

An Investigation of Preservice Teachers' Views on Profession and Educational Philosophy Beliefs¹

Öğretmen Adaylarının Mesleğe Bakışı ile Eğitim Felsefesi İnançlarının İncelenmesi

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Makale Hakkında

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Eğitim felsefesi,
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Özet

Öğretmenlerin mesleğini, uzman ya da teknisyen öğretmen olarak yerine getirmesi çoğunlukla benimsedikleri eğitim anlayışına göre belirlenir. Bu nedenle, öğretmenlerin öğretime ilişkin anlayışları ve uygulamalarını şekillendiren eğitim felsefelerini ortaya çıkarmak önemlidir. Bu bağlamda, araştırmanın temel amacı, öğretmen adaylarının eğitim felsefesi inançlarının ve öğretmenlik mesleğine bakışlarının incelenmesi olarak belirlenmiştir. Araştırmada, eğitim felsefeleri olarak, alanyazında da daha çok dikkat çeken daimicilik, esasicilik, ilerlemecilik, yeniden kurmacılık ve varoluşçuluk yaklaşımları; öğretmenlik mesleğine ilişkin anlayışlar açısından ise uzman-teknisyen öğretmen sınıflaması temel alınmıştır. Bu araştırma betimsel tarama modelinde bir çalışmadır. Araştırmanın örneklemi, 793 öğretmen adayından oluşmuştur. Veriler, Öğretmenliğe Bakış Ölçeği (ÖBÖ) ve Eğitim İnançları Ölçeği (EİÖ) aracılığıyla 2016-2017 Eğitim yılı güz döneminde toplanmıştır. Bulgular, öğretmen adaylarının daha çok modern eğitim anlayışının gerektirdiği bir öğretmen tipini kabul ettiklerini; uzman öğretmen anlayışını daha çok benimsediklerini ve modern eğitim yaklaşımlarını geleneksel anlayışlardan daha önemli bulduklarını göstermektedir. Ayrıca, bulgular doğrultusunda uzman öğretmen anlayışı ile ilerlemecilik ve varoluşçuluk arasında pozitif yönde bir ilişki bulunurken, teknisyen öğretmen anlayışı (biraz düşük de olsa) ile daimicilik ve esasicilik arasında pozitif yönde bir ilişki bulunmuştur.

Abstract

How teachers fulfill their job as a technician or professional teacher is very much up to the educational approach they adopt. Therefore, it is significant to reveal teachers' educational philosophy shaping their understanding and practicing of teaching. Accordingly, the main purpose of this study is to investigate pre-service teachers' educational philosophy approaches and views on teaching profession. Educational philosophies in this study are based on the framework of perennialism, essentialism, progressivism, reconstructionism, and existentialism approaches which received substantial attention in literature; the teaching approaches were based on the professional-technician teacher classification. This study utilised a descriptive survey model. The sample of the study consisted of 793 preservice teachers. The data were gathered via the Views on Teaching Profession Scale (VTS) and Educational Beliefs Scale (EBS) in 2016-2017 Education Year Fall Semester. Findings showed that pre-service teachers accepted the teacher type required by the modern education understanding; they adopted professional teacher approach more; and they saw modern educational approaches more important than traditional educational approaches. Moreover, in line with the findings, professional teaching approach was found to be in a positive relationship with progressivism and existentialism whereas technician teaching had positive relationship (even a bit low) with perennialism, essentialism as expected.

Keywords

Educational
philosophy,
professional teacher,
technician teacher,
teacher education,
views on teaching

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While the discussions on improving quality in education are multidimensional, teacher quality has always been at the center of these discussions. Education as a social system is a concept that could be affected by all factors possible both inside and outside the school; however, quality of teachers, who play the most important role in practicing the curricula, is one of the primary factors affecting the quality of teaching services. Teachers' understanding about education and philosophical questioning skills in relation to their profession are also the factors that affect the success of the curricula (Çelik & Orçan, 2016). What qualities should teachers have for high-quality education? What kinds of teaching approaches and which educational philosophy should they have? These questions are explained by various approaches in various ways. Educational philosophies in this study are covered in the framework of perennialism, essentialism, progressivism, reconstructionism, and existentialism approaches which received substantial attention in literature (Altınkurt, Yılmaz & Oğuz, 2012; Demirel, 2002; Ekiz, 2007; Kumral, 2015; Ornstein & Hunkins, 2014; Sharma, 2002; Sönmez, 1996; Uyangör, Şahan, Atıcı & Böreke, 2016; Weshah, 2013). As to the approaches for the teaching profession, they were addressed as expert (professional) teacher approach and technician teacher approach based on the information in literature (Acker, 1999; Apple, 1986; Buyruk, 2014; Cevizci, 2011; Connell 2009; Evans, 2010; Giroux, 2011; Gür, 2014; Hargreaves, 1992, 1994; Moss & Lee, 2010; Reid, 2003; Ünal, 2005; Winch, 2011; Yıldırım, 2011).

Educational Philosophies

Teachers' adopting different educational approaches is quite natural. The beliefs, which create richness in the implementation processes of the programs, were developed on the basis of different education philosophies (Çelik & Orçan, 2016). While philosophy is defined as the activity for searching for and knowing about the truth and reality (Çüçen, 2001, p. 45), educational philosophy is the branch of philosophy which deals with the problems in educational opportunities, nature, aims, topics and methods with the methods specific to philosophy (Cevizci, 2000, p. 305). While educational philosophy guides the way how education should be, it also develops an alternative point of view for the current educational approaches (Cevizci, 2011). Generally, five main educational philosophies are mentioned in literature: perennialism, essentialism, progressivism, reconstructionism, and existentialism. Brief information about these educational philosophies are as follows:

Perennialism is one of the philosophies that reflect the traditional educational approach. It is the philosophical approach which is closely related to individuals' moral and intellectual potential (Cevizci, 2011). According to this approach which is based on unchangeable and universal principles, the main aim of education is to develop students mentally and morally and help them adjust the universal and unchangeable facts. According to perennialists, human nature and moral values and principles are the same everywhere and every time, so people should receive education according to these unchangeable and universal facts. The main duty of the teacher in this approach which is based on mind is to help students to make their innate knowledge apparent. Perennialists emphasize the role of teachers in the learning and teaching processes and state that as individuals who are more knowledgeable than students who have not completed their development, teachers should have the authority and control (Moss & Lee, 2010).

Essentialism is also an educational philosophy which reflects the traditional educational approach and which is based on teacher authority. In this approach based on the realism and idealism movement, it is believed that people are born as tabula rasa and knowledge is gained later. Therefore, the curricula have a very rich content ranging from mother tongue and history to cultural heritage, basic skills and all information presented in science. While students are taught (made to memorize) this extensive content, classroom environments are designed based on a strict discipline. According to essentialists, teacher is the person who initiates more than students do (Alkan, 1983). According to Moss and Lee (2010), people who support this understanding generally see the teachers' role in the learning process as transferring information to passive students; they also consider standard tests as ideal tools to measure both students' and teachers' success.

Progressivism is based on the pragmatist philosophy, and Dewey is the most important pioneer. Progressivism emphasizes constant change, and therefore mentions the importance of teaching the changing life to students (Ekiz, 2005). It sees schools as the life itself rather than as a place that prepares students for life. It emphasizes students' learning in democratic education environments with active learning techniques and by doing, living, searching, questioning, solving problems, and using scientific methods. The main duty of the teacher is to guide in this process which is based on

cooperation rather than competition, and it puts the student in the center. Progressivists claim that schools are miniature societies, and students need to focus on real life problems that they encounter now or in the future (Moss & Lee, 2010).

Although the philosophy of *reconstructionism* is also based on pragmatism, it is an approach which is partly inspired by existentialism. In this philosophy which has all the qualities of progressivism, education is seen as the locomotive of social change and development; and the teacher is considered as the leader of the social reform. According to this philosophy, it is the school's responsibility to rebuild the society for the solution to the social problems (Altinkurt, Yılmaz & Oğuz, 2012; Beytekin & Kadı, 2015). According to reconstructionists, education should be seen as a tool to create a world society based on common values, and society should constantly be reshaped and organized via education (Altinkurt, Yılmaz & Oğuz, 2012).

In *existentialism*, the duty of education is to help individuals to become aware of their potential and increase this potential to the highest possible levels. To achieve this, individuals should be given opportunities in the education environments, make decisions about their education lives on their own, and take the responsibility of these decisions. According to existentialists, the teacher's duty is to provide students with a learning environment where they can express their individuality (Guttek, 2001, p.144). Instead of strict curricula prepared beforehand, this approach sets for a flexible program to meet students' individual needs. According to this approach, Winch and Gingell (1999) state that freedom makes people different from everyone and everything in the world.

Teaching Approaches

Another important variable in the study is the views on teaching profession. The literature encompasses a lot of approaches and definitions about teaching profession. The present study is based on expert (professional) teacher – technician teacher classification.

Professional teacher: Professional teacher is an individual who has the right to speak about the classroom practices, decision making skills and authority, competence to solve the problems s/he encounters, skills to search for and develop alternative ways, higher-order skills such as critical, interrogator, creative, and reflective thinking skills, and high sensitivity about student needs and social problems. In this approach which is ruled by teacher autonomy in the education process, the teacher can make some changes in the program according to the local conditions of the region and students' individual needs. Therefore, it is important that the curricula should be a flexible framework in nature, and they should be prepared in line with an approach which gives importance to teachers' views and which makes room for these views. Demirkasımoğlu (2010), who emphasizes that autonomy is the basic feature of the professional teacher, states that this autonomy affects teachers' level of keeping things about his/her job under control.

Technician teacher: In the technician teacher approach, the teacher is seen as an obedient worker who applies the decisions made by others in exactly the same way they should be. This worker is the teacher who instructs the technical skills about applying the program as it is, who needs guidance, and who is controllable, accountable, attached to the standards, and focused on doing rather than thinking. According to Winch (2011), in this approach teachers have no right to choose the information they see as necessary for their students or to decide on the appropriate teaching processes accordingly; they are responsible for applying the pre-determined rules. In this approach, which reflects mainly behaviorist psychology and which is based on the exact transfer of the information in the scripted curriculum and course books, the main duty of the teacher is to prepare students for national exams. The main criterion for student and teacher success is the exam scores. Green (2011) states that instead of fulfilling the ethical requirements of the profession, many teachers today prepare their students for the exams and thus narrow down the curricula so that they can increase the success rating of their school. Buyruk (2014) states that there has been a proletarianization approach in the teaching profession since 1980's, and salaried employees like teachers have been exposed to more and more inspections and have lost their authority.

Apple (1986, p.45) emphasizes that control, technician work, and increased workload make teachers proletarians, but these factors are misunderstood in teaching as if they were the symbols of increased professionalism. According to Apple, actually intensification (pressure for more work in the same amount of time) is accompanied by deskilling. Despite the similarities, Acker (1999), stating that he does not see teachers as industrial workers, reports that governments are too ready to see teachers as workers. Several educators see degrading teaching profession to a technical job as a consequence of

the neoliberal policies (Apple, 1986; Connell, 2009; Giroux, 2011; Özsoy & Ünal, 2010; Sleeter, 2008).

Teachers' fulfilling their job as professional teachers or as technician teachers is closely associated with the educational approach they adopt. Because philosophy is the fundamental guide in every step in education practices, everything teachers does at school reflects their educational philosophy, which in turn reflects what kind of a teaching approach they adopt. Therefore, in education faculties it is very important to educate teachers who adopt not only the knowledge, skills and values about the educational philosophies, but also the teaching approach required by the modern, scientific and democratic education. One of the important causes of the failure in realizing the changes made in the programs is teachers' traditional thinking styles and difficulties they have in leaving their approach and changing mentality, which makes the importance of this issue clearer (Demir & Demir, 2012).

It is important to make pre-service teachers create their own understanding and way of teaching. This could be possible through pre-service education and educational practices. And also Soccorsi (2013) mentioned that teachers form their teaching philosophy and approaches via continuous reflection on their teaching practices and being observed by other teachers would be necessary as well. The pre-service teachers are not trained through a specific philosophy in faculties, yet still as a wholistic result of this training they develop some fundamental insights and views regarding education (Doğanay, 2011). Since the change in philosophy within primary and secondary education towards progressivism, the main philosophy of teacher education is the same since 2006-2007 (Erdem, 2011). Accordingly, teacher education should contain the necessary information about all different philosophical approaches regarding education and the main philosophy of educational system in the country as well. When we look at the initial teacher education, both the courses regarding educational philosophies and their practices and the ways of linking the philosophy with the educational practices are quite insufficient. So, it is obvious that there is a need to structure the teacher education process in this direction as well.

Putting all these together, it is apparent that the philosophy of teaching, the teaching approaches are important for raising competent teachers. Therefore, it would be helpful to find out the relationship between different philosophies and teaching approaches.

Aim

The main purpose of this study was to investigate pre-service teachers' educational philosophies and views on teaching profession. In line with this purpose, the study sought answers to the following questions:

1. What are pre-service teachers' philosophical approaches and views on teaching profession?
2. Are there any significant differences between pre-service teachers' philosophical approaches and views on teaching profession in terms of gender, class level, and department?
3. Is there a significant relationship between pre-service teachers' views on teaching profession and philosophical approaches?

Methodology

Research Design

The design used for this study was descriptive survey model. Descriptive studies provide more information about variables, concepts and elements related to the study field (Grove, 2018) and survey method enables using scientific method as it allows making generalization and predictions, analyzing the data and sources critically and in detail (Salaria, 2012). Therefore, to put forward the preservice teachers' educational philosophies and views on profession, descriptive survey method was preferred.

Sample and Data Collection

Target population of this study was all pre-service teachers who were enrolled in the third and fourth year in the Education Faculty at Cukurova University. The sample was 793 volunteer junior and senior students that were randomly selected among the 13 departments of this faculty. Table 1 presents detailed information about the participants.

Table 1
Descriptive Features about the Participants

Variables	Groups	n	%
Department	Psychological Counseling and Guidance (PCG)	100	12.6
	Sciences Teaching (SCT)	57	7.2
	Turkish Teaching (TRT)	73	9.2
	Early Childhood Education (ECE)	68	8.6
	Primary Education (PRE)	63	7.9
	English Language Teaching (ELT)	61	7.7
	Computer & Educational Technology (CET)	50	6.3
	Physical Education (PHE)	71	9.0
	Social Studies (SS)	71	9.0
	Art Teaching (ART)	61	7.7
	German Language Teaching (GLT)	43	5.4
	French Language Teaching (FLT)	34	4.3
	Philosophy Teaching (PHT)	41	5.2
Grade	Juniors	422	53.2
	Seniors	371	46.8
Gender	Female	531	67.0
	Male	262	33.0

N=793, Age mean =21.90 (SD=2.15)

There were two data collection tools through this study and they are explained below:

Views on Teaching Profession Scale (VTS): This tool, which was developed by Sarı and Yolcu (2016), aims to identify which teaching approach is preferred by teachers more -professional or technician. The 5-point Likert type (1. Not important at all – 5. Very Important) scale is composed of 32 items and four factors. Two of these factors are related to the technician teaching approach (1. Focused on exams and 2. Depended on curricula), and two of them are related to the professional teaching approach (1. Efficiency in the learning-teaching process and 2. Self-development). Cronbach's Alpha internal consistency of these factors which explain 52.75% of total variance ranges between .79 and .92. A four-factor and 32-item structure was obtained when confirmatory factor analyses conducted as well ($\chi^2/df= 2.14$; RMSEA=0.06; NFI= 0.93; NNFI= 0.96; SRMR=0.069; GFI= 0.80; AGFI= 0.77; CFI=0.96; IFI 0.92).

Educational Beliefs Scale (EBS): Another data collection tool used in the study was Educational Beliefs Scale (EBS) developed by Yılmaz, Altinkurt and Çokluk (2011). The five-point Likert type scale (1. I totally disagree- 5. I totally agree) is a 40-item measurement tool with 5 factors (perennialism, essentialism, progressivism, reconstructionism and existentialism). According to the explanatory factor analysis results, the scale explains 50% of the total variance. The fit indices obtained from the confirmatory factor analysis also showed that the model fit the collected data. Cronbach's Alpha internal consistency coefficients calculated for the five sub-scales were found to range between 0.70 and 0.91. There is no total score in the scale, the purpose is to find out how much the participant adopts each educational philosophy.

The two scales were conducted to preservice teachers during the term and they were informed about the answering process and scoring. The data was collected in 2016-2017 Education Year Fall Semester in a state university in southern part of Turkey. The gathered data was processed through SPSS program.

Data Analysis

In addition to the descriptive statistics, data analysis included independent groups t-test which compared pre-service teachers' views on teaching profession and educational beliefs according to class level and gender. One-way analysis of variance (ANOVA) was used for the comparison of the scale scores according to the departments the participants were enrolled. Analysis of the relationship between views on profession and educational beliefs was performed via correlation analysis.

Findings

Results of the study are presented under the sub-titles which included pre-service teachers' views on teaching profession and educational beliefs; analysis of these views and beliefs according to gender,

departments and class level; and finally, the relationship between pre-service teacher' views on teaching profession and educational beliefs.

Pre-service Teachers' Views on Teaching Profession and Educational Beliefs

The first research question of this study aimed to investigate the relationship between pre-service teachers' views on teaching profession and educational beliefs. Mean scores and standard deviation values in relation to the *Views on Teaching Profession Scale (VTS)* and *Educational Beliefs Scale (EBS)* scores are presented in Table 2.

Table 2

Means and Standard Deviations about Pre-service Teachers' VTS and EBS Scores

Views On Teaching Profession Scale (VTS)	N	Mean	SD
Professional teacher (PT) – Effectiveness in learning-teaching process	793	4.52	.34
Professional teacher (PT) – Self-development	793	4.63	.37
Technician teacher (TT) – Exam-orientedness	793	3.15	.69
Technician teacher (TT) – Curriculum dependence	793	2.85	.67
<i>Professional teacher – Total</i>	793	4.55	.32
<i>Technician teacher - Total</i>	793	3.01	.59
Educational Belief Scale (EBS)			
Progressivism	793	4.41	.37
Existentialism	793	4.63	.36
Reconstructionism	793	3.98	.58
Perennialism	793	3.87	.59
Essentialism	793	2.35	.88

As it is seen in Table 2, the pre-service teachers' VTS –professional teaching mean score was found 4.55, and that of EBS-technician teaching approach was 3.01. An analysis of pre-service teachers' EBS mean scores were found 4.4 for progressivism, 4.63 for existentialism, 3.98 for reconstructionism, 3.87 for perennialism, and 2.35 for essentialism.

Pre-service Teachers' Views on Teaching Profession and Educational Beliefs according to Gender

Pre-service teachers' VTS and EBS scores according to gender were analyzed using independent groups t-test, and the findings are presented in Table 3.

Table 3

T-test Results of Pre-service Teachers' VTS and EBS Scores according to Gender

VTS	Gender	N	Mean	SD	t	P
Professional teacher (Total)	Female	531	4.59	.31	4.509	.000*
	Male	262	4.48	.33		
Technician teacher (Total)	Female	531	3.00	.59	-1.144	.253
	Male	262	3.05	.60		
EBS	Gender	N	Mean	SD	t	P
Progressivism	Female	531	4.45	.35	3.895	.000*
	Male	262	4.34	.39		
Existentialism	Female	531	4.66	.35	3.291	.001*
	Male	262	4.56	.39		
Reconstructionism	Female	531	4.00	.57	1.407	.160
	Male	262	3.94	.59		
Perennialism	Female	531	3.86	.60	-.849	.396
	Male	262	3.90	.58		
Essentialism	Female	531	2.26	.85	-4.093	.000*
	Male	262	2.53	.92		

An analysis of Table 3 in terms of VTS scores indicated significant differences in favor of female pre-service teachers in the professional teaching approach ($p < .05$); the difference between the groups was

not significant in the technician teaching approach ($p>.05$). An analysis of the findings in terms of educational beliefs showed that there were no significant differences in reconstructionism and perennialism approaches ($p>.05$); significant differences were found in favor of female pre-service teachers' scores in the progressivism and existentialism approaches and in favor of male pre-service teachers' scores in the essentialism approach ($p<.05$).

Pre-service Teachers' Views on Teaching Profession and Educational Beliefs according to Class Level

Table 4 presents findings about the t-test results which aimed to analyze pre-service teachers' VTS and EBS scores according to class level.

Table 4

T-test Results about the VTS and EBS scores of Pre-service Teachers according to Class Level

VTS	Class Level	N	Mean	SD	t	p
Professional Teacher (Total)	3	422	4.55	.32	-.329	.742
	4	371	4.55	.32		
Technician Teacher (Total)	3	422	3.04	.59	1.406	.160
	4	371	2.98	.60		
EBS	Class Level	N	Mean	SD	t	p
Progressivism	3	422	4.40	.36	-1.153	.249
	4	371	4.43	.38		
Existentialism	3	422	4.61	.36	-1.115	.265
	4	371	4.64	.37		
Reconstructionism	3	422	3.94	.57	-1.976	.049*
	4	371	4.03	.58		
Perennialism	3	422	3.87	.60	-.350	.726
	4	371	3.88	.59		
Essentialism	3	422	2.43	.88	-4.093	.008*
	4	371	2.26	.88		

An analysis of pre-service teachers' VTS scores indicated no significant differences in the professional and technician teaching approaches according to class level ($p>.05$). While pre-service teachers' EBS scores showed no significant differences in progressivism, existentialism, and perennialism approaches ($p>.05$); reconstructionism approach indicated significant differences in favor of the senior pre-service teachers, and essentialism approach indicated significant differences in favor of the junior pre-service teachers ($p<.05$).

Pre-service Teachers' Views on Teaching Profession and Educational Beliefs according to the Departments

One-way analysis of variance was performed in order to analyze VTS and EBS scores according to the departments. Descriptive statistics results obtained from this analysis are given in Table 5, and variance analysis results are shown in Table 5.

Table 5

Descriptive Statistics about VTS and EBS Scores according to the Departments

Department	N	Views on teaching				Educational Beliefs									
		PT		TT		Progress.		Existent.		Reconstr.		Perenn.		Essent.	
t		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
PCG	100	4.54	.33	2.83	.43	4.39	.36	4.67	.34	3.85	.60	3.61	.54	2.12	.70
SCT	57	4.56	.32	3.13	.55	4.37	.38	4.54	.33	3.90	.58	3.88	.59	2.31	.86
TRT	73	4.56	.35	3.09	.59	4.38	.41	4.61	.38	4.01	.66	3.92	.64	2.49	.93
ECE	68	4.64	.32	2.74	.54	4.53	.29	4.68	.32	3.95	.51	3.76	.54	1.85	.59
PRE	63	4.63	.32	3.05	.57	4.48	.37	4.67	.37	4.12	.51	4.02	.54	2.30	.69
ELT	61	4.57	.31	2.77	.52	4.41	.35	4.68	.36	4.00	.54	3.68	.59	2.19	.90
CET	50	4.46	.31	3.20	.52	4.42	.33	4.51	.44	3.91	.53	4.02	.53	2.52	.83
PHE	71	4.50	.36	3.19	.70	4.41	.40	4.59	.36	4.10	.56	4.07	.56	2.70	.97
SS	71	4.56	.32	3.14	.63	4.45	.38	4.64	.35	4.10	.61	4.03	.63	2.34	1.04
ART	61	4.50	.28	3.29	.62	4.40	.37	4.61	.34	3.88	.57	3.97	.51	2.63	.83
GLT	43	4.57	.30	2.79	.57	4.40	.37	4.67	.35	4.14	.53	4.07	.56	2.54	.90
FLT	34	4.45	.32	3.15	.59	4.34	.46	4.55	.44	3.98	.63	3.73	.66	2.68	1.11
PHT	41	4.56	.28	2.93	.63	4.39	.33	4.64	.37	3.88	.54	3.63	.57	2.11	.74
Total	793	4.55	.32	3.01	.59	4.41	.37	4.63	.36	3.98	.58	3.87	.59	2.35	.88

Note: PT: Professional Teacher; TT: Technician Teacher; PCG: Psychological Counseling and Guidance; SCT: Sciences Teaching; TRT: Turkish Teaching; ECE: Early Childhood Education; PRE: Primary Education; ELT: English Language Teaching; CET: Computer & Educational Technology; PHE: Physical Education; SS: Social Studies; ART: Art Teaching; GLT: German Language Teaching; FLT: French Language Teaching; PHT: Philosophy Teaching

An analysis of the pre-service teachers' EBS mean scores showed that all the mean scores ranged between 4.45 and 4.64 for the professional teaching approach and between 2.74 and 3.29 for the technician teaching approach. An analysis of Table 5 in terms of educational beliefs indicates that the lowest mean scores for progressivism and existentialism aspects was 4.34, and all the other mean scores were around 4.50. On the other hand, despite generally being under 4.00, pre-service teachers' reconstructionism mean scores ranged between 3.85 and 4.14, and perennialism mean scores ranged between 3.61 and 4.07. Essentialism scores were between 1.85 and 2.70 in all departments.

Table 6 displays one-way analysis of variance (ANOVA) results about pre-service teachers' VTS and EBS scores according to the departments.

ANOVA results about the pre-service teachers' VTS and EBS scores according to their departments were analyzed according to the teaching approaches, which indicated no significant differences in the professional teaching approach; technician teaching approach displayed significant differences between the group mean scores. These differences were against PCG among CET, PHE, SS and ART; against ECE among ECE and SCT, TR, CET, PHE, ART and SS; against ELT among ELT and SCT, CET, PHE, SS and ART; and against GLT among GLT and CET and ART. Generally, the lowest scores were found to belong to the PCG, ECE, ELT and GLT departments.

An analysis of pre-service teachers' EBS scores showed no differences in the progressivism and existentialism philosophies according to the departments ($p > .05$). As for the reconstructionism approach, mean scores were found to be significantly lower in pre-service teachers in the PCG department in comparison to PRE, PHE, SS, and GLT departments; in pre-service teachers in the SCT department in comparison to PRE and GLT departments, in pre-service teachers in the ART department in comparison to PRE, PHE, SS and GLT departments; in pre-service teachers in the PHT department in comparison to PRE and GLT departments. The difference in the perennialism approach was that mean scores of the pre-service teachers in the PCG department was also significantly lower than the students in the PHE and SS departments. As for the essentialism approach, significantly lower scores were found in the scores of PCG department in comparison to PHE and ART departments, in the scores of ECE department in comparison to TR, PRE, CET, PHE, ART, GLT, and PHT departments; and in the scores of PHT department in comparison to the PHE department ($p < .05$).

Table 6
ANOVA Results of VTS and EBS Scores according to the Departments

EBS		Sum of squares	df	Mean of squares	F	p	Sheffe
Professional Teacher	Intergroups	2.139	12	.178	1.685	.065
	Intragroup	82.530	780	.106			
	Total	84.668	792				
Technician Teacher	Intergroups	26.044	12	2.170	6.541	.000*	PCG < CET, PHE, SS, ART ECE<SCT, TR, CET, BE, ART, SS ELT<SCT, CET, PHE, SS, ART GLT<CET, ART
	Intragroup	258.817	780	.332			
	Total	284.860	792				
EBS							
Progressivism	Intergroups	1.711	12	.143	1.018	.430
	Intragroup	109.298	780	.140			
	Total	111.009	792				
Existentialism	Intergroups	2.360	12	.197	1.448	.139
	Intragroup	105.943	780	.136			
	Total	108.303	792				
Reconstruct.	Intergroups	7.746	12	.645	1.940	.027*	PCG<PRE, PHE, SS, GLT SCT<PRE, GLT ART <PRE, PHE, SS, GLT PHT<PRE, GLT
	Intragroup	259.515	780	.333			
	Total	267.260	792				
Perennialism	Intergroups	22.438	12	1.870	5.582	.000*	PCG< PHE, SS
	Intragroup	261.270	780	.335			
	Total	283.708	792				
Essentialism	Intergroups	48.333	12	4.028	5.471	.000*	PCG< PHE, ART ECE<TR, PRE, CET, PHE, ART, GLT, FLS PHT< PHE
	Intragroup	574.201	780	.736			
	Total	622.534	792				

Note: PCG: Psychological Counseling and Guidance; SCT: Sciences Teaching; TRT: Turkish Teaching; ECE: Early Childhood Education; PRE: Primary Education; ELT: English Language Teaching; CET: Computer & Educational Technology; PHE: Physical Education; SS: Social Studies; ART: Art Teaching; GLT: German Language Teaching; FLT: French Language Teaching; PHT: Philosophy Teaching

Findings about the Relationship between Pre-service Teachers' Views on Teaching Profession and Educational Beliefs

The relationship between pre-service teachers' views on teaching profession and educational beliefs was analyzed. Table 7 displays the correlation values found between the variables.

As it is seen in Table 7, professional teaching approach showed positive relationships at a level of .54 with progressivism and existentialism educational approaches, at a level of .37 with reconstructionism, and at a level of .22 with perennialism ($p < .01$).

however, it showed a negative, significant relationship at a level of -.18 with the essentialism approach. As for the technician teaching approach, while it did not show significant relationships with progressivism and existentialism approaches, it showed positive, low-level significant relationships with reconstructionism, perennialism, and essentialism approaches.

Table 7
Relationship between the Variables

	1	2	3	4	5	6	7
1. Professional Teacher	-						
2. Technician Teacher	-.11**	-					
3. Progressivism	.54**	.01	-				
4. Existentialism	.54**	-.04	.61**	-			
5. Reconstructivism	.37**	.14**	.52**	.43**	-		
6. Perennialism	.22**	.28**	.34**	.27**	.50**	-	
7. Essentialism	-.18**	.35**	-.15**	-.17**	.05	.28**	-

** p < 0.01

Discussion

Analysis results showed that pre-service teachers adopted the professional teacher approach at very high levels (mean =4.55), and they adopted the technician teaching approach at a medium level (mean = 3.01). An analysis of the educational philosophies adopted by pre-service teachers showed that the highest score belonged to the existentialism approach (mean=4.63) while the lowest score was in the essentialism approach (mean =2.35). In a similar vein, in the studies conducted by Çelik and Orçan (2016), Duman (2008) and Duman and Ulubey (2008), it was reported that pre-service teachers adopted the existentialism philosophy more than the other philosophies, but they adopted the essentialism philosophy less. Results of the study conducted by Ekiz (2007), who reported that pre-service teachers did not adopt essentialism approach, are in line with the results of the present study. Other studies about educational philosophies in literature also reported findings that indicated that participants mainly adopted progressivism and existentialism approaches, which are regarded as more modern approaches (Altinkurt, Yılmaz & Oğuz, 2012; Aslan; 2014; Çalışkan, 2013; Çoban, 2007; Doğanay & Sarı, 2003; Duman, 2008; Tunca, Alkın-Şahin & Oğuz, 2015). Based on these results, teachers of the future seem to adopt more modern approaches instead of traditional ones.

This study compared participants' teaching approaches and the educational approaches they adopted according to gender and found that female teachers adopted professional teaching approach and progressivism and existentialism educational philosophies at significantly higher levels. Based on this finding, it could be said that the teaching approach and the educational philosophy adopted by female pre-service teachers are consistent with each other; results indicate that female pre-service teachers adopted modern approaches more than male pre-service teachers did. Hence, male pre-service teachers' adopting essentialism approach at significantly higher levels also is a finding that increases the consistency between the findings; it also supports the judgment arrived. Similar findings were reported in studies conducted by Beytekin and Kadı (2015) and Uyangör, Şahan, Atıcı and Böreke (2016). While male participants' perennialism and essentialism (which are traditional approaches) scores were higher, female teachers' progressivism and reconstructionism (which are more modern approaches) scores were significantly higher.

Comparisons according to class level showed significant differences at low levels in the reconstructionism approach in favor of the last year students, but it was hard to mention a certain difference since the values were very close to each other. As for the essentialism philosophy, a significant difference was found in favor of the junior students. For the other modern approaches and philosophies, given that the last year students had higher mean scores and that the scores in relation to the traditional approach such as essentialism and perennialism were lower in senior students, the education provided to pre-service teachers seem to contribute to the adoption of a modern and democratic education understanding. Ekiz (2005) also found that classroom teaching program were effective in philosophical tendencies, and fourth year students were found to adopt the progressive education trends more (Ekiz, 2005). Similarly, Doğanay (2011) and Doğanay and Sarı (2018) reported that there was an increase in pre-service teachers' educational understanding towards more modern approaches throughout the program; Aslan (2014) also reported findings that indicated a decrease in the traditional educational understanding as a result of the education given.

Another finding of the study was about the comparison between VTS and EBS scores according to the departments. While the comparison about the teaching approaches indicated no significant differences in the professional teaching approach, mean scores obtained from the PCG, ECE, ELT, GLT

departments in the technician teaching approach were found to be significantly lower than those of the other departments. This finding suggests that pre-service teachers enrolled in the PCG, ECE, ELT, GLT departments adopted the technician teaching approach less. A closer look into these departments shows that the PCG and ECE departments are by nature focused on a number of social skills rather than academic knowledge and skills and that it is not possible to apply a pre-determined program, and interventions are needed according to the situation and individuals. In fact, in the technician teaching approach the teacher is expected to apply a pre-determined program as it is. While behaviours such as teachers' making changes in the program according to students, choosing different information and making independent decisions about the teaching processes are not seen as appropriate behaviours, the main duty of the teacher is believed to be preparing students for the exams (Acker, 1999; Apple, 1986; Buyruk, 2014; Green, 2011; Winch, 2011). In this case, the finding indicating that the technician teaching approach was adopted less by the students in the PCG, ECE, ELT and GLT departments might result from the nature of these departments; it could also result from the fact that the role of these courses in the national exams are not as important as Science, Mathematics, and Turkish.

An analysis of the educational philosophies adopted by pre-service teachers indicated close mean scores in all departments in the progressivist and existentialist approaches; significant differences were found in the reconstructionism, perennialism and essentialism approaches. Mean scores were found to be significantly lower in PCG, SCT, ART and PHT departments in the reconstructivist approach, in PCG department in the perennialism approach, and in PCG, ECE, PHT departments in the essentialism approach. The reason for the differences between the departments could be the fact that the programs instructed in each department are different. However, the literature does not have sufficient information to arrive at a judgment about this issue yet. Explanation of the differences in educational philosophies according to department could be possible through more studies that would make a detailed analysis of the program of each department.

This study also analyzed the relationship between the participants' educational philosophies and views on teaching profession. This analysis indicated that the professional teaching approach, which could be regarded as a more modern teaching approach, had higher relationships in comparison to the progressivism, reconstructivism, and existentialism, which reflect modern educational approach, and in comparison to perennialism and essentialism, which reflect traditional educational approach. In this regard, teaching approach and educational philosophy seem to increase and decrease in line with the modern education or traditional education. Tunca, Alkın Şahin and Oğuz (2015) investigated the relationship between the adopted educational philosophy and professional values and reported significant relationships between the professional values that should be possessed by a modern teacher and the education philosophies that reflect modern education, which could be considered as a supportive finding. On the other hand, when the information in the literature about both professional teaching approach and modern educational philosophies are considered, these significant findings obtained in this study seem to be quite plausible. In addition, as no studies were found to have investigated the relationship between teaching approaches and the adopted educational philosophies, making any judgments seems to be so early. Therefore, it is thought that more study findings should be waited.

Even though, it was not a direct result searched for through the study, the correlation between the philosophies were also put forward. As expectedly, the philosophies accepted contemporary progressivism, existentialism and reconstructivism were found to be related. Surprisingly, it was found that there is a relationship between perennialism and reconstructivism and this relationship could be explained in some ways. In the study by Kaya and Kaya (2017), it was revealed that there is a relationship between perennialism, essentialism and reconstructivism. They stated that they are correlated with the principles of critical pedagogy and the functions of the schools. Moreover, it is mentioned that this could be linked with the conventional implications in education system in Turkey. That is, it could be asserted that even pre-service teachers adopted the contemporary approaches and philosophies, the system and environment itself still have some insights of conventional understandings as well.

Conclusions

The study showed that preservice teachers within the study adopted professional teacher approach and existentialism philosophy much more than the others. In addition, female preservice teachers prefer modern approaches much more than male preservice teachers, similar results were put forward for the senior students adopting modern approaches much more compared to the juniors. Studying in different departments did not create any significant difference in terms of professional teacher approach while regarding technician teacher approach some departments showed difference. Regarding educational philosophies also preservice teachers from some departments such as Psychological Counseling and Guidance, Philosophy Teaching had lower mean scores for perennialism or essentialism. Most departments had high scores (no significant differences) for progressivism and existentialism. The study also revealed that professional teacher approach has an important relationship with progressivism, reconstructivism, and existentialism philosophies. In conclusion, it could be asserted that the educational philosophy beliefs and teaching approaches are mostly connected and preservice teachers in the study much more adopted the modern approaches.

Recommendations

Based on the review of literature, the present study is the first study which investigates the teaching approaches possessed by pre-service teachers and the educational philosophies adopted by them. It is clear that there is a need for more studies that investigate these two variables via the same or different research methods. Besides, this study process revealed that the issue of teaching approaches has not been covered adequately in the studies and that there is an important gap in the literature. Therefore, another recommendation of this study is that more studies should be conducted especially about the teaching approaches. In addition, this study used “professional-technician” teaching approach classification. Other studies might use different classifications. Another recommendation based on this study could be about the limitations of the data collection tools. Both instruments which were used in this study enabled the individuals to express themselves. Therefore, considering that social acceptability concern might have caused the participants not to reflect the truth while answering the questions, other studies could be supported with qualitative methods as well. The present study was conducted with pre-service teachers. Similar studies might be conducted with the instructors who teach those pre-service teachers as well as teachers working in schools.

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Genişletilmiş Özet

Giriş

Öğretmenlerin eğitim anlayışları ve mesleğe yönelik felsefi sorgulama becerileri programın başarısını etkileyen unsurlardandır (Çelik & Orçan, 2016). Yüksek nitelikli eğitim için öğretmenler hangi özelliklere sahip olmalıdır? Hangi öğretim yaklaşımlarına ve eğitim felsefesine sahip olmalıdır? Bu soruların yanıtı farklı anlayışlara göre değişmektedir. Bu bağlamda, öğretmenlerin mesleğe yönelik görüşleri ve eğitim açısından benimsedikleri felsefi anlayışlar öne çıkmaktadır. Araştırma kapsamında ele alınan öğretmenlik mesleğine bakış uzman ve teknisyen öğretmen anlayışlarını temel almaktadır. Eğitim felsefeleri açısından ise alanyazında daha çok vurgulanan daimicilik, esasicilik, ilerlemecilik, yeniden kurmacılık ve varoluşçuluk anlayışları ele alınmıştır.

Öğretmenlerin mesleğini gerçekleştirme durumları benimsedikleri eğitim anlayışı ve mesleğe bakış açılarıyla doğrudan ilgilidir. Eğitimde her türlü uygulamanın temelinde felsefe yer aldığından, öğretmenlerin de kendi eğitim felsefelerini eğitim uygulamalarına yansıtmaları beklenir. Bu bağlamda, öğretmenlere modern eğitim anlayışının gerektirdiği bilgi, beceri ve değerleri edindirmek önemlidir. Özellikle, eğitimde yaşanan değişimlerin başarıya ulaşmasında, geleneksel eğitim anlayışlarından sıyrılabilen öğretmenlerin yer almasının gerekliliği bu durumun önemini ortaya koymaktadır. Bu bağlamda, gerçekleştirilen araştırmada, öğretmen adaylarının eğitim felsefesi anlayışları ve mesleğe bakışları incelenmiştir.

Yöntem

Söz konusu araştırmanın yöntemi betimsel tarama modeli olarak belirlenmiştir. Araştırmanın örneklemi, 793 gönüllü üçüncü ve dördüncü sınıf üniversite öğrencilerinden oluşmuştur. 13 farklı bölümde öğrenim gören öğretmen adayları rastgele ve gönüllülük esasına göre belirlenmiştir. Verilerin toplanmasında, Öğretmenliğe Bakış Ölçeği (ÖBÖ) ve Eğitim İnançları Ölçeği (EİÖ) kullanılmıştır. Toplanan verilerin analizinde ise betimsel istatistiklerin yanı sıra, cinsiyet ve sınıf düzeyine göre yapılan karşılaştırmalarda bağımsız gruplar t-testi, bölümlere göre karşılaştırmada ise tek yönlü varyans analizi (ANOVA) gerçekleştirilmiştir. İlişkilerin belirlenmesinde ise korelasyon analizinden yararlanılmıştır.

Bulgular ve Tartışma

Araştırma, öğretmen adaylarının daha çok uzman öğretmen anlayışını ve varoluşçuluk felsefesini diğer anlayışlara göre daha çok benimsediklerini ortaya koymuştur. Ayrıca, kadın öğretmen adaylarının erkeklere göre daha fazla modern anlayışları benimsedikleri, son sınıf öğrencilerinin de üçüncü sınıf öğrencilerine göre modern anlayışları daha fazla kabul ettikleri bulgular arasındadır. Uzman öğretmen anlayışı açısından farklı bölümlerde olunması anlamlı bir fark yaratmazken, teknisyen öğretmenlik açısından bazı bölümler farklılık göstermiştir. Eğitim felsefesi açısından bakıldığında, PDR, Felsefe Öğretmenliği gibi bölümlerin daimicilik ve esasicilik puanlarının diğerlerine göre daha düşük olduğu, pek çok bölümdeki öğretmen adaylarının ilerlemecilik ve varoluşçuluk açısından yüksek puanlar elde ettikleri görülmüştür. Son olarak, uzman öğretmen anlayışının ilerlemecilik, yeniden kurmacılık ve varoluşçuluk ile pozitif yönde anlamlı bir ilişkisi olduğu görülmüştür. Bulgular doğrultusunda, öğretmenliğe bakış ve eğitim felsefelerinin ilişkili olduğu ve öğretmen adaylarının daha çok modern anlayışları benimsedikleri öne sürülebilir.

Bu araştırmadan elde edilen bulgularla ilişkili olarak, farklı yöntemler aracılığıyla öğretmenlerin ya da öğretmen adaylarının mesleğe bakışı ve eğitim felsefelerini ilişkilendiren farklı araştırmalar gerçekleştirilmesi önerilebilir. Öğretmenlik mesleğine bakış ile ilgili olarak araştırmaların azlığı değerlendirildiğinde, bu alanda yeni çalışmalar yapılabilir ve farklı öğretmenlik sınıflamaları araştırmaların temelini oluşturabilir. Bu araştırmada, nicel ölçme araçları kullanılırken, sosyal beğenirlik algısı da göz önünde bulundurularak bazı nitel yöntemlerden yararlanılabilir. Ayrıca, yapılacak çalışmalara, öğretim elemanları, öğretmenler gibi farklı paydaşlar da dahil edilebilir.

*Bu makaleye yazarlar eşit oranda katkı sağladıklarını beyan ederler.

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