



A Review of Research in Turkey on Beliefs about Teaching

Öğretmenlik İnançları Üzerine Türkiye’de Yapılmış Araştırmaların Bir Derlemesi

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ABSTRACT: The primary objective of this study was to portray a synthesis of educational research in Turkey as regards pre-service and in-service teachers’ beliefs about teaching. For this end, a comprehensive literature search that was confined to the years between 2000 and 2011 was conducted via electronic databases. This search generated thirty-one research articles that were considered relevant for the scope of the present review. Descriptive analysis of the findings in these studies resulted in four main themes to represent research on beliefs about teaching in Turkey. Namely, these were (a) nature of beliefs about teaching, (b) sources of beliefs about teaching, (c) relationship between beliefs about teaching and classroom practices, and (d) change in beliefs about teaching. The findings from the context of Turkey were discussed in the light of international scholarship on beliefs about teaching. It is considered that the results of this review offer remarkable directions for researchers and practitioners in the field of education in Turkey.

Keywords: teacher beliefs, beliefs about teaching, literature review

ÖZ: Bu çalışmada, öğretmenlik inançlarına yönelik olarak Türkiye’de yapılmış eğitim araştırmalarının bir sentezinin sunulması amaçlanmıştır. Bu kapsamda elektronik veri kaynakları kullanılarak 2000-2011 yıllarını kapsayan kapsamlı bir alanyazın incelemesi gerçekleştirilmiştir. Tarama sonucunda bu derleme kapsamına dahil edilebilecek otuz bir araştırma makalesine ulaşılmıştır. Bu çalışmalarda öne çıkan bulguların betimsel analizi, öğretmenlik ile ilgili inançlar üzerine Türkiye’de yapılmış araştırmaların şu dört ana tema altında toplandığını göstermiştir: (a) öğretmenlik ile ilgili inançların doğası, (b) öğretmenlik ile ilgili inançların kaynakları, (c) öğretmenlik ile ilgili inançlar ile sınıf uygulamaları arasındaki ilişki ve (d) öğretmenlik ile ilgili inançlardaki değişim. Ulusal bağlamda ortaya çıkan bulgular, uluslararası alanyazındaki öğretmenlik inançlarına ilişkin bilgi biriki ışığında tartışılmıştır. Bu derlemenin Türkiye’de eğitim alanında çalışan uygulayıcılar ve araştırmacılar için önemli sonuçlar sunduğu düşünülmektedir.

Anahtar sözcükler: öğretmen inançları, öğretmenlik ile ilgili inançlar, alanyazın incelemesi

1. INTRODUCTION

There has been a shift of focus in 1980s in educational literature from the study of teacher behaviors to teacher cognition (Fang, 1996). This change at the same time denoted a radical transformation in the field with respect to the image of teachers and teaching profession. Namely, teachers were no longer considered as technicians to be programmed with necessary skills, rather competent professionals who make decisions (Borko, Cone, Russo, & Shavelson, 1979). Studying teacher beliefs, the focus of the present study, emerged as one strand of research that corresponded to this growing interest in understanding the mental lives of teacher candidates and teachers.

In his seminal study, Pajares (1992) pointed to the critical value of investigating teacher beliefs to improve educational practice. It was basically rooted in the assumption that teacher beliefs are likely to influence teachers’ perceptions and behaviors. In congruence with this presumption, Kagan (1992) claimed that teachers extensively rely on their beliefs about education in their actions to generate solutions for popping up problems in their classes because teaching profession is characterized with numerous unpredictable circumstances and lacks general recipes for dealing with them. Fullan (1991) consistently underscored the importance of dealing with teacher beliefs for the fulfillment of educational change. He strongly argued that the prerequisite to change educational practice is to change what teachers believe in.

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Whilst there appears to be a consensus on the significance of studying teacher beliefs in educational research, there seems to be a lack of agreement in literature regarding the way it is defined as a construct. “Values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy” are the terms that were often equated with teacher beliefs in literature (Pajares, 1992, p. 309). Despite this diversity, a widely accepted definition is that teacher beliefs constitute a form of personal knowledge that represents pre-service and in-service teachers’ assumptions about teaching including their views of students, learning, classrooms, and subject matter (Kagan, 1992). Essentially, beliefs involve individual judgments so that they are characterized with being affective, evaluative, subjective, and questionable (Nespor, 1985). In this respect, they are distinguished from knowledge that is based on objective facts. It is perhaps because of this nature that they are often considered resistant to change (Nespor, 1985).

To date, a growing body of studies has examined the structure and content of teacher beliefs, their relation to teacher practices, change in teacher beliefs, and also the factors influencing their formation and maintenance (Mansour, 2009). Several studies particularly concentrated on understanding pre-service teachers’ beliefs about teaching (He & Levin, 2008). Since teacher education programs are viewed responsible in guiding teacher candidates to form, reflect on, and change their beliefs about teaching, a number of studies investigated how well and to what extent specific classes, teacher education programs as a whole, and student teaching experiences influence pre-service and in-service teachers’ beliefs about teaching (Richardson, 2003). Clark and Yinger (1979), moreover, conceptualized teacher beliefs studies under three key approaches that included ethnographic approach, sorting approach, and principles of teaching approach. They explained that researchers entered into the world of single teachers in ethnographic approach. They attempted to categorize teachers based on “most like me” and “least like me” situations in sorting approach, whereas general guidelines that determined teacher behaviors in their classes were described in the principles of teaching approach.

Literature regarding the content of teacher beliefs in essence presented that teachers identified their beliefs about education more or less with traditional, progressive, or a combination of traditional and progressive views of learning and teaching (Borko et. al., 1979). Congruently, in a comprehensive cross cultural study, OECD (2009) explored teacher beliefs in terms of direct transmission and constructivist beliefs about teaching. In this study, teachers from twenty-three countries were more likely to favor the constructivist way of education than traditional approach to teaching. Especially, this study documented that teachers from the Eastern and Southern Europe were more likely to integrate constructivist and direct transmission beliefs and those in the Northwest Europe, Scandinavia, Australia, and Korea were less likely to agree with direct transmission related beliefs about teaching.

Studies on the relationship between teacher beliefs and teacher practices, however, are considered far more controversial because they offer inconclusive findings. Some studies revealed a positive link between teachers’ instructional practices and their beliefs about teaching regardless of the field of study. In other words, they propose that teachers are likely to act what they preach (e.g., Cross, 2009; Hsiao & Yang, 2010; Kuzborska, 2011; Wang, Elicker, McMullen, & Mao, 2008). Nonetheless, there is also evidence showing a discrepancy between teachers’ beliefs about teaching and their instructional practices (e.g., Hallet, 2010; Jorgensen-Zevenbergen, Grootenboera, Nieschea, & Lermanb, 2010). For instance, Keys (2005) contended that “teachers just talk the talk but not walk the walk in the education” (p. 499) because of some contextual constraints such as lack of resources, time, and ongoing professional support.

Given the critical role of teacher beliefs in educational processes, where beliefs come from has become an area of concern in literature. These studies overall unveiled that there are multiple influential factors explaining the whys behind teacher beliefs. Decker and Rimm-Kaufman (2008), for instance, pointed to the relationship between personality traits of teachers and their educational beliefs. Murphy, Delli, and Edwards (2004), on the other hand, addressed the influence of individuals' personal and school experiences on their formation of beliefs about teaching. Richardson (2003) also identified the experience with formal knowledge among the major sources of teacher beliefs. In the study by Buehl and Fives (2009), the six sources that influenced the beliefs about teaching are defined as (a) formal curriculum that is experienced in the schooling, (b) formal knowledge that is acquired from some sources apart from the school like books, articles, and internet, (c) vicarious experiences that are obtained while observing others' teaching, (d) interaction with others for the purpose of cooperation, discussion, sharing, and support, (e) teaching experience via personal practices, and (f) self-reflection.

Overall, international literature provides a broad array of information regarding teachers' beliefs about teaching. However, research findings in the national context are critically important because teacher beliefs might considerably vary across cultures and contexts. In this respect, this review can assist in evaluating similarities and differences between Turkey and other settings considering pre-service and in-service teachers' beliefs about teaching. As the review attempts to figure out some consistent and highly apparent findings across studies, it can lead to more effective conclusions and implications for educational policy and practice. Also, given that there has not been any review of research that was conducted in Turkey on teachers' beliefs about teaching so far, it is expected that the present study contributes to the identification of the domains that have not been addressed adequately or well in educational research in the national context, and therefore shed light on research agenda for future studies.

2. METHOD

2.1. Literature Search

The educational literature as regards Turkish pre-service and in-service teachers' beliefs about teaching was explored broadly in electronic national and international databases via EBSCOHOST service including Academic Search Complete, Education Research Complete, ERIC, Humanities International Complete, MasterFILE Complete, Professional Development Collection, and ULAKBIM Turkish National Databases. The search was limited to the accessible full-text empirical articles that were published in academic journals. Theses and dissertations were not included to reduce the amount of studies to a reasonable number considering the feasibility of data analysis. It was, moreover, restricted to the years from 2000 to 2011 to represent a recent portrayal of teacher beliefs research corresponding to the last decade's educational context in Turkey.

As teacher beliefs were defined with exchangeable terms in literature, the searches were conducted with synonymous and the most relevant keywords such as teacher beliefs, teaching beliefs, beliefs about teaching, beliefs about education, educational beliefs, teachers' views of education, teachers' views of teaching, educational philosophies of teachers, and teachers' theories of education. Turkish translations of these keywords were also searched to have access to articles written only in native language. The reference lists of the related studies were also examined to confirm that all relevant articles were eventually contained in data pool. Even though all necessary steps were taken during literature searches to have a representative collection of teacher beliefs research, it is noteworthy to acknowledge that some relevant studies might have been missed in the present review.

2.2. Inclusion of the Studies in the Review

Beliefs about teaching for the purpose of this study were operationally defined as the assumptions or claims of pre-service and in-service teachers about ideal way of education. Given this definition, the studies that explicitly dealt with beliefs related to teaching and education were included in the scope of this review. The studies with a focus on teacher beliefs on some specialized areas of education such as beliefs about curriculum orientations, curriculum integration, inclusive education, and technology integration, and also teachers' beliefs about their capabilities in teaching and teaching profession were excluded. As the prime interest was to reveal the general pattern in teacher beliefs research in the national context, articles were involved regardless of the educational background of their participants and their methodology. Consequently, these criteria yielded thirty-one research articles to be involved in this review.

In the majority of the studies, quantitative methods were applied ($f = 18$). Some qualitative studies were also present ($f = 11$), while the number of studies with a mixed method design was very rare ($f = 2$). Beliefs about teaching were examined by a range of means in these studies such as Likert-type beliefs scales, semi-structured interviews, classroom observations, open-ended questions, drawings, metaphoric descriptions, class scenario writings, concept maps, reflective journal writings, and lesson plans. The studies investigated the pre-service and in-service teachers' beliefs about teaching from different subject areas including chemistry education, physics education, mathematics education, elementary science education, primary classroom education, foreign language education, and early childhood education. The participants were often pre-service teachers ($f = 21$) and sometimes in-service teachers ($f = 9$), but scarcely a combination of two ($f = 1$).

2.3. Data Analysis

Descriptive analysis was utilized to organize and interpret the findings of the selected thirty-one studies on teachers' beliefs about teaching. In this type of qualitative analysis, a thematic framework is constructed to organize, identify, and interpret the findings (Yıldırım & Şimsek, 2008). In this study, a tentative conceptual framework was constructed based on the classification of teacher belief studies in international literature. The results of the investigations were then categorized into these predetermined relevant themes. Some of the studies were relevant for more than one theme and included in them simultaneously. The methodological critique of the studies was not the purpose of this review; thereby, it was assumed that the findings that were presented in the studies were valid and reliable.

3. FINDINGS

Thirty-one studies were reviewed to take a snapshot of research on beliefs about teaching in the case of Turkey. Four main themes that represented research on beliefs about teaching in Turkey were identified as a result of the descriptive analysis of the studies. These were defined as (a) nature of beliefs about teaching, (b) sources of beliefs about teaching, (c) relationship between beliefs about teaching and classroom practices, and (d) change in beliefs about teaching. Given the scope of the studies, the review results indicated that the research in Turkey dominantly focused on understanding the nature of beliefs about teaching and their sources. The number of studies as regards the relation of beliefs about teaching to classroom practices and the change in the beliefs about teaching were considerably lower when compared to these two dimensions.

In the present study, the nature of beliefs about teaching mainly introduces what Turkish pre-service and in-service teachers think about the ideal way of education for their students based on related sixteen studies. It predominantly reflects the extent of support that Turkish teachers and teacher candidates provide for different educational approaches to learning and teaching. The sources of beliefs about teaching pertain to the factors that have an impact on the nature of beliefs

about teaching based on seventeen studies. It mainly contributes to having a grasp of why Turkish pre-service and in-service teachers accept and reject certain kind of beliefs about teaching. The relationship between beliefs about teaching and classroom practices covers seven studies with respect to the reflection of teacher beliefs on classroom practices. It overall indicates if there is any consistency between teachers' practices and their beliefs about teaching. The change in beliefs about teaching represents the findings regarding the transformations, if there is any, that pre-service and in-service teachers experience in their beliefs about teaching based on seven studies. It in general depicts what kind of a change in beliefs about teaching is experienced in the context of Turkey. Table 1 displays the distribution of the studies that were involved in this review across themes.

Table 1: The Distribution of the Studies across Themes

| Theme | Publication | <i>f</i> |
|--|--|----------|
| Nature of beliefs about teaching | Başer & Multu, 2011; Boz, 2008; Boz & Uzuntiryaki, 2006; Ekiz, 2007; Erdiller & McMullen, 2003; Gürbüzürk & Şad, 2009; Isikoglu, Baştürk, & Karaca, 2008; Kazempour, Amirshokoohi, & Colak, 2009; Ogan-Bekiroglu & Akkoc, 2009; Özgün-Koca, 2002; Saban, 2003; Şahin, Işıksal, & Ertepinar, 2010; Şeker, 2010; Uzuntiryaki, Boz, Kirbulut, & Bektas, 2010; Üstüner, 2008; Yilmaz, Turkmen, Pedersen, & Huyuguzel-Cavas, 2007 | 16 |
| Sources of beliefs about teaching | Başer & Multu, 2011; Bıkmaz, 2006; Boz, 2008; Boz & Uzuntiryaki, 2006; Bulut & Baydar, 2003; Duatepe-Paksu, 2008; Ekiz, 2007; Gürbüzürk & Şad, 2009; Gürbüzürk, Duruhan, & Şad, 2009; Kiraz, Engin-Demir, Aksu, Daloğlu, & Yıldırım, 2010; Saban, 2003; Seban, 2008; Şahin, Işıksal, & Ertepinar, 2010; Toluk-Uçar & Demirsoy, 2010; Uzuntiryaki, Boz, Kirbulut, & Bektas, 2010; Üstüner, 2008; Yilmaz, Turkmen, Pedersen, & Huyuguzel-Cavas, 2007 | 17 |
| Relationship between beliefs about teaching and classroom practices | İnceçay, 2011; McMullen, Elicker, Wang, Erdiller, Lee, Lin, & Sunf, 2005; Ogan-Bekiroglu & Akkoc, 2009; Seban, 2008; Şeker, 2010; Toluk-Uçar & Demirsoy, 2010; Uzuntiryaki, Boz, Kirbulut, & Bektas, 2010 | 7 |
| Change in beliefs about teaching | Bıkmaz, 2006; Cephe, 2009; Haser & Star, 2009; Isikoglu, 2008; Özgün-Koca & İlhan-Şen, 2006; Özmen, 2011; Yüksel, 2011 | 7 |

3.1. Nature of Beliefs about Teaching

The review results indicated that the nature of beliefs about teaching was often investigated on the basis of the progressive and traditional approaches to education in Turkey. Several studies showed pre-service and in-service teachers' preference for constructivist beliefs in Turkey (e.g., Başer & Mutlu, 2011; Boz, 2008; Ekiz, 2007; Erdiller & McMullen, 2003; Gürbüzürk & Şad, 2009; Isikoglu, Baştürk, & Karaca, 2008; Ogan-Bekiroglu & Akkoc, 2009; Şahin, Işıksal & Ertepinar, 2010; Şeker, 2010). In particular, Turkish early childhood teachers had a tendency to support developmentally appropriate practices based on the principles of student-centered way of education (Erdiller & McMullen, 2003), similar to elementary science teachers that supported inquiry-based science teaching against traditional teaching strategies (Şahin, et al., 2010). Ekiz (2007) also revealed that pre-service teachers from different fields of studies aligned their beliefs more congruently with progressive and reconstructionist views of education as it was figured out that they were against perennialist and essentialist ideas of teaching. Kazempour, Amirshokoohi, and Colak (2009), moreover, indicated that the agreement with student-centered beliefs did not change in pre-service and in-service teachers.

Nonetheless, several other studies illustrated that constructivist beliefs may not be as strong as they were considered to be in the minds of pre-service and in-service teachers in Turkey (e.g., Boz & Uzuntiryaki, 2006; Duatepe-Paksu, 2008; Özgün-Koca, 2002; Saban, 2003; Uzuntiryaki, Boz, Kirbulut, & Bektaş, 2010; Üstüner, 2008; Yilmaz, Turkmen, Pedersen, & Huyuguzel-Cavas, 2007). The studies in this domain in general put forward that pre-service and in-service teachers predominantly supported traditional education or formed their beliefs about education based on a

combination of traditional and constructivist beliefs about teaching. The study by Duatepe-Paksu (2008), for instance, revealed that mathematics teachers viewed mathematics as a discipline of rules and procedures to be memorized, rather than a process of problem solving. Primary classroom teachers were similarly inclined to favor perennialist view of education (Üstüner, 2008). Boz and Uzuntiryaki (2006) found out that pre-service chemistry teachers had either traditional or intermediate beliefs' and consistently developed either moderate or weak understanding of constructivist beliefs (Uzuntiryaki et al., 2010). Saban (2003) also indicated a similar tendency in pre-service elementary level teachers because he noticed that they valued three different instructional approaches concurrently. These were namely behaviorism, constructivism, and social constructivism.

3.2. Sources of Beliefs about Teaching

The review findings pointed to a number of different sources that potentially influenced the formation and maintenance of certain kind of beliefs about teaching in the mind of Turkish pre-service and in-service teachers. Gender was, for instance, one of them. In several studies, being a female was associated with having stronger endorsement with constructivist beliefs about teaching (e.g., Başer & Mutlu, 2011; Gürbüzürk, Duruhan, & Şad, 2009; Saban, 2003). The comprehensive study conducted by Kiraz, Engin-Demir, Aksu, Daloğlu, and Yıldırım (2010) with 18,226 first-grade students from 51 faculties of education consistently revealed that pre-service female students were significantly more liberal in their views of education compared to their male counterparts. Gürbüzürk and Şad (2009) as well illustrated that male pre-service teachers were significantly more traditional compared to female teacher candidates although there was not any effect of gender on constructivist beliefs. Yet in some other studies, gender was not significantly related to teachers' beliefs about teaching (e.g., Bulut & Baydar, 2003; Duatepe-Paksu, 2008; Isikoglu et al., 2008; Şahin et al., 2010; Üstüner, 2008; Yilmaz et al., 2007). Another source was the field of the study. Social sciences teachers (Üstüner, 2008), social sciences student teachers (Ekiz, 2007), elementary level teachers but particularly early childhood teachers (Isikoglu et al., 2008), primary level pre-service teachers (Gürbüzürk et al., 2009), and future early childhood, foreign language and classroom teaching teachers (Gürbüzürk & Şad, 2009) espoused constructivist beliefs more than traditional beliefs compared to their counterparts who specialized in other areas of study.

Besides, the review recognized that school experiences of pre-service and in-service teachers had a decisive influence on their beliefs about teaching. Especially, teacher education programs (Boz, 2008; Boz & Uzuntiryaki, 2006; Toluk-Uçar & Demirsoy, 2010; Uzuntiryaki et al., 2010) and earlier experiences in primary schools (Gürbüzürk et al., 2009) and high schools (Boz & Uzuntiryaki, 2006) had a critical role on the formation of beliefs about teaching. Congruently, the school type that teachers attended emerged as a significant source as it shaped the learning experiences of the individuals (Bulut & Baydar, 2003; Kiraz et al., 2010). Teachers' years of experience in teaching (Isikoglu et al., 2008; Şahin et al., 2010), age of pre-service teachers and the place of residence that they were grown up (Kiraz et al., 2010), current trends in the field of education (Boz, 2008), and previous habits of instruction (Seban, 2008) were identified as other significant sources that predicted the beliefs about teaching. Additionally, although Bıkmaz (2006) indicated that self-efficacy beliefs of pre-service science teachers did not have any relation to their beliefs about teaching, Gürbüzürk and Şad (2009) revealed that they were a significant predictor of pre-service teachers' beliefs about teaching from different subject areas.

3.3. Relationship between Beliefs about Teaching and Classroom Practices

The review results provided evidence for the consistency between beliefs about teaching and classroom practices (e.g., İnceçay, 2011; McMullen et al., 2005) and also for the discrepancy between them in the context of Turkey (e.g., Ogan-Bekiroglu & Akkoc, 2009; Seban, 2008;

Şeker, 2010; Toluk-Uçar, & Demirsoy, 2010). However, Uzuntiryaki et al. (2010) highlighted that the relationship between beliefs and practices did not portray an “all or nothing” situation. They highlighted that despite a number of discrepancies between constructivist beliefs and practices of pre-service chemistry teachers, still some minor cases were available that indicated the congruence between beliefs about teaching and classroom practices.

3.4. Change in Beliefs about Teaching

There are several studies that pointed to the possibility of change in beliefs about teaching in the context of Turkey. Nevertheless, these studies presented different perspectives regarding the direction of this change. One way of change was identified with the increase in the acceptance of constructivist beliefs, while a decrease in the agreement with traditional beliefs, particularly as result of the course that pre-service teachers had participated in (Bıkmaz, 2006; Cephe, 2009; Işıklıoğlu, 2008; Özmen, 2011). Bıkmaz (2006), however, noted that despite the change toward constructivism, several traditional beliefs remained in the mind of pre-service teachers. Thus, the magnitude of the change may not be as much as it is expected from teacher training programs. Moreover, the study by Yüksel (2011) revealed the effectiveness of the feedback from peers over the feedback from supervisor teachers in changing the beliefs of pre-service teachers. This finding may partially explain why teacher training courses were not able to achieve a significant change in the mind of pre-service teachers. It implies that teacher educators may not be effective in influencing their students to change their beliefs about teaching. On the other hand, another way of change was characterized with a shift from constructivist to traditional beliefs about teaching, mostly after confronting with the realities of the classrooms during the first-hand experience of teaching (Haser & Star, 2009; Özgün-Koca & İlhan-Şen, 2006). Real classroom situations in the case of Turkey that were identified with heavy curriculum load and fast curriculum pace, large gaps among students in terms of their developmental level and educational needs, and high class size were accounted for the replacement of constructivist beliefs with traditional view of teaching (Haser & Star, 2009; Özgün-Koca & İlhan-Şen, 2006).

4. DISCUSSION and CONCLUSIONS

This study attempted to depict the last decade’s research on beliefs about teaching as it was represented in the context of Turkey. Based on the selected thirty-one research articles that were published between 2000 and 2011, the current review resulted in four themes, including nature of beliefs about teaching, sources of beliefs about teaching, relationship between beliefs about teaching and classroom practices, and change in beliefs about teaching. These are the domains that also appear to shape research on beliefs about teaching in international literature as stated by Mansour (2009). In this respect, as expected, the scope of the studies in Turkey resembles to international studies.

Especially, the general concern of educational research in Turkey was recognized as understanding what pre-service and in-service teachers think about ideal way of teaching on the basis of their preferences among various philosophies of education. Similar to what Borko et al. (1979) pointed, the studies in Turkey evaluated beliefs about teaching often on the basis of two extremely conflicting ideas: traditional and constructivist views of education. Although the studies under this theme offered inconclusive results in terms of the support for constructivist beliefs, the findings overall figured out that the actors of the education in Turkey favor various approaches to teaching, even including very contradictory ideas. It, thereby, seems to be unrealistic to assume that all teachers and teacher candidates would agree on a certain kind of philosophy about teaching. Given that teacher beliefs constitute a great potential to influence teacher practices (Fullan, 1991; Kagan, 1992; Nespor, 1985; Pajares, 1992), the diversity of beliefs may impede educational processes that warrant a certain way of thinking. The beliefs of teachers and teacher candidates that are incompatible with constructivist education, for example,

may be a threat for the implementation of current curricula that are grounded in the principles of constructivist approach to learning and teaching.

Also, studies in the national context examined the factors which may help to understand why individuals think in the way they do. Similar to international findings (e.g., Buehl & Fives, 2009; Murphy et al., 2004; Richardson, 2003), learning and teaching experiences of pre-service and in-service teachers were associated with their beliefs about teaching. Apparently, this result implies that pre-service and in-service teachers do not make their decisions on teaching merely based on objective knowledge. In shaping their beliefs, it may be essentially important to provide them with insightful learning experiences throughout their education. Particularly, as a contribution to educational practice, teacher educators should not only tell but also show the effective ways of teaching to influence the formation of appropriate beliefs and so the behaviors of teacher candidates.

Moreover, literature in Turkey distinctly focused on the sources of beliefs that were related to some personal characteristics such as gender, the field of study, age, years of teaching experience, the place of the residence, and the school attended. However, these studies were considered deficit in explaining why those variables were related to beliefs about teaching. Perhaps more important, all these sources are unalterable and so do not seem to help to manipulate the beliefs about teaching. In this manner, they do not appear to offer implications for practice and policy making. For sure, it would be a great contribution to teacher beliefs research to ground a sound theory as regards the formation and maintenance of beliefs systems in the mind of pre-service and in-service teachers with the study of variables which can be controlled. In future, in-depth and comprehensive studies concerning the roots of teacher beliefs and the interaction among different sources of beliefs can considerably improve our understanding about beliefs about teaching.

Consistent with the findings from international literature, Turkish pre-service and in-service teachers acted consistently and sometimes inconsistently with their beliefs about teaching. Indeed, we are not currently well informed about educational outcomes because of this compatibility or gap between teacher beliefs and practices. For instance, an inconsistency in the case of a teacher who espouse traditional beliefs but implement mandatory constructivist practice may be considered positively in Turkey, where the current efforts emphasize a shift from traditional to progressive education. However, as Fullan (1991) firmly proposed, it is wrong to assume that teachers would implement top down practices despite their beliefs. The future research can expand our knowledge in this domain by stressing on what causes the consistencies and inconsistencies between beliefs about teaching and practice and how this influences educational quality especially in terms of outcomes for teachers and students.

Studies in Turkey noted that there may be some change in the beliefs about teaching. This change was sometimes from traditional teaching to constructivist teaching as a result of attending to the classes in teacher training programs. In this manner, it might show that teacher education programs fulfill their roles in dealing with and changing the beliefs of teacher candidates (Richardson, 2003). However, it was not regarded as a very strong influence, which is likely to support to claim that beliefs are resistant to change (Nespor, 1985). Another striking result was the change in beliefs from constructivist to traditional way of education after having an experience of teaching. This finding might be interpreted in two ways. One interpretation is that teacher training programs equip teachers with beliefs that are not compatible for the practice. From a different angle, it might also reveal that teacher education programs do not provide teacher candidates with necessary skills and knowledge to act in the way they believe. The conflicting agendas of teacher training programs and classroom settings need to be addressed in future studies. Before all else, teacher education programs need to decide their objectives regarding teacher beliefs. What kind of beliefs do teacher education programs need to cultivate,

reinforce, or change in the mind of teacher candidates? And why and how? Necessarily, beliefs about teaching should be measured across different classes during teacher training programs to detect the nature of change more precisely, if there is any. Moreover, after graduation, follow-up studies should be conducted to capture the influence of experience and context on beliefs about teaching longitudinally in the case of Turkish education system.

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Uzun Özet

1980'den itibaren eğitim araştırmaları öğretmenlerin davranışlarından ziyade onların bilişsel süreçlerine odaklanmaya başlamıştır. Bu paradigma değişimi öğretmenlerin artık teknisyen olarak görülmediği bir anlayışı da beraberinde getirmiştir. Öğretmenlerin eğitim ve öğretimdeki karar verici

rolünü göz ardı etmeyen bu yaklaşımın bir sonucu olarak, öğretmenlerin inanç sistemi eğitim alanında sıkça çalışılan araştırma konularından birisini oluşturmuştur. Karar ve davranışları etkilediği göz önünde bulundurulduğunda öğretmenlerin öğretmenlik ile ilgili inançlarının anlaşılmasının eğitim ve öğretimin geliştirilmesine önemli ölçüde katkı sağlayacağı düşünülmektedir. Kesin bir tanımı olmasa da öğretmenlik inançları genel olarak öğretmenlerin öğrenciler, öğrenme, öğrenme ortamı ve ders konuları ile ilgili olarak doğru kabul ettikleri görüşleri olarak tarif edilebilir. Öğretmenlik inançlarının temel özelliklerinden birisi kesin ve tarafsız verilere dayanmadığından öğretmenlik bilgisinden farklılaşmasıdır. Öğretmenlerin öğretmenlik bilgisinden ziyade sınıflarında daha çok inançlarına göre hareket ettikleri düşünüldüğünde eğitimin aslında bilginin değil inançların kontrolü altında olduğunu söylemek yanlış olmayacaktır. Bu nedenle olsa gerek, öğretmen adaylarının öğretmenlik hakkında inançlar oluşturması, var olan inançları hakkında derinlemesine düşünmesi ve eğitimi olumsuz yönde etkileyebileceği düşünülen inançlarını değiştirmesi için desteklenmesi öğretmen yetiştirme programlarının temel görevlerinden birisi olarak ileri sürülmüştür. Bugüne kadar uluslararası arenada öğretmenlik inançları üzerine yapılan çalışmaların genel olarak öğretmenlik inançlarının içeriği, yapısı, kaynağı, eğitim uygulamalarıyla olan ilişkisi ve değişimi gibi temalar üzerine ışık tuttuğu gözlenmiştir. Bu çalışmada bu ve benzer temalar çerçevesinde Türkiye bağlamında öğretmenlik inançları üzerine yapılmış çalışmaların ne tür bulgulara işaret ettiği derlenmeye çalışılmıştır.

Elektronik veri kaynakları kullanılarak gerçekleştirilen ve sadece erişim sağlanabilen, tam metin, uluslararası ya da ulusal dergilerde basılmış araştırma çalışmaları ile sınırlandırılmış alanyazın incelemesi sonucunda çalışmanın amacına uygun olduğu düşünülen otuz bir makale derlemeye dâhil edilmiştir. Genel eğilimi ortaya çıkarmak ve çalışmaların sayısını azaltmamak adına hem öğretmen adayları hem de öğretmenlerle yapılmış nitel ve nicel çalışmalar katılımcıların uzmanlaştıkları alanlar fark etmeksizin çalışma kapsamında ele alınmıştır. 2000 ve 2011 yılları arasında yapılmış çalışmaların seçilmesi ile de özellikle son zamanlarda edinilen bulgulara odaklanılması hedeflenmiştir. Alanyazın taramasında konuyla ilgili tüm makalelere ulaşıldığı varsayılsa da bazı ilgili makalelerin gözden kaçmış olabileceğinin belirtilmesi gerekli görülmektedir. Derlemeyi oluşturan makalelerin çoğunluğunda ($f = 18$) nicel yöntemlerin kullanıldığı, daha az sayıda makalede ($f = 11$) ise nitel yöntemlere başvurulduğu tespit edilmiştir. Katılımcıların daha sıklıkla öğretmen adayları ($f = 21$) ve bazen öğretmenler ($f = 9$) arasından seçtiği bu çalışmalarda, araştırmacıların öğretmenlik ile ilgili inançları araştırmak için Likert tipi ölçek, yarı yapılandırılmış görüşme, sınıf içi gözlem, ucu açık sorular, çizimler, metaforik inceleme, sınıf içi senaryoları, kavram haritaları, yansıtıcı yazılar ve ders planları gibi pek çok farklı yöntemlere başvurdukları belirlenmiştir. Bu makalelerin temel bulguları betimsel olarak analiz edilmiş ve ilgili temalar oluşturulmuştur. Araştırmalarda kullanılan yöntemlerin ne denli uygun olduğunun eleştirisi bu çalışmanın amaçlarından birisini oluşturmadığı için araştırmacılar tarafından makalelerde sunulan bulguların geçerli ve güvenilir olduğu varsayılmıştır.

Bu derlemenin bulguları uluslararası alanyazında olduğu gibi Türkiye’de öğretmenlik ile ilgili inançlar üzerine yapılmış çalışmaların şu dört temel tema altında toplanabileceğini göstermiştir: (a) öğretmenlik inançlarının doğası, (b) öğretmenlik inançlarının kaynakları, (c) öğretmenlik inançları ile öğretmen uygulamaları arasındaki ilişki, (d) öğretmenlik inançlarındaki değişim. Öğretmenlik inançlarının doğasına ilişkin olarak, kimi çalışmalarda Türkiye’de öğretmenlerin geleneksel ve kimi çalışmalarda ise yapısalcı eğitim yaklaşımını benimsedikleri dikkat çekmiştir. Öğretimde geleneksel ve yapısalcı yaklaşımın birlikte benimsendiğini gösteren çalışmalar da bulunmuştur. Cinsiyet, çalışma alanı, öğretmenlik programı, önceki okul yaşantıları, öğretmenlik tecrübesi, yaşanan yer, yaş, önceki öğretim alışkanlıkları, eğitimdeki yönelimler ve öz-yeterlik inançları ise öğretmenlik inançlarını etkileyen bazı kaynaklar olarak Türkiye bağlamında yapılan çalışmalarda ileri sürülmüştür. Öğretmenlik inançları ile öğretmen uygulamaları arasındaki ilişki üzerine yapılmış araştırmaların bazıları inançlar ile uygulamalar arasında tutarlılık olduğunu gösterirken, kimi çalışmalarda öğretmenlerin inandıkları şekilde öğretmenlik yapmadıklarına değinilmiştir. Öğretmenlik inançlarının değişimi konusunda ise, değişimin geleneksel yaklaşımdan yapısalcı yaklaşıma ya da yapısalcı yaklaşımdan geleneksel yaklaşıma doğru olmak üzere iki yönde gerçekleşebileceğine dikkat çekilmiştir.

Bu bulguların Türkiye’de eğitim alanında çalışan uygulayıcılar ve araştırmacılar için önemli sonuçlar sunduğu düşünülmektedir. Bulguların işaret ettiği gibi öğretmen ve öğretmen adaylarının farklı ve bazen birbiriyle çelişen öğretmenlik inançlarına sahip olmalarının özellikle tek tip anlayış gerektiren durumlarda eğitim uygulamalarının sonuçlarını olumsuz yönde etkileyebileceği düşünülmektedir. İnançlar ile uygulamalar arasındaki pozitif ilişki dikkate alındığında, örneğin Türkiye’de yapısalcı yaklaşıma

dayandırılan eğitim programlarının etkili bir biçimde uygulanmasında geleneksel eğitim yaklaşımını benimseyen öğretmenler bir tehdit olarak algılanabilir. Bu bakımdan özellikle öğretmen yetiştirme programlarından başlayarak eğitim uygulamalarının istedik şekilde yürütülmesine mani oluşturabilecek öğretmen inançlarının değiştirilmesi ve uygulamaları destekleyecek nitelikteki inançların öğretmenlerin zihninde güçlendirilmesi yönünde çaba sarf edilmesinde yarar görülmektedir. Kontrol edilebilecek bir değişken olarak ve öğretmenlik hakkındaki inançların oluşmasında oynadığı kritik rol bakımından öğretmen adaylarının olumlu öğrenme ve öğretme yaşantıları ile buluşturulması onların sonradan değiştirilmesi güç olacak bazı inançlara sahip olmalarının önlenmesi açısından oldukça önemli görülmektedir. Özellikle, öğretmenlerin öğretmenlik hakkındaki inançlarının oluşumunda, değişimde ve inandıklarını uygulamalarına yansıtma bakımından öğretmen yetiştirme programlarının sahip oldukları etkinin değerlendirilmesi ve öğretmenlik inançlarına yönelik rolüne ilişkin bu programların yeniden düzenlenmelerinin önemli olduğu düşünülmektedir.

Citation Information

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