The Perception of Multiculturalism and the Impact on the Social Sphere of Pupils

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Abstract: This study is designed to explore the Multiculturalism as an indicator/ actor influencing the social sphere of students. The article focuses on identifying the impact of multiculturalism on the socialization of the parties involved in the research. The multiculturalism is treated as a feature of substantial importance during the process of socialization to the pupils and teachers, in the conditions of a society that change at fast paced and uninterrupted rates. The research will present the perception by the teachers and the pupils and a detailed exploration of the condition of this factor, and then its comparison based on the presence or absence of this factor. The sample of this study will be the teachers and primary school pupils in Nuremberg, Germany. The instrument used in this study is the standardized questionnaire for pupils, the standardized questionnaire for the teachers. Viewed in general, the research showed the present interlinking of the influence of multiculturalism in the pupils socialization. This impact is mainly positive, but comes with the follow up of negative phenomena, in the prevention of which should continue to work. Without overlooked these difficulties, the value of multiculturalism is undeniable.

Keywords: multiculturalism, socialization, teachers, pupils

Introduction

Multiculturalism is a growing phenomenon (Iglis, 1999). According to researchers Akar & Ulu (2016), with positive and significant impact on society in general. "Multiculturalism has become an important focus in debates in Germany over the last twenty years, especially in relation to issues of nationality. As Germany still does not define itself officially as an immigrant society, the presence of ethnic diversity presents a number of challenges" (Eckardt, 2007, p. 235). "Multiculturalism does not simply imply cultural diversity" (Motani, 2001, p. 215). The term "multiculturalism" in Europe came to mean, and now means throughout the English-speaking world and beyond, the political accommodation by the state and/or a dominant group of all minority cultures defined first and foremost by reference to race, ethnicity or religion, and, additionally but more controversially, by reference to other group-defining characteristics such as nationality and aboriginality" (Meer & Modood, 2016, p.34). "(...) Until interculturalism as a political discourse is able to offer an original perspective, one that can speak to a variety of concerns emanating from complex identities and matters of equality and diversity in a more persuasive manner than at present, it cannot, intellectually at least, eclipse multiculturalism" (Meer & Modood, 2016, p. 48).

The challenge for the multiculturalism in pedagogy is presented through the unequal access of minorities to educational resources and through the expansion possibilities, but also to particular problems related to the preconditions of cultural diversity, forms and modes of treatment such as knowledge and learning. The multicultural notion is a general term for a number of theoretical-scientific-philosophical method, and the implications of action for the social policy of the state. According to the descriptive way, multiculturalism describes the existence of several cultures in a space (Latin: multus). Moodod (2007, p. 2) defines multiculturalism as "the recognition of group difference within the public sphere of laws, democratic discourses and the terms of a shared citizenship and national identity"; "for Kymlicka (1995; 2007) the term "multiculturalism" points to a particular political approach to address culturally diverse societies in which the cultural practices of minority groups receive the same recognition and accommodation as those of the cultural practices of the dominant group" (Pica-Smith, Contini & Veloria, 2019, p. 4). Understanding the broader context of migration is crucial in these often vicious debates (Dündar & Kenyon, 2020).

The multiculturalism often also has a normative response, according to which coexistence of members of different cultures must occur without assimilation. Whereas, the term "inter" in the intercultural keyword

means between, and in the general sense means cultural interaction, the situation between two or more cultures. A situation which is not always calm and can lead to conflicts between cultures. Whereas, transcultural is the result of differentiation of cultures. According to this, the culture has always been a mixed form and through internal dynamics (such as collective mobilization in the name of a specific culture) or external influence (such as globalization or migration) is always re-established and creates new intercommunication networks. Since the birth of the first human on earth, together with him bore and culture. It is the culture precisely that distinguishes between human society and other beings. So, culture unites the group and gives to the environment where it lives a particular character. Cultural values are learned very early in life (Bachman, 2006). In human society, the multiculturalism is being noticed increasingly, which in its beginnings has been accompanied even with conflicts and wars, as a powerful country militarily, politically and economically sought to be dominant over its culture, which consequently caused and the clash of civilizations. But with the evolution of the human society, with the great scientific and technological discoveries, the relationships between the societies with different cultures day by day are becoming friendlier.

Multicultural education is considered more important when the children are small (Bennett et al., 2018). The multiculturalism is transformed a guiding principle in which the modern migration societies are involved as much as societies that, through groups of indigenous population (native), exhibit a cultural heterogeneity. "Multiculturalism has become an important focus in debates in Germany over the last twenty years, especially in relation to issues of nationality. As Germany still does not define itself officially as an immigrant society, the presence of ethnic diversity presents a number of challenges" (Eckardt, 2007, p. 235). In Germany, "Multiculturalism" only has started to be discussed after the beginning of the 1980s, whereas in Kosovo only after the last war and not so widely. The debate on multiculturalism, both in the German and the Kosovo state is mainly developed only in a few small issues related to multiculturalism and is used mainly as an instrument for political purposes. In English speaking countries since 1970, between communists and liberals, the quarrel over how should be handle multiculturalism and multicultural society dominated. The communists set in first row the independence of the group, while liberals the independence of the individual set in first row and not the independence of the group. Nuclear point of this conflict, are the recognition of minorities and their cultural values and norms, as well as the approval of special rights (Kukathas, 2003). Is been debated also over whether multiculturalism is an enrichment or problem, about how to achieve formal equality of members of ethnic minorities, and how it can be achieved the

inclusion through political action (Sheikhzadegan, 2012; Neubert & Yilldiz, 2013).

In the literature, we find different definitions for multicultural from field theorists' education (Gay, 1994). A process of building the learning and teaching which offers cultural pluralism (Basbay and Kagnici, 2011). According to, Banks (2010) multicultural education aims at respect and tolerance towards age, sexual orientation, disability, social class, ethnicity, color, religion, language and cultural characteristics. Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve. "Multicultural education is a movement dating back to the end of 1960s and the beginning of 1970s. It is an intellectual concept, a reformist movement and a process" (Mwonga, 2005, p. 2). "Teachers have to be trained on how to prepare and adapt to the school environment with all possible students' differences, and further distinguish the effects that cultural differences can have on their students' education. Teachers who are aware of these effects are known to be more acceptable and open minded towards children's different cultures in the classroom" (Yusuf, Marimuthu & Yusuf, 2018, p. 98).

Teacher's education institution is responsible in providing the foundation of multicultural education to the teachers to teach in their future classrooms (Milner, 2005). "Multicultural education is a reform movement designed to make some major changes in the education of students (…) Multicultural education incorporates the idea that all students regardless of their gender, sexual orientation, social class, and ethnic, racial, or cultural characteristics should have an equal opportunity to learn in school" (Banks, 2003, p. 1). Ladson-Billings (2012), consider that school violence in western society reinforces discriminatory stereotypes and practices as well.

The multicultural education became important especially after the 1980s. Numerous researchers, such as Banks, 1989; Bennet, 1990; Grant & Sleeter, 2007, are focused on the need to reform the education system by adapting a multicultural education, which is highly cultural. In their study, Ford and Harris (1999) mention several recommendations: the curriculum development and highly cultural learning in all fields and subjects; integrating a multiculturalism philosophy into teaching practices and curricula; adapting multiculturalism in all educational institutions, regardless of the racial and cultural composition; seeking of a commitment by teachers,

policy makers and decision-makers for the purposes of multicultural education; recruiting and holding of a group of teachers, mixed racial and cultural; the assessment of the quality of multicultural education to be assured it is independent and complete, and not to be a superficial and dependent process.

After decades of reinforcing the perception of 'foreigners' (Ausländer) as 'Other' and maintaining that Germany is not an immigration country, politicians and policy makers are now facing the challenge of having to address the disparities that have developed between the national majority and minority ethnic communities, particularly in education. Indeed, foreign workers established in Germany, although deprived of political rights and despite their lack of integration into German society, enjoyed a high level of social and labor rights, including significant security of employment (Mesić, 2010).

Reinforcing these dynamics should be the goal of integrative political measures, so that it does not come, for example in the educational field, so that it does not to come to the so-called "elevator effect" (Beck, 1986). According to the "Elevator effect" it is said that in the course of educational expansion and then through the transition to educational institutions, these generations were improved against to the parental generation in completion the education. As many different groups benefited from this, the difference/gradient between the educational groups remained, but in general the level of educational qualification increased. If this diagnosis comply, then in the coming years, initiatives would be welcomed that would make that the elevator for children with migrant background more accelerated. So the long-term distance between the young migratory with backgrounds and migratory without background could be reduced. The aims of multiculturalism, according to Ford and Harris (1999), include multicultural recognition, equality in education, cultural pluralism, empowerment of parties in education and harmony in social relationships. Multicultural schools also have the potential to bring together people who have different backgrounds, a potential this that is known in the work that deals with classroom conflicts, racial segregation and religious changes which penetrate school environments (Collins & Coleman, 2008).

Multicultural education took a particular importance after the 1980s. Numerous researchers such as Banks & Banks (2001), Perry et al., (2006), Ladson-Billings (1999) address multicultural education in schools. Also essential within such a school are adults who model the attitudes and behaviors they are trying to teach. "Actions speak much louder than words" (Banks, 1993, p.38). Yet in many schools, multicultural education is approached as if it were divorced from the policies and practices of schools and from the structures and ideologies of society.

This study is an exploratory research study, to reflect, through correct exploration of the real condition of the students and teachers, the impact of multiculturalism on socialization of the students. How do students and teachers percept multiculturalism? Does multiculturalism affect the socialization of the students? Which are the challenges that we face during multiculturalism today?

Method

Participants

The sample of this study includes thirty pupils and eight of primary school teachers in Nuremberg. The participants, as planned and in the past are with approximate number from both genders. In the research, by the pupils' side we have 53% female or 16 schoolgirl and 47% male or 14 pupils. While at the teachers, we have 25% teachers of male gender and 75% teachers of female gender. Pupils which are involved in research and have migration backgrounds account for 46.66% of the sample, while 53.33% of pupils are without migrant backgrounds. For teachers, the number of them that have migratory backgrounds is smaller, so 87.5% are native Germans or 5 of them, while 12.5% or only one is with migrating background. The sample of this research was selected using a probity sampling strategy, with probability of the casual group type (cluster sampling), by making the partition into 2 equal groups, the individuals who are affected by the multicultural circle and those who are not affected. This sampling method is useful to use especially when the population is large enough or spread over a wide geographic area.

Instruments

Data collection in this research will be done through the questionnaire as the main research tool. Data collection in this research was made inter alia through the questionnaire, as a primary tool for conducting research. The instrument used in this research is standardized and designed by Bakk. phil. Marion Scharmüller, relying on the present guidelines for the work with standardized questionnaires. It provides opportunities for exploring, documenting, and portraying the status and perception of pupils access to multiculturalism as a factor of socialization, leaving the opportunity open, to introduce certain remarks or advice on such works in the future. The used instruments conducted this measurment through three main categories: 1) Sources/factors of multicultural education at students and their teachers, 2) The condition and application of multiculturalism in school by students and teachers, and 3) Multicultural education marveling by the way of perception and the effect on students socialization. The questionnare based on

the Likert type scaling. Were defined four evaluation scales, which would be possible to categorize participants' statements: "none", "partially" and "fully." The survey was conducted in two groups, a group with participant of multicultural backgrounds (of different backgrounds) and a local group with no migratory background. This instrument used in this research has been used to all individuals involved in the sample and the findings that have emerged, together with those of the other instruments included in the study, significantly add value to the work and are orientation and good helpers for such works in the future.

The questionnaire for students includes 20 questions in total. The questionnaire for students, as a structure in itself includes general/demographic questions (questions about gender, actual nationality, previous nationality or origin) about the subject and as such for the social environment. The questionnaire for teachers includes 20 questions in total. Then, questions about the time that the students spend at school; origin (right integration) and employment. Meanwhile, for teachers the questionnaire in itself included questions, such as: All kids in our shcool have the same opportunities for getting success; The school offers enough resources for equal eduaction for all students. The questionnaire for teachers includes 20 questions in total.

During the research, was put into action and statistics. It was used to verify the reliability of the instruments used during the research. The important coefficient that was considered during the research for the reliability of the instrument was Alfa Cronbach (α). From the calculations it emerged that the "Questionnaire for pupils" instrument had $\alpha = .766$, which indicates a high level of credibility. Also, the other instrument that was used to collect data from teachers "Questionnaire for teachers", shows $\alpha = .736$ good credibility. Referring to this scaling, the reliability of the data from the instruments used in the study turns out to be good.

Methods of statistical data analysis

The applying for search produced so much data that their interpretation was made possible only through quantitative (statistical) analysis. The quantitative processing was done possible by the numerical administration of the data obtained from the instrument, and their insertion into the computer, from where various statistical techniques (including Excel programs, SPSS 22) were applied for data analysis. The quantitative data analysis started with the setting a numeric code with figures from 1 to 30 of each questionnaire distributed for research. Then the answers given by each respondent were identified and reflected in the SPSS statistical program. In the research was used the quantitative data analysis technique, and that of descriptive analysis. The data were analysed using SPSS Ver-

sion 22.0, through encoding the answers which the teachers and the pupils have provided during the research.

Findings

Based on the research objectives submitted in this chapter, the results obtained during the data collection will be presented and will be made their interpretation. Data on dependents variables of the study which determine the level of presence and perception of multiculturalism and its influence on the social aspect are verified through questionnaires.

Table 1 - Participation in preschool Institutions of students with and without emigration background

Participation in preschool Institutions of students with and without emigration background	1991	2004
German children from ages 4 till the begining of the elementary school	88 %	89%
Emigration children from ages 4 till the begining of the elementary school	75 %	84 %

On the last years the growing of the number of the participation of the children with emigration background in preschool education (Table 1), has impacted their approaching towards German kids. On school year 2009/10 in Germany were counted in total 8905800 students, from them there were 8139679 German ones, and 766121 or 8,6% were foreign, where dominate turks with 298714 students or 39% from the total number of the foreign students registred. On the high competences during the study of the performance in school between the students with and without emigration background or different emigration groups in relation with the relevant generation and nationality differ distinctly.

The comparison of the Pisa results shows that, the achieved results of the students in Germany are pleasing. Overall, the growing of the competence in reading at the young people with emigration background is noticeable. With 26 points more it should be rated that the growing is obvious and important.

Regardless the improvement of the condition of the young people that live in Germany, who are emigrants with their families, on PISA 2009 the division is still broad in comparison with the natives. Especially the low level of the reading competences of the students with Turk origin is unsatisfactory.

Table 2 - Failure of the school year by 15 year olds with emigration background

Failure of the school year by 15 year olds with emigration background	
Girls without emigration background	16,1 %
Boys without emigration backgorund	23,3 %
Girls with emigraion background	38,4 %
Boys with emigration background	42,1 %

As it is seen on the Table 2 the number of the students who fail the school year is higher at the students with emigration background and boys are the ones who fail more often compared to girls.

The findings generated by the obtained assertions by measuring instruments demonstrate to what extent the different impacts of multiculturalism are presented to pupils, by gender, pedigree , or family and school education.

Figure 1 - CrossTabulation on School Impact as a factor and the time that they as a pupils spend in school.
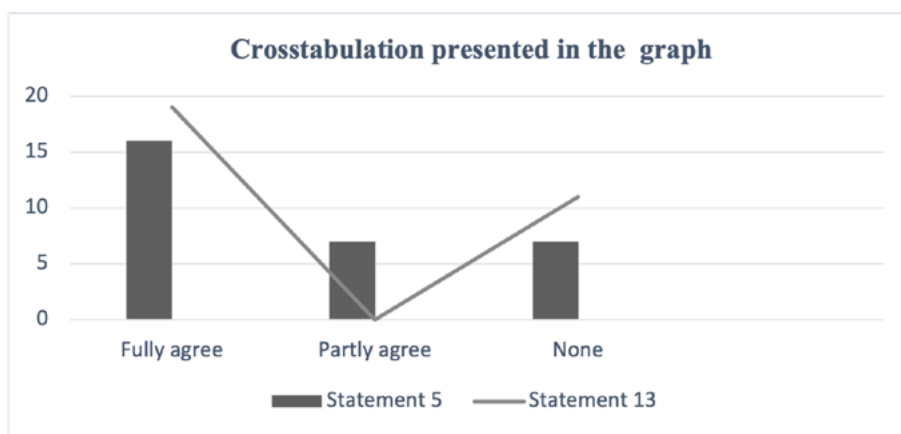
Based on the findings presented graphically we understand that children who continue to education at school and after completing their regular tuition are mainly children with German parent (even so only one) or children with well-integrated parent in the local society.

From the data it turns out that from 19 the pupils who attend full time lesson at school, 16 are from native or well-integrated parents and only 3 are from parents of non-native or foreign origin. These findings greatly help, so that it can be qualified the impact of the school on each pupil in general and the impact as a factor or source of multicultural education in particular. Table 3 also does a comparison or intersection with the question that is part of the claims that have to do with the resources or factors of multicultural education.

Table 3 - The relation between the origin (right integration) and employment.

| **Assertion 5. My parents are native or are very well integrated (speak the language in high-level, accept the rules of society here etc.) Assertion 6. My parents are employed.**				
Fully		My parents are employed.		Total
		None		
My parents are native or are very well integrated (speak the language in high-level, accept the rules of society here etc.).	Fully-agree	14	2	16
	Partly-agree	7	0	7
	Not at all	3	4	7
Total		24	6	30

From the Table above we see that pupils with have parents of native origin or well-integrated backgrounds, their parents are in the overwhelming majority and employed. In the case of students with parents of non-native or foreign origin, this number is significantly lower. Statistically viewed this finding is interpreted so 87.5% of pupils with native parents or well-integrated are employed, while only 12.5% of pupils with non-native or foreign parents are employed. Viewed in general, we have satisfactory number of employed parents total of 80.0%, while in general only 20.0% are unemployed.

Out of the unemployed, 66.6% are parents of foreign backgrounds or not well-integrated. This result clearly shows the social difference that is still present in our society, and the need for change. This finding can be considered as one of the basic sources of dealing with the issue of multiculturalism.Since the employment of parents directly affects pupils' economic and social status.

Ongoing we will see and it will be done the interpretation and findings of research by teachers side for this category.

Figure 2 - Responses of teachers for the certain assertions
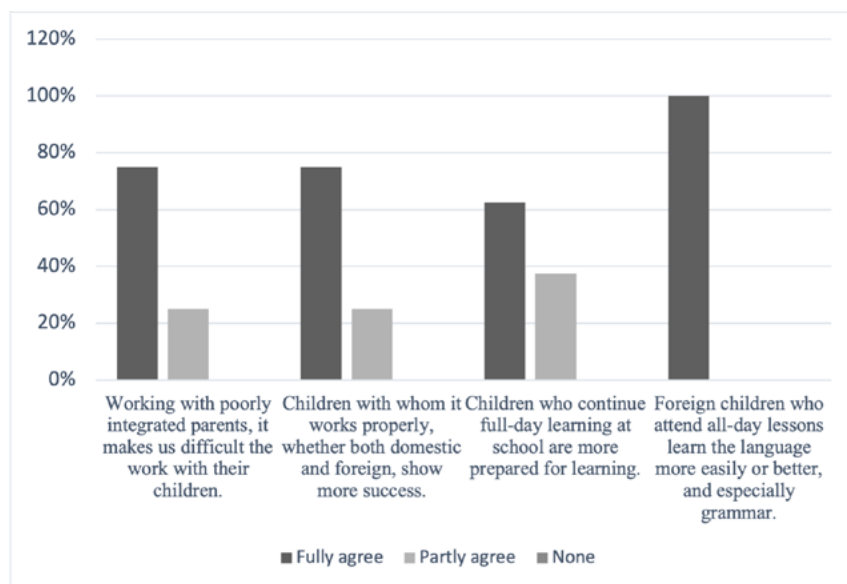
From Figure 2 gained from the given responses of teachers for the certain assertions, we see that teachers usually are rough in the responses given.

While in relation to the category over resources /factors with a fairly high number 75%, teachers think that non-native parents who are not properly integrated into society impact completely by making work difficult with their children, while 25% think that affect partially. In this assertion of this sentence we did not have denial.The identical result appeared also in the statement on the impact of work to children, where everyone agreed that work affects the child's success.

While in the last two assertions dealing child labor who are integrated into the full-day teaching process, 60% think completely that it affects pupils' success, while 40% think it partially affects pupils success. All the teachers surveyed during the research were of reconciliation that full-day learning affect very positive and significantly on learning of language and grammar for pupils of non-native background. In the second category of findings we have to do with the knowledge, the current situation and the implementation of multiculturalism viewed by two sides, by the pupils side and by the teachers side. In this section will quote some assertions that will be of particular interest to the research conducted.

In progress we will see two graphs where one of them will display or present the current condition and implementation in aspect of the learning abilities, and the other will present the state of socialism of the pupils, by doing evaluating and interpreting the data gathered by pupils.

Figure 3 - The current condition of pupils and the implementation of mental abilities
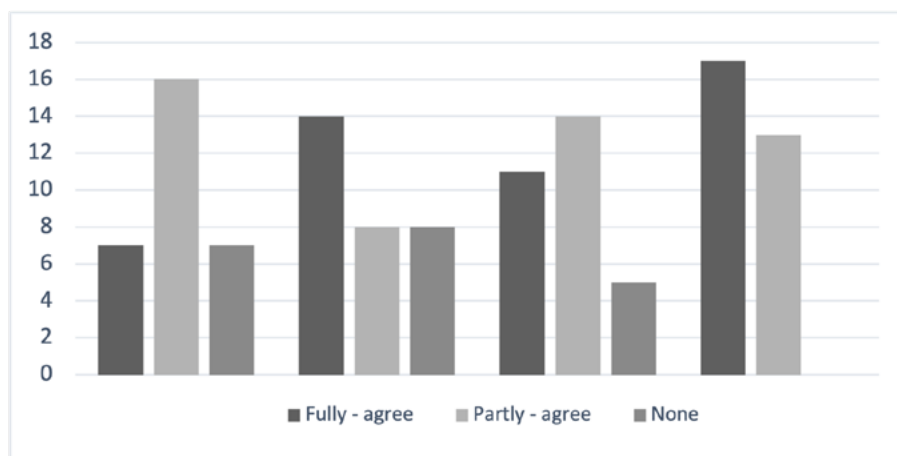

Figure 3, which has embedded four assertions and the results collected in relation to it, presents the current state of the pupils and the implementation of the teaching abilities. From this graph we understand that most of the pupils in total 76.6% are fully or partially satisfied with the evaluation which is done by the teachers, while only 23.3% are dissatisfied. Even though this is not a high level of dissatisfaction of pupils to the assessment that is made by teachers, yet it is such that it requires improvement and the best of the situation. The second assertion elaborated here, shows evidently how the trends are changing, multilingualism currently it is no longer something which only the children with non-native background have embezzlemented but also many native children. In total we have 73.3% of pupils speaking two or more languages, quite a high number, especially by ascertaining that the languages taught at school were not counted here. While the third statement that has to do with school achievement and how satisfied are the pupils with them, expresses the positive result in the overhelming majority. Thus the overwhelming majority are fully or partially satisfied with their achievements. While very few pupils are dissatisfied. When we look at the fourth statement that has to do with the support the pupils receive in the school. We have no unsatisfied pupils, the overwhelming majority are satisfied. A situation this that reflects the high quality of schooling and the proper preparation of the staff.

Figure 4 - The social condition of pupils and the situation of multiculturalism to those pupils.
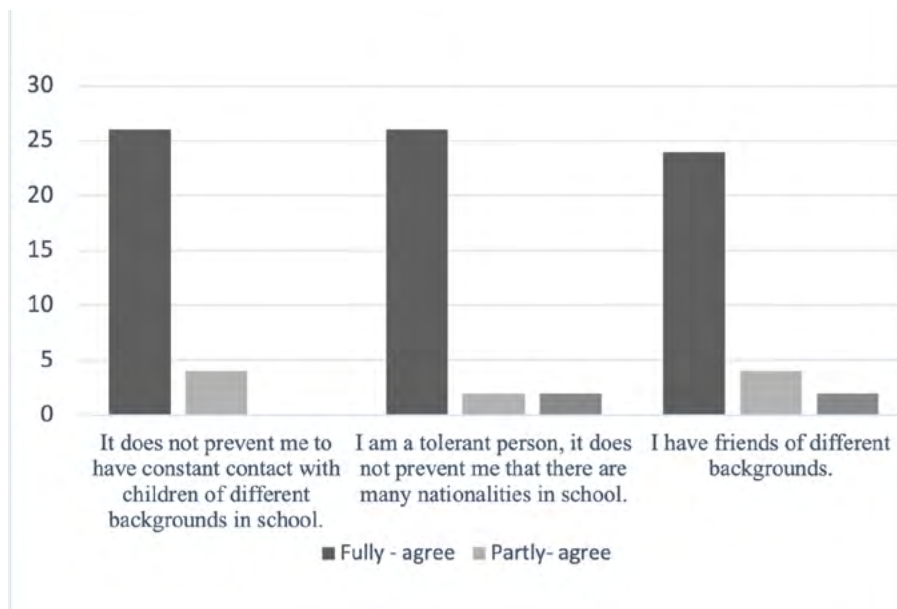
Thus, from the first assertion of Figure 4, we can see that most pupils are not against children of different backgrounds in school, altogether 86.7% it does not hinder them that the other pupil to be of foreign descent, only 13.3% partially agree or better to say they are reserved.

At the second assertion shown in graph, we see the tolerance of the pupils. This assertion is also mainly positive, but a very small number of 6.7% are against foreigners, and for them the reverse tolerance does not play a role with value.

While to the third and last statement of Figure 4 we see whether pupils are open towards multicultural friendships. The result obtained here is also positive, 93.3% of pupils fully or partially affirm that they have friends of different backgrounds. But 6.7% deny this, which is equal number to those who are not tolerant of foreign pupils. Among the objectives of our study was ascertainment of the degree of influence of multiculturalism among pupils at school. Findings these, presented in the following chart.

Figure 5 - The findings related to the perception of multiculturalism by the pupils.
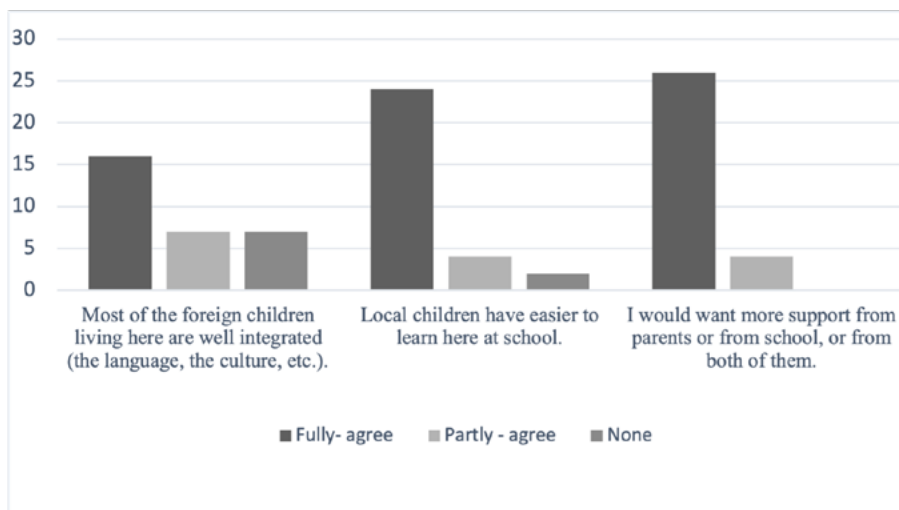
From Figure 5 above, we see the findings related to the perception of multiculturalism by the pupils. From findings we understand that pupils in the over majority parts qualifies the 76.6% that the majority of the foreign children living here are well integrated, while from pupils 23.3% of them think that they are not well integrated.

While as for the equality in learning, most of them with 93.3% think that the locals have easier or partially easier the teaching in this school, only 6.7% are of the opinion that the locals do not have easiest. This reflects and the need for further change so that pupils in the future do not think that the locals are more privileged. While at the last statement as far as perception is corcerned , we see that pupils in general want greater support from both school and parents. From the above findings we understand that the perception of multiculturalism is different in socialization and different in social terms. But there is still work to do for the perception to change further in the positive direction of as far as multiculturalism is concerned in school and in the lesson.

Figure 6 - The crucify of data on the impact of multiculturalism on pupils socialization
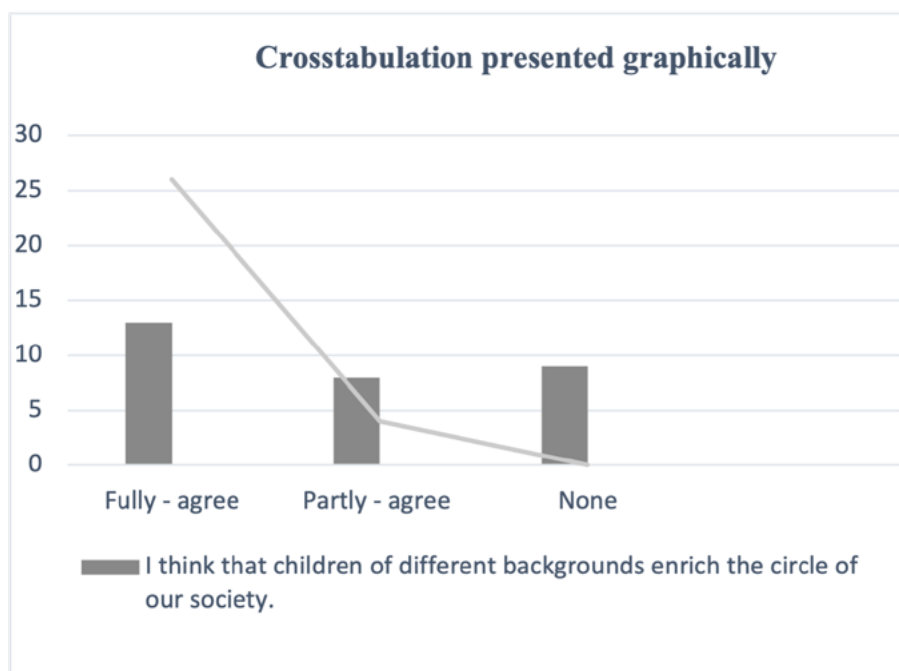

From the char, we understand that the overwhelming majority of pupils think that children with diverse backgrounds are enrichment of the social circle, but we also have a number of disagreeing pupils. Whereas, even that some pupils disagree, however, they are of the opinion that the longest stance with children of different backgrounds would affect both whether positive or negative knowledge of those pupils. In the following, we will see at this aspect of the research view and presented in a similar way by the teachers. Where, as pupils we will first see the aspect of learning with different pupils. Then continuing to look at the aspect of socialization.

Figure 7 - Teachers' qualifications related to teaching work in multicultural classes
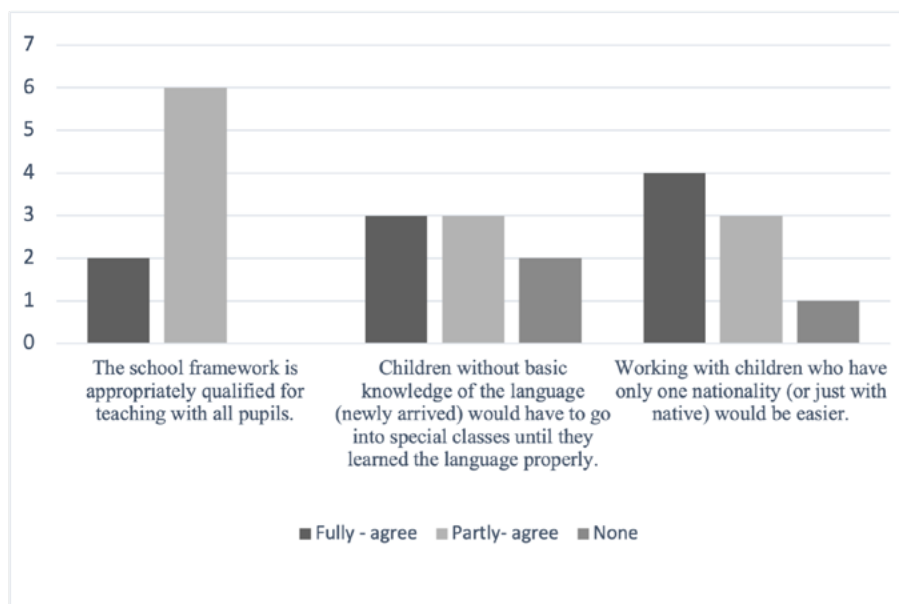
We see that in terms of teachers qualification regarding the teaching work in multicultural classes, most teachers evaluate them as partial or not completed yet. With this assessment, they do not deny the proper work at school as far as multiculturalism is corcerned, see figure 6 with all assertions. As for the separation of pupils from non-native backgrounds, most of them agree that it would be the right thing to do. In special classes or Ü Class as they are called here, they could initially acquire the knowledge and basic skills on language, culture, course of learning, etc. so classroom teaching would not be impeded at all. However, we have also teachers who disagree with this division because they are of the opinion that immediate integration is the best opportunity for pupils to face directly and not indirectly as in the transitional classes. Generally, these classes now they are rarely found and the work in them requires the introduction of a pedagogue or social pedagogue in the classroom so that school order can be maintained. Although the ministries are reserved as far as these divisions are concerned, many teachers are of the opinion that this was and will be and in the future the best way for these pupils.

Figure 8 - Pupils socialization
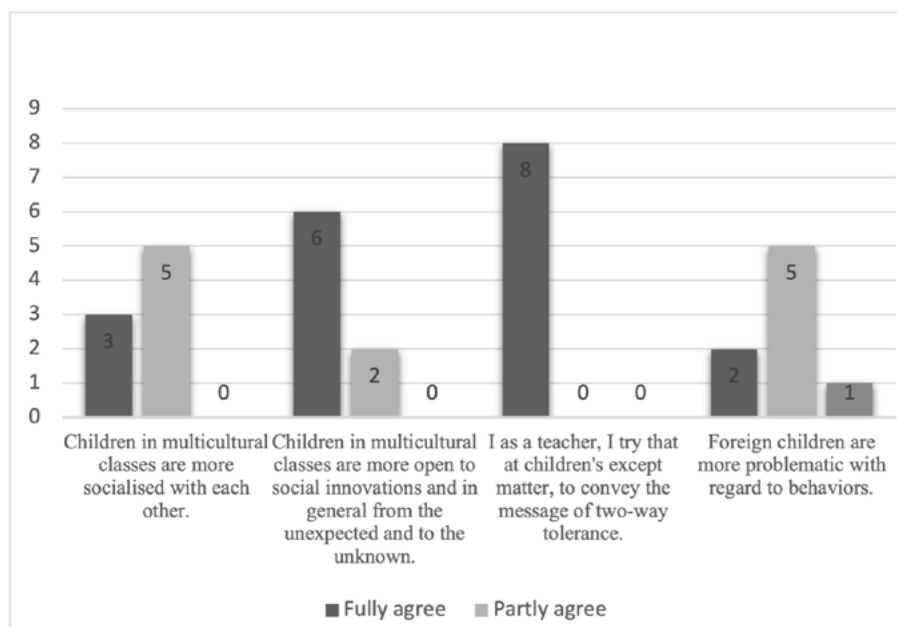
Four affirmative sentences regarding to pupils socialization are presented in graph 8 above. The two first sentences are directly related to the pupils socialism. From them we can understand that multicultural classes according to teachers mainly involve pupils who are most closely associated to each other. Continuing this way, with the second statement that clearly exemplifies the positive side of multiculturalism as a factor or a good stimulant of pupils to create new social networks, confrontation with the unknown and most recent innovation that is happening now in current societies that are always moving. Regarding to the work of teachers in multiculturalism and in the support of pupils in this regard, all teachers were expressed that they intention to support multiculturalism and so as to best , to transmit the message of tolerance to the pupils. Even after all that was said, we must not leave aside the findings of the last affirmative sentence, which has to do with the deviation of non-native children. According to findings, children with non-native backgrounds are most affected by social deviations or more inclined to go on the devious roads than native children. Although it can not be said in definitively that it has to do with the origine of the pupils, and of course there are exceptions. The facts express highest touch of non-native children, so all participants in the educational process of these students they should to attain to the mitigation of this condition.

Discussion and Conclusion

From research results, we understand that most of the individuals who participated in the research are affected by multiculturalism at school or outside school. It is also seen that a large number, they appreciate it as important, valuable, and as something that is now part of the society in general and the school in particular. This becomes apparent in the assertions that relate to the current state, but also in them on the perception of multiculturalism as a factor of socialism. As far as social deviations are concerned, it is clear that to the pupils with non-native origin, they are more present. Important point of work was the influence of parents and school also. Where it became apparent that children from non-native backgrounds who attend all-day lessons generally show higher achievement than non-native students who do not attend additional learning. It was also noted the influence of the parents, where it became apparent that the children of the employed parents, domestic (integrated) parents and who cooperate with the teachers have an impact on the success of the pupils. Especially teachers point out this point as a very important point for achieving success in the classroom.

Pupils in the questionnaire also expressed the perception that have on other individuals whether domestic or non-native, where most of them said that they are tolerant and do not see as a barrier during creating new social connections. Positively it should be evaluated that pupils educated in the multicultural spirit are more open to innovations and the unknown in general. There was disagreement as it belong to the teachers in the assertion over the transitional class, where some were expressed convincingly against, and some expressed persuasively for this kind of class. But there were such and were reserved, as multicultural teaching according to them, especially with children, is quite complex and the situation needs to be well analysed before decisions are made on how to proceed further. Interestingly, were also the different answers of pupils and teachers towards evaluation in the lesson. Pupils in general here were expressed not very satisfied and did not value the evaluation process as fair and equal. While teachers evaluated the evaluation process as equal and fair to the entire group. The need for more support was expressed in the same way, both from pupils and as well by teachers. Where the pupils expressed that they would like to have more support from the school, teachers and parents. Whereas, teachers expressed the need for greater support and advancement in terms of working with multicultural classes. Of the pupils and teachers who participated in the research, was very well received and emerges curiosity about the thematic in question and they considered it important and very current in society.

Viewed in entirely, the research exhibited the actual interlinking of the influence of multiculturalism in the pupil's socialization. Impact this that

is largely positive, but comes with the follow up of negative phenomena, in the prevention of which should continue to work. Without overcoming these difficulties, the value of multiculturalism is undeniable. This research provides a theoretical information of practical importance, through the exploring the level of influence of multiculturalism in the socialization of pupils in the school, how this level varies based on the criterion of personal affiliation of the origin of pupils. For this, the study focuses on the particular role that play different social, family and school factors in perceiving multiculturalism in schools both by pupils and teachers and in implementing multiculturalism in them. The field of research is quite current, in terms of plans, perspectives and various scientific and professional capacities. There remains a constant concern, the education, schooling, psychological, physical and social well-being, looking them from the perspective of multicultural education. Many specialists would have to be engaged in identifying and clarifying the ways, methods, tools, routes, challenges and opportunities of young people for more social and adequate multicultural education for individuals and groups.

The study concluded that research instruments were and will be for subsequent works, highly efficient and appropriate if used in research of this nature. The research concluded that pupils can benefit greatly from properly implemented multiculturalism, but must be taken care on the changes and social deviations that multiculturalism can convey. Therefore, both students and teachers should strive for multiculturalism, where no participant is offended but still conforms to social norms. The recommendation drawn from this paper is for all those who dealing in school or in out-of-school institutions with multicultural groups, that to devote time and special importance the working with these multicultural groups. Fair work with multicultural groups it could be enrichment of the whole group. Persons who are involved in the process of multicultural education should strive to respect the individual as such and to try on integrating it into the social circle. Regarding pupils assessment, it would be more appropriate and more useful if the assessment is done more openly, thus would preventing misinterpretations.

Particular importance should be paid to better co-operation between parents, pupils and teachers. Because if this kind of cooperation was achieved, fairly and in support of each other, pupils will feel more comfortable and, as expressed and from the collected results will be able to achieve more success in the educational - instructional field. And the last recommendation, but not less important is that people who are involved in the educational process of pupils, whether in directly or indirectly, should be an example for the pupils and to precede positive behaviours.

Given the complexity of this phenomenon, our research is important because the findings provide an insight into teachers' perceptions of children

for children of different backgrounds, as well as influencing factors such as: employment, teachers qualification regarding the teaching work in multicultural classes, integration of students and parents in society.

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