Iranian journal of educational Sociology
http://www.injoeas.com/
(Interdisciplinary Journal of Education)
Available online at: http://www.iase-idje.ir/
Volume 5, Number 4, March 2023

Validation of a Model for a Multicultural Curriculum based on Foucault's View at the 2nd Stage of Secondary School

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Article history:
Received date: 2022/11/13
Review date: 2022/12/28
Accepted date: 2023/01/22

Keywords:
Multicultural Curriculum, Foucault's Views, The Second Stage Of Secondary School

Purpose: The objective of the present study was to validate a model for a multicultural curriculum based on Foucault's view at the 2nd stage of secondary school.

Methodology: This study was applied, descriptive survey. The statistical population of this study included 11,024 teachers (5,692 men and 5,332 women) at the 2nd stage of secondary schools in Semnan Province. The research sample included 360 second stage of secondary schools teachers who were selected by multi-stage relative cluster sampling and Cochran's formula. The data collection tool is a researcher-made questionnaire of a multicultural curriculum based on Foucault's view with 70 questions and 4 dimensions of "goal, content, teaching-learning strategies and evaluation" and each dimension has three components of "knowledge, attitude and skill" on a five-point Likert scale. In order to confirm the validity of the questionnaires, content validity was used and composite reliability (CR) was used for the reliability of the questionnaires, which was suitable and acceptable. Exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and structural equations modeling were used for data analysis by SPSS21 and PLS.

Findings: The study results showed that the components of goal, content, teaching method and evaluation affected explaining a model for a multicultural curriculum based on Foucault's view.

Conclusion: According to the study results, the model had a good fit.

Please cite this article as: Zolfaghari F, Salimi L, Rasooli E. (2023). Validation of a Model for a Multicultural Curriculum based on Foucault's View at the 2nd Stage of Secondary School, **Iranian Journal of Educational Sociology.** 5(4): 200-216.

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[DOR: 20.1001.1.26453460.2022.5.4.16.0]

[DOI: 10.61186/ijes.5.4.200]

1. Introduction

Iranian society is a diverse society and such diversity and heterogeneity affects languages, customs, consumption patterns, lifestyle, self-understanding, etc. Students with different and diverse cultural views and from different races and ethnicities enter the educational system. But they don't know how to deal with this cultural diversity among their own kind so that they can create an ideal society in the future with a culturally balanced educational system and away from ethnic differences (Eidi & Noorian, 2018). In this regard, among the basic missions of the education system in multicultural societies, education is sensitive to culture and responsive to multicultural characteristics (Shekari et al., 2013). For the concept of multiculturalism, some researchers emphasize the role of cultural differences (Rosado, 2008). Some other experts refer to races and ethnicities in their conceptualization of multiculturalism or cultural pluralism and believe that these concepts are created in a social context (Ford & Harris, 2000). Banks (2006) considered multiculturalism as a progressive perspective that is based on maximizing the capabilities of learners. Multicultural curriculum is a mechanism that can be effective and efficient through empowering individuals and groups by knowledge, attitude and skills for peaceful living in a multicultural society. Multicultural curriculum is the result of multicultural societies, and multiculturalism is a description of a situation where different cultures can live together for some reason. The main mission of the multicultural curriculum approach is to design and develop curricula with multicultural characteristics, i.e., while including and respecting the voice of all cultures (Parekh, 2000), it is attempted to create understanding and interaction between them, so that in this way the goal of "unity in the face of plurality" can be achieved. This goal, while paying attention to the inherent value and importance of the plurality of cultures, seeks to create a kind of unity for a peaceful life through education and interaction (Sadeghi, 2010). Accordingly, the main objective of education should be to help people to perform effectively within the common culture (Banks, 2010). And its curricula should try to develop and spread common cultural values in society and give importance to the exchange of ethnic cultural values. The mission of the multicultural curriculum is to institutionalize the philosophy of cultural pluralism in the educational system, which should be based on respect, acceptance, understanding and mutual moral obligation (Sobhaninejad, Ahmadabadi & Yar, 2017). In this regard, Michel Foucault is one of the prominent philosophers of the multicultural curriculum who considers himself as a leader for accepting diversity, differences and pluralism (Bagheri, 2015). Foucault's pluralism in education has different aspects. One of its aspects is that it is meaningless to assume fixed, identical and similar principles and methods for education and training. Another aspect is the negation of any dominant culture in the focus of education and training, which is referred to as the antithesis of authoritarianism. According to Foucault, education should be based on a democratic, multicultural and non-authoritarian approach, so that the interests of the members and various constituents of society, including subcultures, are taken into consideration (Farahani, 2018).

Foucault considered education as more of a personal, special and local matter and believed that in the field of education, the tone of the translation of the curriculum and the teacher's tone should include several phonemes (Mehrmohammadi, Niknam & Sajjadieh, 2008). In the multicultural curriculum considered by Foucault, the negation of totalitarianism or focusing on the dominant culture is mentioned as the goal. In this regard, he said "in order for educational programs to be immune from the scourge of absolutism, cultures should not be compared to each other" (Mohammadi, Mohammadi & Hasanpour, 2013).Foucault considered curriculum content as a tool of power. Accordingly, he did not consider content design as a neutral process. In other words, he believed that the government, the system, and various social institutions ensure their security through education and training and work through education, so the content is not simply what is presented in schools (Marshall, 2002). According to Foucault, in teaching, one should be aware of the invisible, intangible and hidden effect of the ideas of reality, and he believed that teaching should move toward creating transformation and connecting different subjects with wider social, economic and political issues (Bostani & Mohammadpour, 2009).

Sobhaninejad et al. (2018) conducted a study entitled "implications of the multicultural curriculum of Michel Foucault and Henri Giraud on the reform and redesign of the curriculum of the elementary school in Iran". The study results showed that based on Foucault's and Giraud's educational opinions, cases such as dialectical analysis of everyday experiences, cross-border education and training, realization of educational justice, acquisition of coexistence ability, critical awareness, prevention and resistance against the reproduction of social inequality, hearing and paying attention to the voices of different groups and races in society, turning away from elitism and moving toward paying attention to public culture, paying attention to moral discourses consistent with reformist policy-making and redesigning the elements of the elementary curriculum in Iran. Mostafazadeh et al. (2018) conducted a study entitled "necessities of multicultural education and analysis of the elements and components of multicultural education". The study results showed that paying attention to the multicultural curriculum in education is an unavoidable necessity in the current global and national situation, and finally, the components of multicultural education were identified, which can be summarized as follows: anti-racial discrimination education, acceptance of diversity and pluralism, peaceful coexistence with other groups, respect for educational justice, flexibility in curricula, diversity in the use of teaching methods, diversity in the use of educational materials, and the right to preserve languages the minority Rahmani et al. (2018) conducted a stud entitled "investigation and development of effective components on multicultural education in primary school from the perspective of teachers". The results of EFA showed that the combined and integrated content, create effective knowledge of ethnic characteristics, reduce prejudice, justice and educational equality, strengthen and empower the culture of schools, and address the rights of religious and ethnic minorities were most important effective components on multicultural education, respectively. The interaction of combined and integrated content was more important than other factors. Mohammadi et al. (2016) conducted a study entitled "proposing a model for multicultural education in the higher education system: analysis of the views of experts in this field in Iran". The study results showed that this can be done by relying on two types of strategies. First, macro strategies that make sense at the level of the university and the Ministry of Science, which include official and unofficial programs. Second, micro-strategies that are designed and implemented at the classroom level, where teachers play a decisive role at this level. These strategies include defining projects and classroom research, proposing multicultural concepts, providing examples of subcultures in the course of teaching, and finally, collaborative teaching and sharing all students from different cultures in the classroom discussion. Sultan Ahmadi and Sadeghi, (2015) conducted a study entitled "design and validation of a multicultural curriculum model for general education in Iran". According to … the nature of the curriculum as a dynamic, dialectical and non-linear process, his point of view has been used to explain and design the dimensions of curriculum planning. By adopting a systematic approach in the field of curriculum design and using reliable national and international references and documents, the desired model should be developed. This model is native, pays attention to the characteristics of the audience, and is scientific, simple, original, educational, and active approach in teaching and learning.

Sela-Shayovitz et al. (2020) conducted a study entitled "investigation of self-efficacy in the education of multicultural student population at universities". The results showed a significant relationship between multicultural education and professors' effectiveness. Robinson et al. (2020) conducted a study entitled "multicultural counseling: creating university academic counseling spaces for all students." The results showed a statistically significant difference between the scores before and after the test. This study supports the rule that multicultural education should increase the level of students' knowledge about different cultures. Seward (2019) conducted a study entitled "multicultural educational resistances: critical events for master's students of color". Qualitative results showed that students attribute resistance to limited program diversity and attention to cultural dynamics. Quantitative analysis reveals racial differences in how student perceptions of peers influence resistance. The suggestions include increasing the cultural dialogue facilitation skills of educators. Zilliacus (2017) conducted a study entitled "Action to Institutionalize Multicultural Education: Finnish National Curriculum". The study results showed that the curriculum discourse is clearly moving

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

towards social justice education that multicultural perspectives are an integral part of the curriculum. Johan (2010) in his study entitled ""investigation of the effectiveness of multicultural education on different races" concluded that multicultural education as a comprehensive concept includes a wide and diverse range of planned activities and topics. which gives students belonging to different ethnic, racial and cultural groups the necessary opportunities to know and experience justice and educational equality.

Multicultural education seeks to liberate the student from the restrictions and strictures that exist in the ethnic and racial axis, and to inform, strengthen and develop his understanding of the existence of other cultures, societies and ways of life and thinking, is one of its basic missions (Khojasteh Nejad, Hajiani, Salehi Amiri & Fazli, 2017). Therefore, it can be acknowledged that the perception of students belonging to different ethnicities and cultures in order to introduce them to the students can give them a clear understanding and sense of confidence in their ethnic identity to have a good understanding about oneself and to recognize appropriate behaviors in relation to the identities of the larger society, and reduce ethnic and gender prejudices, educational inequalities, the marginalization of ethnicities and cultures, and inappropriate interactions between students (Hijazi, Khazri Azar & Amani, 2012).

The high school is a very important period in the development and socialization of students, during which students learn socialization. High school students do not have the necessary and sufficient understanding of other cultures and their own culture and that of other people. On the one hand, it is probably due to the lack of emergence of multicultural components in textbooks. On the other hand, schools do not have coherent and specific programs for this purpose. Since one of the indicators of the social capital of any country is the ethnic, linguistic and cultural diversity of that country and given that cultural identity occurs in childhood and the beginning of adolescence, a teenager who thinks less about ethnic and cultural issues and has no correct understanding of his own culture and that of others, in the multicultural society of Iran, which has not specifically and precisely addressed the speech and language, the way of dressing, customs and even ethnic games in their own language, since the adolescence, alienation from culture. and identity is formed in him (Lavasani, Sabaghian & Ahmadbeigi, 2020).

Weakness in high school textbooks and other academic courses in not including different cultures in order to identify and introduce them in order to reach a suitable and worthy self-perception will lead to the creation of an atmosphere of cultural incompatibility and hinder the social growth and progress of students in school and society. In a multicultural society, it will have irreparable effects on the development and growth of the country. Therefore, it is necessary to pay attention to multicultural education in the content of high school textbooks and develop students' awareness and understanding of different cultures for friendly and peaceful behavior in schools and then society. Considering the importance of developing a multicultural curriculum based on Foucault's view and confirming the results of national and international research in this field, the present study was conducted to validate the model for the multicultural curriculum based on Foucault's view in high school and consistent with the development and practical application of the plan, provide a design model and scientific and constructive suggestions.

Research questions

1. What are the goals of the multicultural curriculum based on Foucault's view?
2. What are the indicators related to the content of the multicultural curriculum based on Foucault's view?
3. What are the indicators related to the teaching-learning strategies of the multicultural curriculum based on Foucault's view?
4. What are the indicators related to the evaluation of the multicultural curriculum based on Foucault's view?
5. Is the model of multicultural curriculum based on Foucault's view at the universities of medical sciences of Semnan Province suitable?

2. Methodology

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

Given that the objective of this study was the practical application of knowledge, it was applied, descriptive survey. The statistical population of the research included all the teachers of the 2nd stage of secondary school in Semnan Province, n=11024 (5692 men and 5332 women). The sampling method according to the desired statistical population is multi-stage relative cluster sampling by the Cochran formula and the sample size was n=360, so that each city of Semnan Province was considered as a cluster. Next, the subsets located in each of these clusters also represent a cluster. Questionnaires were distributed randomly in each cluster and according to the population of that cluster. The data collection tool was a researcher-made questionnaire on a multicultural curriculum based on Foucault's view with 70 questions and 4 dimensions of "goal, content, teaching-learning strategies and evaluation" and each dimension has three components of "knowledge, attitude and skill". The scoring method of the questionnaire questions is set based on a five-point Likert scale from very high (score 5) to very low (score 1). To confirm the content validity of questionnaires quantitatively, two coefficients of content validity ratio (CVR) and content validity index (CVI) have been used. First, to determine the CVR, a panel of 20 experts was asked to check each item based on a three-point scale (necessary, useful but not necessary, and unnecessary), and then the CVR value was calculated based on the following formula:

$$CVR = \frac{n_E - N/2}{N/2}$$

Where n_E is the number of experts who answered the necessary option, and N is the total number of experts, which is 20 in this study. The value of CVR calculated for each item based on Lawshe table for 15 people should be higher than 0.49. Then, to determine CVI, the three criteria of simplicity, specificity (relevance) and clarity on a 4-point Likert scale (irrelevant, somewhat relevant, relevant and completely relevant) were examined by 20 experts for each of the items. The CVI score was calculated by summing up the scores for each item of the 3rd and 4th ranks on the total number of experts, and the acceptance limit was based on a score above 0.79. Since the items were extracted from the results of qualitative research, all the items of the researcher's questionnaire of a multicultural curriculum based on Foucault's view have been approved by experts in terms of content validity. Also, CR (reliability of constructs) shows that the values obtained from the components are higher than the standard limit of 0.7. To confirm the internal reliability of the questionnaire, the reliability coefficient (Cronbach's alpha) was used. Since the values were higher than 0.75, the reliability was acceptable and appropriate. In general, it can be said that the reliability of the questionnaires by CR in all three criteria (Cronbach's alpha, CR and average variance extracted coefficient (AVE)) was acceptable and appropriate. Descriptive statistics were used for data analysis. The inferential statistics were used to investigate the research questions by $SPSS_{21}$ and PLS. EFA, CFA and structural equations modeling have been used to investigate the research questions.

3. Findings

Data normalization (logarithmic transformation)

In the present study, in order to use structural equations modeling, the research data should first be normalized. For this purpose, the logarithmic transformation has been used and the research variables have been normalized by computing and forming new variables using logarithmic transformation.

Table 1. Results of Kolmogorov-Smirnov test after logarithmic transformation

variable	number	M	SD	KMO statistic	significance level
goal	179	3.43	0.55	1.315	0.063
content	179	3.61	0.68	1.226	0.099
teaching-learning strategies	179	3.70	0.48	1.046	0.224
evaluation	179	3.66	0.54	1.163	0.163

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

According to the results of Table 1, because at the confidence level of 95% and measurement error = 5%, the significance level for the dimensions of the questionnaire Sig> is higher than the specified limit, i.e., for the dimensions of the goal (1.315), content (1.226), teaching-learning strategies (1.046) and evaluation (1.163) were calculated above significance level. So, the distribution of data is normal and for inferential analysis of data, parametric statistical tests were used.

Question 1. What are the goals of a multicultural curriculum based on Foucault's view?
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's test of sphericity were used to determine the adequacy and necessary conditions of the data for factor analysis. The KMO is a measure of the adequacy of variables, and a value higher than 0.7 is suitable for performing factor analysis. Bartlett's test of sphericity is also one of the methods for determining the appropriateness of data, and for a factor analysis model to be useful and meaningful, it is necessary that its variables are correlated.

Table 2. Results of KMO and Bartlett's test of sphericity for components of the dimension of goal of a multicultural curriculum

KMO statistic		0.738
Bartlett's test of sphericity	Approx. Chi-Square	3206.622
	SD	276
	significance level	000/0

According to the results of Table 2, at the confidence level of 95% and measurement error of α = 5%, because the KMO statistic of the dimensions of the questionnaire was higher than 0.738 and the result of Bartlett's test of sphericity showed that significance level has been calculated for all variables, Sig>0.05, so there is no sufficient evidence to confirm the null hypothesis and the research hypothesis is confirmed and the data are correlated.

Table 3. Rotated matrix of multicultural curriculum components according to the dimension of goal

Rotated matrix							
dimension	component	question code	component				
			1	2	3	4	5
goal	knowledge	MEA1	.072	.076	.242	.000	.819
		MEA2	.193	.375	.015	.626	.120
		MEA3	.072	.303	.127	.775	-.104
		MEA4	.126	.420	.060	.751	.000
		MEA5	.760	.220	.004	.237	.144
		MEA6	.740	.170	.016	.290	.187
		MEA7	.824	.168	.065	-.011	-.169
		MEA8	.745	.349	.042	-.135	.040
		MEA9	.778	.241	.018	.277	.110
		MEA10	.810	.104	.056	.220	-.056
	attitude	MEA11	.785	.295	.044	-.278	-.050
		MEA12	.209	.821	.007	.281	.178
		MEA13	.176	.788	.096	.142	.162
		MEA14	.293	.698	.107	.161	-.023
		MEA15	.165	.743	.074	.166	-.119
		MEA16	.252	.826	.032	.205	.018

skill	MEA17	.265	.803	.150	.169	-.033
	MEA18	.004	.129	.699	-.140	.294
	MEA19	.032	.099	.866	-.120	.154
	MEA20	.062	.098	.771	.179	-.247
	MEA21	.017	.126	.791	-.031	.049
	MEA22	.003	-.119	.870	-.023	-.140
	MEA23	.033	-.078	.720	.148	.301
	MEA24	.055	.037	.828	.197	-.094

According to the results of Table 3, it was found that components of the dimension of goal of the multicultural curriculum questionnaire were rotated in 5 factor loadings and the highest factor loading (0.870) was related to Question 22 of the component of skill and the lowest factor loading (0.626) was related to Question 2 of the component of knowledge. Table 3 shows the output of the rotated component matrix, which includes the factor loadings of components of the dimension of goal in the remaining 5 factors after rotation.

The first factor loading related to the first and second components includes Questions 5-11. In this section, the highest factor loading (0.824) is related to Question 7 and the lowest factor loading of 0.740 is related to Question 6.

The second factor loading was related to components of attitude and skill and includes Questions 12-17. In this section, the highest factor loading (0.821) was related to Question 12 and the lowest factor loading (0.698) was related to Question 14.

The third factor loading was related to Questions 18-24 of the component of skill. In this section, the highest factor loading (0.870) was related to Question 22 and the lowest factor loading (0.699) was related to Question 18.

The fourth factor loading was related to Questions 2-4 of the first component. In this component, the highest factor load (0.775) was related to Question 3 and the lowest factor load (0.626) was related to Question 2.

The fifth factor loading also refers to Question 1 of the component of knowledge. In this section, the most significant factor loading is 0.819.

Table 4. Results of CFA

variable	t-value	R^2	dimension	t-value	standardized coefficient	R^2
goal	82.236	0.906	knowledge	71.144	0.512	0.917
			attitude	62.224	0.336	0.883
			skill	58.235	0.427	0.776

The results of CFA in Table 4 show that:

- At the confidence level of 99%, the t-value values for the dimension of goal of the multicultural curriculum questionnaire are outside the range (-2.58, 2.58). Also, R^2 values for all dimensions are higher than strong. So, a strong positive and significant relationship was between the variable of content knowledge of education and training and all its dimensions.

The highest standardized coefficient (0.512) corresponds to the component of "knowledge" and the lowest value corresponds to the component of "attitude" with a standardized coefficient (0.336). Also, according to the R^2 values, the component of "knowledge" (0.917) is at a level higher than strong and all other dimensions are also at a strong level. It should be noted that components of knowledge, skill and attitude are significant predictors and the direction of all three components is positive.

Question 2. What are the indicators related to the content of a multicultural curriculum based on Foucault's view?

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

Table 5. Results of KMO and Bartlett's test of sphericity for components of the dimension of content of a multicultural curriculum

KMO statistic		0.736
Bartlett's test of sphericity	Approx. Chi-Square	1873.750
	SD	120
	significance level	0.000

According to the results of Table 5, at the confidence level of 95% and the measurement error $\alpha = 5\%$, because the KMO statistic of the dimensions of the questionnaire was higher than 0.7 and was calculated to be 0.736, also the result of Bartlett's test of sphericity showed that significance level for all variables was calculated to be Sig<0.05. Therefore, sufficient evidence to confirm the null hypothesis was not observed and the research hypothesis is confirmed and the data are correlated.

Table 6. Rotated matrix of components of a multicultural curriculum according to the dimension of content

Rotated matrix					
dimension	component	question code	component		
			1	2	3
content	knowledge	MEB1	.241	.185	.717
		MEB2	-.048	.092	.501
		MEB3	.086	.018	.811
		MEB4	.802	.160	.093
		MEB5	.864	.039	.058
		MEB6	.713	.035	.224
		MEB7	.794	.081	.008
		MEB8	.816	.041	.010
	attitude	MEB9	.834	.067	.092
		MEB10	.842	.158	-.046
		MEB11	.820	.107	.048
		MEB12	.059	.846	-.018
	skill	MEB13	.183	.737	.188
		MEB14	.112	.800	.040
		MEB15	.154	.825	.172
		MEB16	-.026	.766	.075

According to the results of Table 6, it was found that the dimension of content of the multicultural curriculum questionnaire was rotated in 3 factor loadings, the highest factor loading (0.846) was related to Question 5 of the component of knowledge and the lowest factor loading (0.501) was related to Question 2 of the component of knowledge. Table 6 shows the output of the rotated matrix of the components, which includes the factor loadings of each of the components in the remaining 3 factors after rotation.

The first factor loading was related to components of knowledge and attitude, which includes Questions 4-11. In this section, the highest factor loading (0.864) was related to Question 5 and the lowest factor loading (0.713) was related to Question 6.

The second factor loading was related to the second and third components and includes Questions 12-16. In this section, the highest factor loading (0.846) was related to Question 12 and the lowest factor loading (0.737) was related to Question 13.

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

The third factor loading was related to Questions 1-3 of the first component (knowledge). In this section, the highest factor loading (0.811) was related to Question 5 and the lowest factor loading (0.501) was related to Question 2. In the following, the results of CFA are presented.

Table 7. Results of CFA

variable	t-value	R^2	dimension	t-value	standardized coefficient	R^2
content	70.304	0.881	knowledge	58.852	0.615	0.960
			attitude	57.453	0.277	0.938
			skill	66.385	0.283	0.736

The results of CFA listed in Table 7 show that:
At the confidence level of 99%, the t-values for the dimension of content of the multicultural curriculum questionnaire are outside the range (-2.58, 2.58). Also, R^2 values for all components are higher than strong. So, a strong positive and significant relationship was between the dimension of content and all its components. The highest standardized coefficient (0.615) corresponds to the component of "knowledge" and the lowest value corresponds to the component of "attitude" with a standardized coefficient (0.277). Also, according to the R^2 values, the component of "knowledge" (0.960) is at a level higher than strong and all other components are also at a strong level.
Question 3. What are the indicators related to the teaching-learning strategies of a multicultural curriculum based on Foucault's view?

Table 8. Results of KMO and Bartlett's test of sphericity for the components of teaching-learning strategies of a multicultural curriculum

KMO statistic		0.849
Bartlett's test of sphericity	Approx. Chi-Square	1999.702
	SD	153
	significance level	0.000

According to the results of Table 8, at the confidence level of 95% and the measurement error is α=5%, because the KMO statistic of components of the dimension of teaching-learning strategies of the multicultural curriculum questionnaire is higher than 0.7 and calculated to be 0.849. Also, the result of Bartlett's test of sphericity showed that significance level for all variables was calculated to be Sig<0.05. Therefore, sufficient evidence was not observed to confirm the null hypothesis and the research hypothesis is confirmed and the data are correlated.

Table 9. Rotated matrix of components of a multicultural curriculum according to the dimension of teaching-learning strategies

Rotated matrix						
dimension	component	question code	component			
			1	2	3	4
Teaching and learning strategies	knowledge	MEC1	.166	.790	.222	.024
		MEC2	-.043	.800	.005	.090
		MEC3	.063	.816	.184	.111
		MEC4	.062	.775	.206	-.088
		MEC5	.116	.753	.128	.116
		MEC6	.019	.767	.120	.097
		MEC7	.122	.245	.805	.066

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

	MEC8	-.016	.156	.795	.073
attitude	MEC9	.106	.209	.775	.000
	MEC10	.014	.052	.056	.850
	MEC11	.301	.194	.071	.741
	MEC12	.863	.056	.048	.121
	MEC13	.753	.155	.086	.114
skill	MEC14	.904	.084	.076	.114
	MEC15	.896	.001	.041	-.081
	MEC16	.890	-.013	.064	-.029
	MEC17	.906	.002	.023	.034
	MEC18	.637	.121	.013	.172

Table 9 shows the output of the rotated matrix of components, which includes factor loadings of each variable in the remaining 4 factors after rotation. According to the results of Table 9, it was found that the components of the dimension of teaching-learning strategies of the multicultural curriculum questionnaire were rotated in 4 factor loadings, the highest factor loading (0.906) was related to Question 17 and the lowest factor loading (0.637) was related to Question 18.

The first factor loading was related to the second and third components, i.e., attitude and skill, which includes Questions 12-18. In this section, the highest factor loading (0.906) was related to Question 17 and the lowest factor loading (0.637) was related to Question 18.

The second factor loading was related to the component of knowledge and Questions 1-6. In this section, the highest factor loading (0.816) was related to Question 3 and the lowest factor loading (0.753) was related to Question 5.

The third factor loading was related to Questions 7-9, i.e., the first and second components. In this section, the highest factor loading (0.805) was related to Question 7 and the lowest factor loading (0.775) was related to Question 9.

The fourth factor loading also includes Questions 10 and 11. In this component, the highest factor loading (0.850) was related to Question 10 and the lowest factor loading (0.741) was related to Question 11.

Table 10. Results of CFA

variable	t-value	R^2	dimension	t-value	standardized coefficient	R^2
teaching-learning strategies	103.146	0.807	knowledge	72.950	0.657	0.863
			attitude	107.151	0.265	0.867
			skill	69.548	0.386	0.772

The results of CFA in Table 10 show that:

At the confidence level of 99%, the t-values for all components of teaching-learning strategies are outside the range (-2.58, 2.58). Also, R^2 values for all dimensions are higher than strong. So, a strong positive and significant relationship was between the dimension of teaching-learning strategies and all its components.

The highest standardized coefficient (0.657) corresponds to the component of "knowledge" and the lowest value corresponds to the component of "attitude" with a standardized coefficient (0.386). Also, according to R^2 values, the component of "attitude" with R^2 value equal to 0.876 is at a level higher than strong and all other dimensions are also at a strong level. It should be noted that components of knowledge, skill and attitude are significant predictors and the direction of all three components is positive.

Question 4. What are the indicators related to the evaluation of a multicultural curriculum based on Foucault's view?

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

Table 11. Results of KMO and Bartlett's test of sphericity for components of the dimension of evaluation of a multicultural curriculum

KMO statistic		0.846
Bartlett's statistic	Approx. Chi-Square	1588.273
	SD	66
	significance level	0.000

According to the results of Table 11, the KMO statistic of the dimensions of the questionnaire was calculated higher than 0.7 (0.846). Also, the result of Bartlett's test of sphericity showed that significance level for all variables was calculated to be Sig<0.05. So, sufficient evidence for the confirmation of the null hypothesis is not observed, the research hypothesis is confirmed and the data are correlated.

Table 12. Rotated matrix of components of a multicultural curriculum according to the dimension of evaluation

Rotated matrix					
Dimension	Component	Question code	components		
			1	2	3
assessment	Knowledge	MED1	.785	.251	.040
		MED2	.844	.026	.317
		MED3	.872	.169	.292
		MED4	.840	.321	.260
	attitude	MED5	.482	.638	.137
		MED6	.031	.858	.188
		MED7	.188	.874	.085
		MED8	.237	.672	.186
	Skill	MED9	.229	.440	.763
		MED10	.200	.245	.808
		MED11	.244	.220	.862
		MED12	.127	-.047	.665

According to the results of Table 12, it was found that the components of the multicultural curriculum have been rotated in 3 factor loadings for the dimension of evaluation. The highest factor loading (0.874) was related to Question 7 and the lowest factor loading (0.638) was related to Question 5. Table 12 shows the output of the rotated matrix of the components, which includes the factor loadings of the evaluation in the remaining 3 factors after rotation.

The first factor loading was related to the component of knowledge, which includes Questions 1-4. In this section, the highest factor loading (0.872) was related to Question 3 and the lowest factor loading (0.785) was related to Question 1.

The second factor loading was related to the component of attitude, which includes Questions 5-8. In this section, the highest factor loading (0.874) was related to Question 7 and the lowest factor loading (0.638) was related to Question 5.

The third factor loading was related to Questions 9-12 of the third component. In this section, the highest factor loading (0.862) was related to Question 11 and the lowest factor loading (0.665) was related to Question 12.

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[DOI: 10.61186/ijes.5.4.200]

Table 13. Results of CFA

variable	t-value	R^2	dimension	t-value	standardized coefficient	R^2
evaluation	82.192	0.870	knowledge	71.668	0.389	0.879
			attitude	63.246	0.399	0.871
			skill	83.734	0.428	0.896

The results of CFA in Table 13 show that at the confidence level of 99%, the t-values for components of the dimension of evaluation of a multicultural curriculum are outside the range (-2.58, 2.58). Also, R^2 values for all dimensions are higher than strong. So, a strong positive and significant relationship was between the dimension of evaluation and all its components.

The highest standardized coefficient (0.428) corresponds to the component of "skill" and the lowest value corresponds to the component of "knowledge" with a standardized coefficient (0.389). Also, according to the R^2 values, the component of "skill" (0.896) is at a level higher than strong and all other dimensions are also at a strong level.

Question 5. Is the model of the multicultural curriculum based on Foucault's view at the universities of medical sciences of Semnan province suitable?

Structural equation test was used for this question and the general model of the research. Proposing an integrated and balanced model was based on relationships between variables and using PLS.

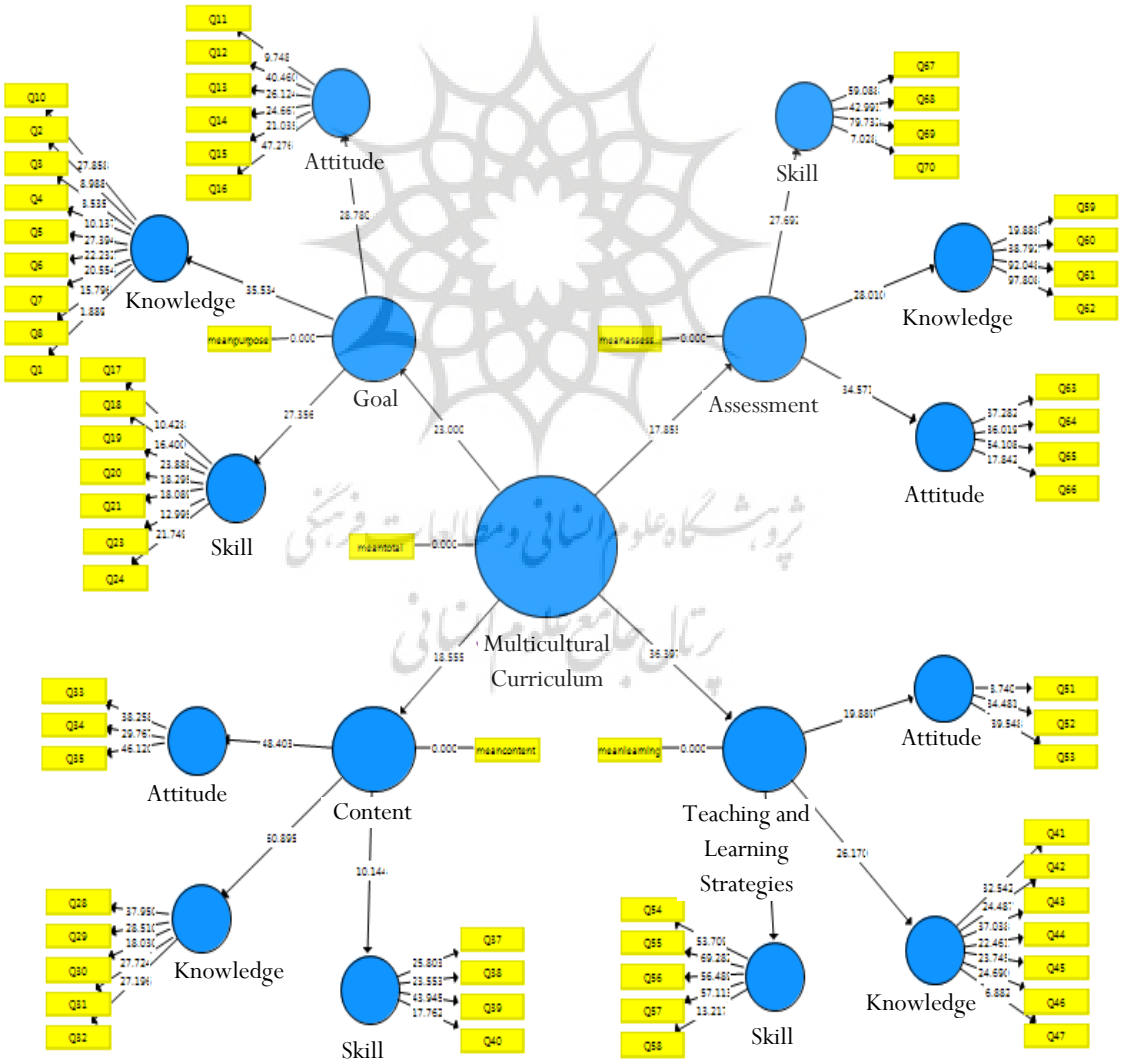

Diagram 1. A model for a multicultural curriculum based on Foucault's view by standardized coefficients

Table 14. Results of the path analysis

dimensions of a multicultural curriculum	significance level	path coefficients	standardized coefficients
goal	0.000	0.793	23.276
content	0.000	0.702	18.471
teaching-learning strategies	0.000	0.866	33.177
evaluation	0.000	0.740	18.247

As shown in Diagram 1 and according to the results path analysis in Table 14, the highest dimension of a multicultural curriculum based on the path coefficients was the dimension of teaching-learning strategies (0.866) as significant predictors for a multicultural curriculum and the direction of all dimensions is also positive. Ten statistics and indicators were used to measure the fit of the proposed model. Table 15 shows the results of the matching of the research model with the indicators.

Table 15. Fit indices of the proposed research model

symbol	Farsi equivalent	Acceptable value	result	utility
χ^2	chi-square	-	1200.364	confirmed
P-Value	significant level	-	0.004	confirmed
Df	degree of freedom	equal or higher than 0	1072	confirmed
χ^2/df	ration of chi-square to degree of freedom	lower than 3	1.120	confirmed
RMSEA	root mean square error of approximation	lower than 0.1	0.018	confirmed
NFI	normalized fit index	higher than 0.8	0.926	confirmed
AGFI	adjusted goodness of fit index	higher than 0.8	0.923	confirmed
GFI	goodness of fit index	higher than 0.8	0.877	confirmed
CFI	comparative fit index	higher than 0.8	0.976	confirmed
IFI	incremental fit index	higher than 0.8	0.976	confirmed
SRMR	standardized root mean squared residual	close to 0	0.036	confirmed

According to the results of Table 7, the obtained fit indices indicate the optimal fit of the studied model with the observed data. The chi-square in the model is 1200.364, the degree of freedom of the model is also equal to 1072, and the result of their ratio is equal to 1.120, which is acceptable. On the other hand, two indices of comparative fit index (CFI) and incremental fit index (IFI) was equal to 0.97 and 0.97, respectively, whose values are close to 1, indicating the appropriateness of the model. Also, the normalized fit index (NFI) was equal to 0.92, the goodness of fit index (GFI) was equal to 0.87, and the adjusted goodness of fit index (AGFI) was equal to 0.92. The root mean square error of approximation (RMSEA)) is equal to 0.019 and the smaller it is, it indicates the good fit of the model, which was confirmed in the present study. Finally, the standardized root mean squared residual (SRMR) was also 0.036. The results of the above indices showed that the model had a good fit.

4. Conclusion

This study was conducted to validate a model for a multicultural curriculum based on Foucault's view at the 2nd stage of secondary school. In this regard, according to the results of the multicultural curriculum questionnaire, it was found that the dimension of goal in this questionnaire in Question 1 consists of 3 sub-components of knowledge, attitude and skill, which include components such as "teaching multicultural life

[DOR: 20.1001.1.26453460.2022.5.4.16.0]
[DOI: 10.61186/ijes.5.4.200]

skills to people", "empowering students to recognize local values", "individual empowerment for social reform", "transverse and horizontal relationships between teacher and student", "responsibility towards each other" and "breaking cultural boundaries and going beyond" had the highest importance in this dimension. These results are consistent with the study results of Robinson et al. (2020) and Hun (2020) in terms of the importance of cultural aspects.

Also, in terms of paying attention to the relationship between teacher and student, strengthening cultural communication, and paying attention to multicultural group training and non-ethnic goals, the results of present study are consistent with the study results of Sobhaninejad et al. (2019), Mostafazadeh et al., Sela-Shayovitz et al. (2020), Seward (2019) and Johan (2010) with the belief that multicultural education as a comprehensive concept includes a wide and diverse range of planned activities and topics that provides students belonging to different ethnic, racial and cultural groups with necessary opportunities to know and experience educational justice and equality.

Among different dimensions of the multicultural curriculum questionnaire, the dimension of content in Question 2 with three sub-components of knowledge, attitude and skill, the knowledge had the highest average. Sub-components such as "introduction of different cultures to students in the content of textbooks", "attention to the concept of peace and friendship in the content of textbooks" and attention to the teaching of ethnic and local languages in the content of textbooks" are important from the perspective of improving the level of knowledge. From this point of view and on improving the level of knowledge as one of the sub-components of the dimension of content, the results of the present study were consistent with the study results of Mostafazadeh et al. on paying attention to minorities and avoiding racial discrimination for cultures, ethnicities and minorities as part of the content knowledge of curricula. Also, the results of the present study are consistent with the study results of Robinson et al. (2020), Rahmani et al., … (2020), Zilliacus (2017) and Araghieh et al. (2008) in terms of combined and integrated content, and how to create non-prejudiced content, centered on educational justice and equality, strengthening and empowering the culture of schools and addressing the rights of religious and ethnic minorities as the most important components affecting multicultural education.

According to the results of the multicultural curriculum questionnaire, the dimension of teaching-learning strategies in Question 3 has three components of knowledge, attitude and skill. This dimension was obtained from having the highest average among other dimensions. Among its sub-components, knowledge with the highest standardized coefficient was at the top. Paying attention to issues such as student-based teaching, providing students with the opportunity to increase critical capacity, adopting diversity in teaching and learning methods, and finding out about the benefits of differences for individual and social progress were among the most important sub-components of this section, the results of which are consistent with the study results of Mohammadi et al. (2015) and Abdoli et al. (2015) on creating variety and new designs. From the point of view of creating a critical view and learning styles, paying attention to the needs and increasing the interactive and thinking skills of students, the present study is consistent with the study by … (2019); the study by … (2018) on increasing the skills of facilitating cultural dialogue and the study by … (2014) on paying attention to the individual styles and increasing skills.

It was found that the components related to evaluation of question 4 of the research, i.e. knowledge, skill and attitude, have a positive effect on the multicultural curriculum. The results are consistent with the results of Sadeghi (2009) in terms of paying attention to diversity in evaluation methods in multicultural education, using the opinion of the teacher as a critical intellectual, using the evaluation results for continuous improvement of the curriculum, recording opinions of all effective people on the curriculum and the use of performance tests in matters related to culture and art.

Suggestions

According to the study results, the following suggestions can play an effective and practical role in the development and realization of the research objectives:

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- Necessary planning should be done to realize the components and functions of the identified goals of the multicultural curriculum in schools.
- The real needs of the society and education and response should be determined according to the needs.
- Training courses should be held in order to improve the capabilities and specialized skills of school principals regarding the teaching-learning strategies of the multicultural curriculum.
- Development indicators should be improved in all their dimensions with planning and the presence of experts.
- Cultural basis should be provided by raising the level of public knowledge.

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[DOI: 10.61186/ijes.5.4.200]

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