Examination of prospective teachers' educational beliefs and attitudes towards educational history

Rafet Aydin[1]* and Meray İşlek[2]

[1]Department of Educational Sciences, Faculty of Education, Mehmet Akif Ersoy University, Burdur, Turkey.
[2]Department of Educational Science, Institute of Educational Sciences Burdur Mehmet Akif Ersoy University, Burdur, Turkey.

ABSTRACT

The aim of this research is to reveal the educational beliefs of prospective teachers and their attitudes towards the History of Education course and the relationship between them. This research aimed to determine the opinions of prospective teachers about their future profession and to make suggestions about teacher training. The research was designed in the survey model and the relational survey model was used to determine the relationship between the variables. The sample of the study consisted of a total of 453 teacher candidates, 90 of whom were male and 363 were female. The data of the research were collected by using the "Educational Beliefs Scale" and "Attitude Scale Towards Turkish Education History Course". The data were analyzed with computer package programs. In line with the educational beliefs scale used in the research, it was revealed that the educational beliefs of the teacher candidates were 'Existentialism', 'Progressivism', 'Perennialism', 'Reconstructionism' and 'Essentialism', respectively. According to the data obtained from the scale of attitude towards education history, it was concluded that prospective teachers' attitudes towards education history are high. Finally, it was concluded that there is a moderate, positive, and significant relationship between the educational beliefs of the prospective teachers and their attitudes towards Education History.

Keywords: Attitude, educational belief, educatıonal history, prospective teachers, teacher.

*Corresponding author. E-mail: raydin@mehmetakif.edu.tr. Tel: 533 249 3043.

INTRODUCTION

Teaching is an important profession for individuals, societies, and countries. The importance of the teaching profession stems from the education offered to the generations that shape the future of the country. Education is a process that each individual begins to receive from family and social environment, and then formally carried out in schools and continues throughout his/her life (Aydın and Önden, 2020). Education is all of the studies that aim to develop the mental, physical, emotional, social abilities and behaviors of the person in the most appropriate or desired direction, and to provide him with new abilities, behaviors, and information for many purposes (Akyüz, 2020). Education is a process and is carried out within a certain system. According to Mormah and Bassey (2019), every human being is a teacher by nature. Teaching takes place when a formal or informal activity leads to a change in experience or behavior in another from the unknown to the known.

The educational process depends on four basic elements: the educational institution, teachers, curricula, and students. These four elements are strongly interrelated. In fact, in any educational institution, all elements are integrated into the educational process. Each of these aspects works side by side to properly support the other (Tupas and Pendon, 2016). Educational programs are developed and implemented to provide students with the necessary knowledge, values, and skills and to guide them before the teaching process to develop their learning holistically (Yakar, 2016, cited in Sarigöz and Bolat, 2018). On the other hand, according to Aydın and İşlek (2021), states consist of various systems and one of these systems is the education system. Although

there are many elements of the education system, the three main elements that stand out among these elements are the teacher, the student, and the education programs. The most important of these is undoubtedly the teacher. Because the person who will make this system functional and bring the education process and students to the targeted level is the teacher.

Education plays an important role in the economic growth of a country, especially in raising quality individuals for the industry and information sectors. In addition to their cumulative contributions to society, teachers also contribute to significant changes and developments in the lives of individuals (Sarigöz and Bolat, 2018). Teachers play an important role in the human resources development of any country (Kumedzro, 2018). When the debates about education are examined recently, it is seen that one of the most discussed problems is teacher education and teacher qualifications (Ellez, 2020).

Teaching is an art as well as a specialized profession. It is seen that the first problem that comes to mind when the teaching profession is mentioned is to train a good teacher and become a good teacher. Because good teachers make education well (Çelikten et al., 2005). Education systems, through teachers, realize the objectives of providing students with cognitive behaviors, acquiring psycho-motor skills, and improving their affective competencies. In education systems designed for these purposes, it is the teacher who communicates with the student one-to-one and effectively (Aydın et al., 2021). Because teachers are directly responsible for education. The teaching profession is an important profession that requires continuous self-development, patience, and self-sacrifice (Çiçek-Sağlam, 2008). Adequate teacher professional development is needed to meet students' changing teaching demands and rapidly evolving learning needs. Improving teacher education provides significant support to the achievement of the goals set for the entire education system (Padagas, 2019).

On the other hand, in order to ensure the Perennialism of the behavior change mentioned in education, the education given should be based on a certain basis, in other words, the education process should have a philosophy (Aydın and Önden, 2020). It is well known that an educational philosophy reflects a social philosophy. Social philosophy is considered a blueprint to guide the educational process. The relationship between philosophy and education is unclear, but there is an acceptance for the existence of these relationships (Tupas and Pendon, 2016). The concept of philosophy is a combination of two different Greek words. "Philla" means love, lover, "Sophia" means knowledge, wisdom. Man is a thinking being and constantly examines and tries to explain the natural events he lives in, the places on earth and space he has seen and not seen, the time he lives, the past, and the future. While different branches of science examine some parts and aspects of

reality, philosophy examines reality as a whole in many ways (Ergün, 2006). In the dictionary of the Turkish Language Institution (2021), philosophy is defined as the scientific investigation of existence and knowledge, the set of principles that form the basis of a science or a field of knowledge, a worldview, and abstract thinking on a subject.

Although there are many different branches of education, considering that the subject of the philosophy of education is education, it requires the existence of philosophy in today's education field. For teachers and even prospective teachers to define themselves, the school, and the society in which they share their expertise, they must base their beliefs, values, and knowledge on a certain educational philosophy (Tupas and Pendon, 2016). Educational philosophy will not immediately respond to practical concerns, but will at least expose the student and teacher to a world of ideas based on the history of education (D'souza, 1992). According to Carlson (2008), educational philosophy has three dimensions: personal, social, and professional. The personal dimension is about having a set of personal beliefs about what is good, right, and valuable in education. The social dimension aims to guide the practice of many. The professional dimension provides specific guidelines for teaching practice. The importance of educational philosophy is that it defines the purpose and focus of an educational institution. It becomes part of the mission to define what subjects are taught, how they are taught, and perhaps more importantly, the values taught both implicitly and explicitly, along with the subjects covered.

Although there are many educational philosophies with implications for education, it may be possible to divide philosophical movements into two main groups according to their perspectives on teachers and students. Realist, Perennial and Essentialist movements can be grouped in terms of their views on knowledge, teachers, and students. Pragmatic, Progressive, Reconstructive, Existential, and Humanist movements can be grouped into other groups (Kumral, 2015). The scope of this study consists of Perennialism, Essentialism, Progressionism, Reconstructionism, and Existentialism, which are among the educational philosophy movements.

The teacher who conveys the dominant cultural value in perennialism, one of these educational movements, is an example for students. Because one way of learning is to take an example and imitate. The student learns history by imitating social, theological, philosophical, and artistic examples and behaviors. The person who will present these examples is the teacher. The students are given both material and moral values (Sönmez, 2014; Ergün, 2011). According to the essentialist movement, the task of the school is to convey this knowledge to the student. For this reason, the school is not a reform but a learning institution. According to this trend, the goals of education can be to ensure the socialization of the person, to bring the dominant cultural values to him, to

prevent change and conflict, to protect the cultural heritage, to adapt to the society, to raise knowledgeable and skilled people. According to this trend, the teacher should use the punishment when necessary in the educational environment and should not give up her/his authority. In addition, the teacher should use force without hesitation, if necessary, in order to give the self-control skills and abilities to the students (Sönmez, 2014).

On the other hand, progressivism is based on pragmatic philosophy and is accepted as its application to education. Pragmatic philosophy sees change as the basis of truth. For this reason, it is claimed that education is in continuous development and accordingly moral values are relative (Sönmez, 2014). According to this trend, education should teach the ever-changing life, not the traditionally continuing standards and invariances in society. The educated person is not the one who adapts to life, but the one who directs life and develops it. In this education system, the teacher acts as a consultant and guide. Students work together in groups according to democratic rules. In this educational approach, students need to be able to use what they have learned, to think critically, and to learn to live (Ergün, 2006).

The most important task of education in reconstructionism is the re-establishment of society in order to overcome the cultural crisis of the century. To create a new social order, the school must lead. Accordingly, the useless elements of the old education will be discarded, and the aims and means of education will be redefined. Society will be changed not through politics, but education. The teacher should also prepare students for this change in a democratic way. However, it should not be forgotten that the greatest forces shaping students are social and cultural forces (Ergün, 2006). According to Reconstructionism, education is as much a means of balance as it is a means of change. Because life is constantly changing. In this context, the goals of education are to establish world civilization, to ensure peace and happiness of people, to realize change through practice, to gain values of love, cooperation and balance. It can be to ensure the continuity of consistent cultural values, to use the scientific method and critical thinking, to employ the democratic way of life, to constantly rebuild a life, to plan the next move, to act wisely, not to accept any information as absolute, to develop one's latent abilities and mind (Sönmez, 2014). According to Martens et al. (1999), when it comes to educational views, the reconstructivist sees the same things as the progressive. For example, reconstructivists believe that students learn more, remember longer, and apply better to new situations if they learn by experience rather than by being told.

Existentialism is against educating human beings as social beings in society and for the ideal of humanity. Because they are against social institutions, they appreciate the value of individual differences and are against group teaching. According to existentialists, the

school should create individuality, develop freedom and neutralize all kinds of pressure on these issues (Ergün, 2006; Sönmez, 2014). According to existentialists, the goals of education are to enable people to create themselves, to accept that there is no life before one begins to live, to realize the existence of each individual one by one, to bring the person to the limited state, to act freely. The goals of education are to choose and be responsible for what one chooses, to get rid of social values, to live in the moment, to accept the possibility of knowledge, to defend that existence alone comes before essence, to put the person as a basis, to use intuition, Socratic discussion and sometimes the scientific method in reaching the truth, and to use the scientific method in some cases, not to conform to the social environment (Sonmez, 2014).

As it is seen, the understanding of the education of each philosophical movement, the aims of education, the characteristics of the individuals to be trained, and the characteristics of the teachers who will train these individuals differ. It can be said that teachers behave according to this or that philosophical trend. It is necessary to increase teachers' awareness of the philosophical trends they adopt for the quality of the education they will perform during the training phase. Likewise, in teacher training, it is seen that the history of education is important to train qualified teachers. Therefore, it is possible to say that the history of education is as important and necessary as the philosophy of education in teacher training.

History is a branch of science that examines the political, social, economic, and cultural events of the nation in the past by specifying time and place in a cause and effect relationship based on documents. Nations must benefit from the experience of history on the way to the future (Kamer and Şimşek, 2016). While history education can help to understand its organization and illuminate the educational ideals that the organization is designed to achieve, it can help to understand the aspirations of humanity itself, individuals, and groups in a broader sense (McCulloch, 2011).

Education history makes selections from various educational philosophies or ideas in the past. In the history of education, besides the educational practices, it is to focus on the thoughts of some thinkers who were dominant in those ages about education. These thoughts are great thoughts beyond time and space, and they have values in every age (Ergün, 2011). Educational history is basically a form of history, and the challenges faced by the field have much in common with major disciplines (Cannadine, 1987: 180).

Knowing the history of education by teachers and prospective teachers provides the opportunity to better evaluate these days by comparing history. In order to understand educational sciences and their applications, it is not enough to know only the present, but also the historical depth. Without knowing the historical

background and accumulation, it is difficult to develop new ideas and practices, and the path and direction of the development from the past cannot be discovered. A society with historical roots cannot be created without knowing history. Because the reality is not only the current situation, it also has historical roots and future dimensions, and the history of education provides a better questioning of the day and a better evaluation of the future (Akyüz, 2020; Ergün, 2011). According to McCulloch (2011), from an educational perspective, the history of education should help explain the problems and opportunities of education and, where possible, further develop it. In terms of history, the potential contribution of educational history is above all to help understand the historical past.

The history of education aims to reveal the thoughts, practices, and institutions related to education and training from the past to the present, and to investigate the human raising order and the type of person to be raised. It is to discuss whether some lessons can be learned from the past in order to solve educational problems in the best way (Akyüz 2020). According to Silver (1983: 4), the history of education is actually multiple histories because education itself is not a simple and homogeneous concept or category. History is that it can be explored concerning almost infinite variables. The History of Education course also provides students with the ability to think historically about different subjects of education, and to make comments on educational understandings and practices in the past, as well as contributing to students' ability to look at their educational developments in terms of historical continuity (Kamer and Şimşek, 2016). Education History course is an important step towards examining, researching and learning the developments related to education and teaching profession by prospective teachers on a historical level (Arıkan et al., 2007). According to Aldrich (2003: 134), all educational historians have a duty to both history and education.

Related research

When the relevant literature is examined, it is seen that some research has been done on the subject. These are related to educational beliefs: Yılmaz et al. (2011), Altınkurt et al. (2012), Tunca et al. (2014), Alabaş (2016), Demirtaş and Batdal Karaduman (2016), Şahin and Güvercin Çetinoğlu (2016), Aslan (2017), Kahramanoğlu and Özbakış (2018), Kozikoğlu and Uygun (2018), Akhan and Altıntaş (2019), Balcı and Küçükoğlu (2019), Coşkun (2019), Gökbulut (2020), Yaralı (2020). On the other hand, these are the research on the History of Education: Arıkan et al. (2007), Uçaner (2011), Kumral (2015), Güçlü and Bozgeyikli (2016), Kamer and Şimşek (2016), Bingöl and Kinay (2018), Kozikoğlu and Erden (2018), Karaduman and Uçar (2020).

Purpose and significance of the research

The purpose of this research is to examine the educational beliefs of the prospective teachers studying at the Faculty of Education at Burdur Mehmet Akif Ersoy University and their attitudes towards the History of Education course and whether there is a significant relationship between them.

It is possible to say that determining the educational beliefs and attitudes of prospective teachers towards the history of education is important and necessary to train qualified teachers. With the literature review, no studies were found in which prospective teachers' educational beliefs and attitudes towards Education History Course were investigated together, these two elements were discussed and investigated separately. Therefore, besides determining the educational beliefs of prospective teachers who will be the teachers of the future, it is necessary to examine their attitudes towards the History of Education Course. Examination of these two elements together made the research important and formed the starting point of the research.

Research questions

The research question of the study is "what are the educational beliefs of the prospective teachers and their attitudes towards the History of Education lesson?"

Sub-research questions

1. What are the educational beliefs of prospective teachers?
2. Do prospective teachers' educational beliefs differ significantly according to gender, class, type of high school they graduated from, the department they study, satisfaction with the department, the place where they grew up, and the reasons for choosing the teaching profession?
3. What are the attitudes of prospective teachers towards the History of Education course?
4. Do prospective teachers' attitudes towards the History of Education course differ significantly according to their gender, class, type of high school they graduated from, their department, department satisfaction, the place where they grew up, and their reasons for choosing the teaching profession?
5. Is there a significant relationship between prospective teachers' educational beliefs and their attitudes towards the History of Education course?

Assumptions

1. The literature review on this subject has been

assumed to be sufficient in terms of the validity and reliability of the research.

2. It was assumed that the relevant items in the scales used in the study were sufficient to determine the educational beliefs of the prospective teachers and their attitudes towards the Turkish Education History course.

3. It was assumed that the objectives of the research can be achieved with the measurement tool used and the method followed.

Limitations

This research is limited to prospective teachers studying at Burdur Mehmet Akif Ersoy Univesity Faculty of Education and the spring semester of the 2020-2021 academic year. In addition, the research was limited to the items in the Education Beliefs Scale and the Turkish Education History Lesson Attitude Scale.

METHODOLOGY

Research model

The research was designed in the survey model and the relational survey model was used to determine the relationship between the variables. Survey models are research approaches that aim to describe a past or present situation as it exists (Karasar, 2012). A survey research model was used to describe a specific area in the field of the study. In this study, prospective teachers' attitudes towards the History of Education and their educational beliefs were described. In other words, whether prospective teachers like the History of Education course or not. Or, what are their attitudes about the learning material included in the course program? Also, educational beliefs such as 'Existentialism', 'Progressivism', 'Perennialism', 'Re-constructionism' and 'Essentialism' are adopted more by the prospective teachers. The survey model consists of studies (Büyüköztürk et al., 2018: 14) that aim to collect data to determine certain characteristics of a group. The relational survey model is explained as studies in which the degree of inter-variable relations and connections are tried to be found (Balcı, 2018). The relational survey model is one of the types of survey research model which aims to determine how the variables included in the research are related. The relational survey model can also be described as a mixture of the survey and relational research types. The idea behind the relational survey model is everything in the universe is related to each other but this is not a reason for affecting the relationship. In this study, it is studied whether prospective teachers' educational beliefs and the attitudes towards the History of Education course are related or not (Karasar, 2012).

Universe and sample

The universe of this research consisted of a total of 2468 prospective teachers studying in Burdur Mehmet Akif Ersoy University Education Faculty, Elementary Mathematics Teaching, Science, Turkish, English, Preschool, Classroom, Guidance and psychological counseling and Social Studies teaching departments in the spring semester of the 2020-2021 academic year. In research, the universe is the large group of living or non-living things from which the measurements needed to answer questions are obtained. In another way, the universe can be defined as the group in which the results obtained by the analysis of the data to be collected in the research will be valid and interpreted (Büyüköztürk et al., 2018). There are 1629 female (66%) and 839 male (34%) prospective teachers in the universe.

The sample includes 453 prospective teachers that constitute 18.4% of the universe. According to Balcı (2018), up to 5000 units in the universe, the required sample size is 356. So, the size of the sample is exceedingly enough to generate the results for the universe. The sample of the study consisted of 453 prospective teachers who are 90 (19.9%) males and 363 (80.1%) females, studying in various departments of Burdur Mehmet Akif Ersoy University Education Faculty. The number of female participants in the sample is higher than the number of males. Because the number of female students in the selected departments is higher than the number of male students. Another reason is female prospective teachers' course attendance is higher than the male students.

A simple random sampling method, one of the random sampling methods, was used to determine the sample in this study. Sampling is the process of taking samples from the universe. There are certain and known rules for sampling. Only then it can be accepted that the sample taken can represent the universe (Karasar, 2012). In the simple random sampling method, each unit in the universe has an equal and independent probability of being selected for sampling. In other words, all individuals have the same probability of being selected, and the choice of one individual does not affect the choice of another individual. The valid and best way to select a representative sample is random sampling (Balcı, 2018; Büyüköztürk et al., 2018). To perform simple random sampling, the number of classes in the selected departments is determined. Then, some of these classes are randomly selected. Then, students who came to the lesson on the day of the date gathering are included in the sample.

Information on the demographic characteristics of the prospective teachers in the sample of the study is given in Tables 1 and 2.

According to Table 1, 90 (19.9%) of the 453 prospective teachers participating in the research are male and 363 (80.1%) are female. Accordingly, it is seen

Table 1. Demographic characteristics of prospective teachers constituting the sample of the study.

Variable	Category	f	%
Gender	Male	90	19.9
	Female	363	80.1
Class	1. Grade	169	37.3
	2.Grade	153	33.8
	3.Grade	86	19
	4.Grade	45	9.9
Department	Science Teacher	52	11.5
	Elementary Mathematics Teaching	59	13
	English Teacher	29	6.4
	Pre-School Teaching	29	6.4
	Guidance and psychological counseling	56	12.4
	Classroom Teaching	35	7.7
	Social Studies Teacher	133	29.4
	Turkish Teacher	60	13.2
Graduated High School	General High School	13	2.9
	Anatolian Teacher-High School	24	5.3
	Anatolian High School	280	61.8
	Religious Vocational High School	22	4.9
	Science High School	23	5.1
	Vocational Technical High School	53	11.7
	Other	38	8.4

Table 2. Demographic characteristics of the sampling (continued).

Variable	Category	f	%
Place where he/she grew up	Town-Village	109	24.1
	District	131	28.9
	City	97	21.4
	Big City	116	25.6
Reason for preferring the department	My ideal job	163	36
	Greater job prospects	38	8.4
	Short working hours	19	4.2
	Comfortable working conditions	26	5.7
	Encouragement from family	25	5.5
	My love for children	45	9.9
	Occupation has a respectable place in society	26	5.5
	Sufficient exam score for this department	111	24.5
Department satisfaction	Yes	305	67.3
	Partially	116	25.6
	No	32	7.1
Democracy level	Every Time	228	50.3
	Sometime	196	43.3
	Never	29	6.4

that the vast majority of the participants are female prospective teachers. When the grade level of the prospective teachers is examined, it is seen that the 1st-grade students (f=169, 37.3%) and the 4th-grade students at least (f=45, 9.9%) are included in the sample. It is seen that the number of participants decreases as the grade level increases. According to the departments of the sample, the most participation is from 'Social Studies' (f=133, 29.4%) and the least participation is from 'English and Preschool Teaching (f=29, 6.4%)' departments. According to the types of high schools they graduated from, it is seen that the graduates of 'Anatolian High School (f=280, 61.8%)' constitute the majority of the sample, while the candidates who graduated from other high school types show a more balanced distribution.

When the demographic characteristics of the prospective teachers forming the sample in Table 2 are examined in the settlements where they grew up, all kinds of settlements have a balanced distribution. Accordingly, it can be said that the teaching profession is a profession preferred by people from all walks of life. When we look at the reasons why prospective teachers prefer the profession (department), it is seen that the participants mostly prefer the profession because it is their ideal profession (f=163, 36%). Then some say that they prefer it because the exam score is sufficient for this department (f=111, 24.5%). It can be said that it is a sad finding that those who say that they chose the exam because their exam score is sufficient for teaching make up almost a quarter of the sample. In addition, teachers were asked whether they were satisfied with the department they were enrolled in. Accordingly, the majority of the participants (f=305, 67.3%) were satisfied with their departments, while 25.6% were 'partially' satisfied and 7.1% were dissatisfied. Finally, prospective teachers were asked whether they considered themselves Democrats and 50.3% of the participants said they were 'always' democrats, 43.3% 'sometimes' and 6.4% said they were 'never' democrats.

Data collection tools

In the study, the personal information of the prospective teachers was collected with the "Personal Information Form". Educational beliefs were collected with the "Educational Beliefs Scale" developed by Yılmaz et al. (2011). Attitudes towards the history of education were collected with the "Attitude Scale Towards Turkish Education History Lesson", developed by Kamer and Şimşek (2016).

Educational Beliefs Scale is a 5-point Likert-type scale. The items in the scale are scored between 1 and 5, with the lowest score being "1-Strongly Disagree" and the highest score being "5-Strongly Agree". Likewise, it is scored between 1 and 5 in the Attitude Scale towards the Turkish Education History Lesson, and it is a 5-point Likert-type scale consisting of 25 items. On this scale, the lowest score is "1-Strongly Disagree" and the highest score is "5-Strongly Agree".

Data analysis

At the beginning of the data analysis, outlier analysis was performed first and four (4) data that were determined to deviate excessively from the normal were excluded from the sample. Thus, the remaining 453 data constituting the sample were analyzed.

The data collected with the relevant scales were coded and the analyzes were carried out with the help of computer package programs. First of all, normality analysis was performed on the data obtained from the "Turkish Education History Lesson Attitudes" scale. Independent samples t-test, one-way ANOVA, and Pearson correlation were used in the analysis of the data. The normality analysis of the Turkish Education History Attitude Scale was performed and the results of the normality analysis are shown in Table 3.

The fact that the Kolmogorov-Smirnov test result given in Table 3 is significant ($p < .05$) indicates that the data do not show a normal distribution, but it is not sufficient on its own to determine the assumption of normality. Because normality tests such as Kolmogorov-Smirnov and Shapiro-Wilk do not always give reliable results. While small samples can easily pass these tests, the analysis results can be meaningful, although large samples provide the assumption of normality. Other statistical methods such as histogram with normal distribution curves and Q-Q percentile graph should be used to be sure of the results (Field, 2009). In addition, the fact that the 'mean (3.93)', 'median (3.88)' and 'mode (3.84)' values of the data are very close to each other is an indication that the data do not differ significantly from the normal distribution. Another method used to determine the normal distribution is that the 'skewness (.032)' and 'kurtosis (-.387) values of the data distribution are between +1 and −1 (Huck, 2012; Büyüköztürk, 2015).

Table 3. Normality analysis results regarding the attitude scale towards Turkish education history course.

Scale	Mean	Median	Mode	Skewness	Kurtosis	Kolmogorov-Smirnov		
						Statistics	sd	p
Turkish education history attitude scale	3.93	3.88	3.84	.032	-.387	.060	448	.001

RESULTS AND DISCUSSION

Findings related to the educational beliefs (the educational philosophies they adopted) of the prospective teachers forming the sample.

According to the average scores given in Table 4, the sub-dimensions reflecting the educational beliefs of the prospective teachers were 'Existentialism ($\overline{X}$=4.49, SD=.47)', 'Progressivism ($\overline{X}$=4.37, SD=.44)', respectively. , 'Perennialism ($\overline{X}$=3.96, SD=.47)', 'Reconstructionism ($\overline{X}$=3.93, SS=.49)' and 'Essentialism ($\overline{X}$=2.53, SD=.66))'. It can be said that the prospective teachers adopted the philosophies of "Existentialism and Progressionism" at the level of "Strongly Agree", the philosophies of "Permanentism and Reconstructionism" at the level of "I agree" and the philosophy of "Essentialism" at the level of "Indecisive". However, it can be stated that the educational philosophy most adopted by the teachers is "Existentialism" and the least adopted educational philosophy is "Essentialism".

According to Table 5, the scale item with the highest level of participation in the 'Progressivism' dimension is "The trainer should adapt to new information ($\overline{X}$ = 4.67, SD=.58)". the one with the lowest average is the item "Students should be able to take lessons from any teacher they want and even choose them ($\overline{X}$=3.94, SD=1.00)". The item with the highest participation in the existentialism dimension is "Every student is important in the educational environment ($\overline{X}$=4.70, SD=.62)", and this item is the item with the highest participation throughout the scale. Prospective teachers marked this item at the "Strongly Agree" level. In the existentialism sub-dimension, the lowest level of participation of the prospective teachers is the item "Teacher should be neutral in classroom discussions and should not impose any truth on students ($\overline{X}$=4.35, SD=.86). The item "The needs of all classes in the society should be taken into consideration in education ($\overline{X}$=4.43, SD=.66)" is the item with the highest participation by prospective teachers in the dimension of Reconstructionism. The item with the lowest participation is "Education should be community-centered ($\overline{X}$=3.40, SD=.99)".

According to Table 5, the scale item rated at the highest level in the Permanentism dimension is "The teacher should arouse the student's desire to learn with his behaviors ($\overline{X}$=4.64, SD=.59)". The lowest rated item is "Education is the process of adapting to the universal and

unchanging reality ($\overline{X}$=3.13, SD=1.07)". In the essentialism dimension, the scale item most preferred by the candidates is "Education is a subject-centered process ($\overline{X}$=2.95, SS=.96)", while the least popular is "Education should be more teacher-centered than the student ($\overline{X}$=1.96, SD=.92)". This item also had the lowest mean across the scale.

According to Table 6, the educational beliefs of prospective teachers do not differ significantly in the dimensions of "Progressivism, Existentialism, and Perennialism " according to the gender variable (p>.05). However, there is a significant difference between female ($\overline{X}$=4.51, SD=.50)" and male ($\overline{X}$=4.39, SD=.45)" prospective teachers in the "Reconstructionism" dimension in favor of female prospective teachers (t(451)=2.238, p<.05). On the other hand, there is a significant difference between female ($\overline{X}$=2.46, SD=.62) and male ($\overline{X}$=2.80, SD=.78) prospective teachers in favor of male prospective teachers in the dimension of "Essentialism" (t (451)=4.396, p<.05). Accordingly, it can be said that female prospective teachers adopt the belief of "Reconstructionism" and male prospective teachers adopt the belief of "Essentialism" more.

According to Table 7, the education beliefs of prospective teachers do not differ significantly according to their grade level (p>.05). Accordingly, it can be said that education beliefs are independent of grade level, and that prospective teachers have similar education beliefs regardless of grade level.

According to Table 8, prospective teachers' educational beliefs differ significantly in the dimensions of "Existentialism, Reconstructionism, and Essentialism" according to the departments they study (p<.05). In Table 9, the section averages of the dimensions with this significant difference are given.

According to Tables 8 and 9, there is a significant difference between prospective teachers studying in the departments of "Science ($\overline{X}$=3.67) and Classroom Teaching ($\overline{X}$=3.97)" in the dimension of Reconstructionism and there is a significant difference between prospective teachers studying in the departments of "Science ($\overline{X}$=3.67) and Social Studies Teaching ($\overline{X}$=4.02)" (p<.05). This significant difference is against the candidates studying science teaching in both cases. According to this, it can be said that prospective science teachers adopted the belief of Reconstructionism less than the other two departments.

Table 4. Descriptive statistics of education beliefs scale.

Education beliefs scale	N	$\overline{X}$	SS
Existentialism	453	4.49	.47
Progressivism	453	4.37	.44
Perennialism	453	3.96	.47
Reconstruction	453	3.93	.49
Essentialism	453	2.53	.66

Table 5. Distribution of descriptive statistics for the ıtems of the education beliefs scale.

Factor 1: Progressivism		f	$\overline{x}$	SS
1	Education should be student-centered.	453	4.25	.90
2	The educator must adapt to new information.	453	4.67	.58
3	Students should be able to take lessons from any teacher they want or even choose her/him.	453	3.94	1
4	Education should teach the ever-changing life.	453	4.39	.67
5	The content of the teaching should be constantly reviewed.	453	4.51	.67
6	Students should actively participate in the learning process.	453	4.58	.64
7	The task of the teacher is to prepare and guide the learning environment.	453	4.47	.65
8	School is not a preparation for life, it is life itself.	453	4.04	.96
9	In education, students' expectations (interest, needs, etc.) should be taken into consider.	453	4.53	.65
10	The purpose of education is to train people who shape life.	453	4.32	.74
11	Learning should be based on problem-solving rather than memorization.	453	4.47	.72
12	Questions based on memorization should not be asked in exams.	453	4.15	.89
13	It should be emphasized to the students that the information presented is not absolutely correct and may change.	453	4.44	.67

Factor 2: Existentialism		f	$\overline{x}$	SS
1	Each individual student is important in the educational environment.	453	4.70	0.62
2	Education should allow each person to get to know their own characteristics.	453	4.63	0.59
3	The teacher should be impartial in classroom discussions and should not impose any truth on the students.	453	4.35	0.86
4	The teacher is not the only source of information.	453	4.47	0.71
5	Intuition and creativity should be given importance in education.	453	4.37	0.76
6	Education should allow people to be liberated.	453	4.49	0.65
7	The teacher's task is to help students know themselves.	453	4.39	0.74

Factor 3: Reconstructionism		f	$\overline{x}$	SS
1	The primary aim of education is to rebuild society to overcome the cultural crisis.	453	3.68	.89
2	The school must reinterpret core values.	453	3.88	.90
3	Education exists to establish true democracy.	453	4.15	.80
4	The aim of education is to create a world based on shared values.	453	3.72	.98
5	Education should be community centered.	453	3.40	.99
6	In education, the needs of all classes in society should be taken into consider.	453	4.43	.66
7	Education should lead social reforms.	453	4.24	.74

Factor 4: Perennialism		f	$\overline{x}$	SS
1	Moral principles and values are universal, unchangeable.	453	3.27	1.07
2	The primary purpose of education is to raise people with strong and correct character.	453	4.56	.67
3	Education should focus on the development of human intelligence.	453	4.06	.83
4	Education is the process of adapting to the universal and unchanging reality.	453	3.13	1.07
5	The distinguishing feature of man is his mind.	453	3.92	1.03
6	Education is not a copy of life, it is preparation for it.	453	4.04	.92
7	The teacher should arouse the desire to learn in the student with her/his behaviors.	453	4.64	.59
8	Exams should be arranged in a way to measure whether the student uses his/her mind.	453	4.09	.92

Factor 5: Essentialism		f	$\overline{x}$	SS
1	A strict discipline with strict rules in the learning process facilitates the learning process.	453	2.11	1.03
2	Education should be more teacher-centered than student-centered.	453	1.96	.92
3	Education is a subject-centered process.	453	2.95	.96
4	The main power in the school is in the teacher.	453	2.85	1.02
5	Students who do not follow the rules in the educational environment can be punished.	453	2.76	1.07

Table 6. Statistical distribution of prospective teachers' educational beliefs by gender status.

Educational belief	Category	f	x̄	SS	t	sd	p
Progressivism	Male	90	4.29	0.52	1.600	451	.112
	Female	363	4.38	0.42			
Existentialism	Male	90	4.03	0.47	1.505	451	.133
	Female	363	3.95	0.47			
Reconstructionism	Male	90	4.39	0.50	2.238	451	.026
	Female	363	4.51	0.45			
Perennialism	Male	90	3.96	0.52	.602	451	.547
	Female	363	3.92	0.48			
Essentialism	Male	90	2.80	0.78	4.396	451	.000
	Female	363	2.46	0.62			

Table 7. Statistical analysis of prospective teachers' educational beliefs by grade level.

Educational belief	Source of variance	Sum of squares	Sd	Mean of squares	F	p
Progressivism	Between Groups	0.506	3	.169	.870	.456
	Within Groups	86.996	449	.194		
	Total	87.502	452			
Existentialism	Between Groups	0.631	3	.210	.934	.424
	Within Groups	101.056	444	.225		
	Total	101.687	447			
Reconstructionism	Between Groups	1.15	3	.383	1.807	.145
	Within Groups	95.236	444	.212		
	Total	96.385	447			
Perennialism	Between Groups	0.817	3	.272	1.141	.332
	Within Groups	107.167	444	.239		
	Total	107.984	447			
Essentialism	Between Groups	1.339	3	.446	1.015	.386
	Within Groups	197.554	444	.440		
	Total	198.894	447			

According to Tables 8 and 9, there is a significant difference between prospective teachers studying in the departments of "Science (X̄=4.28)−Classroom Teaching (X̄=4.60)" in the dimension of Existentialism. There is a significant difference between prospective teachers studying in the departments of "Science (X̄=4.28)−Preschool Education (X̄=4.61)" (p<.05). This significant difference is against the prospective science teachers in both cases. According to this, it can be said that prospective science teachers, who study science teaching, adopt Existentialism belief less than the other

two departments.

Finally, according to Tables 8 and 9, there is a significant difference between the prospective teachers studying in the departments of "English (X̄=2.72)−Classroom Teaching (X̄=2.19)" in the Essentialism dimension (p<.05). There is a significant difference between prospective teachers studying in the departments of "Social Studies (X̄=2.63)−Classroom Teaching (X̄=2.19)" (p<.05). This significant difference is against the prospective teachers studying in classroom teaching in both cases. According to this, it can be said

Table 8. Statistical distribution of educational beliefs of prospective teachers according to their educational departments.

Educational belief	Source of Variance	Sum of Squares	Sd	Mean of Squares	F	p	Tukey
Progressivism	Between Groups	2.612	7	0.373			
	Within Groups	84.89	445	0.191	1.956	.060	
	Total	87.502	452				
Existentialism	Between Groups	3.235	7	0.462			
	Within Groups	93.15	445	0.209	2.208	.033*	
	Total	96.385	452				
Reconstructionism	Between Groups	6.376	7	0.911			
	Within Groups	101.608	445	0.228	3.989	.000*	
	Total	107.984	452				
Perennialism	Between Groups	2.459	7	0.351			
	Within Groups	99.228	445	0.223	1.576	.141	
	Total	101.687	452				
Essentialism	Between Groups	8.102	7	1.157			
	Within Groups	190.792	445	0.429	2.699	.010*	
	Total	198.894	452				

Table 9. Statistical analysis of educational beliefs of prospective teachers according to their educational departments.

Department	Reconstructionism		Existentialism		Essentialism	
	$\bar{x}$	SS	$\bar{x}$	SS	$\bar{x}$	SS
[1] Science Education	3.67	0.39	4.28	0.45	2.6	0.63
[2] Elementary Mathematics Teaching	3.86	0.44	4.49	0.42	2.51	0.57
[3] English teacher	3.92	0.47	4.55	0.34	2.72	0.68
[4] Pre-school teaching	4.14	0.5	4.61	0.44	2.34	0.76
[5] Guidance and psychological counseling	3.93	0.46	4.48	0.45	2.45	0.54
[6] Classroom teaching	3.97	0.49	4.60	0.54	2.19	0.8
[7] Social studies teacher	4.02	0.51	4.49	0.5	2.63	0.71
[8] Turkish teacher	3.89	0.49	4.5	0.41	2.52	0.55

that the prospective teachers studying in primary school adopt the belief of Essentialism less than the other two departments.

According to Table 10, the educational beliefs of prospective teachers do not differ significantly according to the type of high school they graduated from (p>.05). Accordingly, it can be said that the type of high school graduated from does not have a significant effect on the educational beliefs of prospective teachers.

According to Table 11, prospective teachers' educational beliefs differ significantly in the dimensions of Progressivism and Existentialism according to the place of residence they grew up in (p<.05). In Table 12, the averages of the dimensions with this significant difference are given.

According to Tables 11 and 12, there is a significant difference between the prospective teachers who grew up in the "Big city (X̄=4.49) - District (X̄=4.34)" settlements in the dimension of Progressivism and there is a significant difference among the prospective teachers who grew up in the settlements of "Big city (X̄=4.49) – Town-Village (X̄=4.27)". This significant difference is in favor of those who grew up in big cities in both cases. Accordingly, it can be said that prospective teachers who grew up in big cities adopted the Progressivism movement more than those who grew up in towns and villages.

According to Tables 11 and 12, there is a significant difference in favor of prospective teachers who grew up in "Metropolitan (X̄=4.59) – Town-Village (X̄=4.39)" settlements in the Existentialism dimension. Accordingly, it can be said that those who grew up in big cities adopted the philosophy of Existentialism more than those who grew up in towns and villages.

Table 10. Statistical analysis of educational beliefs of prospective teacher by type of high school graduated.

Educational Belief	Source of Variance	Sum of Squares	Sd	Mean of Squares	F	p
Progressivism	Between Groups	1.05	6	0.175		
	Within Groups	86.451	446	0.194	.903	.492
	Total	87.502	452			
Existentialism	Between Groups	2.032	6	0.339		
	Within Groups	94.353	446	0.212	1.601	.145
	Total	96.385	452			
Reconstructionism	Between Groups	1.134	6	0.189		
	Within Groups	106.85	446	0.24	.789	.579
	Total	107.984	452			
Perennialism	Between Groups	0.592	6	0.099		
	Within Groups	101.095	446	0.227	.435	.855
	Total	101.687	452			
Essentialism	Between Groups	5.489	6	0.915		
	Within Groups	193.405	446	0.434	2.110	.051
	Total	198.894	452			

Table 11. Statistical analysis of prospective teachers' educational beliefs by place of growth.

Educational belief	Source of Variance	Sum of Squares	Sd	Mean of Squares	F	p	Tukey
Progressivism	Between Groups	2.915	3	0.972			
	Within Groups	84.587	449	0.188	5.158	.002*	1-3, 1-4
	Total	87.502	452				
Existentialism	Between Groups	2.282	3	0.761			
	Within Groups	94.103	449	0.21	3.629	.013*	1-4
	Total	96.385	452				
Reconstructionism	Between Groups	0.795	3	0.265			
	Within Groups	107.19	449	0.239	1.109	.345	
	Total	107.984	452				
Perennialism	Between Groups	0.32	3	0.107			
	Within Groups	101.366	449	0.226	.473	.701	
	Total	101.687	452				
Essentialism	Between Groups	3.43	3	1.143			
	Within Groups	195.464	449	0.435	2.627	.050	
	Total	198.894	452				

According to Table 13, the educational beliefs of prospective teachers do not differ significantly according to their reasons for choosing the profession (p>.05). Accordingly, it can be said that the belief in education is independent of the reasons for choosing the profession.

According to Table 14, the educational beliefs of prospective teachers differ significantly in the Perennialism dimension according to their department satisfaction (p<.05). In Table 15, the averages of the Perennialism dimension with a significant difference are

Table 12. Average scores of prospective teachers' educational beliefs by place of growth.

Place where she/he grew up	Progressivism		Existentialism	
	$\bar{x}$	SS	$\bar{x}$	SS
[1] Big City	4.49	0.39	4.59	0.4
[2] City	4.35	0.46	4.46	0.49
[3] District	4.34	0.44	4.49	0.45
[4] Town-Village	4.27	0.44	4.39	0.49

Table 13. Statistical analysis of prospective teachers' educational beliefs according to their reasons for preferring the teaching profession.

Educational belief	Source of Variance	Sum of Squares	Sd	Mean of Squares	F	p
Progressivism	Between Groups	2.07	7	0.296		
	Within Groups	85.432	445	0.192	1.540	.152
	Total	87.502	452			
Existentialism	Between Groups	2.26	7	0.323		
	Within Groups	94.126	445	0.212	1.526	.156
	Total	96.385	452			
Reconstructionism	Between Groups	2.985	7	0.426		
	Within Groups	104.999	445	0.236	1.807	.084
	Total	107.984	452			
Perennialism	Between Groups	2.764	7	0.395		
	Within Groups	98.923	445	0.222	1.776	.090
	Total	101.687	452			
Essentialism	Between Groups	4.512	7	0.645		
	Within Groups	194.382	445	0.437	1.476	.174
	Total	198.894	452			

Table 14. Statistical analysis of prospective teachers' educational beliefs by department satisfaction.

Educational belief	Source of variance	Sum of squares	Sd	Mean of squares	F	p	Tukey
Progressivism	Between Groups	0.445	2	0.223			
	Within Groups	87.056	450	0.193	1.151	.317	
	Total	87.502	452				
Existentialism	Between Groups	0.403	2	0.202			
	Within Groups	95.982	450	0.213	.945	.389	
	Total	96.385	452				
Reconstructionism	Between Groups	0.443	2	0.222			
	Within Groups	107.541	450	0.239	.928	.396	
	Total	107.984	452				
Perennialism	Between Groups	1.807	2	0.904			
	Within Groups	99.879	450	0.222	4.072	.018*	2-3
	Total	101.687	452				
Essentialism	Between Groups	1.36	2	0.68			
	Within Groups	197.534	450	0.439	1.549	.214	
	Total	198.894	452				

Table 15. Average scores of prospective teachers' educational beliefs by department satisfaction.

Department satisfaction	Perennialism	
	$\bar{x}$	SS
[1] Yes	3.98	.47
[2] Partially	3.88	.48
[3] No	4.14	.50

given.

According to Tables 14 and 15, the significant difference between the prospective teachers whose department satisfaction was "Partly (X̄=3.88) – No (X̄=4.14)" in the Perennialism dimension is in favor of the prospective teachers who said no. Accordingly, it can be said that the prospective teachers who are not satisfied with their department adopt the Perennialism philosophy more.

According to Table 16, the educational beliefs of prospective teachers differ significantly in the dimensions of Progressivism, Existentialism, and Essentialism according to their level of democracy (p<.05). Table 17 shows the averages of the dimensions with this significant difference.

According to Tables 16 and 17, there is a significant difference between the prospective teachers who see themselves as "every time" and "sometimes" democrats in the dimensions of Progressionism, Existentialism, and Essentialism. This difference is in favor of prospective teachers who see "always" as democrats in the dimensions of Progressionism and Existentialism and in favor of prospective teachers who see them as "sometimes" democrat in the dimension of Essentialism. Accordingly, it can be said that the prospective teachers who see themselves as 'always' democrats adopt the beliefs of "Progressivism and Existentialism", while the prospective teachers who see themselves as 'sometimes' democrats adopt the belief of "Essentialism" more.

Table 16. Statistical analysis of prospective teachers' educational beliefs by democracy levels.

Educational belief	Source of variance	Sum of squares	Sd	Mean of squares	F	p	Tukey
Progressivism	Between Groups	1.583	2	0.792			
	Within Groups	85.919	450	0.191	4.146	.016*	1-2
	Total	87.502	452				
Existentialism	Between Groups	1.452	2	0.726			
	Within Groups	94.933	450	0.211	3.442	.033*	1-2
	Total	96.385	452				
Reconstructionism	Between Groups	0.902	2	0.451			
	Within Groups	107.082	450	0.238	.745	.476	
	Total	107.984	452				
Perennialism	Between Groups	0.335	2	0.168			
	Within Groups	101.351	450	0.225	0.646	.525	
	Total	101.687	452				
Essentialism	Between Groups	3.336	2	1.668			
	Within Groups	195.558	450	0.435	3.838	.022*	1-2
	Total	198.894	452				

Table 17. Average scores of prospective teachers' educational beliefs by democracy levels.

Democracy level	Progressivism		Existentialism		Essentialism	
	$\bar{x}$	SS	$\bar{x}$	SS	$\bar{x}$	SS
[1] Every Time	4.42	0.44	4.54	0.45	2.44	0.70
[2] Sometime	4.30	0.43	4.43	0.47	2.62	0.62
[3] Never	4.37	0.45	4.45	0.46	2.59	0.57

Findings related to the attitudes of the prospective teachers forming the sample about the History of Education course

According to Table 18, prospective teachers' attitudes towards education history range from 41 to 125. Considering that the attitude scale consists of 5 Likert types and 25 items, it can be said that the median score of the scale is 75 (25×3). The average attitude score of the prospective teachers is 97.87. Accordingly, it is seen that the attitude average of the prospective teachers is well above the scale median score. Therefore, it can be said that prospective teachers' attitudes towards Turkish Education History courses are high.

According to Table 19, the scale items scored by the prospective teachers at the highest level are "Necessary for understanding the structure of the Turkish education system (X=4.35; SS=.73)", "It enables to evaluate the development in the education system (X=4, 34; SS=.68)", "It enables teachers to connect with the past (X=4.34; SD=.74)", "It increases awareness about the teaching profession. (X=4.33; SD=.72)" and "It is necessary to learn about the foundations of educational institutions (schools) (X=4.31; SD=.72)". On the other hand, the scale items scored the lowest by the prospective teachers were "It should be an elective course, respectively (X=3.45; SD=1.09)", "I don't understand how time passes while listening to this lecture (X=3.38; SD=1.00)", "I would be upset if I hadn't taken this course (X=3.36; SD=1.02)", "I don't want to take another course related to this course (X=3.34; SD=1.10)" and "I wish there were more lecture hours (X=2.94; SD=1.07)".

According to Table 20, the attitudes of prospective teachers towards Turkish education history courses do not differ significantly according to their genders (t=-1.889, p>.05). Accordingly, it can be said that the attitude towards the Turkish Education History course is independent of gender.

According to Table 21, prospective teachers' attitudes towards Turkish Education History courses differ significantly depending on their grade level (F(3,444)=2.852, p<.05). The results of the Post-hoc (Tukey) analysis, which was conducted to determine in which classes this significant difference is among the prospective teachers studying, are given in Table 22.

According to Table 22, it is seen that the 4th-grade prospective teachers (X=4.08) have more positive attitudes than the 1st-grade prospective teachers (X=3.84).

According to the one-way ANOVA results given in Table 23, the attitudes of prospective teachers towards Turkish Education History courses differ significantly according to the department they study (F(7,445)=5.163, p<.05). The results of the Post-hoc (Tukey) test, which was conducted to determine in which departments this significant difference is between the prospective teachers studying, are given in Table 24.

According to Table 24, there is a significant difference between the prospective teachers studying in Turkish teaching (X=4.19) and the prospective teachers studying in the "Science Sciences (X=3.69) department. There is a significant difference between the prospective teachers studying in Turkish teaching (X=4.19) and the Department of Elementary Mathematics Teaching (X=3.81). There is a significant difference between the prospective teachers studying in Turkish teaching (X=4.19) and Guidance and Psychological Counseling (X=3.76). This significant difference is in favor of prospective teachers studying Turkish teaching in all three cases. Accordingly, it can be said that prospective teachers studying in Turkish teaching have a more positive attitude towards the Turkish Education History Course.

According to the results of the one-way ANOVA analysis given in Table 25, the attitudes of prospective teachers towards the Turkish Education History course do not differ significantly according to the high school they graduated from (F(6,446)=1.495, p>.05). Accordingly, it can be said that the attitudes of prospective teachers are independent of the type of high school they graduated from.

According to Table 26, prospective teachers' attitude scores towards Turkish Education History courses do not differ significantly according to the place where they grew up (F(3,449)=1.991, p>.05). Accordingly, it can be said that the attitude towards the Turkish Education History course is not affected by the settlement where the prospective teachers grew up.

According to Table 27, the scores of the prospective teachers towards the Turkish Education History course differ significantly according to the reasons for choosing the department they are enrolled in (F(7,445)=3.274, p<.05). The results of the multiple comparison analysis carried out to determine the reasons why this difference is among the teachers who prefer teaching are shown in Table 28.

According to Table 28, among the prospective teachers whose reasons for choosing to teach were "Being my ideal profession (X=4) and my exam score being sufficient for this department (X=3.78)", there is a significant difference in favor of those who chose the profession as "My ideal profession". According to Table 28, among the prospective teachers whose reasons for choosing to teach were "Low working hours (X=3.64) and My love for children (X=4.11)" there is a significant difference in favor of those who chose the profession as "My love for children".

On the other hand, according to Table 28, among the prospective teachers whose reasons for choosing to teach were "My love for children (X=4.11) and my exam score being sufficient for this department (X=3.64)", There is a significant difference in favor of candidates with the reason for choosing the profession was 'My love for children.'

Table 18. Attitudes of prospective teachers towards Turkish education history course

Scale	N	$\bar{X}$	Ss	Min.	Max.
Turkish education history attitude scale	453	97.87	13.58	41	125

Table 19. Descriptive statistics on the items in the Turkish education history attitude scale.

Scale Item	N	$\bar{X}$	SS
It is necessary to develop a perspective on the education system.	453	4.29	0.77
It enables to evaluate of the development in the education system.	453	4.34	0.68
Increases awareness about the teaching profession.	453	4.33	0.72
It is necessary to understand the structure of the Turkish education system.	453	4.35	0.73
It enables teachers to connect with the past.	453	4.34	0.74
It is necessary to learn about the foundations of educational institutions (schools).	453	4.31	0.72
It is necessary to understand the relationships between education levels.	453	4.22	0.75
I do not want to take another course related to this course	453	3.34	1.1
I would like to read books on the topics of this course.	453	3.88	0.84
I follow the current developments about the information we have learned in this course.	453	3.86	0.89
When I come across a question about this course that I do not know. I would like to learn it.	453	4.16	0.73
What we learn in class is interesting	453	3.96	0.83
I would like to be in an environment where I can share the information I learned in this course.	453	4.04	0.84
The topics of this course are very boring.	453	3.7	0.98
I do not think that the knowledge taught is necessary for the teaching profession.	453	3.71	1.22
It is one of the important lessons of educational sciences.	453	4.15	0.79
It is a course that every prospective teacher should take.	453	4.19	0.79
It must be an elective course.	453	3.45	1.09
Getting high grades in this course is important to me.	453	4.16	0.8
I am happy to have taken this course.	453	4.09	0.79
I would like to take another course instead of this course.	453	3.71	0.99
I wish the lesson time was more	453	2.94	1.07
I would be upset if I hadn't taken this course.	453	3.36	1.02
I don't understand how time flies while listening to this lecture.	453	3.38	1.00
I never want to miss this lesson.	453	3.62	0.98

Table 20. Distribution of prospective teachers' attitudes towards Turkish education history course according to gender variable.

Category	f	$\bar{x}$	SS	t	sd	p
Male	90	3.82	.48	-1.889	451	.060
Female	363	3.94	.55			

According to Table 29, prospective teachers' attitudes towards the Turkish Education History course differ significantly according to their department satisfaction (F(2,450)=9.573, p<.05). Accordingly, the fact that prospective teachers are satisfied with the department they are enrolled in affects their attitudes towards the Turkish Education History course. The significant difference between which groups is shown in Table 30.

According to the results of the multiple comparison analysis given in Table 30, there was a significant difference between those who said "yes (X=3.99)" satisfied with the department they were enrolled in and those who said "partially (X=3.77)" in favor of those who said "yes".

According to the one-way ANOVA results given in Table 31, the attitudes of prospective teachers towards the Turkish Education History course do not differ significantly according to their level of democracy (F(2,450)=.764, p>.05). Accordingly, it can be said that the democratization levels of the candidates are not

Table 21. Distribution of prospective teachers' attitude scores towards Turkish education history course by grade level.

Source of variance	Sum of squares	Sd	Mean of squares	F	p
Between Groups	2.495	3	.832		
Within Groups	130.925	449	.292	2.852	.037
Total	133.420	452			

Table 22. Statistical analysis of prospective teachers' attitude scores towards Turkish education history course according to grade level.

Grade level	f	$\overline{X}$	SS	Significant Difference (Tukey)
1.grade	169	3.84	.55	
2.grade	153	3.96	.55	1.grade to 4.grade
3.grade	86	3.91	.54	
4.grade	45	4.08	.49	

Table 23. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to department variable.

Source of variance	Sum of squares	Sd	Mean of squares	F	p
Between Groups	10.022	7	1.432		
Within Groups	123.398	445	.277	5.163	.000
Total	133.420	452			

Table 24. Statistical analysis of prospective teachers' attitude scores towards Turkish education history course according to department variable.

Department	f	$\overline{X}$	SS	Significant Difference (Tukey)
Science Education	52	3.69	.49	Turkish teacher - Science Education
Elementary Mathematics Teaching	59	3.81	.57	
English teacher	29	3.98	.52	Turkish teacher - Elementary Mathematics Teaching
Pre-school teaching	29	4.05	.55	
Guidance and psychological counseling	56	3.76	.52	Turkish teacher- Guidance and psychological counseling
Classroom teaching	35	3.91	.49	
Social studies teacher	133	3.95	.57	
Turkish teacher	60	4.19	.43	

effective on their attitudes towards Turkish Education History.

In Table 32, the results of Pearson correlation analysis regarding the relationship between prospective teachers' educational beliefs and their attitudes towards the History of Education course are given.

According to Table 32, there is a moderate, positive, and significant relationship in the dimension of "Progressivism (r=.490; p<.01)" with the attitudes of prospective teachers towards the Turkish Education History course. It is seen that there is similar relationship between attitude scores and "Existentialism (r=.471; p<.01)", "Reconstructionism (r=.343; p<.01)" and " perennialism (r=.333; p<.01)" dimensions. Accordingly, it is seen that the more positive the prospective teachers' attitudes towards the Turkish Education History course, the more likely they are to adopt the beliefs of "Progressivism, Existentialism, Reconstructionism, and Perennialism", respectively. The highest of these relations is between the attitude and the dimension of

Table 25. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to the variable of graduated high school.

Source of Variance	Sum of Squares	Sd	Mean of squares	F	p
Between Groups	2.631	6	.438		
Within Groups	130.789	446	.293	1.495	.178
Total	133.420	452			

Table 26. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to the places where they grow.

Source of Variance	Sum of Squares	Sd	Mean of squares	F	p
Between Groups	1.751	3	.584		
Within Groups	131.668	449	.293	1.991	.115
Total	133.420	452			

Table 27. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to the variable of the reason for preferring the department.

Source of variance	Sum of squares	Sd	Mean of squares	F	p
Between Groups	6.535	7	.934		
Within Groups	126.885	445	.285	3.274	.002
Total	133.420	452			

Table 28. Post-Hoc analysis results of the change of prospective teachers' attitudes towards Turkish education history course according to their reasons for preferring the department.

Department	f	$\bar{X}$	SS	Significant Difference (Tukey)
My ideal job [1]	163	4	.51	
Greater job prospects [2]	38	3.84	.52	
Short working hours [3]	19	3.64	.55	
Comfortable working conditions [4]	26	3.93	.41	1-8, 3-6, 6-8
Encouragement from family [5]	25	3.95	.41	
my love for children [6]	45	4.11	.54	
This occupation has a respectable place in society [7]	26	3.87	.57	
My exam score is sufficient for this section [8]	111	3.78	.61	

Table 29. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to department satisfaction.

Source of Variance	Sum of Squares	Sd	Mean of squares	F	p
Between Groups	5.445	2	2.722		
Within Groups	127.975	450	.284	9.573	.000
Total	133.420	452			

Table 30. Post-Hoc analysis results of the change of prospective teachers' attitudes towards Turkish education history course according to department satisfaction.

Department	$\bar{X}$	SS	Significant Difference (Tukey)
Yes	4.00	3.99	
Partially	3.77	3.74	Yes− Partially
No	3.91	3.85	

Table 31. Statistical analysis of prospective teachers' attitudes towards Turkish education history course according to democracy levels.

Source of Variance	Sum of Squares	Sd	Mean of squares	F	p
Between Groups	.452	2	.226		
Within Groups	132.968	450	.295	.764	.466
Total	133.420	452			

Table 32. Pearson correlation analysis results of the relationship between prospective teachers' educational beliefs and attitudes towards education history course.

Scale types and sub-dimensions	Progressivism	Existentialism	Reconstructionism	Perennialism	Essentialism
Benefit	.609**	.587**	.372**	.383**	-.235**
Interest	.443**	.415**	.310**	.332**	-.187**
Importance	.352**	.337**	.219**	.198**	-.130**
Love	.242**	.244**	.239**	.193**	-0.033
Attitude Total	.490**	.471**	.343**	.333**	-.173**

* The correlation coefficient is significant at the .05 level.
** The correlation coefficient is significant at the .01 levels.

"Progressivism", and the attitudes of the prospective teachers who are close to this educational belief towards the Turkish education history course are also higher. On the other hand, there is a negative, low-level, and significant relationship between attitude and the "Essentialism (r=−.173; p<.01)" dimension. Accordingly, as the attitude towards Turkish Education History increases, the probability of adopting the belief of "Essentialism" decreases. In addition, similar relationships emerge between the "benefit, interest, importance and love" sub-dimensions of the attitude scale and educational beliefs.

DISCUSSION AND CONCLUSIONS

1. In this study, it was revealed that the educational beliefs of the prospective teachers were 'Existentialism', 'Progressivism', 'Perennialism', 'Reconstructionism' and 'Essentialism', respectively. It was observed that prospective teachers adopted the philosophy of "Existentialism" the most and "Essentialism" the least. This result is consistent with the results of the research of Altınkurt et al. (2012), Tunca et al. (2014), Aslan (2017), Kozikoğlu and Erden (2018), Kahramanoğlu and Özbakış (2018), Balcı and Küçükoğlu (2019) and Yaralı (2020). This result is similar to the research results of Tupas and Pendon (2016), Demirtaş and Batdal Karaduman (2016), Kozikoğlu and Uygun (2018), Karaduman and Uçar (2020), and Gökbulut (2020). On the other hand, it was observed that Coşkun (2019) did not overlap with the research results, because prospective teachers adopted the progressive-reconstructive education philosophy at a low level.

2. Educational beliefs of prospective teachers according to their gender; There was no significant difference in the dimensions of "Progressivism, Existentialism, and Perennialism", a significant difference emerged in favor of female prospective teachers in the dimension of "Reconstructionism" and in favor of male prospective teachers in the dimension of "Essentialism". Accordingly, it can be said that female prospective teachers adopt the "Reconstructionism" education belief, and male prospective teachers adopt the "Essentialism" education belief more. This result is consistent with the results of research which are Kumral (2015), Demirtaş and Batdal Karaduman (2016), Tupas and Pendon (2016), Aslan (2017), Kozikoğlu and Erden (2018), Kahramanoğlu and Özbakış (2018), Gökbulut (2020) and Yaralı (2020). It has been revealed that research results overlap in some sub-dimensions and show similarities in some sub-dimensions. On the other hand, it was seen that Bingöl and Kinay (2018) and Coşkun (2019) did not overlap with the research result. Because in these studies, it was concluded that the level of adopting educational philosophies of prospective teachers did not show a significant difference according to gender.

3. It was concluded that the educational beliefs of the prospective teachers did not differ significantly according to the type of high school they graduated from, the reasons for choosing the profession, and the grade level they studied. Accordingly, it can be said that these variables do not have a significant effect on the educational beliefs of prospective teachers. In the related literature, no research has been found that examines the reasons for the educational beliefs of prospective teachers to choose the high school and profession they

graduated from, and therefore no discussion can be made about this result. On the other hand, studies were conducted according to the classes studied, and when compared with the result of this research, it overlaps with the research results of Kozikoğlu and Erden (2018), Bingöl and Kinay (2018), and Coşkun (2019). Because in these studies, there was no significant difference at the grade level. However, it was partially similar to the results of Yaralı (2020). It is seen that there is no difference in the sub-dimensions of "progressivism" and "existentialism", but differs significantly in the sub-dimensions of "reconstructionism", "essentialism" and "perennialism". However, it is seen that the research results are not consistent with Demirtaş and Batdal Karaduman (2016), Coşkun (2019), and Karaduman and Uçar (2020). Because in the studies in question, it was concluded that there was a significant difference according to grade levels.

4. It has been revealed that the educational beliefs of the prospective teachers differ significantly in the dimensions of "Existentialism, Reconstructionism, and Essentialism" according to the departments they are studying. This difference emerges in the dimension of Reconstructionism, among prospective teachers studying in the departments of "Science − Classroom" and "Science − Social Studies Teaching". In both cases, it is seen that prospective science teachers are against the prospective science teachers, and it is seen that the prospective science teachers adopt the Reconstructionist belief less than the other two departments. Similarly, in the dimension of Existentialism, a difference was found between the prospective teachers studying in the departments of "Science − Classroom" and "Science − Preschool Education". In both cases, this difference is against prospective science teachers. According to this, it can be said that prospective science teachers, who study science teaching, adopt Existentialism belief less than the other two departments. Finally, in the dimension of Essentialism, it was concluded that there is a difference between the "English−Classroom" and "Social Studies − Classroom Teaching" departments. In both cases, this difference is against classroom teaching. According to this, it can be said that the prospective teacher studying in primary school adopt the belief of Essentialism less than the other two departments. This result coincides with the research results of Kumral (2015) and Yaralı (2020). In these studies, there were differences in educational beliefs according to the departments studied. On the other hand, it does not coincide with the research results of Tunca et al. (2014) and Coşkun (2019). Because in the studies in question, there was no significant difference according to the departments they studied.

5. There was a significant difference between the prospective teachers who grew up in the "Big city-District" and "Big city-town-Village" settlements in the dimension of Progression, according to the place where they grew up in their educational beliefs. Accordingly, it can be said that prospective teachers who grew up in big cities adopted the progressive education belief more than those who grew up in towns and villages. A similar situation is seen among those who grew up in the "Big city - Town - Village" settlements in the dimension of Existentialism. In this dimension, it can be said that those who grew up in big cities adopted the philosophy of Existentialism more than those who grew up in towns and villages.

6. It has been concluded that there is a significant difference in the dimension of Perennialism, according to the educational beliefs of the prospective teachers, and their satisfaction with the department. This difference is among the candidates whose department satisfaction is "partially – No", and it has been revealed that the candidates who are not satisfied with the department they are studying adopt the perennialism philosophy more.

7. Educational beliefs of prospective teachers differed significantly in the dimensions of Progressivism, Existentialism, and Essentialism according to their level of democracy. This difference is between the "every time" and "Sometimes" democrat candidates in the dimensions of Progressionism, Existentialism, and Essentialism, while it is in favor of the candidates who are "every time" democratic in the dimensions of Progressionism and Existentialism, it is in favor of the "Sometimes" democrats in Essentialism. Accordingly, it can be said that those who are 'every time' democrats adopt the belief of "Progressionism and Existentialism" and those who are 'sometimes' democrats adopt the belief of "Essentialism".

8. It was concluded that the attitudes of prospective teachers towards the history of education were above the scale score. Therefore, it can be said that prospective teachers' attitudes towards the History of Education course are high. It was seen that the highest participation in the attitudes of the prospective teachers towards the history of education was the item "It is necessary to understand the structure of the Turkish education system", while the lowest participation was listed as "I wish the lesson time was more". This result is similar to the results of Alabaş (2016), Şahin and Güvercin Çetinoğlu (2016), and Akhan and Altıntaş (2019). These studies, though does not fully overlap with the result that the prospective teachers' attitudes towards the content of the course and the necessity of the course in the program are moderate, show similarity.

9. It has been revealed that the attitudes of prospective teachers towards the History of Education course do not differ significantly according to their gender, the type of high school they graduated from, the place where they grew up and their level of democracy. Accordingly, it can be said that these variables do not affect their attitudes

towards the History of Education course. When the related studies are examined in terms of the gender of the prospective teachers; It was seen that Uçaner (2011) overlapped with the results of Akhan and Altıntaş (2019), but did not overlap with the research results of Güçlü and Bozgeyikli (2016). Because Güçlü and Bozgeyikli (2016) concluded that there is a significant difference in terms of gender variable. Accordingly, it was concluded that male prospective teachers have a more positive perception than female prospective teachers. Based on the research findings, Akhan and Altıntaş (2019) concluded that depending on the place of residence, the attitudes of prospective teachers living in villages are higher than those living in cities.

10. The attitudes of the prospective teachers towards the History of Education course differed significantly according to their grade levels, and it was concluded that the 4th-grade prospective teachers had a more positive attitude than the 1st-grade students. It can be said that the reason for this is that as the grade level rises, some courses are taken, the awareness about teaching increases, and the awareness of the profession is formed. This result is similar to the research findings of Uçaner (2011) and Güçlü and Bozgeyikli (2016). Because, in the related research, it was seen that it differed according to the grade level studied.

11. The attitudes of the prospective teachers towards the History of Education course differed significantly according to the department they studied, and this difference emerged between the prospective teachers studying in Turkish in the departments of "Science, Elementary Mathematics Teaching and Guidance and psychological counseling". In all three cases, it can be said that prospective teachers studying Turkish teaching have a more positive attitude towards the History of Education course. This finding is similar to the results of Güçlü and Bozgeyikli (2016) and Akhan and Altıntaş (2019). Because in the relevant studies, significant differences were observed according to the departments of the prospective teachers.

12. The attitudes of prospective teachers towards the History of Education course differed significantly according to their reasons for choosing the profession. This difference was found to be in favor of 'It is my ideal profession' among those whose reasons for choosing the profession were "It is my ideal profession" and "My exam score is sufficient for this section". On the other hand, it was concluded that there was a significant difference in favor of 'My love for children' between those whose reasons for choosing the profession were "Low working hours" and "My love for children". Finally, a significant difference was found in favor of "My love for children" between those whose reasons for choosing the profession were "My love for children" and "My exam

score is sufficient for this section".

13. It was concluded that the attitudes of the prospective teachers towards the History of Education differed significantly according to their department satisfaction. This difference is between those who say "yes" I am satisfied with their department and those who say I am "partially" satisfied, and those who say "yes" are satisfied have a more positive attitude.

14. When the results of the prospective teachers' educational beliefs and attitudes towards the History of Education course were examined, it was concluded that there was a moderate, positive, and significant relationship in the "Progressivism" dimension, while there was a similar relationship in the "Existentialism", "Reconstructionism" and "Permanentism" dimensions. Accordingly, it can be said that the more positive the prospective teachers' attitudes towards the History of Education course, the more likely they are to adopt the beliefs of "Progressivism, Existentialism, Reconstructionism and Perennialism", respectively. The highest of these relations is between the attitude towards the History of Education and the dimension of "Progressivism", and it is possible to say that the prospective teachers who are close to this educational belief have higher attitudes towards the History of Education course. On the other hand, a negative, low and significant relationship was found between the attitude towards the History of Education and the "Essentialism" dimension. In other words, it can be said that as the attitude towards Educational History increases, the probability of adopting the "Essentialism" belief decreases. In addition to these, it was concluded that there are similar relationships between the sub-dimensions of "benefit, interest, importance and love" and educational beliefs in attitude towards education history.

RECOMMENDATIONS

According to the research results

1. It is necessary and important for prospective teachers to have certain educational beliefs and attitudes towards education history, to be consistent with teacher training programs, and to increase their awareness. For this reason, in the training of prospective teachers, these courses and all the courses that prospective teachers will take should be restructured, and they should be informed about the latest developments, approaches, and necessities.

2. In the study, the significant relationship between the educational beliefs of prospective teachers and their attitudes towards education history provides an important clue that raising awareness about education beliefs and

education history will contribute to the training of qualified and conscious teachers. In this context, first of all, teacher education programs, educational philosophies, and history of education should be organized and the contents of the courses should be arranged and the prospective teachers should be raised awareness by highlighting the relationships between them.

3. It can also be suggested that the process should be organized in a way that allows student participation and can be associated with daily education practices, education beliefs, and education history courses. In general, informing the students about the elective courses and their contents before taking the course and considering the diversity of the students' education while designing the course by the instructor can make the process more effective.

For future research

1. This is aimed at determining the educational beliefs of prospective teachers and their attitudes towards education. Further research can be done using different methods and measurement tools.
2. This research was carried out only with prospective teachers studying at the faculty of education of a state university. Other studies can be done with different and larger sample groups.
3. In this study, the educational beliefs of the prospective teachers differed according to the place where they grew up. On the other hand, no research was found according to this variable. With the new researches to be done, both the place of residence and the reasons for this difference can be investigated.
4. It has been concluded that there is a significant difference according to the educational beliefs of the prospective teachers, the satisfaction of the department they study, the departments they study, and the level of democracy. With new research to be done, both these variables and the reasons for these differences can be determined.
5. The attitudes of the prospective teachers towards the History of Education course differed according to their grade levels, the department they studied, the reasons for choosing the profession, and their satisfaction with the department. With new research to be done, the reasons for these differences can be made by using different methods.

REFERENCES

Akhan, O., and **Altintas**, S. (**2019**). Attitudes of teacher candidates towards Turkish Education History course. Turkish Journal of Scientific Research, 4(2): 90-100.
Akyüz, Y. (**2020**). History of Turkish education (1000 BC-AD 2020) (33rd Edition). Ankara: Pegem Academy Publications.
Alabaş, R. (**2016**). Prospective teachers' opinions about the importance of the Turkish Education History course. Cumhuriyet International Journal of Education, 5(4): 89–102.
Aldrich, R. (**2003**). The three duties of the historian of education. History of Education, 32(2): 133–143.
Altınkurt, Y., Yılmaz, K., and Oğuz, A. (**2012**). Educational beliefs of primary and secondary school teachers. Ondokuz Mayıs University Journal of the Faculty of Education, 31(2): 1-19.
Arikan, A., Unver, S., and Saraç Süzer, H. (**2007**). Students' views on the importance and content of Turkish Education History course in foreign language education programs. Hacettepe University Faculty of Education Journal, 33(33): 24-32.
Aslan, S. (**2017**). Examination of primary school teachers' educational beliefs in terms of various variables. Kastamonu Journal of Education, 25(4): 1453-1458.
Aydın, R., and **İşlek**, M. (**2021**). A comparative examination of the relationship between motivation levels and future expectations of preservice Mathematics and Science teachers. International Journal of Educational Methodology, 7(1): 119-136.
Aydın, R., and **Önden**, R. (**2020**). Examining teachers' educational beliefs and professional perceptions. International Social Mentality and Researcher Thinkers Journal, 6(36): 1792-1810.
Aydın, R., İşlek, M., and Peker, R. (**2021**). Comparative analysis of teacher candidates' reasons for choosing the teaching profession. Journal of Eurasian Social and Economic Studies, 8(3): 312-345.
Balcı, A., and **Küçükoğlu**, A. (**2019**). An investigation on educational beliefs and self-efficacy beliefs of preschool teachers and prospective teachers. Kastamonu Journal of Education, 27(3):1123-1140.
Balcı, A. (**2018**). Research methods, techniques and principles in the social sciences (11th ed.). Ankara: Pegem Academy Publications.
Bingöl, U., and **Kinay**, I. (**2018**). Evaluation of educational philosophies adopted by Turkish teacher candidates according to various variables (Ziya Gökalp Education Faculty example). Electronic Journal of Social Sciences, 17(68): 1636-1647.
Büyüköztürk, S. (**2015**). Data analysis handbook (21st Edition). Ankara: Pegem Academy Publications.
Büyüköztürk, S., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, S. and Demirel, F. (**2018**). *Scientific research methods* (24th Edition). Ankara: Pegem Academy Publications.
Cannadine, D. (**1987**). British history: past, present – and future? Past and Present, 116(1): 169–191.
Carlson, D. (**2008**). 2007 AESA Presidential address: Conflict of the faculties: Democratic progressivism in the age of "no child left behind". Educational Studies (American Educational Studies Association), 43(2): 94-113.
Coşkun, M. K. (**2019**). Educational philosophies adopted by prospective teachers of religious culture and ethics. Anemon Mus Alparslan University Journal of Social Sciences, 7(1): 93-98.
Çelikten, M., Şanal, M., and Yeni, Y. (**2005**). Teaching profession and characteristics. Journal of Social Sciences Institute, 19(2): 207-237.
Çiçek-Sağlam, A. (**2008**). Attitudes of music teaching department students towards teaching profession. Journal of Yüzüncü Yıl University, Faculty of Education, 5(1): 59-69.
Demirtaş, B., and **Batdal Karaduman**, G. (**2016**). Educational beliefs of primary teacher candidates. Journal of International Social Research, 9(47): 628-639.
D'souza, M. O. (**1992**). Philosophy, philosophy of education, and the education of teachers. Interchange, 23(3): 255-264.
Ellez, M. A. (**2020**). Self-efficacy beliefs of students of primary school teaching department regarding mathematics and teaching mathematics. African Educational Research Journal, 8(4): 747-753.
Ergün, M. (**2006**). "The Philosophical Foundations of Education as a Science" Introduction to Educational Science. (Ed. M. Çağatay Özdemir). Ankara: Ekinoks Publishing House.
Ergün, M. (**2011**). The philosophy of Turkish education history. C. Öztürk and İ. Fındıkçı (Ed.), Prof. Dr. Turkish Educational History Studies, Educational and Cultural Writings (p. 663-683) in Honor of Yahya Akyüz. Ankara: Pegem Academy.
Field, A. (**2009**). Discovering statistics using SPSS. (3rd Edition). London: Sage Publications.
Gökbulut, B. (**2020**). The relationship between prospective teachers' educational beliefs and 21st-century skills. Turkish Studies - Education, 15(1): 127-141.

Güçlü, M., and **Bozgeyikli**, H. (**2016**). Examination of prospective teachers' attitudes towards Turkish Education History course. Journal of the School of History, 9(25): 401-415.

Huck, S. W. (**2012**). Reading statistics and research. (6. Edition). Boston, USA: Pearson Education, Ally & Bacon.

Kahramanoğlu, R., and **Özbakış**, G. (**2018**). Determining the educational beliefs and epistemological beliefs of primary school teachers and examining the relationship between them. Journal of Interdisciplinary Educational Research, 2(3): 8-27.

Kamer, S. T., and **Şimşek**, A. S. (**2016**). Measuring prospective teachers' attitudes towards Turkish education history course. Ahi Evran University Journal of Kirsehir Education Faculty, 17(2): 663-678.

Karaduman, B., and **Uçar**, S. (**2020**). An examination of the educational philosophies and program orientations of teacher candidates. Necatibey Education Faculty Electronic Journal of Science and Mathematics Education, 14(2): 1343-1380.

Karasar, N. (**2012**). Scientific research method. Ankara: Nobel Publication Distribution.

Kozikoğlu, I., and **Erden**, R. Z. (**2018**). Examining the relationship between prospective teachers' Philosophy of Education Beliefs and their views on critical pedagogy. Elementary Education Online, 17(3): 1566-1582.

Kozikoğlu, I., and **Uygun**, N. (**2018**). Examining the relationship between the educational philosophies adopted by the teachers and the curriculum design approaches. Çukurova University Journal of Education Faculty, 47(2): 411-438.

Kumedzro, F. K. (**2018**). Teachers' perception of job satisfaction and retention in Ghana: Perspectives from special needs educators. African Educational Research Journal, 6(4): 262-268.

Kumral, O. (**2015**). Educational philosophy of teacher candidates: The example of Pamukkale University Faculty of Education. HAYEF Journal of Education, 12(2): 59-68.

Martens, B. K., Witt, J. C., Daly, E. J., III, and Vollmer, T. R. (**1999**). Behavior analysis: Theory and practice in educational settings. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (3rd ed., pp. 638-663). New York, NY: John Wiley & Sons.

McCulloch, G. (**2011**). The Struggle for the History of Education. Londra: Routledge.

Mormah, F. O., and **Bassey**, B. A. (**2019**). Teacher education in Nigeria and the emerging technologies in the 21st-century classroom. African Educational Research Journal, 9(3): 641-647.

Padagas, R. C. (**2019**). Pre-service teachers' competencies in a work-based learning environment. African Educational Research Journal, 7(3): 130-142.

Sarigöz, O., and **Bolat**, Y. (**2018**). Examination of the competencies of the pre-service teachers studying at the education faculties about the educational program literacy. International Journal of Educational Administration and Policy Studies, 10(9): 103-110.

Silver, H. (**1983**). Education as History: Interpreting Nineteenth- and Twentieth-Century Education. London: Methuen.

Sonmez, V. (**2014**). Philosophy of Education (12th ed.). Ankara: Memoir Publishing.

Şahin, M., and **Güvercin Çetinoğlu**, A. (**2016**). Perceptions of social studies teacher candidates about courses and practices in their departments. International Journal of Educational Research, 7(1): 50-69.

Tunca, N., Alkın-Şahin, S., and Oğuz, A. (**2015**). The relationship between teachers' educational beliefs and professional values. Kalem Journal of Education and Human Sciences, 5(1): 11-47.

Tupas, J. B., and **Pendon**, G. P. (**2016**). College teachers' educational philosophy: A step towards ımproving teaching performance. IRA-International Journal of Education and Multidisciplinary Studies 3(3): 384-401.

Turkish Language Institution (**2021**). Philosophy. Retrieved from https://sozluk.gov.tr/.

Uçaner, B. (**2011**). Evaluation of the relationship between the attitudes and academic achievements of the education faculty music education department students towards the "Turkish Music History" course in terms of different variables. Unpublished Doctoral Thesis). Gazi University Institute of Educational Sciences, Ankara.

Yaralı, D. (**2020**). Examination of teacher candidates' educational beliefs in terms of various variables (Caucasian University Example). Journal of Bayburt Education Faculty, 15(29): 160-185.

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