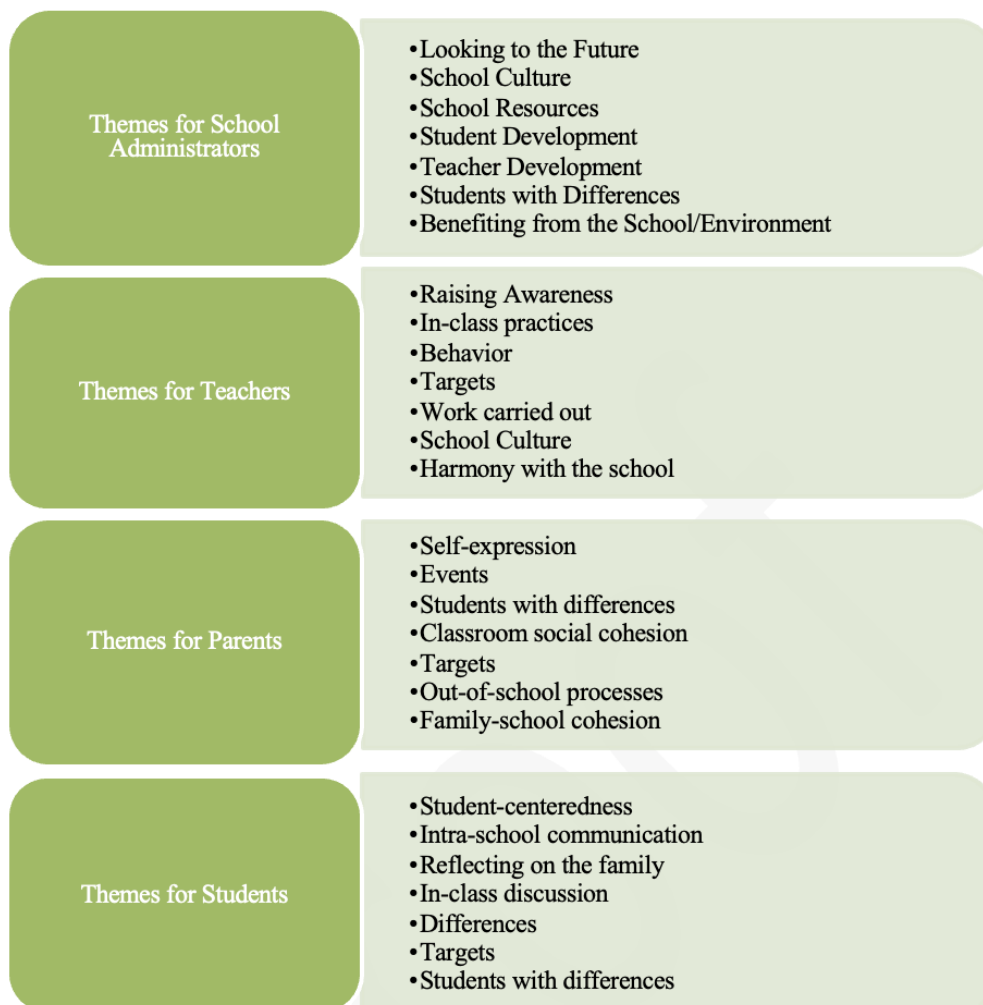
## 2.6. Data Analysis

In the qualitative part of the research, three stages were carried out as initial coding, focused coding, and theoretical coding in accordance with the grounded theory (Charmaz, 2006; Charmaz, 2008). For the quantitative part, various statistical analysis were conducted for the purpose of the study. CHAID (Chi-squared Automatic Interaction Detection) Analysis, which is one of the decision tree methods, was applied to determine the independent variables predicting culturally responsive school culture. In this analysis, one dependent variable is analyzed with more than one independent variable (Kayri, & Boysan, 2007). Since the research was based on an exploratory design, the association analysis recommended for exploratory designs was used. The views on culturally responsive school culture were used to explain the data obtained from the culturally responsive school culture scale. Therefore, the generalizability of the views on culturally responsive school culture was also examined.

## 3. FINDINGS

The generated themes are shown in [Figure 1](#) below to make sense within the integrity.

**Figure 1.** Themes of culturally responsive school culture school administrators, teachers, students, and parents.



As indicated in Figure 1, the themes that emerged from the analysis conducted in the grounded theory design because of the interviews were divided into school administrators, teachers, parents, and students. Some of the findings are included for the readability of the research report.

### 3.1. Findings Related to School Administrators

#### 3.1.1. Findings related to the theme of students with diversity

The results of the analysis of school administrators' answers to the questions and sub-questions are given in Table 3.

**Table 3.** School administrators' codes for the theme of students with diversity.

Theme	Sub Theme	Code	Frequency
Students with diversity	Participation in education	Can participate	18
		Different schools	7
		Controlled participation	2
	Curriculum	Direct participation	24
		Different curricula	1
	Behavior	Equal behavior	25
		No problem	19
	Don't pose a problem	Discipline problem	11
		Behavior problem	7
	Exemplary behavior	Equal behavior	22
		Optimistic	13
		Solution-oriented	5

According to Table 3, when the opinions of school administrators are analyzed, most school administrators stated that they could participate in education ( $f = 18$ ). AM25 stated, *"The question of whether these students can participate in education should not even be asked. When these students do not participate, they will become harmful to society. We need to include them in education and training so that they can adapt to society."* AM25 stated that they can participate in education and training. Similarly, AM19 said, *"We do not know what will happen if these students do not participate in education. But we know that they will be registered when they enroll with the school. For this reason, they should definitely participate."*, he reveals the necessity of their participation in education. AM16, on the other hand, states that *"I advocate that especially foreign students should study in special schools for themselves. Let's not think of it as isolation, this situation is only to keep them under control."* AM11, on the other hand, citing the region he lives in as an example, said, *"It is difficult for foreign nationals to be included in the society here. I also believe that they should be educated in a region like a concentration camp on the outskirts of the country due to their status."*, emphasizing the code of different schools. With a different perspective to these views, AF5 stated that *"Foreign students should enter the country in a controlled manner. For example, if there is no language, they should learn a language. If there is no basic level education, they should attend pre-school education. Or they should start at a lower level of the class appropriate to their level. The education of these students should be kept under constant control. Thus, cultural degeneration would be quite low."* emphasizes the code of controlled participation ( $f = 2$ ).

When the curriculum of students with diversity is analyzed, it is observed that a great majority of them express the opinion of direct participation in the curriculum ( $f = 24$ ). AM9 stated *"With the inclusion of the student in the education system, the student starts to be developed in line with the goals of the country. For this reason, the student should have the same curriculum."* emphasizes direct participation in the curriculum. AF3 emphasizes direct participation in the current curriculum with the statement *"We have a very intensive curriculum that can develop*

*all aspects of students, so they can develop themselves with this curriculum." On the other hand, AF5 contradicts these views by saying, "You say it has differences, and you ask about the curriculum. If they have differences, I think they should be subject to a different curriculum."* emphasizing the code of different curriculum ( $f = 1$ ) and drawing attention to the individual curriculum.

When the behaviors towards students with diversity were examined, all participants emphasized the code of equal treatment ( $f = 25$ ). AM24 emphasized the code of equal treatment with the statement *"As a teacher, I cannot think of anything other than treating all students equally."* Likewise, AF20 emphasized the code of equal treatment with the statement *"It is necessary to correctly apply the principle of equality among the general principles of the education system."*

When it was analyzed whether students with diversity constitute a problem in the education system, the majority emphasized the code "not a problem" ( $f = 19$ ). AM6 stated that *"When these students receive enough attention, they develop smoothly. As long as we take care of them."* AM6 stated that it does not pose a problem. AM10 said, *"These are actually children, provided that the exceptions do not break the rule. Which child is problematic. In fact, let's think about whether the child who is not average is a problematic child."* Despite these views, AF4 stated, *"Actually, these children do not cause problems. But some behavioral problems, although not often, are very difficult for us. It is necessary to maintain discipline."* With this statement, he emphasizes the code that they do not cause problems and cause discipline problems ( $f = 11$ ). AM18 also emphasized that *"These students usually challenge us in terms of discipline. Other than that, they do not cause any problems. We can't even call them a problem anyway."* emphasizes the code of discipline problem. There are also school administrators who see them as behavior problems ( $f = 7$ ) as opposed to discipline problems. AF20 said, *"The most common problem we encounter with these students is behavioral problems. These students affect the behavior of other students as well."* and draws attention to the behavior problem.

When exemplary behaviors for students with diversity were examined, the majority again emphasized the code of equal behavior ( $f = 22$ ). It is noteworthy that school administrators both perform a behavior at the point of equal treatment and show equal treatment as an exemplary behavior. AF7 *"The only thing we need to do is to know that the students are the same in the classroom and that the students behave the way we treat them because they take our behavior as an example. After all, if we treat students equally, they treat their friends equally."* emphasizes the code of equal treatment. In addition to this majority, the code of being optimistic ( $f = 13$ ) also draws attention. AM9 said, *"Let's be optimistic towards all students. They do not think anything bad. Maybe they just can't think. It is enough to make them feel good and show them that everyone has equal rights."* emphasizes the codes of being optimistic and acting equally. In addition to these views, AM12 said, *"What is our purpose with these students? To beat the winegrower or to eat grapes? Then let's identify ways to find a solution. They are all world citizens and our children. They are all equal in our eyes. We should treat them all well."* emphasizes the codes of treating them equally, being optimistic and being solution-oriented ( $f = 5$ ).

### 3.2. Findings Related to Teachers

#### 3.2.1. Findings related to the theme of school culture

The results of the analysis of the teachers' answers to the questions and sub-questions are given in Table 4. According to Table 4, teachers state that they adapt to the school culture ( $f = 25$ ). TF19 stated *"Teachers in the school act collectively. Since our school is a successful school, outsiders have to get used to it immediately."* TM22 *"As in every school, there are incompatible teachers here too. But in general, teachers are harmonious and help each other."* TF27 *"In our school, there is a voice from every head. Teachers always want what they want. The one who*

is close to the administration gets his job done. There is no justice or anything like that." with the statement "There is no harmony against the school culture ( $f = 2$ ).

**Table 4.** Teachers' codes for the theme of school culture.

Theme	Sub Theme	Code	Frequency
School culture	Adaptation to school culture	Harmonizing	25
		Incompatible	2
	Trust environment	Safe	14
		Neutral	10
		Not safe	3
	Professional development	Does not support	19
		Supporting	5
		Summit support	3
	Competitive environment	No	17
		Supportive competition	7
		Overwhelming competition	3
	Relationship between teachers	Strong	15
		Supportive	11
		Business friendship	7
		Forced relationship	3

When asked about the trust environment among teachers, most of the teachers stated that it was safe ( $f = 14$ ). In this regard, TM18 said, *"There is very little gossip at school. Everyone minds their work. There is not much talk outside of work. Private life is usually between very sincere people. So, there is a trustworthy environment."* emphasizes the trustworthy environment. TF13 said, *"I don't know what to say about this. You can trust some people and some people you can't. It would be wrong to expect infinite trust just because they are teachers."* and emphasized the neutral ( $f = 10$ ) code. Similarly, TF11 said, *"I usually do not share anything except with my close friends. It may come back to me as gossip. Therefore, I can say that it is safe with those I like and insecure with those I don't like."* and emphasized the neutral code. On the other hand, TF12 said, *"Compared to other professions, teachers usually undermine each other. Therefore, I cannot say it is safe. I think there is no safe environment."* emphasized the code of insecure ( $f = 3$ ).

When asked about information sharing and professional development, most teachers did not support it ( $f = 19$ ). TM5 stated that it is not supported with the statement *"In general, there are new teachers in our school, so I will say that it is not supported."* On the other hand, TF1 said, *"We share information and activities as a group. We support each other in the subjects we are good at. We also share with other teachers in a professional sense."* ( $f = 5$ ). TF7 *"In our school, the departments share within themselves. I do not witness two different departments sharing information."* emphasizes the code of department support ( $f = 3$ ).

When asked about the competitive environment, most of the teachers stated that there was no competition ( $f = 17$ ). TF9 stated *"There is no competition in our school. We are quite harmonious."* and stated that there is no competition. Similarly, TM2 stated that there is no competition with the statement *"Our administrators do not want a competitive environment."* Among the teachers who elaborated, TM6 said, *"There is a competitive environment in our school that raises each other up. It is like who will share more. This is a good thing. Everyone supports each other in what they are good at."* emphasizes the code of supportive competition ( $f = 7$ ). Similarly, in detail, TF8 stated *"The school administration takes money for student*

registration. Therefore, it supports competition among teachers. Teachers are in constant competition to show that they are better." emphasized the code of overwhelming competition ( $f = 3$ ).

When asked about the relationship between teachers, the teachers agreed that the relationship was strong ( $f = 15$ ). "Our friendship at school continues after school. Friendships and friendships are quite strong." and expresses the opinion that relationships are strong. TF11 stated, "Since the friendship between teachers is good, everyone wants the best for each other. Everyone rushes to help each other." and stated that there is a supportive relationship ( $f = 11$ ). Far from these views, TM3 stated that "Actually, work friendship or social friendship is different. If you meet at school and in social life, you talk about school again. I think they should be separated." and stated that the relationships should be in the form of work friendship ( $f = 7$ ). In the same way, TF19 also said, "If you are at school, you are friends at school. You don't need to carry the friendship." emphasizes work friendship. On the other hand, TM24 said, "At school, everyone is like strangers to each other. They come, go to class and leave. Therefore, they do not make friends." emphasizes the code of obligatory relationship ( $f = 3$ ).

### 3.3. Findings Related to Parents

#### 3.3.1. Findings related to the theme of students with diversity

The results of the analysis of parents' answers to the question and sub-questions are given in Table 5.

**Table 5.** Student parents' codes for the theme of students with diversity.

Theme	Sub Theme	Code	Frequency
Students with diversity	Education	Must be together	11
		Can be together	3
		Must be separate	1

According to Table 5, while most of the parents think that students with diversity should be educated in the same environment ( $f = 11$ ), some of them think that there is no problem with them being educated together ( $f = 3$ ) and very few of them think that they should be educated separately ( $f = 1$ ). PM2 argues that students should be educated together with the statement "I do not think it is appropriate for students to receive education in different environments. I think there is a fundamental separation in such situations." Likewise, PM12 argues that it should be together with the statement "They are all children of this country, why should they be educated in different classes?". In addition to these views, PM6 stated "If it will be beneficial to have separate education, it can be. But if not, if the same education is to be received, it should be the same. Teachers know this better." and defends that they can receive education. PM13 stated, "Each student is different and should receive different education. For this reason, appropriate education should be given in separate environments." and argues that they should be separate.

### 3.4. Findings Related to Students

#### 3.4.1. Findings related to the theme of students with diversity

The results of the analysis of the students' answers to the questions and sub-questions are given in Table 6. According to Table 6, students ( $f = 24$ ) responded similarly to each other in terms of the idea of educating with students with diversity. While some students found it appropriate to be educated together ( $f = 14$ ), others thought that it was not appropriate ( $f = 14$ ). SM4 emphasized the code "All children can be educated in the same class. I think there is no problem.", emphasizing the appropriate code. Expatriate teacher SF12 also emphasized the appropriate code with the statement "It is not a problem for me to teach in the same environment. I do not think that I am an obstacle for them." and emphasized the appropriate code. On the contrary, foreign national SF1 said, "They do not want us because we are behind

compared to them. If they were in my country, they would also be behind us." On the other hand, SF6 stated that it was not appropriate with the statement "I think it is more correct for them to have the same lessons in different classes with fewer people than us."

**Table 6.** Students' codes for the theme of students with diversity.

Theme	Sub Theme	Code	Frequency
Students with diversity	Training together	Suitable	14
		Not suitable	10
	Impact	Positive	11
		Negative	10
		Neutral	3
	Process	Yes	14
		No.	10
	Curriculum	No.	19
		Yes	6
	Measurement and evaluation	No.	19
		Yes	5

When asked about the effects of studying with students with diversity, some students mentioned positive effects ( $f = 11$ ) while others mentioned negative effects ( $f = 10$ ). In this regard, foreign national SF9 said, "If there was no war in our country, we would not have come here anyway. I am happy that I came here, I made new friends. They taught me a lot of things." whereas SM24 said, "It is very nice to have children from another country as guests at our school. I am happy to have the opportunity to meet them." SM20 emphasizes the positive effect with the statement "I am very happy to meet different people. I think it is a great chance. My parents did not make such a friendship." On the contrary, foreign national SF1 said, "I don't like the exclusion of my friends. They always exclude me. They push me around. I wish I could go back to my country." Likewise, SM5 emphasizes the negative effect with the statement "I don't want them to be here. This is Turkey, they should go back home." SF7 emphasizes the negative effect with the statement "Foreigners being here does not affect anyone. How can it affect us when guests come to our house? If we stand upright, they cannot harm us." ( $f = 3$ ).

When asked about creating different processes for students with diversity, some students stated that a different process should be managed ( $f = 14$ ), while some students stated that the same process should be continued ( $f = 10$ ). In this regard, SF10 said, "It is ridiculous that they take the exam with us. Their purpose for coming to school is not to take the exam." and stated that a different process should be managed. When they fall behind, our teacher does not wait for them." with the expression "Different practices are needed." SM16 "Before the pandemic, a special class was opened for them. They were also taking lessons there. It could have continued that way." emphasizes different practices. On the contrary, SF19 said, "They can learn the same things in the same class as us. It would be unfair for them to get higher grades by asking them simpler questions." and suggests the same educational practices. SM22 "There is no need to do anything different for them. Everyone is taking the same courses. If they want to participate in these lessons, they can do so." and supports the same practices.

When asked about the idea of changing the curriculum for students with diversity, the idea that a different curriculum should not be created ( $f = 19$ ) came to the forefront. SM22 does not support change with the statement "Subjects can be changed for reading and writing, but I think there is no need to change them in other subjects.". Likewise, SF19 stated, "If we try to change the subjects according to them, we will have to change many things along with it. I think it is unnecessary." and emphasizes the same curriculum. As a counter view, SM8 emphasizes the issue of different curricula ( $f = 6$ ) with the statement "When I go to another country, I would want special subjects to be explained to me, so I think special subjects can be created for them.". Similarly, SM11 also emphasized the issue of different subjects with the statement "If they are

not going to have a profession by passing the class, different subjects should be made. But if they are going to get ahead of us with simpler subjects, they shouldn't.", he draws attention to both the positive and negative aspects of the different curriculum by making it conditional.

When asked about measurement and evaluation, most of the students stated that there was no different measurement and evaluation practices ( $f = 19$ ). "Exams are very important for us. For example, I will take the exam next year. My whole life will change accordingly, so everyone should take the same exam. There should not be a different exam for them." emphasizes the same assessment and evaluation. Similarly, SM16 also emphasized the same assessment with the statement "A different exam means that they take the exam more easily. It means that they get higher scores than us" and expressed their opinions in the direction of the same assessment and evaluation. As a contrary opinion, foreign national SM15 stated "We should not take the same exam with them. They are luckier than us" and point to different assessment and evaluation practices. SM13 said, "Not only them, but everyone should be tested according to their own level. In this way, everyone can know how much they have learned" and draws attention to different assessment and evaluation systems.

In the quantitative part of the study, the developed scale was applied to 479 teachers and 378 administrators. After EFA and CFA, 120 participants were collected again and a total of 977 participants were obtained. Of the total 977 participants, 556 were teachers and 421 were administrators.

### 3.5. Teachers' and School Administrators' Views on CRSC

The means, standard deviations, and standard deviation error values of the total scores of the school administrators' responses for the scale and its sub-dimensions are given in Table 7 below. When Table 7 is analyzed, it is seen that school administrators "Strongly Agree" with the Culturally Responsive School Culture (CRSC) scale (Table 7).  $\bar{X} = 112.55$ . Teachers, on the other hand, responded to the CRSC Scale at the "Strongly Agree" level ( $\bar{X} = 110.69$ )

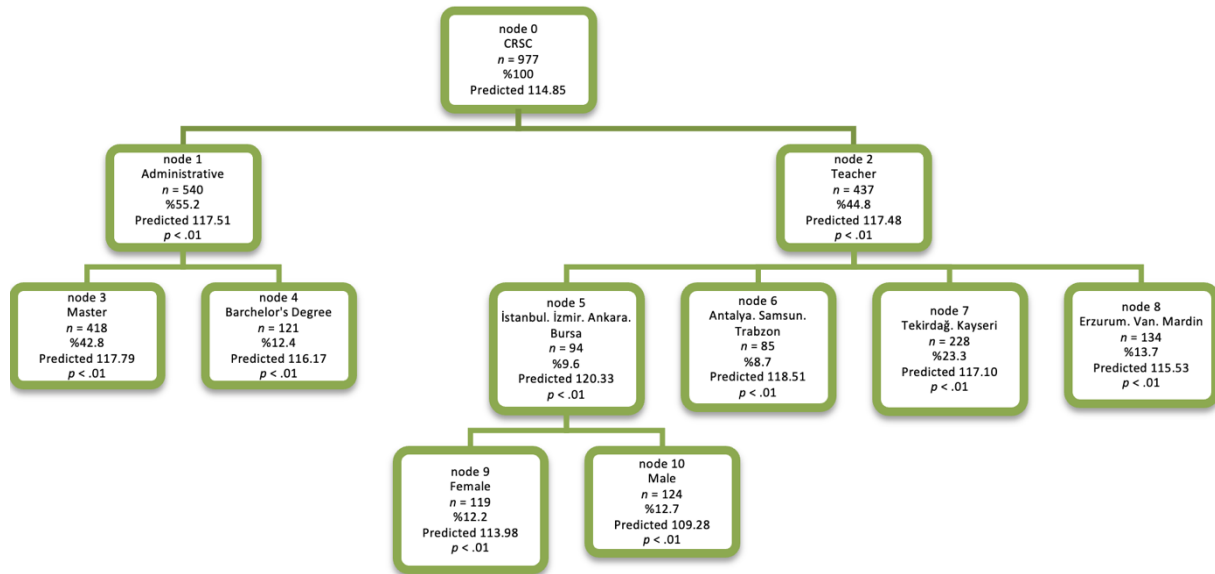
**Table 7.** Mean and standard deviation values of CRSC school administrators and teachers.

	School Administrators				Teacher			
	CRSC	Corporate	Administrative	Technical	CRSC	Corporate	Administrative	Technical
<i>n</i>	421	421	421	421	556	556	556	556
$\bar{X}$	112.52	47.28	37.66	27.61	110.69	44.49	41.03	25.17
<i>SD</i>	14.17	11.04	3.59	3.63	9.84	8.91	3.49	3.99
<i>SE</i>	.69	.54	.18	.18	.42	.38	.15	.17

### 3.6. Variables Affecting Culturally Responsive School Culture

CHAID analysis serves to reveal the independent variables affecting the dependent variable by analyzing other independent variables that are thought to be related to this dependent variable based on the answers given to a dependent variable (Horner *et al.*, 2010). The graph resulting from the analysis is given in Figure 2.

When Figure 2 is examined, it is observed that firstly, the position, secondly, the province where the person is located and finally, gender influence the culturally responsive school culture. Since the 4th level variable in the analysis was not significant ( $p > .05$ ), it was not included in the findings section.

**Figure 2.** Variables affecting culturally responsive school culture.

### 3.6. Findings Related to Mixed Method

In accordance with the mixed method, the generalizability of the views of teachers, students, administrators, and parents obtained through interviews about culturally responsive school culture and the verifiability of the views of teachers and administrators obtained through the developed culturally responsive school culture scale were analyzed. The relationship between the scale items in the administrative dimension and the qualitative interviews is given in Table 8. When Table 8 is examined, it is seen from the relationship between the interviews and the scale items that the qualitative interview results are compatible with the quantitative scale items, thus the generalizability of the qualitative interviews is revealed.

The relationship between the scale items in the institutional dimension and qualitative interviews is given in Table 9. When Table 9 is examined, it can be said that the quantitative items can be verified through the association in the overall dimension, although the items of having students with a scientific perspective, the school being in harmony with different cultural values in the society, and all parents being in positive communication in the institutional dimension are not clearly matched.

The relationship between the scale items in the technical dimension and the qualitative interviews is given in Table 10. When Table 10 is examined and the findings obtained from the interviews in the technical dimension are correlated with the averages obtained from the scale items, it can be said that the items for the quantitative part are verified.

**Table 8.** *Mixed analysis findings for managerial dimension.*

Qualitative Analysis Themes and Subthemes	Quantitative Analysis Scale Items	Qualitative and Quantitative Part Association
The sub-theme of "Studies on diversity" under the theme of "Looking to the future" and the sub-theme of "Status of diversity" under the theme of "School culture" belonging to school administrators	School administration is sensitive to individual differences. ( $\bar{X} = 4.66$ )	In the interviews, it was stated that there was no work for students with diversity in the school, but that the school culture was inclusive. In the scale item, there was an opinion that the school administration was sensitive to diversity.
The "Professional Development" sub-theme under the "Teacher Development" theme for school administrators and the "Continuous Learning" sub-theme under the "School Culture" theme for teachers.	School administration conducts studies for the professional development of teachers sensitive to cultural values. ( $\bar{X} = 4.61$ )	In the interviews, it was stated that teachers contribute to their professional development through seminars (in-service training) and that the school culture supports continuous learning. In the scale item, the view that professional development activities are carried out for diversity emerged.
The sub-theme of "Recommended practices" under the theme of "Benefiting from the school/environment" for school administrators.	School administration makes efforts to ensure that the school environment is culturally responsive. ( $\bar{X} = 4.56$ )	To increase the culturally responsiveness of students, it is suggested that special education and orientation trainings should be provided, and the scale item reveals an opinion that school administrations make efforts to increase the sensitivity of the environment.
The sub-themes of "Participation in Education", "Behavior" and "Causing Problems" under the theme of "Students with Differences" belonging to school administrators.	The school administration is kind and friendly to students with diversity ( $\bar{X} = 4.61$ )	The interviews revealed that they do not see any problem in the participation of students with diversity in education and that they treat students equally. In the scale item, it was revealed that the administration was kind and friendly to the students.
"Practices" and "Benefit Effect" sub-themes under the theme of "Benefiting from the School/Environment" of school administrators.	School administration supports activities that recognize different cultures as a richness within the school. ( $\bar{X} = 4.66$ )	The view that extra training is provided for students with diversity to make better use of the school/environment and that this practice is useful was revealed. In the scale item, it was revealed that the school administration sees diversity as a richness.
"Continuous learning" sub-theme under the theme of "School culture" for school administrators and "Competitive environment" sub-theme under the theme of "School culture" for teachers.	School administration encourages innovative studies on cultural values. ( $\bar{X} = 4.75$ )	The interviews revealed that the school administration encourages continuous learning and that there is no bad competition between teachers within the school, but rather supportive competition. The scale item also revealed that innovative work is encouraged.

"Academic development", "Social development", "Goals" sub-themes under the theme of "Student development" for school administrators, "School management" sub-theme under the theme of "Goals" for teachers, "Academic goals", "Social goals" sub-themes under the theme of "Goals" for parents, and "Teacher/administration support" sub-theme under the theme of "Goals" for students.	School administration sets high but achievable goals for the school in academic and social areas ( $\bar{X} = 4.71$ )	In the interviews, it was stated that courses are offered for students' academic development, activities such as excursions, observations and sports competitions are organized for social development, various goals are set for students and the school administration/teachers support these goals and the parents of the students find these goals achievable. In the scale item, it was stated that the school administration set high but achievable goals.
The sub-theme "Description of culture" under the theme "School culture", the sub-theme "Getting to know the teacher" under the theme "Teacher development". "Exemplary behavior" sub-theme under the theme of "Students with diversity"	School administration influences teachers with positive behaviors towards cultural differences. ( $\bar{X} = 4.69$ )	In the interviews, it was found that the school culture is focused on problem-free, and work, various interviews and observations are made to get to know the teacher, and students are treated equally and optimistically to create exemplary behaviors. In the scale item, it was revealed that the school administration influences teachers with positive behaviors.
The sub-themes of "Communication" under the theme of "Teacher development" for school administrators, and the sub-themes of "Trust environment" and "Relationship between teachers" under the theme of "School culture" for teachers.	There is an environment in the school where teachers with diversity feel safe ( $\bar{X} = 4.67$ )	The interviews revealed that various activities were organized to strengthen communication between teachers, that teachers felt safe, and that the relationship between teachers was strong and supportive. The scale item also revealed that there is an environment where teachers with diversity feel safe.

**Table 9.** *Institutional dimension mixed analysis findings.*

Qualitative Analysis Themes and Subthemes	Quantitative Analysis Scale Items	Qualitative and Quantitative Part Association
The sub-theme of "Adaptation to school culture" under the theme of "School culture" for teachers, and the sub-theme of "Valuing students" under the theme of "Student orientation" for students.	Teachers embrace the cultural diversity of the school ( $\bar{X} = 4.13$ )	In the interviews, it was revealed that teachers adapted to the school culture, that teachers valued students and were interested in their problems and provided material and moral support. In the scale item, it was revealed that teachers embraced the diversity of the school at the "Agree" level.
"Academic goals" sub-theme under the "Goals" theme for students.	Teachers strive for students to have a scientific outlook ( $\bar{X} = 4.09$ )	In the interviews, it was stated that teachers set high but achievable goals for students, but they did not set a clear goal in terms of having a scientific perspective. In the scale item, an opinion at the level of "I agree" was stated in terms of teachers having a scientific perspective.
"Exemplary behavior" sub-theme under the "Behavior" theme for teachers, "Giving importance" sub-theme under the "Reflecting the family" theme for students, and "Freedom of expression" sub-theme under the "In-class discussion" theme.	Teachers are respectful of students' differences ( $\bar{X} = 4.54$ )	In the interviews, it was stated that teachers behaved lovingly towards students with diversity, that students could express themselves freely and that the values in their families were reflected in the classroom environment. In the scale item, it was also stated that teachers were respectful towards students' differences.
"Out-of-class" sub-theme under the theme "Activities carried out" for teachers, and "Compulsory activities" and "Optional activities" sub-themes under the theme "Activities" for parents.	Teachers organize extracurricular activities in a way that is sensitive to cultural values ( $\bar{X} = 4.29$ )	In the interviews, it was found that teachers organize out-of-class activities such as celebrations and visits, and that mandatory activities are based on a specific plan, but optional activities are appropriate for students with diversity. In the scale item, the view that out-of-class activities are organized in a diversity-sensitive manner was also obtained.
The sub-theme of "Classroom practices" under the theme of "School culture" belonging to school administrators, the sub-themes of "Education and training practices" and "Providing high benefit" under the theme of "Classroom practices" belonging to teachers, and the sub-theme of "Classroom" under the theme of "Activities carried out".	Teachers organize in-class activities for diversity ( $\bar{X} = 4.37$ )	In the interviews, it was stated that the school culture supports sensitivity towards diversity in the classroom, but teachers do not implement any practices other than strengthening communication and providing support. In the scale item, it was stated that in-class activities were organized for diversity.
"Against teachers" and "Against the administration" sub-themes under the theme of "Expressing oneself".	Parents with diversity can express themselves freely within the school ( $\bar{X} = 4.00$ )	In the interviews, the parents of the students stated that they were able to express themselves to the teachers and the administration. In the scale item, it was determined at the level of "Agree" that the parents of the students could express themselves comfortably.

"Values" sub-theme under the theme of "Class community cohesion", "Consistency" sub-theme under the theme of "Family school cohesion", and "Consistency" sub-theme under the theme of "Reflecting the family".	The school is in harmony with different cultural values in society ( $\bar{X} = 4.07$ )	In the interviews, the parents of the students stated that the school was consistent with the values of society, but not with the concepts, views and values of the family. Students also stated that it was not consistent. In the scale item, it is observed that compatibility with cultural values is stated at the "Agree" level.
"Parent support" sub-theme under the "Goals" theme for teachers, and "Trust in the process" sub-theme under the "Goals" theme for parents.	Culturally diverse students believe that the education they receive at school will improve them ( $\bar{X} = 4.23$ )	In the interviews, teachers stated that the education provided for students with diversity was supported by the parents of the students and that the parents of the students trusted the process. In the scale item, the view that students believe that the education they receive will improve themselves was obtained.
The sub-theme of "Student communication" under the theme of "Out-of-school processes" for parents, and the sub-theme of "Communication between students" under the theme of "In-school communication" for students.	All students are in positive communication ( $\bar{X} = 4.04$ )	While the parents of the students stated that the students come together outside the school for reasons such as games and homework, the students also stated that communication between the students within the school is smooth. In the scale item, it was revealed that they were in positive communication at the "Agree" level.
"Parent communication" and "Impact on students" sub-themes under the theme of "Out-of-school processes".	All parents are in positive communication ( $\bar{X} = 3.91$ )	In the interviews, it was stated that the parents of the students did not meet except for social activities, but that the meetings had a positive effect on the students. In the scale item, it is at the level of "I agree" that parents are in positive communication.
"Collaboration" and "Parent role" sub-themes under the "Goals" theme.	Parents trust the school's efforts to achieve diversity goals ( $\bar{X} = 4.38$ )	In the interviews, it was stated that the parents of the students cooperated to achieve the goals and provided financial/spiritual support and support at the point of control. In the scale item, it was also stated that they trusted these studies.

**Table 10.** *Technical dimension mixed analysis findings.*

Qualitative Analysis Themes and Subthemes	Quantitative Analysis Scale Items	Qualitative and Quantitative Part Association
"Freedom of expression" sub-theme under the theme of "Reflecting on family" and "Freedom of expression" sub-theme under the theme of "In-class discussion".	Teachers support students to express their opinions freely in the classroom ( $\bar{X} = 4.60$ )	In the interviews, it was stated that the students could not express their opinions in the classroom, whereas it was stated that they could express their opinions freely in the classroom. In the scale item, the view that students can express their opinions freely was obtained.
"Values management" sub-theme under the theme of "Classroom practices" for teachers and "Special days" sub-theme under the theme of "Family reflection" for students.	Teachers ensure that students meet universal values in the classroom ( $\bar{X} = 4.49$ )	In the interviews, the opinion was obtained that teachers provided values education for students to meet universal values, but students could not celebrate special days in the family in the classroom. In the scale item, the view that students are enabled to meet universal values was obtained.
"Exemplary behavior", "Behavioral competence", "Suggestions" sub-themes under the "Behavior" theme for teachers, and "Social goals" sub-theme under the "Goals" theme for students.	Teachers try to develop respect for differences in their students ( $\bar{X} = 4.59$ )	In the interviews, it was found that teachers used various exemplary behaviors to develop respect for differences, thought that these behaviors were sufficient and suggested behaviors such as special attention and equal treatment. In the scale item, the view that teachers try to develop respect for differences in students was also obtained.
The "Continuous learning" sub-theme under the "School culture" theme for school administrators and the "Student reaction" sub-theme under the "Goals" theme for teachers.	Teachers provide the necessary conditions for students to be continuous learners ( $\bar{X} = 4.27$ )	In the interviews, it was found that the school culture supports the behavior of being a continuous learner and teachers set the goal of being a continuous learner for students. In the scale item, the view that the necessary conditions are provided for students to be continuous learners was obtained.
The sub-themes of "Having awareness" and "The way of creating awareness" under the theme of "Creating awareness".	For teachers, individual differences are a tool to strengthen teaching and learning ( $\bar{X} = 4.40$ )	In the interviews, it was stated that teachers were aware of the diversity in the classroom and that they gained awareness through in-service training etc. In the scale item, the view that teachers see individual differences as a tool to strengthen education was obtained.
"In-class" and "Out-of-class" sub-themes under the theme of "Activities carried out".	Teachers prepare an educational environment that allows cultural differences to emerge in the classroom ( $\bar{X} = 4.53$ )	In the interviews, it was seen that teachers carried out activities such as strengthening communication and providing support for students with diversity and carried these activities outside the classroom with celebrations and visits. In the scale item, the view that they prepare an environment that enables cultural differences to emerge was also obtained.

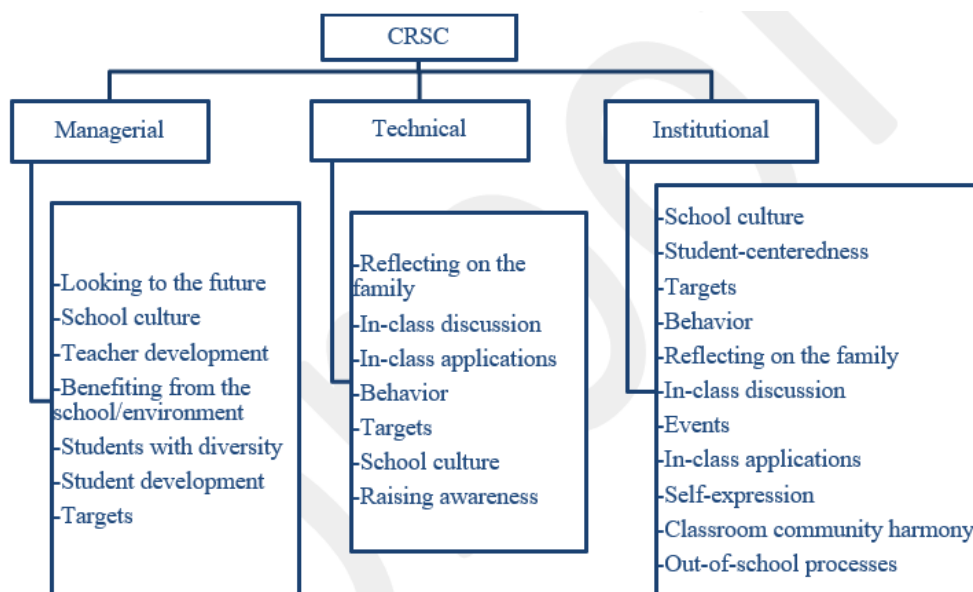
Some of the themes and sub-themes created within the scope of the findings obtained from the interviews could not be matched with the scale items. To examine these results from the interviews, the themes and sub-themes that could not be matched are given in Table 11.

**Table 11.** Themes and sub-themes that could not be analyzed in the mixed method.

Working Group	Theme	Sub Theme
School Administrators	Looking to the Future	Mission, vision, and strategic plan
	School Resources	Cash Resources
		In-kind Resources
	Students with Diversity	Curriculum
	Benefiting from the School/Environment	Not Recommended Practices
		School Barriers
		School Opportunities
Teachers	Harmony with School	Mission, vision, and strategic plan
		Reference to studies
Parents	Students with Diversity	Education, training
Students	Differences	Students with Diversity
		Empathy
	Students with Diversity	Education Together
		Impact
		Process
		Curriculum
		Measurement and Evaluation

When Table 11 is examined, it can be said that practices that differ from school to school and practices that need to be implemented within certain patterns are not evaluated using the scale. As a result of the associations obtained, the distribution of qualitative themes into quantitative dimensions is shown in Figure 3. In Figure 3, culturally responsive school culture has three dimensions: administrative, technical, and institutional, and under these dimensions, there are various themes developed by the researcher using the qualitative method. These themes also provide information about the titles of the dimensions.

**Figure 3.** Distribution of qualitative themes into quantitative dimensions.



#### 4. DISCUSSION and CONCLUSION

The findings obtained through the qualitative method are generally compatible with each other. Due to the application of a mixed method approach and the sequential exploratory design, the findings from the qualitative method facilitate the identification of variables related to culturally responsive school culture and the relationships between these variables. The components and dimensions of culturally responsive school culture were tried to be revealed. At this point, culturally responsive school culture can be conceptualized through components of development, universalization, and achievement. The component called development can be explained as all stakeholders renewing themselves and continuing their learning through school. The development component can be understood as all stakeholders engaging in continuous self-renewal and lifelong learning within the school context. The component called success is the achievement of all stakeholders' goals through the school.

During the interviews with school administrators, it was prepared at a basic level regarding the requirements of CRSC and were willing to work on diversity. Although there is no study directly related to the CRSC, it has been revealed that school administrators do not have negative opinions and attitudes towards immigrant students in studies (Altunay, & Dede, 2019; Koşar, & Aslan, 2020) when analyzed through immigrant students, where differences are most prominent. When considered together with the opinions obtained from the qualitative method, it can be said that school administrators have a narrow field of action because they are under centralized management and cannot create the necessary space to change school cultures. In the interviews with school administrators and in the results of the CRSC scale, it is observed that they are sensitive to diversity, recognize the needs of individuals with differences, and make efforts to display inclusive behaviors that support the adaptation of such individuals to society.

When the opinions of the teachers are examined, it is evident that teachers are aware of students with diversity, exhibit exemplary behaviors and consider these behaviors sufficient. Among the studies examining teachers' cultural responsiveness, various studies have been conducted on Social Studies teachers (Karaseyfioglu & Çalışkan, 2021), classroom teachers (Batmaz, 2023) and Turkish teachers (Şengül & Yaprak, 2022), and in these studies, it was revealed that teachers' cultural responsiveness was high. Likewise, it is observed that teachers do not have negative opinions and attitudes in studies conducted on immigrant students, where differences are most evident (Özbek *et al.*, 2021; Yurdakul & Tok, 2018). It can be said that teachers exhibit various behaviors contributing to a culturally responsive school culture overall, but they often do so without systematic or conscious effort.

When the variables affecting the culturally responsive school culture were analyzed, it was found that the most important variable was the task variable. School administrators are more effective than teachers in making culturally responsive school culture. Çelikten (2003) also stated in his study that school culture is shaped in line with the visions of school principals and that school principals should follow various ways to shape school culture. School administrators with a postgraduate level of education are more effective in culturally responsive school culture compared to school administrators with undergraduate level of education. In a study conducted by Turhan and Yaraş (2013), it was found that postgraduate education provides support in specialization and leadership, contributes to problem solving, and creates awareness in professional development processes. Türkmenoğlu and Bülbül (2015), on the other hand, found that school administrators' postgraduate education has a significant effect on school culture. It is thought that the province where the teacher works influences the teacher. In a study conducted by Gül *et al.* (2018), it was stated that the level of development of the place of duty is effective in teachers having a human-centered attitude. Similarly, in the master's thesis conducted by Mutlu (2019), it was found that cultural and artistic activities, transportation, and climate type in the place of duty affect teachers' professional development and motivation. Female teachers are more compatible with a culturally responsive school culture than male teachers. In general, when the perceptions of school culture are examined, it is observed that gender does not create

a significant difference (Işık, 2017; Öztürk, 2015). Although the finding obtained within the scope of the research is not a finding of perception of school culture, teachers' professional development processes can be examined since it is related to culturally responsive school culture. In this context, when examined in terms of professional development, it is observed that there is a difference in favor of women regarding the gender variable (Ada & Ayık, 2008; Karahan *et al.*, 2018).

When the development, universalization and success, which are the components of the culturally responsive school culture obtained as a result of the interviews in the qualitative method, are interpreted with the culturally responsive school culture scale in the quantitative method, they can be interpreted as the outputs of the culturally responsive school culture. When interpreted with the findings obtained from the quantitative method, it is observed that these outcomes are supported by various concepts. Development is supported by the concepts of innovation and continuous learning when analyzed with quantitative method findings. Universalization is supported by the concepts of adaptation and increasing sensitivity. Success is supported by the concepts of trust and using diversity as a tool.

While it was stated in the interviews that no work was done for students with diversity in the school, it was stated in the scale that the school administration was sensitive to diversity. At this point, it can be interpreted that the school administration does not do any extra work but acts inclusively and respects the values, norms, beliefs and behaviors of students, teachers, and parents. Likewise, although there is an opinion that teachers' continuous learning and professional development processes are supported through in-service trainings, it is stated in the scale that studies are carried out for culturally responsive professional development. This can be explained by the fact that the school administration cannot organize a training within the school because it does not have a budget for in-school professional development, whereas the central administration conducts various studies for students with diversity and provides resources to teachers.

In the institutional dimension, it was found that the data obtained with the qualitative method could be generalized through the data obtained with the quantitative method. In the interviews, it was stated that there was no practice other than strengthening communication and providing support in classroom activities, while in the quantitative method, it was stated that in-class activities were organized for differences. This can be interpreted to mean that teachers have a limited curriculum in classroom activities and that the curriculum does not include flexibility for students with diversity. Similarly, it was determined that teachers and school administration did not set a clear goal for students to have a scientific perspective. Similarly, this may reflect the idea that the curriculum should set this goal. The fact that teachers do not perform any behavior for this purpose in in-class activities can be seen as a deficiency for teachers. During the interviews, the view that the school is in harmony with society but not in full harmony with the family emerged. In the quantitative method, the school's harmony with different cultural values was expressed at a low level. At this point, it can be suggested that the school should be flexible enough to provide a family-based harmony. A different result was obtained in communication between the parents of the students. During the interviews, it was stated that the parents of the students communicated within the scope of certain people during social activities, while the quantitative method revealed a low level of opinion that the parents were in positive communication. At this point, it is expected that while the school strengthens its communication with the parents of the students, it should also help the parents of the students to strengthen their communication within one other.

In the technical dimension, the generalizability of the findings obtained with the qualitative method through the findings of the quantitative method was observed. While students can express themselves freely in the classroom, they state that they cannot express their views freely in the family. This situation can be explained by the view that the school in the institutional dimension is compatible with the society but incompatible with the family. It can be thought

that the fact that both the curriculum and in-school communication are not flexible towards differences in the family causes this problem. The same situation can also be explained by the inability of students to bring special days in the family into the classroom.

Some findings obtained from the qualitative method could not be explained by the quantitative method and their generalizability could not be checked. These findings may be due to the items that were discarded both during scale construction and during exploratory and confirmatory factor analysis. When these non-generalizable issues are examined, it is observed that there are issues that differ by school. It can be said that the generalizability of these issues is also limited.

#### 4.1. Conclusion

In the context of the findings obtained within the scope of the research and the related discussion, culturally responsive school culture is defined as a success-oriented school culture characterized by a high level of cultural competence within the school and its environment. It is a culture where the understanding of continuous learning is emphasized, individual differences are viewed as resources that enrich the educational environment, and universal values are embraced as fundamental principles. More briefly, a culturally responsive school culture can be defined as a school culture in which individuals achieve individual success, the school and its environment meet universal values, and continuous development is adopted within the school. At this point, the keywords universalization, development, and success can be considered as the outcomes of a culturally responsive school culture.

In general, a culturally responsive school culture is a school culture created under the leadership of school administrators and maintained by teachers. However, when it is compared with various organizational theories (learning school, effective school, productive school, etc.), it is observed that it has more inclusive features. At the same time, CRSC does not fit into the culture classification of support, bureaucratic, achievement and task (Terzi, 2005), which is generally accepted among culture classifications. Therefore, CRSC is not included in any type of culture, but it is a school culture built on various elements, levels, components, and values with its own unique characteristics.

For a school, complying with the CRSC standards will be a road map to improve both school culture and success. The general opinion about a successful school is that it is related to school culture or school climate (Balci, 2002; Çobanoğlu, & Badan, 2016; Gürbüz *et al.*, 2013). In this context, it is recommended to carry out studies on CRSC to bring the school to a better point and to change the school culture into CRSC. CRSC takes place at four levels: individual, group, school, and environment. At the individual level, the individual adopts a continuous learning approach and is ready to do innovative work. At the group level, when people come together, they support each other's learning, create an environment of trust and act in harmony in supportive competition. At the school level, the focus is on continuous learning, using diversity as a tool, and doing innovative work. At the environmental level, the school engages in harmonious, continuous learning and development-oriented communication and interaction with the community and family. At this level, it is aimed to acquire the ability to be culturally responsive on a global scale.

#### 4.2. Recommendations

##### 4.2.1. Recommendations for Practitioners

To create, support and develop a culturally responsive school culture, various suggestions are made to all stakeholders, especially teachers and school administrators.

Teachers and school administrators are recommended to promote different cultures in their schools, to organize cultural activities, to ensure diversity of resources in terms of courses, to take measures to prevent prejudices, to celebrate traditional days, to respect cultural labels, to use materials culturally responsive, to set goals to support students' social development, to

organize activities to ensure school-family harmony, and to continue postgraduate education for professional development.

#### 4.2.2. Recommendations for Researchers

Due to the limited research on CRSC, various suggestions were made to researchers. Researchers can apply the CRSC scale at various educational levels, create a guide for school administrators to develop culturally responsive school culture, and test the applicability of culturally responsive school culture standards.

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The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number:** Pamukkale University, 09/03/2022 and 68282350/2022/G05 - 27/02/2023 and 68282350/2023/04.

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