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Evaluation Of Educational Beliefs of Music Teacher Candidates According to Different Variables on The Basis of Educational Philosophy

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ABSTRACT

The aim of this study is to determine the demographic and socio-cultural factors that affect the education beliefs of music teacher candidates, and to evaluate them on the basis of their educational philosophies. The participants were composed of 90 music teacher candidates at Music Education Departments of Atatürk University, Bolu Abant İzzet Baysal University, Burdur Mehmet Âkif Ersoy University, Çanakkale Onsekiz Mart University, Dokuz Eylül University, Gazi University and Trakya University in 2020-2021 academic years. The data were collected via "Educational Beliefs Scale" developed by Yılmaz, Altınkurt and Çokluk (2011) and using a questionnaire and personal information form prepared by the researcher. The research design adopted was descriptive survey model, a quantitative method. The data were analyzed using the SPSS 25.0 program. Descriptive statistical methods (percentage, mean, standard deviation) were used in the analysis of the data. As a result of the research, it was revealed that the education belief most adopted by the music teacher candidates is Progressivism, and the least adopted educational belief is Essentialism. At the same time, it was revealed that there was a significant relationship between the variables of education level of parents and participation in scientific activities and educational philosophies of music teacher candidates. However, no significant difference was found in terms of gender, age, type of high school graduated, grade level and number of books read in a year.

Keywords: Educational Philosophy, Educational Belief, Music Teacher Candidates, Socio-Cultural Factors

INTRODUCTION

Every person has their own values and beliefs that they have formed as a result of past experiences. Thanks to these beliefs, people interpret and understand life. Philosophical belief that facilitates understanding is a way of life found in everyone (Ergün, 2007). According to Plato, philosophy is "a means of bringing people to the truth", while according to Avicenna, it is "to comprehend the facts enough to understand them". According to Socrates and Plato, what are desired to be achieved in philosophy is the happiness of man and the provision of the necessary life. According to Aristotle, curiosity is a condition of philosophy. The basis of grasping the facts through curiosity and the ability to think is directly related to philosophy, and what is important for people is to be able to think philosophically or to take a philosophical approach by questioning the truth (Bektaş, 2006; Saygılı et al., 2016). Philosophical approach is an important factor that directs educational activities. The implementation of the goals, which are the basis of these activities and which are planned to be gained, within the framework of philosophical values, is directly related to educational approaches. "Every teacher responsible for implementing the determined goals should have a philosophical belief and these values should be taught to the students" (Bektaş, 2006). Therefore, "teachers' beliefs show their behaviors and their behaviors show what kind of educators they are" (Oğuz et al., 2014). According to Saygılı et al. (2016), the purpose of philosophy is "to obtain holistic information about existence, knowledge and value". According to Ergün (2007), philosophy, which includes the values that people have, examines whether the source of these values is innate or acquired later. While the acquired opinions and beliefs are formed, factors such as the environment the teacher is in, the way he was raised and the education he received are decisive. Educational beliefs developed within the framework of these elements are an important predictor of a quality education (Doğanay & Sarı, 2003).

The philosophical point of view of the teachers is very important for a quality education process. According to the adopted philosophical belief, "the learning environment and the roles of teachers and students in that environment" appear as elements that have undergone changes (Oğuz et al., 2014). Yazıcı (2015) sees it as a necessity of contemporary education for educators to handle the issues with a questioning approach and

philosophical dimension. At this point, philosophy of education, which is a sub-branch of philosophy; It is important in terms of addressing goals and methods with philosophy-specific approaches (Özbaş, 2015) and serving as a criterion (Kozikoğlu & Uygun, 2018). The fact that people can make the right decisions, make cause-effect inferences and look from a different perspective shows the connection between philosophy and education (Saygılı et al., 2016). One of the factors that positively affect the teaching process is the social and cultural equipment of the teacher. Therefore, teacher candidates should also have this equipment. Approaches and beliefs of teacher candidates are one of the important factors that determine their place in the socio-cultural environment. Baykara Pehlivan and Baykara (2009) state that the lack of adequate equipment of teachers causes students' socio-cultural environment and exclusion problems at school, and consider it as one of the discussed problems in teacher training. Pre-service teachers should have sufficient knowledge and be able to reflect this correctly in the classes they will teach in the future (Köksalan et al., 2010).

It is seen that studies conducted within the scope of educational beliefs in Turkey mostly focus on determining the educational beliefs of teacher candidates and associating them with various variables (Aybek & Aslan, 2017; Doğanay & Sarı, 2003; Duru, 2014; Özbaş, 2015; Yokuş, 2016). For example, educational philosophies; gender, class and type of school graduated (Aybek & Aslan, 2017; Özbaş, 2015); there are studies associating it with variables such as learning environments (Duru, 2014), learning-teaching understandings (Baş, 2016). Different from these studies, researchers (Alkın-Şahin et al., 2014; Aslan, 2017; Berkant & Özaslan, 2019; Gökbulut, 2020; Hayırsever & Oğuz, 2017; Kozikoğlu & Erden, 2018; Kozikoğlu & Uygun, 2018; Oğuz et al., 2014; Özbakiş & Kahramanoğlu, 2018; Tunca & Ulugbey, 2014; Alkın-Şahin & Oğuz, 2015; Yaralı, 2020) using the Educational Beliefs Scale (EBS) developed by Yılmaz et al. (2011), it is seen that most of them aim to determine the educational beliefs of teacher candidates and associate them with various variables. In the results of the studies using the scale developed by Yılmaz et al. (2011), it was found that the educational beliefs adopted by teachers and teacher candidates got higher scores in the dimension of "existentialism and progressivism"; it was revealed that the education belief with the lowest score was "essentialism". Unlike the aforementioned studies, in Biçer et al.'s (2013) study, it is seen that the educational beliefs adopted by pre-service teachers scored higher in the dimension of "progressivism and perennialism". The researchers evaluated the fact that the study group consisted of only social studies teacher candidates as a limitation, and emphasized that it could be examined in more detail by adding different sections in future studies.

In addition to the mentioned studies, in Yokuş's (2016) research, which was conducted specifically in the field of music; It is seen that gender, type of graduated school and class variables are compared with the education beliefs of the music teacher candidates. According to the results of the research, it was understood that there was no significant difference between the mentioned variables and the philosophical preferences of the music teacher candidates. However, the researcher also suggested that the educational philosophies adopted by the music teacher candidates can be re-examined in terms of different methods and variables in order to gain comprehensive information. He also emphasized that studies can be conducted with larger sample groups. In this study, which was carried out within the framework of all these determined factors, it was aimed to evaluate the education beliefs of music teacher candidates with different variables, a different scale and a larger sample group than the variables discussed in the current literature. It is thought that the research will help to understand whether the educational beliefs adopted by the music teacher candidates are related to demographic and socio-cultural variables. At the same time, it will be possible to understand the socio-cultural role of music teacher candidates in school processes by determining their interest in socio-cultural activities. At this point, it is aimed to evaluate the demographic and socio-cultural factors that affect the education beliefs of music teacher candidates on the basis of their educational philosophies. Within the framework of the general purpose of the research, answers to the following questions were sought:

1. What are the demographic characteristics of music teacher candidates?
2. What are the educational beliefs of music teacher candidates?
3. Do the educational beliefs of music teacher candidates differ according to;
 - a. their gender, age, type of high school graduated, class level of education, school level from which their family graduated?
 - b. the situation of reading books and participating in scientific activities?

METHOD

Research design

In the research, descriptive survey model was used within the framework of quantitative research design. The descriptive survey model, which is one of the general survey types, is a research model that describes an existing or ongoing situation (Karasar, 2007). In this study, educational beliefs of music teacher candidates were tried to be described; the effects of demographic and socio-cultural factors were investigated.

Research group

The research group of the study comprised randomly selected 90 music teacher candidates who filled in the consent form at Music Education Departments of Atatürk University, Bolu Abant İzzet Baysal University, Burdur Mehmet Âkif Ersoy University, Çanakkale Onsekiz Mart University, Dokuz Eylül University, Gazi University and Trakya University in 2020-2021 academic years.

Table 1: Descriptive statistics of participants

| | | n | % |
|---|------------------|----|------|
| Gender | Female | 69 | 76.6 |
| | Male | 21 | 23.4 |
| Age | 18-21 | 49 | 54.4 |
| | 22-25 | 31 | 34.4 |
| | 26-28 | 10 | 11.1 |
| Type of graduated high school | R.H.S. | 12 | 13.3 |
| | A./T.H.S. | 25 | 27.8 |
| | F.A.S.H.S. | 47 | 52.2 |
| | V.T.A.H.S. | 6 | 6.7 |
| Grade | 1,00 | 21 | 23.3 |
| | 2,00 | 25 | 27.8 |
| | 3,00 | 24 | 26.7 |
| | 4,00 | 20 | 22.2 |
| Social activities attended (Multiple response) | Theatre | 51 | 56.7 |
| | Cinema | 48 | 53.3 |
| | Philosophy | 16 | 17.8 |
| | Dance | 27 | 30.0 |
| | Sport | 48 | 53.3 |
| | Music | 83 | 92.2 |
| | Mountaineering | 26 | 28.9 |
| | Camping etc. | 26 | 28.9 |
| | Chess | 13 | 14.4 |
| | Reading books | 41 | 45.6 |
| | History | 9 | 10.0 |
| Number of books read (Number of those who do not read books: 6 (%6,7)) | 1-4 | 17 | 18.9 |
| | 5-9 | 39 | 43.3 |
| | 10-14 | 18 | 20.0 |
| | 15-20 | 4 | 4.4 |
| | 21+ | 6 | 6.7 |
| Mother's education level | Primary school | 29 | 32.2 |
| | Secondary school | 3 | 3.3 |
| | High School | 33 | 36.7 |
| | University | 22 | 24.4 |
| | Master's | 3 | 3.3 |
| Father's education level | Primary school | 14 | 15.6 |
| | Secondary school | 10 | 11.1 |
| | High School | 34 | 37.8 |
| | University | 27 | 30.0 |
| | Master's | 5 | 5.6 |

Note: R.H.S.: Regular High School, A/T.H.S.: Anatolian/Teacher High School, F.A.S.H.S.: Fin Arts and Sport High School, V.T.A.H.S.: Vocational and Technical Anatolian High School.

As indicated in Table 1, 69 (76.6%) of the participants were female and 21 (23.4%) were male. 49 (54.4%) of the participants were between the ages of 18-21, 31 (34.4%) were between the ages of 22-25 and 10 (11.1%)

were between the ages of 26-28. It is seen that 47 (52.2%) participants graduated from Fine Arts and Sports High School, 25 (27.8%) from Anatolian/Teacher High School, 12 (13.3%) from Regular High School, and 6 (6.7%) from Vocational and Technical Anatolian High School 6 (6.7%). In addition, 21 (23.3%) of the participants are 1st grade, 25 (27.8%) 2nd grade, 24 (26.7%) 3rd grade, 20 (22.2%) 4th grade students. Considering the social activities they attend, 51 (56.7%) attend theater, 48 (53.3%) cinema, 16 (17.8%) philosophy, 27 (30.0%) dance, 48 (53.3%) sports, 83 people (92.2%) music, 26 people (28.9%) mountaineering, 26 people (28.9%) camping, etc. In addition, 13 (14.4%) play chess, 41 (45.6%) read books, and 9 (10.0%) chose history activities. Considering the number of books read by the participants during the year, 17 (18.9%) read 1-4 books, 39 (43.3%) read 5-9 books, and 18 (20.0%) read 10-14 books. It is also seen that 4 (4.4%) read 15-20 books, 6 (6.7%) read more than 21 books but 6 (6.7%) do not read books at all. In terms of the educational status of the mothers of the participants; 29 (32.2%) graduated from primary school, 3 (3.3%) from secondary schools, 33 (36.7%) from high schools, 22 (24.4%) graduated from universities, and 3 (3.3%) holds a master's degree. And the fathers' educational status are; 14 (15.6%) primary school, 10 (11.1%) secondary school, 34 (37.8%) high school, 27 (30.0%) university, 5 (5.6%) master's.

Data collection tool

The study data were obtained through online surveys from prospective music teachers studying in the Music Education Department of different universities across Turkey in the fall semester of the 2020-2021 academic years. The first part of the applied form consisted of the participant consent letter and demographic questions. In the second part, there was a questionnaire in which sociocultural factors were determined. In the third part, there was the Educational Beliefs Scale (EBS), which was developed by Yılmaz et al. (2011), for which the necessary permissions were obtained.

Yılmaz et al. (2011) created an item pool in the development process of the scale, and the first form was prepared with the items selected from this pool. The prepared form took its final form with the opinions of nine fields and a language expert. For the construct validity of the scale, exploratory factor analyzes based on principal component analysis were applied, and then confirmatory factor analysis was used to determine whether the construct was valid or not. In the exploratory factor analysis, .40 was accepted as the lower limit for factor loading in determining whether the items were included in the scale. As a result of confirmatory factor analysis of the Educational Belief Scale, χ^2/df ratio, GFI/AGFI, RMSEA, RMR/SRMR, CFI, NFI/NNFI and PGFI goodness-of-fit indices were evaluated (Yılmaz et al., 2011).

The Cronbach alpha reliability coefficient of the five-point Likert-type scale consisting of 40 items is between 0.70 and 0.91 (Yılmaz et al., 2011). The scale evaluates Progressivism, Existentialism, Reconstructionism, Perennialism and Essentialism. When Cronbach-alpha internal consistency coefficients calculated for Educational Belief Scale's reliability were examined, the following coefficients were obtained: "Progressivism: 0.91", "Existentialism: 0.89", "Reconstructionism: 0.81", "Perennialism: 0.70" and "Essentialism: 0.70". The calculated internal consistency coefficients showed that reliability of the scale was high" (Yılmaz et al., 2011).

The prepared personal information form, questionnaire and scale were applied online, and the total number of participants consisted of students who provided feedback to the questionnaires and scales.

Analysis of the data

SPSS 25.0 program was used in the analysis of the research data. Descriptive statistical methods (percentage, mean, standard deviation) were used in the evaluation of the data. Normality tests and kurtosis skewness values were used to control the distribution of the data. According to Hayran and Hayran (2011), in addition to normality tests, histogram, Q-Q graph and box-plot graphs and skewness and kurtosis; Distribution measures such as the coefficient of variation can also be used. Reliability analyzes of EBS were analyzed with Cronbach Alpha. Reliability analysis is performed to test whether the statements in the scales are consistent with each other and whether the statements measure the same subject (Ural & Kılıç, 2006: 286). The fact that the measurements contain reliable results means that the tests performed are also reliable. Independent sample t-test for normally distributed groups for comparison of two groups; ANOVA test was used for more than two groups. In cases where the number of groups is small, the Kruskal Wallis H test was used to compare more than two groups. Descriptive Statistics and reliability results of the scale are given in Table 2.

Table 2: Descriptive Statistics and Reliability Results Regarding the Scale

| | Min. | Max. | Mean | SD | Alpha value |
|-------------------|--------|--------|--------|-------|-------------|
| Progressivism | 44.00 | 65.00 | 58.80 | 4.85 | 0.779 |
| Existentialism | 25.00 | 35.00 | 32.90 | 2.61 | 0.788 |
| Reconstructionism | 18.00 | 35.00 | 28.79 | 4.87 | 0.849 |
| Perennialism | 20.00 | 40.00 | 31.93 | 4.83 | 0.770 |
| Essentialism | 5.00 | 25.00 | 13.34 | 4.61 | 0.841 |
| EBS | 133.00 | 200.00 | 165.77 | 16.09 | 0.907 |

As seen in Table 2, the Cronbach Alpha values are calculated as a minimum of 0.770 across the scales. According to Kılıç (2016), the reliability of the scale is considered good if the Cronbach Alpha coefficient is above 0.70. In this case, it can be said that the scale used is acceptably reliable. Table 3 shows the kurtosis and skewness values of the scale and its sub-dimensions.

Table 3: Kurtosis and Skewness Values for the Scale and Sub-Dimensions

| | Kurtosis | Std. Error of Kurtosis | Z _{kurtosis} | Skewness | Std. Error of Skewness | Z _{skewness} |
|-------------------|----------|------------------------|-----------------------|----------|------------------------|-----------------------|
| Progressivism | -0.435 | 0.503 | -0.865 | -0.545 | 0.454 | -1.200 |
| Existentialism | 0.352 | 0.503 | 0.700 | -1.130 | 0.454 | -2.489 |
| Reconstructionism | -0.976 | 0.503 | -1.940 | -0.246 | 0.454 | -0.542 |
| Perennialism | -0.397 | 0.503 | -0.789 | -0.196 | 0.454 | -0.432 |
| Essentialism | 0.557 | 0.503 | 1.107 | 0.852 | 0.454 | 1.877 |
| EBS | -0.356 | 0.503 | -0.708 | 0.078 | 0.454 | 0.172 |

When the kurtosis and skewness values of the EBS and its sub-dimensions are examined, it can be determined that the kurtosis and skewness values are within the range of ± 3 .

Findings

In this section, in line with the aims and sub-objectives of the research, in terms of EBS scores; first of all, it has been examined whether the individuals differ according to their demographic characteristics, and then the educational beliefs of the Music Teacher candidates have been determined. It has been investigated whether it differs according to gender, age, type of high school graduated, the level of education, the school level from which the family graduated, the level of reading books and the level of participation in scientific activities.

Table 4: Comparison of Scale Scores According to Individuals' Demographic Characteristics

| | | Pr. | Ex. | Rec. | Per. | Es. | EBS |
|-----------------------------------|------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | X±SD | X±SD | X±SD | X±SD | X±SD | X±SD |
| Gender | Female | 59.06±4.60 | 33.01±2.43 | 29.00±4.81 | 31.78±4.95 | 13.19±5.50 | 166.04±15.63 |
| | Male | 57.95±5.63 | 32.52±3.17 | 28.10±5.15 | 32.43±4.52 | 13.86±5.02 | 164.86±17.89 |
| t test | | 0.913 | 0.753 | 0.743 | -0,534 | -0,580 | 0,294 |
| p value | | 0.364 | 0.454 | 0,460 | 0,595 | 0,563 | 0,769 |
| Age | 18-21 | 58.04±5.17 | 32.96±2.53 | 28.16±5.41 | 31.59±5.13 | 13.39±5.01 | 164.14±17.77 |
| | 22-25 | 59.81±4.20 | 32.74±2.91 | 29.55±4.00 | 32.71±4.16 | 13.71±4.16 | 168.52±13.65 |
| | 26-28 | 59.40±4.97 | 33.10±2.18 | 29.50±4.60 | 31.20±5.43 | 12.00±3.94 | 165.20±14.63 |
| F value | | 1.353 | 0.097 | 0.884 | 0.632 | 0.520 | 0.704 |
| p value | | 0.264 | 0.908 | 0.417 | 0.534 | 0.596 | 0.497 |
| | | Med | Med | Med | Med | Med | Med |
| Graduated High school type | R.H.S. | 60.50 | 33.00 | 27.50 | 31.50 | 11.00 | 161.00 |
| | A./T.H.S. | 61.00 | 33.00 | 28.00 | 33.00 | 13.00 | 165.00 |
| | F.A.S.H.S | 58.00 | 34.00 | 29.00 | 31.00 | 12.00 | 167.00 |
| | V.T.A.H.S. | 59.00 | 34.00 | 30.50 | 32.00 | 13.00 | 170.50 |
| Kruskal Wallis H value | | 1.910 | 0.755 | 1.399 | 3.276 | 3.246 | 1.079 |
| p value | | 0.591 | 0.860 | 0.720 | 0.351 | 0.355 | 0.782 |
| | | X±SD | X±SD | X±SD | X±SD | X±SD | X±SD |
| Grade | 1.00 | 57.67±5.29 | 32.95±2.46 | 28.24±4.18 | 31.33±4.69 | 13.90±5.37 | 164.10±16.76 |
| | 2.00 | 59.28±5.09 | 32.96±2.79 | 28.76±5.85 | 32.56±5.75 | 14.20±4.92 | 167.76±19.68 |
| | 3.00 | 58.92±3.89 | 32.67±2.65 | 28.46±4.94 | 30.96±3.24 | 11.54±3.16 | 162.54±11.19 |
| | 4.00 | 59.25±5.29 | 33.05±2.67 | 29.80±4.30 | 32.95±5.35 | 13.85±4.55 | 168.90±15.62 |
| F value | | 0.517 | 0.090 | 0.405 | 0.864 | 1.739 | 0.772 |
| p value | | 0.672 | 0.965 | 0.750 | 0.463 | 0.165 | 0.513 |

*p<0.05 Note: Pr.: Progressivism, Ex.: Existentialism, Rec.: Reconstructionism, Per.: Perennialism, Es.: Essentialism.

R.H.S.: Regular High School, A/T.H.S.: Anatolian/Teacher High School, F.A.S.H.S.: Fin Arts and Sport High School, V.T.A.H.S.: Vocational and Technical Anatolian High School.

It has been examined by comparison tests whether the scores obtained from the EBS and sub-dimensions differ according to the demographic characteristics of the individuals. According to the results, the scores obtained from the EBS and its sub-dimensions do not differ according to the gender, age, type of high school from which the individual graduated, and the level of education (p>0.05).

Table 5: Comparison of Scale Scores According to Individuals' Educational Levels of Mothers

| | | Pr. | Ex. | Rec. | Per. | Es. | EBS |
|---------------------------------|---------------------------|-------------------|------------|------------|------------|------------|---------------------|
| | | X±SD | X±SD | X±SD | X±SD | X±SD | X±SD |
| Mothers' education level | Primary S. ¹ | 61.17±3.41 | 33.24±2.69 | 30.03±4.26 | 32.76±4.36 | 13.52±5.25 | 170.72±14.15 |
| | Secondary S. ² | 59.33±5.51 | 31.33±3.51 | 27.00±7.55 | 32.33±6.66 | 11.33±3.51 | 161.33±22.81 |
| | High S. ³ | 58.55±5.21 | 32.94±2.54 | 28.97±4.75 | 32.55±4.78 | 14.09±5.06 | 167.09±15.53 |
| | University ⁴⁺ | 56.32±4.65 | 32.64±2.58 | 27.32±5.25 | 30.12±5.05 | 12.40±3.03 | 158.80±16.62 |
| F value | | 5.163 | 0.603 | 1.567 | 1.675 | 0.839 | 2.790 |
| p value | | 0.002* | 0.615 | 0.203 | 0.178 | 0.476 | 0.045* |
| | | 1>4 | | | | | 1>4 |

*p<0.05 Note: Pr.: Progressivism, Ex.: Existentialism, Rec.: Reconstructionism, Per.: Perennialism, Es.: Essentialism.

S.: School

When the education levels of the parents are examined, it is seen that the scores obtained from the EBS differ according to the Mothers' education level of the individual (p<0.05). In the results of the multiple comparison test performed to identify the groups that differed, it has been determined that the educational beliefs score of the individuals whose mothers are primary school graduates are higher than those whose mothers are university

graduates. At the same time, it is seen that the scores obtained in the Progressivism sub-dimension differ according to the Mothers' education level of the individual ($p < 0.05$), and this differs in individuals whose mothers are primary school graduates.

Table 6: Comparison of Scale Scores According to Individuals' Educational Levels of Fathers

| | | Pr. | Ex. | Rec. | Per. | Es. | EBS |
|--------------------------|---------------------------|-------------------|-------------------|------------|-------------------|------------|---------------------|
| | | X±SD | X±SD | X±SD | X±SD | X±SD | X±SD |
| Fathers' education level | Primary S. ¹ | 60.64±4.09 | 33.00±2.96 | 30.50±3.98 | 33.07±3.71 | 13.71±5.09 | 170.93±14.59 |
| | Secondary S. ² | 59.70±3.71 | 33.30±1.89 | 29.50±4.22 | 29.60±4.81 | 11.70±6.46 | 163.80±10.51 |
| | High S. ³ | 59.76±4.38 | 33.82±1.96 | 29.62±4.61 | 33.32±4.46 | 13.76±4.63 | 170.29±14.89 |
| | University ⁴⁺ | 56.69±5.36 | 31.75±2.90 | 26.94±5.29 | 30.69±5.23 | 13.25±3.74 | 159.31±17.52 |
| F value | | 3.354 | 3.929 | 2.652 | 2.848 | 0.545 | 3.399 |
| p value | | 0.018* | 0.011* | 0.054 | 0.042* | 0.653 | 0.021* |
| | | 1>4 | 3>4 | | 3>4 | | 3>4 |

* $p < 0.05$ Note: Pr.: Progressivism, Ex.: Existentialism, Rec.: Reconstructionism, Per.: Perennialism, Es.: Essentialism.

S.: School

According to the individual's fathers' education level of the scores obtained from EBS; It is seen that there is a difference in the scores obtained from the sub-dimensions of Progressivism, Existentialism and Perennialism ($p < 0.05$). According to the results of the multiple comparison test performed in order to identify the groups that differ; For the progressivism sub-dimension, the educational beliefs scores of individuals whose fathers are primary school graduates are higher than those whose fathers are university graduates; For the Existentialism and Perennialism sub-dimension, it was determined that the educational beliefs scores of individuals whose fathers are high school graduates are higher than those whose fathers are university graduates.

Table 7. Comparison of Scale and Sub-Dimension Scores according to Reading Status and Participation in Scientific Activities

| | | Pr. | Ex. | Rec. | Per. | Es. | EBS |
|-----------------------------|---------------|---------------|------------|------------|------------|------------|-------------|
| | | X±SD | X±SD | X±SD | X±SD | X±SD | X±SD |
| Reading books | Reading | 59.00±4.65 | 32.71±2.74 | 28.63±4.75 | 31.17±4.58 | 13.29±4.23 | 164.80±14.4 |
| | Not reading | 58.63±5.06 | 33.06±2.51 | 28.92±5.02 | 32.57±5.00 | 13.39±4.94 | 166.57±17.1 |
| t test | | 0.356 | -0.639 | -0.274 | -1.376 | -0.097 | -0.517 |
| p value | | 0.723 | 0.525 | 0.785 | 0.172 | 0.923 | 0.607 |
| Attending scientific events | Not attending | 56.04±5.34 | 32.75±2.69 | 27.71±4.72 | 31.79±4.93 | 12.88±4.17 | 161.17±16.0 |
| | Attending | 59.80±4.28 | 32.95±2.60 | 29.18±4.90 | 31.98±4.84 | 13.52±4.77 | 167.44±15.0 |
| t test | | -3.444 | -0.327 | -1.272 | -0.167 | -0.581 | -1.652 |
| p value | | 0.001* | 0.744 | 0.207 | 0.868 | 0.563 | 0.102 |

* $p < 0.05$ Note: Pr.: Progressivism, Ex.: Existentialism, Rec.: Reconstructionism, Per.: Perennialism, Es.: Essentialism.

When the scale and sub-dimension scores were compared according to the reading status and participation rate in scientific activities, it was determined that there was no difference according to the individuals' reading status ($p > 0.05$).

The scores obtained from the EBS Existentialism, Reconstructionism, Perennialism and Essentialism dimensions do not differ according to the individual's participation in scientific activities ($p > 0.05$). However, it is seen that the scores obtained from the EBS, Progressivism dimensions differ according to the individual's participation in scientific activities ($p < 0.05$). It has been determined that the scores of individuals participating in scientific activities are higher.

DISCUSSION AND CONCLUSIONS

According to the results obtained from the research findings;

- The teacher candidates have the most Progressive and the least Essentialism education beliefs,

- Gender, age, graduated high school type and class level of teacher candidates do not have an effect on their educational beliefs,
- The scores obtained from the EBS differ according to the Mothers' education level of the individual,
- The scores obtained from the EBS and the Progressionalism, Existentialism, Perennialism sub-dimensions differ according to the individual's Fathers' education level,
- It is seen that the scores obtained from the comparison of the EBS and the Existentialism, Reconstructionism, Perennialism, and Essentialism dimensions do not differ according to the individual's participation in scientific activities, but the scores obtained from the comparison of the EBS and the Progressivism dimension differ according to the individual's participation in scientific activities.

When the results of the research are examined; it can be concluded that the music teacher candidates have the most Progressive education belief, followed by Existentialism, Reconstructionism, Perennialism and Essentialism, respectively. When the relevant literature is examined, the candidates (Aslan, 2017; Ayan et al., 2015; Biçer et al., 2013; Hayırsever & Oğuz, 2017) have the most progressive philosophical belief appears to be. The results of the studies coincide with the results of this study. Hayırsever and Oğuz stated that teachers, who put themselves in the position of guides and create a democratic classroom where students are at the center, have more progressive education beliefs. Aslan (2017), on the other hand, evaluated this finding positively and stated that by adopting contemporary educational philosophies, teachers would move away from the oppressive and discipline-oriented education approach and employ a student-centered education approach. Being a role model in terms of training progressive teachers in the continuation of a generation consisting of teachers with progressive education beliefs can be an important factor here.

In the study, it was determined that the gender variable did not make a significant difference on the belief types of music teacher candidates. This result is consistent with and supports the results of other studies (Aslan, 2017; Ayan et al., 2015; Berkant & Özasan, 2019; Kozikoğlu & Uygun, 2018; Yokuş, 2016).

It has been concluded that the age variable does not make a significant difference on the types of beliefs that the music teacher candidates have. Among the studies that support the result of the research (Kahramanoğlu & Özbakiş, 2018; Yaralı, 2020). In the study of Kahramanoğlu and Özbakiş in which the education beliefs of classroom teachers were compared with the age variable; while there is no significant difference in the dimension of progressive education belief, it is seen that there is a significant difference in the dimension of Existentialism. According to the results of the researchers, it was revealed that the Existential education belief score of teachers between the ages of 20-30 and 31-40 was higher than that of teachers aged 51 and over. In the qualitative dimension of the same study, it is observed that teachers between the ages of 20-40, who have 1-10 years of experience, mostly act in accordance with the progressive education belief in their classroom practices. In the dimension of progressivism; while the dimensions of using-application of knowledge, usefulness, learning by doing-experience and individual differences come to the fore, on the other hand, according to Existentialism; it is seen that the dimensions of self-knowledge and valuing individual freedoms come to the fore. From this, it is concluded that although they have different educational beliefs individually, different educational understandings are followed periodically in classroom practices.

It can be said that the variable of the type of high school graduated does not make a significant difference on the educational beliefs of the music teacher candidates. However, according to the research results of Ayan et al. (2015), it is seen that while there is no significant difference in the dimensions of Progressivism, Existentialism, Reconstructionism and Perennialism, there is a significant difference in the Essentialism dimension. At the same time, it is seen that the education belief score of Anatolian High School graduates is lower than teacher candidates who graduated from other schools. In the study of Yokuş (2016), it was revealed that in the dimension of Perennialism education belief, Fine Arts and Sports High School graduates scored higher than teacher candidates who graduated from other schools. It is thought that this result is due to the fact that instrument training requires a certain discipline and working order. Akbulut (2006) stated that the most important behaviors that GSL students will gain are a good plan, discipline, principle and regular work (As cited in Nayır & Saydam, 2018).

Considering the grade variable, no significant difference was found on the types of beliefs that the music teacher candidates have. In the study of Kozikoğlu and Erden (2018) and Yokuş (2016), it was concluded that the grade level does not have a significant effect on the types of beliefs that teacher candidates have. Looking at other studies (Alkın-Şahin et al., 2014; Biçer et al., 2013), it is seen that lower classes adopt Permanent education belief more than upper classes. In the results of the research, it is noteworthy that this belief changes towards the belief of Progressivism as it progresses towards the senior grade. Alkın-Şahin et al. (2014) state that this may be due to the courses "Classroom Management, Teaching Principles and Methods, Special Teaching Methods, Instructional Technologies and Material Design, Teaching Practice, School Experience" in the 3rd and 4th grades of education faculties. The fact that there is no significant difference in the findings of this study depending on the grade level variable can be attributed to the effect of the absence of the "Classroom Management, Special Teaching Methods, Instructional Technologies and Material Design, Teaching Practice" courses in the 2018 curriculum. In addition, it is thought that teaching Educational Psychology (1st semester),

Educational Sociology (2nd semester) and Educational Philosophy (2nd semester) courses in the first grade is an important factor in developing a common perspective and educational belief.

Considering the variable of reading books status, no significant difference was found on the types of beliefs held by the music teacher candidates. In the study of Alkın-Şahin et al. (2014), it was concluded that pre-service teachers who read "one book a week" have more Existential education beliefs. Alkın-Şahin et al. He expressed this result as existential belief defending freedom and reading books liberating people.

Considering the variable of attending scientific activities, no significant difference was found on other educational belief types except progressive education belief. According to the results of the research, it can be said that individuals participating in scientific activities have more progressive education beliefs. The Progressive approach, which is an extension of pragmatic philosophy, focuses on observation and experimentation. Besides, education is also life (Şimşek & Kartal, 2019). As a result, scientific activities are the most appropriate activities to experience and live knowledge. For this reason, scientific activities attract the attention of individuals with a progressive view.

Looking at the Mothers' education level variable, there is a significant difference in the scores obtained in the Progressivism sub-dimension. According to the results of the research, the education belief scores of the individuals whose mothers are primary school graduates are higher than those whose mothers are university graduates. According to Özensel (2004), the mother is at the forefront in family education. In this case, the fact that the mother is working affects the school success of the children. According to Razon (1983) and Tezcan (1986), the fact that the mother is tired or uninterested because she works has a large share in the failure of the students (Cited by Özensel, 2004). In our country, it is seen that mothers who are primary school graduates are mostly housewives. For this reason, mothers who are primary school graduates spend more time at home, making them more interested in their children. Parents' educational status, how much time they spend at home also affects the moral development of individuals and therefore their educational philosophies (Alkın-Şahin et al., 2014). It is seen that the success of children in the educational environment and their growing up with more pragmatic thinking are related to the warm and social climate at home (Davis-Kean, 2005). In addition, children who grow up in an environment where family communication is strong and are supported and appreciated by their families show a healthy development (Özel & Zelyurt, 2016). In this course of development, it can be said that an individual can have a progressive education belief by having a successful education environment. For this reason, it is not a coincidence that the mothers of individuals with a progressive view are primary school graduates.

When the fathers' education level variable is examined, it is seen that the scores obtained from the sub-dimensions of Progressivism, Existentialism and Perennialism differ. According to the results of the research, it has been revealed that individuals whose fathers are primary school graduates have more progressive education beliefs than individuals whose fathers are university graduates. Another result is that individuals whose fathers are high school graduates have more Existentialism and Perennialism education beliefs than individuals whose fathers are university graduates. Davis-Kean (2005), in his research on Mother and Fathers' education level, stated that the dominant member of the family (parent or mostly father) may have more influence. In some studies, it was found that the approach to the mistakes made by the students varied according to the education level of the father (Yücel & Şen, 2019). It has been observed that those whose fathers did not receive formal education are more perfectionist than those who do, but this can also trigger anxiety. It can be concluded that this situation affects the individual development process, triggers high-level mental skills, increases the experience process, and this supports the belief in progressive education.

Thanks to the ever-increasing parent training, families participate in the child's education and contribute to the child's "academic success, language development, social development, self-esteem, and willingness to learn" (Cited from Temel, 2010: Özel & Zelyurt, 2016). As a result, it is thought that the participation of the family in the education of the child and the attitude shown will be effective in the formation of the educational belief of the individuals in the future.

As a result of the research, it is seen that there are significant differences in the educational beliefs of the music teacher candidates and in the sub-dimensions of the education level of the mother and father. In this context, different results can be determined by examining the mother/father characteristics and family structure of teacher candidates in more depth in new studies to be conducted. Identifying families with or without Turkish traditional family structure using different survey questions and interpreting them with various dimensions will enable researchers to reach more explanatory results for their future research. In addition, the participation of the child in the education process can be interpreted in a different way by asking whether they are working in addition to the mother and fathers' education level. Research data can be enriched by making use of quantitative and qualitative methods together in future studies. In addition, research can be conducted on different variables by expanding the research groups.

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