RESEARCH ON EDUCATION AND PSYCHOLOGY (REP)

Received: August 17, 2023
Accepted: September 24, 2023
http://dergipark.org.tr/rep

e-ISSN: 2602-3733

September 2023 ◆ 7(2) ◆ 328-348

Research Article

https://doi.org/10.54535/rep.1343894

Development of Parent Educational Philosophy Tendency Scale: A Validity and Reliability Study

Ercan Yılmaz[1]
Necmettin Erbakan University

Rüştü Yıldırım[2]
Ministry of National Education

Abstract

The present study endeavors to formulate a measurement tool that is both valid and reliable, intended to assess the educational philosophy tendencies of parents. The sampling process was executed through the utilization of multistage sampling. 1,330 parents formed the sample of the scale development process. The sample was randomly divided into two, half for exploratory factor analysis and half for confirmatory factor analysis. 65.7% of the participants are female and 34.3% are male. 41.2% of the participants are primary school parents, 30.6% are secondary school parents and 28.2% are high school parents. The Parent Educational Philosophy Tendency Scale's construct validity was first tested with exploratory factor analysis and then confirmatory factor analysis was performed, and findings related to these analyses are presented respectively. As a result of the exploratory factor analysis, the scale consisted of 19 items and three sub-dimensions, and these dimensions are named individualist, subject-centered, and socialist in line with the literature. The three-factor structure of the scale was confirmed by confirmatory factor analysis. In addition, the differences between the averages of the 27% lower and upper groups in the scale items were significant. According to the reliability analysis, the Cronbach's alpha internal consistency coefficient values of the scale are .896 for the "individualist" sub-dimension, .781 for the "socialist" sub-dimension, and .717 for the "subject-centered" sub-dimension of the Parent Educational Philosophy Tendency Scale. The Parent Educational Philosophy Tendency Scale represents the perception of parents' philosophy of education. The internal consistency coefficients of the sub-dimensions of the Parent Educational Philosophy Tendency Scale were at a reasonable level. As a result, in the light of the analyses and expert opinions, the items of the scale could measure the intended quality and the structure to be measured, the construct validity was high and it performed stable measurements.

Key Words

Parent • Educational philosophy • Tendency scale

[1]Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education, Konya, Türkiye. E-mail: ercanyilmaz70@gmail.com **ORCID:** 0000-0003-4702-1688
[2] **Correspondence to:** Ministry of Education, Konya, Türkiye. E-mail: rustuyildirim12@gmail.com **ORCID:** 0000-0003-3787-6551

Citation: Yılmaz, E. & Yıldırım, R. (2023). Development of Parent Educational Philosophy Tendency Scale: A validity and reliability study. *Research on Education and Psychology (REP), 7*(2), 328-348.

Introduction

Collaboration with education stakeholders is required to make the education process more qualified, and the most important of these stakeholders are parents. Clarke et al. (2009) emphasized the importance of the relationship with parents to increase success in education. Parents are the social institutions that are responsible for the education of the child from the first years of the students (Kaya & Gültekin, 2003). Collaborating with parents during the education process has positive reflections on the academic development of students (Gutman & Midgley, 2000; Anderson & Minke 2007). To cooperate with parents, their perspectives on education need to be understood. Parents' perspectives on education will determine the educational philosophy trends. In this respect, it is important to describe the educational philosophy tendencies of the parents. Measurement tools are necessary to identify and describe the educational philosophy tendencies of parents. These measurement tools will provide both the explanation of the educational philosophies of the parents and the relationship of these qualities with other variables in the context of causality. In this field, there are measurement tools that measure the educational philosophies of different groups. The 25-item Educational Beliefs Scale developed by Silvernail (1992) measures teachers' philosophy of education beliefs. The philosophical preference assessment scale developed by Çetin et al. (2012) is a two-factor scale. The Educational Philosophy Adoption Scale, which was developed by Ekiz (2005) to reveal the level of adopting educational philosophies of primary school teacher candidates, is a measurement tool that measures four educational philosophy trends. The Educational Beliefs Scale developed by Yılmaz et al. (2011) tries to determine the educational philosophies adopted by teachers. This scale measures teachers' educational beliefs in five sub-dimensions: progressivism, existentialism, reconstructionism, perennialism, and essentialism. The Scale for Determining Educational Philosophy Based on Adjective Pairs for Educators and Teachers, developed by Demir and Çeliköz (2023) to determine the educational philosophies of educators and teachers, is a seven-factor and 32-item scale. The scale named What is Your EP? developed by Jersin (1972) consists of 11 questions about essentialism, progressivism, and existentialism. The data collection tool developed by Jarrah et al. (2020) measures the tendency of progressivism education philosophy.

While there are scales to determine the educational philosophies of teachers and students in the literature, no data collection tool has been found to determine the educational philosophies of parents. This study aimed to develop a valid and reliable measurement tool to determine the educational philosophy tendencies of parents.

Literature Review

Educational philosophy is a discipline or systematic pattern of ideas and concepts that examine educational policies, practices, assumptions, beliefs, decisions, and criteria and check the consistency (Biçer et al. 2013). Educational philosophy is a set of ideas and beliefs that guide educational actions and provide a framework for thinking about educational problems (Kauchak & Eggen, 2011). Educational philosophy seeks and represents answers to questions about the purpose of the school, the role of a teacher, and what should be taught by what methods (Sadker & Zittleman, 2018). Educational philosophy is the most important component of the perception of the education and training process. Personal education philosophy is the ability to analyse personal beliefs, attitudes, and values related to education (Kagan, 1992; Pajares, 1992; Morine-Dershimer & Kent, 1999). Individuals may

have different philosophical views on education due to their different perceptions and assumptions about the nature of human beings, knowledge, and the existence of various elements (Ozmon & Carver, 1995).

Philosophy is a discipline based on asking questions and seeking answers to these questions. Philosophy of education is a process in which a person tries to find answers to some basic questions about education. Educational philosophy seeks answers to questions such as "What is education?", "What is the purpose of education?" and "What is the structure of human potential that needs to be developed through education?" (Young, 2007). With the answers to these questions, the person begins to develop beliefs about education, and his tendencies about the philosophy of education begin to form. The tendency is a state of inclination to love, want or do something or an inner impulse that directs people to certain things (Oxford, 2023). Educational philosophy tendency is the weighted perspective of the individual on education (Aytaç, 2020). In the process of seeking answers to basic questions about education, educational philosophy movements began to emerge. The main ones among these currents are perennialism, essentialism, progressivism, reconstructionism, and existentialism (Demirel, 2012; Ergün, 2009; Ornstein et al., 2016).

Perennialism

Perennialism is the oldest and most conservative educational philosophy, influenced by realism and idealism, and shaped by the assumptions of these movements (Erden, 2011). The supporters of this educational philosophy are Jacques Maritain, Robert Maynard Hutchins, and Mortimer Adler (Kooli, 2019). According to the perennialists, the purpose of education is to focus on personal development by teaching students ways of thinking, improving the intelligence and rationality that every person has, and helping students discover the truth (Howick, 1980). Perennialism sees education as a way back, a journey back, or a process of returning to the present situation and human culture, as in past cultures, by reusing general values or principles that have become a strong, solid way of life. The task of education is to give information about the absolute, absolute, and eternal truth values that exist in past cultures, which are seen as the ideal culture (Malik, 2021). Perennialists aim to close the gap between religions, philosophies, and cultures with this view (Nasr, 1996). In this context, it advocates that students read books called basic, major, or classic, discuss their contents, and explore the topics without forgetting their historical context (Gutek, 2005). According to the perennialists, while developing educational programs, the works that are the product of thought and which contain essential thoughts should be put in the center and subject-centered designs should be prioritized (Ornstein & Hunkins, 2014). The teacher is at the center of the teaching process and should focus on using the Socratic method of inquiry (Gutek, 2001). The teacher is a model for the students in every field, and takes responsibility for showing ways to think logically and consistently. The teacher should tend to be more authoritarian (Kooli, 2019). Finally, since perennialists believe that education is the process of transferring knowledge that changes from generation to generation, the teacher is an authority figure who conveys and interprets knowledge in the classroom (Bago, 2001).

Essentialism

Essentialism is structured by philosophers such as W. C. Bagley, I. L. Kandel, and A. E. Bestor based on idealist and realist philosophy (Acar-Erdol, 2018). According to essentialism, the purpose of education is to teach students

the knowledge that society has revealed and accumulated, which is assumed to be true and to carry the culture to future generations (Sönmez, 2008). Therefore, it emphasizes the transfer of basic knowledge and cultural heritage to the younger generation (Sadker & Sadker, 2017). In this context, the teaching of disciplines and basic skills that have been beneficial in the past should be transferred to new generations and carried to the future (Ornstein & Levine, 2008). Teaching aims to create a good knowledge of basic subjects rather than changing the behavior of students (Howick, 1980). The socialization of students should be ensured during the education process. Basic cultural values need to be instilled in students, and they should receive training through programs designed by courses such as social sciences (sociology, psychology, history), sciences (physics, chemistry, biology), and general culture (language, fine arts, philosophy, mathematics, geometry) (Sönmez, 2008). Among the tools used in the education process are narration, memorization, repetition, practice, and evaluation (Lynch, 2016). The teacher must use his authority to make the students work hard. The teacher is active in the learning process and the student is passive (Ornstein & Hunkins, 2014). When the teacher feels the need, he can punish and use the punishment method (Ellis, 2015).

Progressivism

The main philosophical source of progressivism is John Dewey's pragmatic empiricism (Kooli, 2019). The progressive education philosophy considers education as life, and it believes in change and rejects all values, dogmatic knowledge, and absolute truths. According to progressivism, learning should take place through experiential inquiry. This inquiry should also cover ideas, values, and issues (Gutek, 2005). According to progressivism, the aim of education is to accept the change in the social structure and the world, emphasizing that the knowledge and skills that students should have are not fixed, but have a variable structure, and to continue educational studies following this reality (Çüçen, 2018). Scientific methods and problem-solving are essential in acquiring knowledge (Demirel, 2012). According to progressivism, students are not passive learners who have assimilated the material and information previously prepared by their teachers, and students should learn actively, by doing, and by living in the learning process (Campbell, 1995). The content of the education program in progressivism should be structured by centered on the needs, interests, and desires of the learner (Ornstein & Levine, 2008; Sönmez, 2008). In progressivism, the teacher is not authoritative and the sole transmitter of knowledge, on the contrary, he is a guide (Segall & Willson, 2004). The teacher should provide meaningful learning when students actively participate in learning activities that they are interested in, and he must believe that the important thing is real and experiential learning. This philosophy manages students' different learning styles and tendencies, multiple intelligences, and individual learning preferences (Magulod, 2017).

Reconstructionism

Reconstructionism is an educational philosophy that emerged in the early twentieth century and is based on pragmatism, and its followers are Theodore Brameld, Jane Addams, and George S. Counts (Griner Hill & Werner, 2006). Reconstructionism is an educational philosophy that aims to rebuild society (Gökbulut, 2020). Therefore, in this view, education should be community-centered (Biçer et al., 2013). According to reconstructivists, the purpose of education is to solve social problems, overcome social and cultural crises, and rebuild society (Griner Hill & Werner, 2006). Reconstructionism aims to reveal the consciousness of the individual about social events, concerns,

and problems (Magulod, 2017). Reconstructors consider restructuring and reforming society to create a world society based on shared values, social justice, and equity. The reconstructivism movement does not see the education system not only as life but also sees it as the future (Dewey, 1938). This philosophy provides a vision of a better world by seeking solutions and addressing social concerns and problems, and it proposes the idea that teachers should be a vehicle for encouraging and guiding students for social reforms. Teaching methods can include problem-oriented, community-based learning and group discussions (Magulod, 2017). Reconstructivists have considered restructuring and reforming society to create a world society based on shared values, social justice, and equity. For this reason, the needs of all social classes should be focused on while developing the education program. Problems such as ethnic and class discrimination, unemployment, poverty, gender discrimination, political oppression, wars, nuclear accidents, and environmental pollution should be tried to be solved through education. Education should focus on these problems and education should be the process in which these problems are resolved, interpreted, and evaluated (Biçer et al., 2013). In reconstructionism, a democratic classroom environment should be provided in schools (Arslan, 2017). In the learning process, the content should create problem situations that can be encountered in real life and solutions should be sought for these problems (Ellis, 2015; Ornstein & Hunkins, 2014). Students should be expected to focus and find solutions to real problems such as violence, hunger, international terrorism, inflation, and inequality (Cohen & Gelbrich, 1999). In this process, the teacher should be the representative of change and innovation as a leader (Segall & Wilson, 2004).

Existentialism

Existentialism is a philosophical movement that cares about the uniqueness and freedom of the person. In existentialism, the person is responsible for self-knowledge and recognition (Foulquie, 1998). Representatives of this movement are philosophers such as Martin Heidegger, Gabriel Marcel, Jean-Paul Sartre, and Kierkegaard (Winch & Gingell, 2002). In the existential education approach, students should be able to freely create their value systems without being interfered with (Demirel, 2012). In existentialism, education is a tool for the individual to gain responsibility and the ability to choose, and for the individual to create his value system (Günay-Erkol, 2021). To exist is to find the essence of life (Magulod, 2017), this essence can be associated with being happy. The key to human happiness in existentialism begins with raising awareness of our uniqueness and individuality, making our own choices, and taking responsibility for our actions (Kooli, 2019). Students should decide their learning paths and choose their areas of interest (Ornstein & Hunkins, 2014). In existentialism, the student has the freedom to learn. Students should be given freedom of choice to reveal their potential and creativity (Magulod, 2017). For this reason, an existentialist education program should be designed in a way that focuses on diversity and experiences where individual choices can be made. Teachers should not impose what is good or bad on their students and should not direct them (Sönmez, 2008). Existentialism advocates a student-centered teaching approach. Teachers should help students make various choices and guide them to define themselves (Magulod, 2017).

Methods

Study Group

While developing the Parent Educational Philosophy Tendency Scale, the sample size suggested by Cramer and Bryman (2001) was accepted. According to Cramer and Bryman (2001), while developing the scale, the sample should be ten times the number of items in the draft scale. There are 22 items in draft form in the Parent Educational Philosophy Tendency Scale. For this reason, it was accepted that the number of people required to be in the sample should be at least 220 people for each of the exploratory and confirmatory factor analyses of the sample size. The multistage sampling method was used in the sampling. The universe is divided into layers according to primary, secondary, and high school parents. These parents are divided into sub-strata according to the grade levels of their students. At the level of classes, the classes in the lower layers were considered clusters. With the random cluster sampling method, 1,330 parents formed the sample of the scale development process. This sample was randomly divided into two, half for exploratory factor analysis and half for confirmatory factor analysis. 65.7% of the participants are female and 34.3% are male. 41.2% of the participants are primary school parents, 30.6% are secondary school parents and 28.2% are high school parents. 84 parents determined by random cluster sampling method from primary, secondary, and high school parents in the population formed the number of people in the test-repeat process to estimate the stability of the scale.

Data Collection Tools

Development of the draft scale:

Before starting to write the item on the Parent Educational Philosophy Tendency Scale (hereafter PEPTS), the literature was searched. In these studies, the dimensions and qualities of parents' educational philosophy tendencies were revealed (Alkayiş, 2021; Baş, 2016; Bhat, 2019; Carr, 2004; Chen & Uttal, 1988; Ergün, 2009; Franzosa, 1984; Güçlü, 2018; Karadağ et al., 2009; Knight, 2008; Mason, 2008; Morrison, 2008; Mead et al., 2015; Noddings, 2018; Peters, 2022; Phillips, 2008; Pring, 2004; Ramaekers, 2018; Shun, 2021; Siegel et al., 2008; Sikandar, 2015, Tesar & Locke, 1973). In this process, it has been determined that parent educational philosophy tendencies can be in five dimensions (perennialism, essentialism, progressivism, reconstructions, and existentialism). These dimensions are related to the general philosophy of education movements. Items related to this draft scale focused on educational philosophy movements were written, and an item pool was created with the written items. Expert opinion was received on the candidate items in the item pool. These experts are seven academics who have carried out studies in this field. The consistency of the opinions of the experts regarding the evaluation carried out was tested with the Kendall Coefficient of Concordance analysis. There was no statistically significant difference in the opinions of the experts regarding the evaluation (Kendall's W= .678 p=.562). Revisions were made within the scope of the experts' suggestions.

PEPTS was presented to the opinions of two linguists to be examined in terms of criteria such as expression, readability levels, intelligibility, spelling, sentence structures, words, and phrases. Necessary corrections were made in the draft scale items within the scope of the opinions and suggestions of the linguistic experts.

PEPTS is a measurement tool that aims to measure parents' educational philosophy tendencies. To reflect the views of the parents on the philosophy of education they have, the opinions of the measurement and evaluation experts were taken about how they could respond to the scale items. The opinions of measurement and evaluation experts were evaluated and a 5-point Likert type was used to answer the scale items. These Likert-type answer options were scored with "Very suitable for my opinion (5 points)", "Suitable for my opinion (4 points)", "Partially suitable for my opinion, partially not (3 points)", "Not suitable for my opinion (2 points)" and "Not suitable my opinion at all (1 point)".

To test the answers to the PEPTS by the parents, 43 parents were piloted. During this pilot implementation process, the parents were asked to indicate the draft scale items that were incomprehensible, unreadable, and uncertain. During the pilot implementation process, some corrections were made in the draft scale within the scope of the opinions of the parents. The draft version of the PEPTS was presented to the opinions of two linguist experts and their review was provided. PEPTS was finalized based on the suggestions of linguistic experts. In the pilot applications, it was determined that the draft version of the PEPTS could be answered in 5-6 minutes.

Construct Validity of the Parent Educational Philosophy Tendency Scale (PEPTS)

To test the construct validity of the PEPTS, first exploratory factor analysis and then confirmatory factor analysis were performed. Findings related to these analyses are presented respectively.

Exploratory Factor Analysis (AFA) of the Parent Educational Philosophy Tendency Scale

Data were collected by applying the draft version of PEPTS for EFA to 624 parents. First, the Z scores of the collected data were calculated and it was examined whether they had extreme values. As a result of these examinations, 25 data were determined to be extreme values and were not included in the data set created for EFA. The suitability of the data generated for EFA for factor analysis was decided by examining the KMO coefficient, the Bartlett test Chi-square value, and the diagonal values in the Anti-image matrix. As a result of the analysis, the KMO coefficient was .929, and the Bartlett test Chi-square value was found to be statistically significant ($X2=7752,607$; $p<0.01$). It has been determined that all of the diagonal values in the anti-image matrix are greater than 0.50. With these values, it was decided that the data collected for PEPTS were suitable for factor analysis.

Table 1

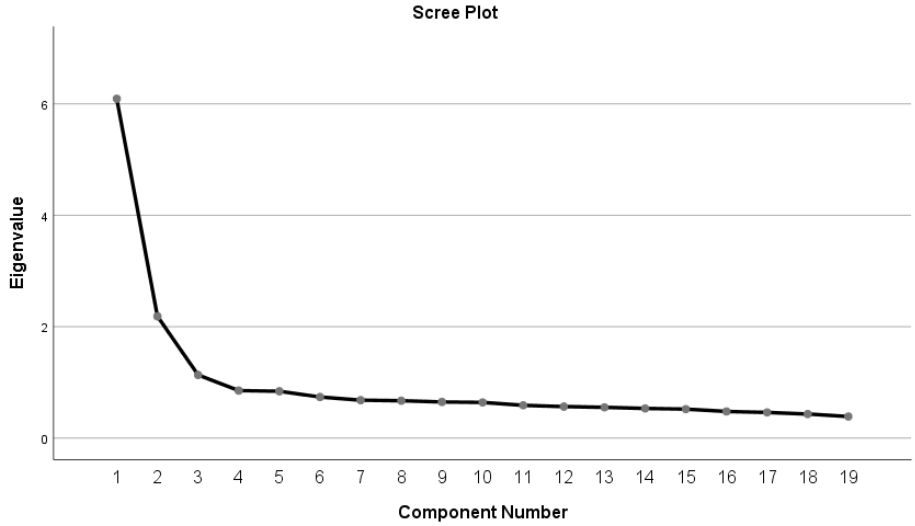
Expert opinions on item extraction from the EFA Parent Educational Philosophy Tendency Scale

Extracted scale item no	Factor load	Variance explained by item presence	Variance explained by item inference	Expert opinion
M5	0,458	48,376	48,967	The item content overlaps another article with similar content
M11	0,419	48, 967	49,564	The item does not theoretically overlap with the relevant dimension
M15	0,457	49, 564	50,216	The item does not theoretically overlap with the relevant dimension

In the Explanatory Factor Analysis (EFA) of PEPTS, the principal axis dimensioning method and factor analysis with oblique rotation were applied for factor loads (Principal Component) analysis. There were 3 factors with an eigenvalue above 1. For the items to be included in a factor, factor loadings of at least 0.40 were accepted. During the EFA analysis process, items with a factor load below 0.40 and overlapping items were sequentially removed from the analyses, and the analyses were performed again. Expert opinions were taken for each item inference.

Figure 1

Slope graph of Parent Educational Philosophy Tendency Scale



The Slope Plot of PEPTS (Figure 1) indicated the presence of three factors. After the execution of Exploratory Factor Analysis (EFA) in the development of PEPTS, the total variance accounted for by the three sub-factors equated to 50.216%. A comprehensive account of the EFA outcomes for PEPTS is presented in Table 2.

Table 2

Factor Structure of Parent Educational Philosophy Tendency Scale

Item	Renewed Number	Common Variance	Component-1 Factor Load	Components		
				1	2	3
M1	E1	.630	.741	.741		
M17	E4	.550	.681	.725		
M13	E7	.507	.643	.707		
M6	E10	.487	.630	.696		
M19	E13	.522	.688	.660		
M14	E16	.448	.592	.623		
M7	E17	.518	.695	.582		
M10	E19	.446	.665	.404		
M12	E2	.503	.556		.732	
M3	E5	.549	.626		.679	
M4	E8	.549	.638		.658	
M9	E11	.339	.464		.569	
M22	E14	.446	.663		.476	
M20	E3	.600	.320			.765
M5	E6	.513	.353			.692
M16	E9	.548	.409			.681
M2	E12	.503	.247			.668
M18	E15	.296	.257			.485
M21	E18	.402	.547			.424
Variance Source				B1	B2	B3
Explained Variance				32,266	11,825	6,125
Total Variance: 50,216						

With the EFA analysis of PEPTS, factor loads were found to vary between .404 and .765. The factor loads of the items of the PEPTS are above the accepted .40 and these items can be considered to measure the predicted structure. Items were named according to the factors in which they were grouped and according to the literature. The first factor of PEPTS consisting of E1, M4, M7, M10, E13, E16, E17, and E19 items was "individualist", the third factor consisting of E2, M5, M8, E11, and E14 items was "socialist", E3, M6, E9, E12 and the second factor, consisting of items E15 and E18, was named "subject-centered".

To evaluate that the sub-dimensions of the PEPTS together measure the same construct, the relationship between the scores of the sub-dimensions was examined. The values of this relationship are given in Table 3.

Table 3

Correlation coefficients between the factors of the Parent Educational Philosophy Tendency Scale

		Subject-centered	Socialist
Individualist	r	.243**	.664**
Subject-centered	r		.277**

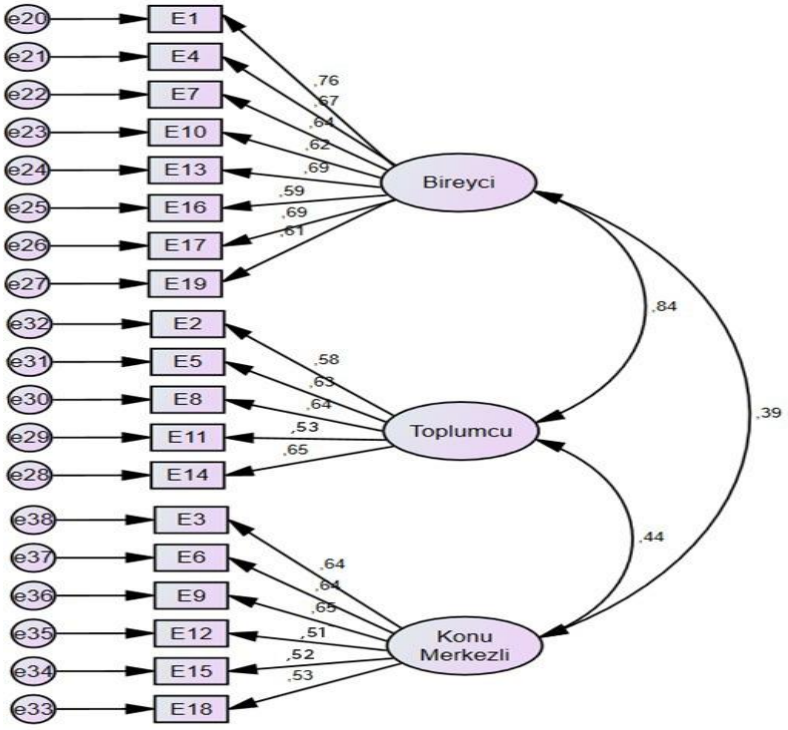
**: p<.01

There is a positive statistically significant relationship between all sub-dimension puns of the Parent Educational Philosophy Tendency Scale.

Confirmatory Factor Analysis (CFA) of Parent Educational Philosophy Tendency Scale: Confirmatory factor analysis for PEPTS was carried out with a data set of 654 data. The 19-item three-factor version of the scale obtained as a result of CFA was tested with confirmatory factor analysis. The diagram of PEPTS obtained by DFA is given in Figure 2.

Figure 2

CFA results of the Parent Educational Philosophy Tendency Scale: Standardized Path Diagrams



When the path diagrams of PEPTS related to CFA were examined in Figure 2, the standardized path coefficients of the items were between .52 and .76. Kline (2005) recommends that the standardized path coefficients should be .50 and above for the item to represent the relevant variable. According to the standardized path coefficients of the items of the PEPTS, the items of the scale have sufficient predictive value. The fit index values of the model related to the CFA of PEPTS are given in Table 4.

Table 4

Comparison and fit index values of CFA results of the Parent Educational Philosophy Tendency Scale

Model	**χ2/sd**	**GFI**	**CFI**	**IFI**	**AGFI**	**NNFI**	**RMSEA**
Fit	688.830/147=4.686	.947	.929	.929	.932	.912	.053
Comments*	Adequate Fit	Adequate Fit	Adequate Fit	Adequate Fit	Adequate Fit	Adequate Fit	Acceptable

** (Hu ve Bentler, 1999; Schumacker ve Lomax, 2004)*

The model is at an acceptable level according to the fit indices of the three-factor structure of PEPTS that emerged as a result of CFA. According to the values obtained by confirmatory factor analysis of PEPTS, it is assumed that it represents the Parent Educational Philosophies that are theoretically put forward in the "individualist", "subject-centered" and "socialist" upper dimensions.

Reliability of Parent Educational Philosophy Tendency Scale

Findings regarding the reliability of the Parent Educational Philosophy Tendency Scale: The reliability of the PEPTS was evaluated by the item-total score correlation values of the items, the t values for the lower and upper group difference, and the Cronbach's alpha internal consistency coefficient values of the scale and its sub-dimensions. The results of these values are given in Table 5.

Table 5

Some reliability analysis values of the reliability scale items of the Parent Educational Philosophy Tendency Scale

Sub-dimensions of the Parent Educational Philosophy Scale	Item No.	t value for the difference between the upper and lower group	Item-total score correlation	Cronbach alpha internal consistency coefficient
Individualist	E1	20.64**	.755	.896
	E4	16.76**	.683	
	E7	15.37**	.684	
	E10	15.00**	.653	
	E13	19.51**	.703	
	E16	13.61**	.608	
	E17	18.04**	.725	
	E19	18.33**	.636	
Socialist	E2	15.50**	.568	.781
	E5	13.65**	.565	
	E8	15.75**	.646	
	E11	13.16**	.412	
	E14	19.53**	.603	
Subject-centered	E3	10.97**	.540	.717
	E6	11.56**	.531	
	E9	13.84**	.570	
	E12	4.25**	.330	
	E15	9.43**	.358	
	E18	15.53**	.471	

**: $p<.01$

There is a significant difference between the upper and lower group item mean scores of the PEPTS items. Therefore, it can be assumed that PEPTS distinguishes individuals with high scores from the sub-dimensions and those with low scores from the scale.

The item-total score correlation of the items of the PEPTS ranged from .330 to .755. The reliability of the individualist, socialist, and subject-centered dimensions of the PEPTS was tested with the Cronbach alpha internal consistency coefficient method. According to the reliability analyses performed, Cronbach's alpha internal

consistency coefficient values are .896 for the "individualist" sub-dimension, .781 for the "socialist" sub-dimension, and .717 for the "subject-centered" sub-dimension of PEPTS.

The Stability of the Parent Educational Philosophy Tendency Scale

The reliability of PEPTS to make stable measurements was tested with the test-retest method. PEPTS was applied to a group of 84 parents, and three weeks later, it was applied again to the same parent group. The two scores obtained as a result of these applications and the relationship between the groups were tested with the Pearson product-moment correlation technique. The correlation coefficient between the two applications was found to be r= .76 ($p<0.01$) for the "individualist" dimension, .81 ($p<0.01$) for the "subject-centered" dimension, and .75 ($p<0.01$) for the "socialist" dimension. Based on these results, it can be assumed that PEPTS makes stable measurements.

Decision Regarding Parent Educational Philosophy Tendency Scale

The three-dimensional structure of PEPTS revealed by EFA was tested with DFA and the fit values were at an acceptable level. It has been accepted that PEPTS represents the perception of parents' educational philosophy. The internal consistency coefficients of the sub-dimensions of PEPTS were found to be at a good level. According to these results, PEPTS is a reliable and valid scale.

Getting a total score from PEPTS is not theoretically intelligible. The scale depicts the tendencies of the parents' philosophical views. For this reason, the scale can be scored separately with its sub-dimensions. PEPTS scores between 4 and 20 in the "individualist" sub-dimension, between 8 and 40 in the "socialist" sub-dimension, and between 4 and 20 in the "subject-centered" sub-dimension. A high score from each sub-dimension of PEPTS indicates that parents have a high level of proficiency in the perception of educational philosophy in the relevant sub-dimension, and a low score indicates that parents have a low level of proficiency in the perception of educational philosophy in the relevant sub-dimension.

Discussion, conclusion, and recommendations

The research has established that the developed PEPTS serves as an effective measurement instrument for assessing parental inclinations toward educational philosophies. The educational philosophy tendency of the parents is the weighted perspective of the parents about the purpose, process, methods, and the roles of the stakeholders. This philosophical tendency consists of parents' basic inquiries about the purpose, content, and learning environments of education and the answers they find as a result of these inquiries.

When the validity and reliability values of the PEPTS were examined, it was determined that the scale items could both measure the quality it aims to measure and distinguish the level of possession of the quality to be measured. According to expert opinions and content validity, it can be said that PEPTS can represent the universe to be measured. According to the exploratory factor analysis values performed in testing the construct validity of the PEPTS, the factor loadings of the model can be considered to be sufficient. The t values for the difference between the lower and upper groups of the scale show that the PEPTS can measure the construct it measures distinctively. The scale is found to have a three-dimensional structure according to the results of the EFA and CFA analyses of the PEPTS, which was developed to measure the educational philosophy tendencies of the parents. The dimensions of

the scale are named individualist, socialist, and subject-centered. The scale consists of 19 items. Eight of these items are related to "individualist", five to "socialist" and six of them to the "subject-centered" dimension. The "individualist" dimension of the scale includes items such as "Schools should be the environments where necessary activities are carried out for our children to ensure their individual development.", "Our children should be allowed to choose their truths by giving different options in the education process". Some items of the "socialist" dimension of the scale are "Schools should be active in solving the problems of the society they are in.", "A world based on democratic values should be created through education". The "subject-centered" dimension of PEPTS is also "The teacher should be the person who teaches the knowledge to our children and provides discipline." and "The important thing in education is that our children learn by memorizing the information in the lessons". The Educational Philosophy Adoption Scale, which was developed by Ekiz (2005) to measure the level of adopting educational philosophies of primary school teacher candidates, has four dimensions: perennialism, essentialism, progressivism, and reconstructionism. The Educational Beliefs Questionnaire developed by Silvernail (1992) consists of three subscales namely perennialism, romanticism, and progressivism. The Educational Belief Scale developed by Yılmaz et al. (2011) and the Philosophical Orientations Scale developed by Bilbao (2015) consist of five subscales: perennialism, essentialism, progressivism, reconstructionism, and existentialism. The Adult Education Philosophy Inventory developed by Zinn (2004) consists of liberal, behavioral, progressive, humanist, and radical dimensions. "What is Your EP?" developed by Jersin (1972) consists of 11 questions about essentialism, progressivism, and existentialism. The data collection tool developed by Jarrah et al. (2020) measures the tendency of progressivism education philosophy. The Scale for Determining Educational Philosophy Based on Adjective Pairs for Educators and Teachers, developed by Demir and Çeliköz (2023), has seven dimensions, namely knowledge, teacher, student, educational environment, values, program content, and assessment and evaluation. The dimensions of the PEPTS do not coincide with the dimensions of these scales.

The Philosophy Preference Assessment Scale developed by Çetin et al. (2012) is two-dimensional. The dimension of the Philosophy Preference Assessment Scale, which consists of the items of perennialism and essentialism educational philosophies, is called "Traditional Educational Philosophy", and the dimension that consists of the items of progressivism and reconstructionism educational philosophies is called Contemporary Educational Philosophy. The dimensions of the Philosophy Preference Assessment Scale are partially similar to the dimensions of the Parent Educational Philosophy Tendency Scale. The "individualist" dimension of the Parent Educational Philosophy Tendency Scale consists of items containing perennialism and essentialism education philosophies.

The Inventory of Educational Thought and Applications Scale developed by Kumral (2014) has two dimensions, and these are the traditional and contemporary dimensions. Traditional subscale shows that thoughts and practices are formed with a more realist philosophical understanding and a perpetual and essentialist philosophy of education. The contemporary sub-scale reveals that the thoughts and practices regarding the education process are mostly formed with a pragmatic, existentialist, and constructivist approach, with a progressive and reconstructive education philosophy (Kumral, 2014). Research results on this scale partially support the findings of PEPTS. The "individualist" dimension of the Parent Educational Philosophy Tendency Scale is associated with perennialism and

essentialism, the "socialist" dimension is associated with reconstructionism, and the "subject-centered" dimension with progressivism and existentialism.

When the literature is examined, the scales related to the philosophy of education consist of perennialism, essentialism, progressivism, and reconstructionism, while existentialism is added to these in some scales. Also, there is a two-dimensional structure in some scales in the literature. In the study, PEPTS items related to progressivism and existentialism were clustered in the "Individualist" dimension of the scale. Existential thinkers accept that truth originates from humanity (Malik & Akhter, 2013). Progressivism is a student-centered educational philosophy. The teacher is not authoritative and the only transmitter of knowledge, on the contrary, he is a guide (Segall & Willson, 2004). Like progressivism, existentialism places the student at the center of the educational process, and it is considered a student-centered philosophy. Existentialism also takes into account individual needs, contemporary relevance, and preparing students for a changing future. Students and teachers work together to determine what needs to be learned and the best way to learn it (Sadker & Zittleman, 2018). An existential philosophy of education is student-centered and focuses on raising awareness of the importance and priority of freedom in learners' lives. The fact that learners make their own choices in the learning process reflects such a philosophy. The common point where existential philosophers meet is human freedom (Kooli, 2019). For all these reasons, the items of the scale about progressivism and existentialism are clustered together.

The items related to perennialism and essentialism of the Parent Educational Philosophy Scale are clustered under the "subject-centered" dimension. Idealism and realism, known as classical system philosophies, form the basis of perennialism theory (Weber, 1998). According to this movement, education is based on a subject-centered approach. Based on the existence of an unchanging essence, it aimed to grasp the essence in question. Essentialism, another theory of classical philosophy, considers man as a cultural entity. According to this movement, education should be based on culture, which is the accumulation of humanity. The function of the school is to transfer the existing knowledge and skills, which we can define as a produced subject, to the student (Hançerlioğlu, 1989). In essentialism, a method based on memorization and repetition is followed (Varış, 1994: 86-88). According to these explanations, it is understandable that PEPTS items related to perennialism and essentialism are grouped in the "subject-centered" dimension of the scale.

J. Dewey, who developed the educational constructive aspect of the philosophy of pragmatism, sees the school as a part of social life. According to Dewey, the aim of education should be to re-establish society. The basic principle of this movement is that life is in constant change and accordingly every moment must be reconstructed. Therefore, the field of education should be structured to eliminate deficiencies and solve existing problems (Varış, 1994). Since what is important in reconstructionism is society and social problems, it can be accepted that the articles of PEPTS about reconstructionism are described as "socialist".

The dimensions of PEPTS coincide with the types of curriculum design. Curriculum design is the process in which the answers are sought for what kind of behavior and characteristics will be gained by the individuals in the education process or what kind of knowledge, skills, understanding, and attitudes will be gained by the individuals through this program and these answers are applied (Özdemir, 2007). There are three types of curriculum design.

These are subject-centered, student-centered, and problem-centered curriculum design approaches (Ornstein & Hunkins, 2014). As it can be understood, the dimensions of these program design types and PEPTS show similarities in name. In addition, subject-centered curriculum design approaches are based on perennial and essentialist educational philosophies, which are the reflection of idealist and realist philosophies on education (Gutek, 1988; Sönmez, 2008). The subject-centered philosophical trend of PEPTS also overlaps with the subject-centered program design type in terms of content. Furthermore, the basis of learner-centered program design approaches is based on pragmatism as a philosophy and progressivism as an educational movement (Gutek, 1988).

The individualist philosophical dimension of PEPTS is parallel to the learner-centered program design type in terms of content and meaning. The latest problem-centered program design is based on pragmatism as a philosophy and progressivism and its extension, reconstructionism, as a philosophy of education. Problem-centered designs are designed to strengthen cultural and traditional values and to point out the still unmet needs of society (Demirel, 2012). In this respect, it is similar to the socialist philosophical dimension of PEPTS. The clustering of PEPTS items into program design types is meaningful, assuming that design types are based on educational philosophy. These results may show that it is more functional to characterize the educational philosophy tendencies of individuals as perennial, progressivism, reconstructionism, and existentialism, as well as individualist, socialist and subject-centered.

When the Cronbach Alpha internal consistency coefficient is examined to determine the reliability of the PEPTS, which has been validated, the reliability coefficients of the individualist, socialist, and subject-centered dimensions of the scale are greater than .70. Fraenkel, Wallen, and Hyun (2014) highlighted that the Cronbach Alpha coefficient should be .70 and above, based on this reference, the scale is also reliable. According to the scores obtained from the scale items, the significant difference between the mean scores of the lower and upper groups in favor of the upper group also shows that a parent with a high score from the sub-dimensions of PEPTS can distinguish a parent with a low score. A high score obtained for each individualist, socialist, and subject-centered dimension of the PEPTS indicates that parents have a strong perception of educational philosophy within the respective sub-dimension. Conversely, a low score suggests a weaker perception of educational philosophy within that specific sub-dimension. At the same time, the results regarding the stability of PEPTS show that the scale measures stably. According to this result, it can be accepted that the scale is reliable in terms of stability.

In light of the analyses and expert opinions, PEPTS items effectively measure the intended quality and the structure to be assessed. The scale demonstrates high construct validity and provides consistent measurements. Based on the comprehensive findings related to PEPTS, it is evident that the developed scale is both valid and reliable. Moreover, the applicability of the developed scale can be examined using diverse samples of parents, contributing to the collection of data that supports the determination of parents' educational philosophies. Additionally, the PEPTS could prove valuable to field experts and researchers investigating parental educational philosophies. Testing the scale through various studies involving larger and more diverse samples could further enhance the contributions of this field.

Ethic

I declare that the research was conducted in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study.

Author Contributions

This article was written with the joint contributions of two authors.

Conflict of Interest

The authors declare that they have no conflict of interest.

Funding

No scholarships or payments have been received from any institution for this article.

References

Acar-Erdol, T. (2018). *Permanence*. F. Manav (Editor). In the philosophy of education (p. 93-106). (1st Edition). Ankara: Pegem Academy.

Alkayiş, A. (2021). Digitalization and Education 4.0 from the perspective of education philosophy. *Bingol University Journal of Social Sciences Institute (BUSBED), 11*(21), 221-237.

Anderson, K.J. & Mınke, K.M. (2007) Parent Involvement in education:Toward an Understanding of Parents' Decision Making. *The Journal of Educational Research* p.311-323

Arslan, A. (2017). *Felsefeye giriş [Introduction to Philosophy]*. Ankara: BB101 Yayınları.

Aslan, S. (2017). Examination of primary school teachers' educational beliefs in terms of various variables. *Kastamonu Magazine, 25*(4), 1453-1458.

Aytaç, A. (2020). *Öğretmen adaylarının epistemolojik inançlarının ve eğitim felsefesi eğilimlerinin öğretme ve öğrenme anlayışları üzerindeki etkisi [The impact of teacher candidates' epistemological beliefs and educational philosophy tendencies on their understanding of teaching and learning]*. [PhD Thesis] Balıkesir University.

Bago, A. L., (2001). *Curriculum development: the Philippine experience*. 2nd Edition. C & E Publishing, Inc

Baş, G. (2016). The relationship between teachers' philosophy of education beliefs and their teaching-learning understanding. *Education and Science, 40*(182).

Bhat, A. M. (2019). *Islamic philosophy of education*.

Bilbao, P. B., (2015). *Field Study* 6. Lorimar Publishing. Quezon City

Biçer, B., Er, H., & Özel, A. (2013). The relationship between pre-service teachers' epistemological beliefs and their educational philosophies. *Theory and Practice in Education*.

Campbell, J. (1995) *Understanding John Dewey: Nature and Cooperative Intelligence*, Open Court, Chicago.

Carr, W. (2004). Philosophy and education. *Journal of Philosophy of education*, *38*(1), 55-73.

Chen, C., & Uttal, D. H. (1988). Cultural values, parents' beliefs, and children's achievement in the United States and China. *Human development, 31*(6), 351-358.

Clarke, B. L., Sheridan, S. M. ve Woods, K. E. (2009). *Elements of healthy family-school relationships*. In S. L. Christenson & A. L. Reschly (Eds.). Handbook of school-family partnerships, New York: Routledge, 61–79.

Cramer, D., & Bryman, A. (2001). *Quantitative data analysis with SPSS Release 10 for Windows: a guide for social scientists*. Routledge.

Cohen, L. M., & Gelbrich, J. (1999). Educational philosophies. *Retrieved*, *8*(01), 2010.

Çetin, B., İlhan, M., & Arslan, S. (2012). Examining the educational philosophies adopted by teacher candidates in terms of various variables. *The Journal of Academic Social Science Studies, 5*(5), 149-170.

Çüçen, K. A. (2018). *Introduction to philosophy (5th ed.).* Ankara: Sentez Publishing.

Demirel Ö. (2012). *Curriculum Development in Education*. Ankara: Pegem.

Demir, D. & Çeliköz, N. (2023). Adjective Pair-Based Educational Philosophy Determination Scale for Educators and Teachers: A Scale Development Study. *Journal of Gazi University Gazi Education Faculty, 43*(1), 425-474.

Dewey, J. (1938). The philosophy of the arts. John Dewey: *The Later Works, 13,* 357-368.

Ellis, A. K. (2015). *Education program models* (Trans. Ed: A. Arı). (1st Edition). Konya: Education Publishing House.

Ekiz, D. (2005). Comparison of the tendencies of the primary school teacher candidates regarding the philosophy of education movements. *Journal of Ondokuz Mayıs University Faculty of Education, 19,* 1-11.

Erden, M. (2011). *Introduction to educational sciences* (6th Edition). Ankara: Friend Publishing House.

Ergün, M. (2009). *Educational philosophy*. Ankara: Pegem Academy

Foulquie, P. (1998). *The existence of the existentialist (Trans: Y. Şahan). (1st Edition). Istanbul: Social Transformation Publications.*

Fraenkel, J.R., Wallen, N.E., & Hyun, H. (2014). *How to design and evaluate research in education*. New York: McGraw-Hill Education.

Franzosa, S. D. (1984). The best and wisest parent: A critique of John Holt's philosophy of education. *Urban Education, 19*(3), 227-244.

Gökbulut, B. (2020). The relationship between prospective teachers' educational beliefs and 21st century skills. *Turkish Studies, 15*(1), 127-141.

Griner Hill, L., & Werner, N. (2006). Affiliative motivation, school attachment, and aggression in school. *Psychology in the Schools, 43*(2), 231-246.

Gutek, G. L. (1988). *Philosophical and ideological perspectives on education*. Needham Heights, MA: Allyn and Bacon.

Gutek, G. L. (2001). *Philosophical and Ideological Approaches to Education*. (trans. Nesrin Kale). Ankara : Ütopya Yayıncılık.

Gutek, G.L. (2005). Jacques Maritain and John Dewey on education: A reconsideration. *Educational Horizons, 83*(4): 247-263.

Gutman, L. M. & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence, 29,* 233–248.

Güçlü, M. (2018). *Educational philosophy*. Pegem Academy.

Günay-Erkol, Ç. (2021). *Wounded masculinities: loneliness, alienation and anger in March 12 novels* (Vol. 3009). Communication Publications.

Hançerlioğlu, O. (1989). *Felsefe Sözlüğü [Dictionary of Philosophy]*. İstanbul: Remzi Bookstore.

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit ındexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55. http://dx.doi.org/10.1080/10705519909540118

Howick, W.H. (1980). *Philosophies of education*. Danville: Interstate Printers and Publishers, Inc, 11.

Jarrah, A. M., Khasawneh, O. M., & Wardat, Y. (2020). Implementing pragmatism and John Dewey's educational philosophy in Emirati elementary schools: case of mathematics and science teachers. *International Journal of Education Economics and Development*, *11*(1), 58-75.

Jersin, P. (1972). What is your educational philosophy: A test which identifies your educational philosophy? *Clearing House, 46*, 274-278

Kagan, D. (1992). Professional growth among pre-service and beginning teachers. *Review of Educational Research, 62*(2), 129-169

Karadağ, E., Baloğlu, N., & Kaya, S. (2009). An empirical study on the level of school administrators' adoption of educational philosophy currents.

Kauchak, D. & Eggen, P. (2011). *Introduction to teaching: Becoming a professional* (4th ed.). Boston: Pearson Education, Inc.

Kaya, Ö.M. & Gültekin, M.(2003) Parental views on the interest and participation of families in the programs implemented in pre-school education institutions and the contribution of pre-school education institutions to family education. *Proceedings of OMEP World Council Meeting and Conference. 3*. 311-333.

Knight, G. R. (2008). *Issues and alternatives in educational philosophy*. Andrews University Press.

Kooli, C. (2019). The philosophy of education in the sultanate of Oman: Between perennialism and progressivism. *American Journal of Education and Learning*, *4*(1), 36-49.

Kumral, O. (2014). Development of educational thinking and practices (EDU) scale: Validity and reliability study. *Journal of Educational Sciences Research, 4*(2), 131-144.

Lynch, M. (2016). Philosophies of education: 2 types of teacher-centered philosophies. Available from http://www.theedadvocate.org/philosophies-education-2-types-teacher-centered-philosophies

Malik, G. M., & Akhter, R. (2013). Existentialism and classroom practice. *IOSR Journal of humanities and Social Science*, *8*(6), 87-91.

Malik, J. (2021). Philosophy of perennialism and its relevance to contemporary Islamic Education. *Ri'ayah: Jurnal Sosial dan Keagamaan*, *6*(01), 84-94.

Magulod Jr, G. C. (2017). Educational philosophies adhered by Filipino preservice teachers: Basis for proposing initiatives for 21st century teacher education preparation program. *Asia Pacific Journal of Multidisciplinary Research*, *5*(1), 185-192.

Mason, M. (2008). Complexity theory and the philosophy of education. *Educational philosophy and theory*, *40*(1), 4-18.

Mead, G. H., Biesta, G. J., & Trohler, D. (2015). *Philosophy of education*. Routledge.

Morine-Dershimer, G., & Kent, T. (1999). Source of teachers' pedagogical knowledge. In J. Gess-Newsome & N. G. Lederman (Eds.), Examining Pedagogical Content Knowledge (21-50). Netherlands: Kluwer Academic Publishers.

Morrison, K. (2008). Educational philosophy and the challenge of complexity theory. *Educational Philosophy and Theory*, *40*(1), 19-34.

Nasr, S. H. (1996). *Religion and the order of nature*. New York:Oxford University Press

Noddings, N. (2018). *Philosophy of education*. Routledge.

Ornstein, A. C., & Levine, D. U. (2008). *Foundations of educations*. (Tenth Edition). New York: Houghton Mifflin Company.

Ornstein, C., A. & Hunkins, P. F. (2014). *Philosophical foundations of the program* (Trans. S. Demiral). Curriculum: in Fundamentals, principles and problems (pp. 43-84). (Trans. Editor Arı, A.). Konya: Education Publishing House

Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education*. Cengage learning.

Ozmon, H., & Carver, S. (1995). Philosophical foundations of education. 5th.ed. NJ: Prentice-Hall

Oxford Dictionaries, (2023). Available From: https://www.lexico.com/en/definition/cyberchondriac

Özdemir, S. M. (2007). *Elements of curriculum development and curriculum development process in education*. G. Ocak (Ed.), in Teaching principles and methods (s. 59-94). Ankara: Pegem A Yayıncılık

Pajares, M. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-333.

Peters, M. A. (2022). Educational philosophies of self-cultivation: Chinese humanism. *Educational Philosophy and Theory*, *54*(11), 1720-1726.

Phillips, D. C. (2008). Philosophy of education. *Philosophy of Education*, 1.

Pring, R. (2004). *The philosophy of education*. Bloomsbury Publishing.

Ramaekers, S. (2018). Childrearing, parenting, upbringing: Philosophy of education and the experience of raising a child. *International handbook of philosophy of education*, 995-1012.

Sadker, D. M., & Sadker, M. P. (2017). Teachers, schools, and society. McGraw-Hill Education

Sadker, D.M. & K.R. Zittleman, (2018). *Teachers, schools, and society: A brief introduction to education*. 5th Edn., New York: McGraw-Hill Education

Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. 2nd Edition, Lawrence Erlbaum Associates, Mahwah.

Shun, C. L. K. (2021). The need of philosophy education to parents. *BR Nahata Smriti Sansthan Asian Journal of Mathematical Science*, 1.

Siegel, H., Phillips, D. C., & Callan, E. (2008). *Philosophy of education.*

Sikandar, A. (2015). John Dewey and his philosophy of education. *Journal of Education and Educational Development*, *2*(2).

Silvernail, D. L. (1992). The development and factor structure of the educational beliefs questionnaire. *Educational and Psychological Measurement*, *52*(3), 663-667.

Segall, W. H., and Wilson, A. V. (2004). *Introduction to education: Teaching in a diverse society* (Second Edition). USA: Rowman & Littlefield.

Sönmez, V. (2008). *Philosophy of Education* (8th Edition). Ankara: Ani Publishing

Tesar, M., & Locke, K. (1973). *The philosophy of education* (pp. 2-4). R. S. Peters (Ed.). Oxford: Oxford University Press.

Varış, F. (1994). *Curriculum Development Theory and Techniques in Education*. Alkım Bookselling Publishing, Ankara.

Weber, A. (1998). *History of philosophy* (Çev, H.V. Eralp) İstanbul: Sosyal Publications. Hançerlioğlu, 1989).

Winch, C., & Gingell, J. (2002). *Key concepts in the philosophy of education*. London: Taylor & Francis e-Library.

Young, M. (2007). *Bringing knowledge back in: From social constructivism to social realism in the sociology of education*. Routledge.

Yılmaz, K., Altınkurt, Y. & Çokluk, Ö. (2011). Development of educational beliefs scale: validity and reliability study. *Educational Sciences in Theory and Practice, 11*(1), 335–350.

Zinn, L.M. (2004). *Exploring your philosophical orientation*. In M.W. Galbraith (Ed.), Adult learning methods (3rd ed.) , 39-74. Malbar, FL: Kreiger Publishing Company.