

**Öğretmen Adaylarının Eleştirel Pedagoji İlkelerine Yönelik
Yaklaşımlarının Çeşitli Değişkenler Açısından İncelenmesi***

**Analysis of Approaches of Prospective Teachers towards the Principles
of Critical Pedagogy In Terms Of Various Variables**

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Extended Summary

Introduction

The educational process is a whole encompassing teachers, students and education. In this process, students are expected to adopt certain behaviors. This traditional education approach defined according to behavioral approach has been criticized diversely for a long time. The traditional education is being emphasized to have an ideological role in shaping the ideas of children. In modern societies, critical theorists have examined certain aspects of school as teaching political system in the society, imposing the legitimacy of the system, advocating the system by enabling students to take responsibility and to participate in the system, and educating students to maintain system. However, many critical theorists such as Illich, Bowles, Gintis, Bourdieu, Apple, Freire, McLaren, and Giroux have emphasized the opinions that education ensures justice in equality and income distribution among individuals are misleading and that the inequalities in the society are reproduced in schools. Critical pedagogy emerges as an education approach based on critical theory. The origin of the idea of critical pedagogy dates back to the Marxist tradition. The scientists adopting the trend that are called Frankfurt School were effective in promoting the idea of critical pedagogy. Critical pedagogy thinkers formed a new language and pedagogical tradition for education by combining their opinions about critical education and the criticism tradition of the Frankfurt School. Freire, Gromski, Marx, McLaren, Dewey, Ada, McCaleb, Kreshes are among the scientists

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that contributed to the concept of critical pedagogy. Critical pedagogues advocated that education is used by political powers as means and that individuals and society are attempted to be shaped by this means. In the literature, the studies on critical pedagogy have been observed to be in a limited number. Therefore, the determination of the opinions of prospective teachers towards critical pedagogy is considered to be useful. For this purpose, the following questions are aimed to be answered:

1. What is the level of the approaches of prospective teachers towards critical pedagogy principles?
2. The determination of whether the approaches of prospective teachers towards the principles of critical pedagogy vary in terms of
 - a. Gender,
 - b. Class,
 - c. Department variables is aimed.

Method

The study follows a survey model. These models are research models that aim to describe a past or current situation as it exists. The main purpose of survey models is to identify tendencies of individuals about various topics related to education. In other words, survey models are research models with the purpose of identifying certain features of a group as thoroughly and carefully as possible.

Population and Sample

The population of the study consists of prospective teachers studying at 1st and 4th grades in Faculty of Education of Canakkale Onsekiz Mart University in the school year 2012-2013. The sample has been selected from the population through random sampling and has been composed of 151 female and 81 male prospective teachers studying science, classroom teaching and pre-school teaching and in the Department of Turkish Education.

Data Collection Tool

"Scale of Critical Pedagogy Principles" developed by Yilmaz (2009) has been used in the data collection of the study. The scale of 31 items is 5-point likert-type rating scale and consists of the options of "I strongly agree", "I agree", "I moderately agree", "I disagree", and "I strongly disagree". The expressions of the scale have been scored by means of numerical values from 1 to 5, respectively from the option of "I strongly disagree" and "I strongly agree". Certain items in the scale have been reverse coded, and the scale is composed of three sub-dimensions. The first sub-dimension is "Education System" dimension with 15 items; the second is "Functions of School" with 11 items; and the last dimension is "Emancipatory School" with 5 items. The total Cronbach's alpha reliability coefficient of the scale is .75 for the whole scale; .88 for sub-dimension of education system; .78 for sub-dimension of

functions of school; .61 for sub-dimension of emancipatory school, which makes up 40% of the total variance. As the factor analysis related to the scale has already been conducted by Yilmaz (2009), this study has merely determined the safety factor for the whole scale.

Data Analysis

In all of the statistical analyses during the data analysis, SPSS18.0 package program has been utilized. Kolmogorov-Smirnov test has been conducted in order to determine the normal distribution of data. As the data have been found not to be normally distributed as a result of the test, "non-parametric" statistical techniques have been used. The findings have showed that the variables are not normally distributed, and thus Mann-Whitney U and Kruskal-Wallis tests of non-parametric tests have been carried out.

Conclusion and Discussion

This study has aimed to examine the approaches of prospective teachers towards the principles of critical pedagogy depending on various parameters. The teachers have been found to agree moderately the principles of critical pedagogy. The dimensions that the prospective teachers agreed most strongly are respectively the sub-dimensions of emancipatory school, functions of school and education system. The study has revealed that the variable of gender is not an efficient variable on the approaches of prospective teachers towards critical pedagogy principles. The approaches of prospective teachers towards critical pedagogy principles do not significantly vary in terms of class and department variable. Based on this finding, the class that they get education and department may be reflected not to be an efficient variable for critical pedagogy principles of prospective teachers. An educator who adopts a critical pedagogy should be an educator that considers the skills and efforts of students. The educator should be passive while the learner should be in active position. Education according to critical pedagogy is a process in which the learners question the information that is transferred and adapt it into their life rather than the transmission of knowledge. In this respect, the courses and activities that can improve the reative, inquisitive and critical thinking skills of prospective teachers may be provided in undergraduate education.