

THE EFFECT OF EDUCATIONAL IDEOLOGIES ON TEACHERS' ATTITUDES  
TOWARDS CURRICULUM CHANGE

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

TUBA NUR YILDIRIM YANILMAZ

IN PARTIAL FULLFILMENT OF REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE  
IN  
THE DEPARTMENT OF EDUCATIONAL SCIENCES

SEPTEMBER 2009

Approval of the Graduate School of Social Sciences

---

Prof. Dr. Sencer Ayata  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

---

Prof. Dr. Ali Yıldırım  
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

---

Assoc. Prof. Dr. Ercan Kiraz  
Supervisor

**Examining Committee Members**

Assoc. Prof. Dr. Cennet Engin Demir (METU,EDS) \_\_\_\_\_

Assoc. Prof. Dr. Ercan Kiraz (METU, EDS) \_\_\_\_\_

Assist. Prof. Dr. Ömer Faruk Özdemir (METU, SSME) \_\_\_\_\_

**I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Last Name, Name: YILDIRIM YANILMAZ, Tuba Nur

Signature :

## ABSTRACT

### THE EFFECT OF EDUCATIONAL IDEOLOGIES ON TEACHERS' ATTITUDES TOWARDS CURRICULUM CHANGE

Yıldırım Yanılmaz, Tuba Nur

M. S. Department of Educational Sciences

Supervisor: Assoc. Prof. Dr. Ercan KİRAZ

September, 2009, 93 pages

This study aimed at investigating the effect of educational ideologies on teacher's perceptions of and attitudes towards curriculum change. The sample consisted of 184 primary and secondary school teachers working in Kulu, Konya. Data were gathered from the participants via two inventories, Educational Ideologies Inventory and Perceptions of and Attitudes towards Curriculum Change Inventory. The first inventory developed by William O'Neill. The second inventory was developed by McAttee & Punch (1979). The researcher translated them into Turkish, made necessary alterations and pilot tested. Both descriptive and inferential statistics were utilized to analyze the data. Mann-Whitney U Test was employed to investigate the effect of educational ideologies on teacher's perceptions of and attitudes towards curriculum change.

Results of the study indicated that there is no significant difference between teachers' educational ideologies and their perceptions of and attitudes towards curriculum change. Furthermore, some background variables were also not found to affect the teachers' perceptions of and attitudes towards the new curriculum.

**Key words:** curriculum change, educational ideologies, teacher attitude



## ÖZ

### EĞİTİM İDEOLOJİLERİNİN ÖĞRETMENLERİN MÜFREDAT DEĞİŞİMİNE KARŞI TUTUMUNA ETKİSİ

Yıldırım Yanılmaz, Tuba Nur

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Doç. Dr. Ercan KİRAZ

Eylül, 2009, 93 sayfa

Bu çalışmanın amacı Konya, Kulu'da ilköğretim ve ortaöğretim okullarında çalışan öğretmenlerin eğitim ideolojilerinin müfredat değişikliğine karşı olan tutumlarına herhangi bir etkisinin olup olmadığını incelemektir. Veriler, O'Neill (1990) tarafından geliştirilmiş Eğitim İdeolojileri anketi ve McAttee & Punch (1979) tarafından geliştirilmiş olan Müfredat Değişimine Karşı Öğretmenlerin Algı ve Tutumları Anketi kullanılarak toplanmıştır. Çalışmaya 184 öğretmen katılmıştır. Elde edilen veriler betimleyici ve yordayıcı istatistiksel yöntemler kullanılarak analiz edilmiştir. Öğretmenlerin eğitim ideolojilerinin müfredat değişikliğine karşı olan tutumlarına herhangi bir etkisinin olup olmadığını incelemek için Mann-Whitney U test kullanılmıştır.

Araştırmanın sonucu öğretmenlerin eğitim ideolojileri ve müfredat değişikliğine karşı olan tutumları arasında herhangi bir önemli fark olmadığını göstermiştir. Aynı zamanda cinsiyet ve mezun olunan okul türü gibi değişkenlerin de öğretmenlerin müfredata karşı bakış açılarını belirlemede belirgin bir fark oluşturmadığı görülmüştür.

**Anahtar Kelimeler:** müfredat değişimi, eğitim ideolojileri, öğretmen tutumu

To My Family

## ACKNOWLEDGEMENTS

I would like to thank to my supervisor, Assoc. Prof. Ercan Kiraz, for his encouragement, guidance and detailed feedback throughout the whole process of this study.

I'm also grateful for the insights and efforts put forth by the examining committee, Assoc. Prof. Cennet Engin Demir and Assist. Prof. Ömer Faruk Özdemir.

I wish to give a heartfelt thanks to my family and especially to my mother. I couldn't have achieved this goal without their continuous love, support and encouragement.

Last, but not least, special thanks to my husband and my best friend, Aydoğan Yanılmaz who has not only supported me with his invaluable feedback and proofreading in this process but also has made it more enjoyable with his constant support and companionship.

## TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xii
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background to the study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	4
1.4 Significance of the Study.....	5
2. REVIEW of LITERATURE.....	7
2.1 Change.....	7
2.1.1 The Nature of Change.....	8
2.1.2 Educational Change.....	9
2.1.3 Curriculum Reform.....	11
2.1.4 Curriculum Change in Turkey.....	12
2.2 Ideology.....	19
2.2.1. Educational Ideologies.....	21

3. METHODOLOGY .....	27
3.1 Overall Design of the Study .....	27
3.2 Population and Sample Selection .....	27
3.3 Development of Data Collection Instruments .....	29
3.3.1 Demographics .....	29
3.3.2 Educational Ideologies .....	29
3.3.3 Perceptions of and Attitudes towards Curriculum Change .....	37
3.4 Data Collection Procedures .....	38
3.5 Data Analysis Procedure .....	39
3.6 Limitations and Delimitations .....	39
4. RESULTS .....	41
4.1 Background Characteristics of the Sample .....	41
4.2 Educational Ideologies of Teachers .....	44
4.3 Teachers' Receptivity to System-Wide Change .....	45
4.3.1 Teachers' Attitudes towards the New Curriculum .....	45
4.3.2 Cost Benefit of the New Curriculum to the Teacher .....	46
4.3.3 Practicality of the New Curriculum Outline in the Classroom .....	48
4.3.4 School Support for the Teacher in Teaching New Curriculum .....	51
4.3.5 Feelings towards the Previous System Compared to the New Curriculum .....	53
4.3.6. General Behavior Intentions towards the New Curriculum .....	55
4.3.7. Teacher Participation in the New Curriculum .....	57
4.4 The Effects of Educational Ideologies on Attitudes towards Curriculum Change .....	59

4.4.1 The Relationship between Teachers' Educational Ideologies and Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum.....	60
4.4.2 The Relationship between Teachers' Educational Ideologies and Teachers' General Behavior Intentions towards New Curriculum.....	62
4.5 The Relationship between Gender and Teachers' Attitudes towards New Curriculum.....	64
4.5.1 The Relationship between gender and Teachers' Feelings towards Previous Curriculum compared to the New Curriculum.....	64
4.5.2 The Relationship between gender and Teachers' General Behavior Intentions towards the New Curriculum.....	65
4.6 The Relationship between Teachers' Attitudes towards New Curriculum and the Type of Faculty Teachers Graduated From.....	66
4.7 The Relationship between Teachers' Attitudes towards New Curriculum and their Teaching Experience.....	67
4.8 Summary of the Findings.....	68
5. CONCLUSION, DISCUSSION AND IMPLICATIONS .....	70
5.1 Discussions.....	70
5.2 Conclusions and Implications.....	73
5.2.1 Conclusions.....	73
5.2.2 Implications for Practice.....	75
5.2.3 Implications for Further Research.....	77
REFERENCES.....	79

## APPENDICES

A. Inventory.....	85
B. List of Schools in Kulu .....	93

## LIST OF TABLES

### TABLES

Table 2.1 Components of Educational Ideologies by Lamm (2001) .....	21
Table 3.1 Distribution of teachers in terms of their genders and school type .....	28
Table 3.2 Distribution of teachers in terms of their graduation date.....	29
Table 3.3 Özdemir's correlational matrix.....	30
Table 3.4 Factor Loading obtained via Principal component Analysis with varimax rotation.....	33
Table 4.1 Distribution of the Teachers in terms of the faculties the teachers graduated from.....	42
Table 4.2 In-service training status of teachers.....	42
Table 4.3 Inspection status of teachers after curriculum change.....	43
Table 4.4 Teachers' administration experience.....	43
Table 4.5 Teachers' reasons for choosing teaching as their profession.....	44
Table 4.6 Distribution of teachers in terms of their Educational Ideologies....	44
Table 4.7 Distribution of teachers in terms of their general Educational Ideologies.....	45
Table 4.8 The responses teachers gave to the adjective pairs in relation to their attitude towards the New Curriculum .....	45
Table 4.9 The teachers' views on the cost-beneficiality of the new curriculum.....	47
Table 4.10 Mean & Median scores for Cost Benefit of the New Curriculum to the Teacher.....	48
Table 4.11 The teachers' views on the practicality of the New curriculum outline.....	49
Table 4.12 Mean & Median scores for practicality of the New Curriculum Outline.....	50



Table 4.13 The support for teachers provided by the school.....	52
Table 4.14 Teachers' Feelings towards the Previous System Compared to the New Curriculum.....	54
Table 4.15 Mean & Median scores Feelings towards the Previous System Compared to the New Curriculum.....	55
Table 4.16 Teachers' General Behavior Intentions towards the New Curriculum.....	56
Table 4.17 Mean & Median scores of teachers' general behavior intentions towards the New Curriculum.....	57
Table 4.18 Teachers' conceptions of themselves in relation to their success and their authority in new curriculum.....	58
Table 4.19 Teachers' expectations of the new curriculum .....	59
Table 4.20 Mean & Median scores for Teacher Participation in New Curriculum.....	59
Table 4.21 <i>Tests of Normality</i> .....	60
Table 4.22 Overall comparison of Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum with Educational Ideologies .....	61
Table 4.23 Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum in terms of their educational ideologies .....	61
Table 4.24 Item by item analysis of Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum in terms of their educational ideologies .....	62
Table 4.25 Overall comparison of Teachers' General Behavior Intentions with Educational Ideologies.....	63
Table 4.26 Item by item analysis of teachers' general behavior intentions in terms of their educational ideologies.....	64
Table 4.27 Overall analysis of teachers' conceptions of the new curriculum in terms of gender.....	65

Table 4.28 Overall analysis of Teachers' General Behavior Intentions in terms of gender .....	66
Table 4.29 Item by item analysis of Teachers' General Behavior Intentions in terms of gender .....	66
Table 4.30 Analysis of teachers' perceptions of curriculum change and their attitudes towards it In Terms of the Type of Faculty They Graduated From.....	67
Table 4.31 Analysis of teachers' perceptions of curriculum change and their attitudes towards it in terms of Teachers' Experience.....	68

## CHAPTER I

### INTRODUCTION

#### 1.1 Background to the Study

Educational institutions, like other institutions, need regular monitoring in order to improve and modify the areas that are out of date or that have deficiencies. From this perspective, change may be described as the adoption of an innovation (Carlopio, as cited in Credaro, 2006). Under the umbrella of the broad definition of change, the aim of the educational change is that to improve the results of education through altering practices, methods or instruments.

In recent years, the reform of the school curriculum has been a key element of educational change; since the developments in educational technologies, great amount of knowledge in every branch of science and the growing needs of both market and the society make the reform in curriculum necessary and unavoidable. However, the change, in its nature, is a very complex phenomenon as there are always proponents as well as the opponents of each reform movement. The curriculum reform, which includes numerous people, is also a thorny issue. In this kind of change, there is always a possibility of resistance by anybody who is affected by the results of change. In the school curriculum reforms, the most affected ones are, undoubtedly, the teachers; as they apply the changes in their classrooms. Moreover, the success of such an educational reform also relies on the successful implementation of the new curriculum by teachers in classrooms.

Regardless of the nature of the changes desired, however, effective implementation of them will inevitably depend on the ability of Governments actually to influence what goes on in the classroom- a reality which is likely to be in large measure a function of teachers' own priorities; of their

willingness and ability to implement the changes in question (Broadfoot, Osborn, Planel & Pollar, 1994, p. 8).

Generally, like all other reforms in education, curriculum reforms are top-down in nature and teachers are the ones who resist to these curriculum changes as they are most affected by them. However, in order to apply the changes in classroom settings, it is important that the teachers should be willing to accept those changes. The desired situation in these top-down reforms in curriculum is that teachers' acceptance of those innovations without resistance but the results revealed by previous studies are different. The problems occur in the application of a new educational program. Thus, the researchers concentrate on finding out the reasons which hinder teachers from implementing the changes. Fullan and Hargreaves (1992) indicate that to effectively implement educational reform, teachers must effect change for the better in their knowledge about the current policy and professional and research issues. They must have access to a good knowledge base for improving teaching and schools. This shows that the teachers may resist to the changes due to the lack of knowledge about the nature of the current change. Another reason for teacher resistance that is demonstrated by the literature is the failure to recognize the need for change (Greenberg & Baron, 2000). Unless teachers understand and appreciate the need for change in the education system, they will be willing to maintain their current status. Habit may be another barrier to teachers changing their practices. "Rather than developing new skills/strategies, it is simply easier to continue teaching in the same ways" (Greenberg & Baron, 2000, p.34). Teacher may also feel threatened by the nature of the change itself. This makes it difficult for teachers to welcome these reforms. Their acceptance of change could be affected by perceived threats to their expertise and proven abilities, and their belief that they lack the knowledge or skills to implement the change successfully (Greenberg & Baron, 2000).

All these studies show that successful implementation of a new program mostly related to teachers' willingness and openness to change might depend on their attitudes toward new educational ideas (Brown & McIntyre, as cited in Lee, Ha, Chan & Sum, 2004). Waugh and Punch (1985) have proposed a widely used and

adopted model to study teachers' receptivity to change. Their study indicates a range of variables that affect teacher receptivity to a system-wide change. Their study well establishes evidence on variables including overall feeling toward the previous educational system, attitude toward the previous educational system, practicality of new educational system, perceived expectations and beliefs about important aspects of the new educational system and beliefs about some important aspects of new educational system, yet it does not provide a broad frame for the reasons that affect the teachers' attitudes towards curriculum change. There might be other, broader reasons that can help to explain the perceptions and attitudes of teachers towards a change. As stated by Fullan (2001a, p. 56)

Understanding why most attempts at educational reform fail goes far beyond the identification of specific technical problems such as lack of good materials, ineffective in-service training or minimal administrative support. In more fundamental terms, educational change fails partly because of the assumption of planners and partly because some problems are inherently unsolvable.

Thus, the educational ideologies might be among one of the discerning factors that may explain the reasons of teachers' attitudes towards curriculum change, since educational ideologies embrace many beliefs and values related to educational matter. They can provide a conceptually broader framework in explaining the teachers' attitudes towards and perceptions of the curriculum change. O'Neill (1990) defines the educational ideologies as follows:

Educational ideology is a value or belief system that is accepted as a fact or truth by people in education. It is composed of sets of attitudes toward the overall goal of education, the objectives of the school, general characteristics of education, the child as learner, administration and control, nature of the curriculum, subject matter, instructional methods and evaluation, and classroom management (p.19).

As the definition of the educational ideology suggests, the term refers to a broader understanding of education and the educational ideology of a person may explain a lot about the person's attitude towards the educational change.

## **1.2 Statement of the Problem**

In Turkey, there has been a recent nation-wide curriculum change in the primary and high school levels and there are some concerns about the proper application of the curriculum. When some demographic characteristics (Statistics\_MEB, 2008) such as the total number of the teachers, 422,264, working in state schools at the primary school level and 177,580 teachers at high school level, and teaching to 10,331.752 students at primary schools and 2,817.334 students at high school levels are considered, the importance of proper implementation of the program will be better understood. As the literature in the area of educational sciences has revealed most of the implementation problems of a new curriculum stem from the teachers' resistance to the changes in their classrooms. Therefore, it is important to find out the reasons that hamper the teachers from implementing the new program before coming across with some implementation problems. The previous studies provide evidence that there are several reasons for this resistance such as teachers' lack of knowledge about the new program, their conception of new program as threats to their professions, their attitudes towards or emotions and beliefs about the new curriculum, but they do not provide a broader frame for the reasons that shape the teachers' attitudes towards curriculum change.

## **1.3 Purpose of the Study**

The purpose of this study is to investigate the relationship between the primary and high school teachers' educational ideologies and their attitudes towards the current curriculum change in Turkey and to find out whether there are differences in their perceptions of curriculum change and their attitudes towards the curriculum change. The questions to be raised in the study are:

- 1- What are the educational ideologies of the teachers?
- 2- What are their views on the recent curriculum change in Turkey?
- 3- Are they willing to implement the new curriculum in their classrooms?

4- Is there a relationship between:

The teachers' educational ideologies and their attitudes towards curriculum change?

The teachers' attitudes towards curriculum change and the gender?

The teachers' attitudes towards curriculum change and their experience?

The type of faculty teachers graduated from and their attitudes towards curriculum change?

#### **1.4 Significance of the Study**

In order to understand the factors which influence the successful implementation of an educational program, we need to clarify the reasons that hinder the successful implementation. Many researches, conducted in the field, reveal that the basic problem in the implementation stage of a new curriculum is the teacher resistance. The studies in the area also revealed some of the basic factors (such as teachers' conceptions of the new curriculum as threats or their lack of knowledge about the program) that underlie this resistance. The most inclusive study, which has been done so far, is the "Teachers' receptivity to change" model developed by McAtee and Punch (1979). Their model has pioneered many other studies Waugh & Punch (1985, 1987), Lee (2000) and has formed a base for them. However, this study lacks a broader framework.

All over the world, in the implementation stage of a new curriculum encounters problems. A simple literature review also supported that the encountered problems are similar. Therefore, a study in this field will shed light on the research related to this area.

This study will help researchers to understand whether the educational ideologies have an effect on teachers' attitudes towards curriculum change, so it will make it easier for curriculum developers to take precautions before coming across with such problems. They may also develop additional ideas such as additional in-service

training programs before the implementation of the new curriculum in order to explain the teachers the importance of change to pace up with the changes in the world.



## CHAPTER II

### REVIEW OF LITERATURE

The theoretical framework for this study builds upon two distinct, yet interrelated, literatures. The first one examines the change, the nature of change and educational change. The second one, however, is a conceptual overview of ideologies in general, educational ideologies and their influence on educational decision making processes.

#### 2.1. Change

Today the advances in technology and increasing knowledge in every branch of science as well as the direction of market economy shape the people's conception of the world. There is no reality in the world that can be considered as absolute today. Today's reality can be the obsolete of tomorrow. Because of these rapid improvements, changes in every walk of life are inescapable and necessary. As stated by Swenson as cited in Credaro (2006) globalization of society has produced an imperative for continual reappraisal of practices in order to maintain a competitive edge. As everything is bound to change around human beings, people should pace up with these changes via the institutions such as family, society and school they belong to. However, change implies different connotations to different people. In order to understand what is meant by the term "change", the meaning of change should be clarified in detail. Simply, it can be described as a difference in the state or quality of something (Evans, 1996) or the adoption of an innovation (Carlopio, as cited in Credaro, 2006). As they argue the process of change is simple as there is an innovation and people adopt this innovation. However, change includes the involvement of various variables and more complex processes than the previous definitions. Thus, from this perspective, the change is more like the definition of Morrison (1998):

Change can be regarded as a dynamic and continuous process of development and growth that involves reorganization in response to 'felt

needs'. It is a process of transformation, a flow from one state to another, either initiated by internal factors or external forces, involving individuals, groups, or institutions, leading to a realignment of existing values, practices and outcomes (p. 58).

This definition shows that there must be a need for change, stated by people, inside or outside of an organization, a group or an individual. Then, it not only involves just adopting something new, but it also involves altering the current system fundamentally including the organizations' or individuals' values, practices and outcomes.

### **2.1.1 The Nature of Change**

All the change processes share some common characteristics. As stated by Cuban (1990), it is structural, systematic and system-disturbing rather than being superficial. According to these characteristics, every change process must have a structure and it is a kind of rebel against the current system. It is a dynamic process-over time- rather than an event (Morrison, 1998). It does not happen all at once. When change is put into application, it does not mean that it will be applied in all areas immediately, "... putting the reforms into practice is a difficult and demanding task. It is hard work, and it takes a lot of time over an extended period- a period of years, not months" (Anderson, 1995, p. 76) . First of all, the change begins with the planning procedure. After necessary infrastructure is established in accordance with the planning, it is applied. The implementation process also takes time. Apart from being a process, it is also a multidimensional phenomenon (Morrison, 1998). It not only includes the change in itself but it also embraces the administration, organization, skills, behaviors, values, beliefs, roles and relationships of people who are involved in or affected by the change. All the structures within the organization, in which change takes place, are affected by the process. As it requires the involvement of people, it results in anxiety and uncertainty together with the need to develop new skills. Therefore, it encompasses multiple perspectives which also bring resistance (Hopkins et al., 1994). There are many reasons, depicted by the literature, for the resistance to change. One of the reasons for the resistance is the conservative impulse in human nature as stated by Nisbet (1969) "daily experience

and common sense confirm the conservative bent of human behavior, the manifest desire to preserve, hold, fix and keep stable”(p. 25). Organizations as well as the individuals seek patterns and stability in life. Change poses a potential danger for them as it is a threat to the predictability. It is easier to continue doing things in the same way. Another reason for the resistance is that change is considered as a loss of the habits and customs as indicated by Marris (1986) “we cannot simply accept the loss of familiar attachments in the name of some impersonal utilitarian calculation of the common good. It is not easy for the people to give up the things that they are involved in for years immediately”(p. 176). Indeed, it is considered as a challenge to the competence of the people. Most of the time, change process requires people to give up or alter the things in which they consider themselves as skillful and competent as stated by Evans (1996), “ Change immediately threatens people’s sense of competence, frustrating their wish to feel effective and valuable”(p.18).

### **2.1.2 Educational Change**

The change is a necessary and an unavoidable process in education as a societal institution. The developments in educational technologies, the increasing knowledge in every branch of science, increasing understanding of human learning, the changing needs of the society, market and labor force make change necessary for educational organizations as indicated by Morrison (1998) “there are no longer absolutes; values are debatable and indeed are debated. The aims, objectives, content, pedagogy, evaluation and direction of education are not fixed but fluid” (p. 2). Schools exist in a destabilized context as Evans (1996) states, the entire educational environment is in flux, as social, economic, and political forces radically reshape the world of schools.

To pace up with the changes in the world, education adopts some changes in its structures such as innovations in the teacher training programs, in its administration units and in the curriculum program. However, like any other change processes in other organizations, educational changes also have similar characteristics with other organizations and they face similar problems in the process of implementation. For



any change to take place, first of all, there must be a “felt need” in order to decide making changes. Then, possible solutions to this need are generated. As a last stage, the change is implemented. The structural framework of education is hierarchical in nature. Thus, the innovations in education usually follow a top-down path. “Each of these strata is comprised of individuals with differing goals, interests and perspectives” (Credaro, 2006, p.1). The success of the innovation is ultimately determined by these people who are involved in the implementation of the reform. However, it should be noted that in an educational process, in which many people with differing characteristics are involved, the implementation of an innovation becomes more difficult than in any other institutions as indicated by Credaro (2006) “Implementation of proposed innovations, the third stage of the change process is the most complex and difficult to achieve. In the school context, this may be more arduous than in other organizations” (p.2). Fullan (1993) also notes that educational reforms are “hard to conceive and even harder to put into practice”(p. 46). According to Fullan (1990), teachers are the essential implementers of any educational reform, with activation of the changes in classes and educational institutions possible only through them. Moreover, a number of studies also suggest that teachers’ subjective perception of the proposed changes determine the effectiveness of any reform (Hargreaves, 1998; McNess, Broadfoot& Osborn, 2003). These studies consolidate the fact that the teachers play a crucial role in the implementation stage of any educational reform. However, like in all other change processes, educational reforms also encounter resistance from the people who are involved in the process. In educational innovations, the resisting agents are mostly the teachers who are the implementers of the reform. They have the similar characteristics of the resisters in other organizations. The literature indicates that there are several reasons for the resistance. Attitude towards change, which is an indicator of the teachers’ openness to change, is a variable that is linked to acceptance of new procedures and policies (Zimmerman, 2006; Robbins, 2000). Another barrier to change is the failure to recognize the need for change. “Unless teachers understand and appreciate the need for change in their schools, their interest in maintaining the status quo will undoubtedly take precedence over their willingness to accept change” (Greenberg& Baron, 2000, p, 24). Moreover, because

many people feel a sense of security from doing things in familiar ways, disrupting teachers' well-established professional and instructional patterns could result in a *fear of the unknown* (Fullan, 2001b; Greenberg& Baron, 2000). Teachers might feel threatened by the prospect of change. Their acceptance of change could be affected by perceived threats to their expertise and proven abilities, and their belief that they lack the knowledge or skills to implement the change successfully (Fullan, 2001b; Greenberg& Baron, 2000).

### 2.1.3 Curriculum Reform

The curriculum reform is one of the main structures in the change processes, occurring in the reform of education as indicated by Lee et al. (2004): "During the past decade, reform of the school curriculum has been undertaken as a key instrument of educational change"(p.421). The curriculum reform is considered as a key element because it determines what goes on in the classroom. The success of an effective implementation of a curriculum reform also depends on the teachers as they implement the program in the classrooms. Being an innovation, the curriculum reform also encounter oppositions from the implementers, who are in the context of educational reforms are teachers. However, "Teachers came to the reform with varying degrees of knowledge about and experience with the instructional approaches of the curriculum and not all teachers held a belief system that coincided with the reform" (Davis, 2002, p. 15). As in all reforms, curriculum reform also includes implementers with various views and beliefs which may accelerate or hinder the implementation of an innovation. In her study, Davis (2002) states that

For some teachers the reform process was an opportunity to use a program as a vehicle to implement new approaches and strategies that reflected where they were and where they wanted to go. For others, the reform was a conflict, challenge, and,..., an opportunity to reflect on long-held ideas and beliefs about students, learning and teaching (p.16).

Literature also has evidence for under what conditions it is easier for teachers to accept the system-wide changes as curriculum reform and it also provides data about the variables that affect teachers' acceptance of changes. Guskey (2002) has

proposed a 'Model of Teacher Change' which indicates that the relationships among change in teachers' classroom practices, change in student learning outcomes, and change in teachers' beliefs and attitudes are highly complex and reciprocal. He argues that evidence of improvement in the learning outcomes of students is the key element of any change in classroom practices and teachers' attitudes. Waugh and Punch (1985, 1987) proposed a model to study teachers' receptivity to change and their model has been widely used in other studies as well. Their study provides empirical support for a range of variables that affect teacher receptivity to a system-wide change, including beliefs about general issues in education, overall feelings towards the previous educational system, attitude towards the previous educational system, alleviation of fears and uncertainty associated with the change, practicality of the new educational system in the classroom, perceived expectations and beliefs about important aspects of the new educational system, perceived support for teacher roles at school in respect of the main referents of the new educational system, personal cost-appraisal of the change and beliefs about some important aspects of the new educational system in comparison with the previous system. All these studies managed to explain the reasons for teachers' resistance to innovations and changes, yet they do not provide further explanations about the underlying reasons of teachers' attitudes towards the educational reforms, specifically curriculum reform.

#### **2.1.4 Curriculum Change in Turkey**

In Turkey, there has been a nation-wide curriculum change since 2005. In this reform movement, first of all, the curriculum of primary schools from grades 1-5 is aimed and new curricula have been developed in all courses taught. For grades 6-8, new curricula gradually have been developed and implemented. At high school level, new curricula have been developed in the areas of physics, Turkish language and literature, chemistry, biology, mathematics, geography and history. At the vocational high schools, a new modular approach has been adopted in the teaching of vocational courses. The curricula, which have been implemented nation-wide



since September 2005, was developed and piloted in 120 schools in nine cities in 2004-2005. (Talim Terbiye Kurulu, 2005).

Ministry of National Education (MONE) has considered the curriculum reform movement as a necessary step in order to keep up with the growing needs of world, country and the market. Apart from MONE, others are also really concerned about the quality of education in Turkey as stated by Şimşek & Yıldırım (2004) it is widely agreed by scholars, journalists and politicians that there is an imperative need for reform in education. It is also a necessity for raising the standards of education as a EU candidate country. The recent international studies PISA (OECD, 2004), PIRLS (2001) and TIMMS (1999) also have strengthened the need for an educational reform in Turkey since they revealed that achievement levels of Turkish students were significantly lower than the international average. Thus, MONE has launched two reform initiatives: curricular and structural.

...one is curricular: it was launched in 2005, and the aim was to make major alterations in the educational system with a view to preparing young citizens better for the real world. The other reform is structural, with one of its main objectives being to decentralize educational provision in Turkey. (Akşit, 2007, p. 135)

In order to understand this need and reform movement thoroughly, a brief historical overview of curriculum changes in Turkey will be great use. After the foundation of Turkish Republic in 1923, education system underwent a process of modernization and secularization. For this purpose, various scholars from different countries, including John Dewey, were invited to Turkey and Turkish Education System was rearranged mainly through the advices and observations of these people. After putting the Law of Common Education into effect in 1924, curriculum development studies in elementary education (The Primary School Curriculum) began and a curriculum was developed in that year (Koç, Işıksal & Bulut, 2007). For 12 years, this curriculum was maintained. In 1936, curriculum development studies started again and the previous program was revised. In 1948, the curriculum underwent some changes owing to the improvements in economical, political and social structure of Turkey. The principles of the Primary School Curriculum were rearranged and grouped under four elements: social, individual, human relations and

economics (Binbasioglu, 1995). In 1962, a relatively flexible curriculum model was adapted and it was monitored until 1968. It was accepted as the national curriculum by then. After the military took over in 1980, centralization in education increased and at the same time, curricula and textbooks became more nationalistic. In 1991-92 academic year, high school students received more freedom to choose courses in an attempt to transform the philosophy and structure of high school education. However, the MONE abolished the reform four years later. In 1997, Basic Education Reform was approved by Turkish Parliament. With this reform, five-year compulsory education increased to eight years, more schools and classrooms were opened and faculties of education were required to train more teachers Yıldırım & Şimşek, (2004). As a result of the National Education Development Project supported by the World Bank, in 1993, a new curriculum was adopted by the Department of National Educational Research and Development of Education (EARGED) in cooperation with the National Education Development Project. Between 1993 and 2003, revisions were carried out in individual content area curricula (Koç et. al. ,2007). These are the corner stones of Turkish curriculum after the foundation of the Republic. However, in all these years and in all levels of education, traditional teaching methods which include recitations, memorization and drills dominated the classroom practices (Sönmez, 1996). Although there have been reform initiatives to change curriculum and classroom practices previously, classroom practices, curriculum and textbooks are relatively conservative and traditional as stated by Şimşek and Yıldırım (2004).

... research on teaching practices in Turkey shows that most classrooms continue to be dominated by teacher-centered activity, generally through lectures and recitation. Teachers typically transmit knowledge to students and expect that they will produce more or less the same knowledge in the exams (p.14).

Thus, MONE has urged that an education reform is needed in all levels of education in order to provide the students with more up-to-date teaching methods and educational philosophies. As stated by Akşit (2007) previously, one of the main elements of educational reform initiative in 2005 is curriculum reform. MONE has acknowledged that the previous education programs were rather traditional,



conservative and teacher-centered. Thus, they could not respond to the needs of students, society and the market. Because of these reasons, reconstructivism was adapted as the base for them in the development of new education programs.

Constructivism, which has become popular with the new curriculum, means building new knowledge in mind through connections between the knowledge he/she has and the knowledge around him/her by interacting with the environment. Accordingly, student becomes the centre of learning and the main determiner. (Özel, Bayındır, Ugan, Arıcı, Bozkurt & Özel, 2007, p. 129).

Reconstructivism, which has a progressive orientation in education, requires the adoption of liberal education views since it puts the student into the centre of whole education process, requires teacher to implement various and more student-centered methods and techniques in teaching according to the needs of the students. The evaluation process in reconstructivism is rather formative unlike the product-oriented evaluation of conservative educational views.

Constructivist learning theory has two basic premises: (1) learning takes as its starting point the knowledge, attitudes, and interests students bring to the learning situation and (2) learning results from the interaction between these characteristics and experience in such a way that learners *construct* their own understanding, from the inside, as it were (Howe & Berv ed. By Phillips, 2000, p. 32).

The main objectives of curriculum reform, based on constructivist view of education, stated by Talim Terbiye Kurulu (2005) are

- to reduce the amount of content and number of concepts,
- to arrange the units thematically,
- to develop nine core competencies across the curriculum,
- to move from a teacher-centered didactic model to a student-centered constructivist model,
- to incorporate ICT into instruction,
- to monitor student progress through formative assessment,
- to move away from traditional assessment of recall, and introduce authentic assessment,
- to enhance citizenship education,

- to introduce second language courses from primary school,
- to widen the scope of religious education,
- to establish a system of student representation, and engage students in community work.

However, like in every reform effort, this reform movement has opponents as well as the proponents. Before, during and after the development of educational programs, they are highly criticized by some scholars and some Non-Governmental Organizations (NGOs) such as in Egitim-Sen's report on the issue (2005). These criticisms resulted in hot debates on curriculum reform. As stated by Akşit (2007), the controversies are not much related with direction of the curriculum reform, they are mostly related with the way it is proposed, developed and implemented. The major controversies over curriculum reform centre on three views. First of all, it is argued that the development, piloting and implementation stages of the curriculum were rushed and the results of these processes were not made public openly and they were not discussed thoroughly. Although MONE stated that students, teachers, inspectors, parents, academics and NGOs were consulted during the process, the faculties of education regretted that they were not formally involved and therefore could not make their contribution to the development of the new curriculum (Akşit, 2007). Thus, opponents claim that there was not a detailed development and piloting process, in which all stakeholders participated and stated their views openly. Secondly, it was claimed that there was not an adequate infrastructure and resources to implement the new curricula in most of the schools. They state that in some of the schools, especially in village schools, there are still cojoined classrooms, in which students from 1-5 are thought in the same classroom. Thus, without coming over this problem, it may not be possible for teachers to implement the new programs as they require the use of various methods and techniques while teaching. However, both implementing various methods and teaching 5 different grade levels may be a burden to the teachers and implementing these programs under these conditions will be neither efficient nor effective. Apart from this, some classes have over forty students, especially at urban schools. This may also cause some problems for teachers as new programs require allocation of more time per

student both in teaching and evaluation processes. Moreover, although the effective and efficient use of information technologies is required in new programs, some schools still lack resources such as photocopy machine, overhead projectors and computers. Lastly, in-service trainings of teachers are also among controversial issues because new programs require teachers a complete shift in their views of education as well as adoption of new teaching and evaluation methods. Although there have been a five-day in-service training prior to implementation of new programs, it is widely discussed that changing deep-rooted implementation of traditional methods and views on education may not be possible just after a 5-day in-service training program. Bıkmaz (2006) points out that some concepts may lead misunderstanding in new curricula if in-service training is not carefully planned and efficiently rendered. These concepts mainly are individual differences, active learning, the role of teacher as guide, learning as a process and evaluation as a process. In their analysis of Math Curriculum, Babadoğan & Olkun (2006) gives particular attention to the importance of teacher training since new curriculum requires teachers a complete shift in their roles, but they also point out that teacher training, so far, is not adequate. Apart from this, most of the experienced teachers confront these methods and techniques for the first time. Therefore, there is a wide information gap between some of the teachers and new programs.

Since the first implementation of new curricula in 2005, various studies have been conducted on the impacts and results of curriculum change in Turkey. In a case study, including 32 English teachers, conducted by Kırkgöz (2008) revealed that after the curriculum change in 4<sup>th</sup> and 5<sup>th</sup> grade levels in English teaching, half of the teachers still have transmission oriented educational views, six of them are interpretation oriented and the remaining ten are eclectic oriented teachers. She has found that there is a considerable variation among the instructional practices of teachers. Her study has also revealed that their background study has played an important in their teaching. Teachers who received training related with new methods at university did not have difficulty in teaching with new programs. She concluded that in order to change teachers' existing beliefs and classroom practices, continuous training programs which take into account teachers' current knowledge

and beliefs are needed. Another study, conducted by Özel et al. (2007), studied on to what extent teachers agree on the reasons for curriculum change in Turkey. They also analyzed that whether their answers change according to their gender, experience in teaching and branches. They have found out that female teachers have stated more positive opinions about the reasons for the change in curriculum than the males, especially on the articles making classroom management easier, establishing school culture, encouraging being an information society, and more emphasis on socialization. Moreover, their study has revealed more positive results in favor of either teachers with five or less years experience or teachers with 16-20 years of experience. They have not found a significant relationship related to the reasons for the change in curriculum depending on the branches of teachers.

Bulut (2007) analyzed new elementary school mathematics curriculum by considering 5<sup>th</sup> grade students' and classroom teachers' views in a case study. In his study, teachers stated that although their workload lessened by placing the student at the centre of education, arranging physical condition is a problem since the classrooms are overcrowded. They believe that new curriculum responds to the needs of students and it is in line with their developmental characteristics which enable students to learn more efficiently. However, they stated that resources and infrastructure of schools are not sufficient for the implementation of the curriculum and the in-service training, prior to pilot testing and support in general are not adequate, either. Lack of information about the evaluation procedures also causes problems for them. Students' views are parallel with those of the teachers. They state that math is more enjoyable and easier this year in comparison with last year and they actively participate in classroom activities by playing games, group works and various activities.

All these studies shed light on some problems related to new curriculum, teachers' as well as students' views on the curriculum, and the attitudes of the teachers' towards the curriculum. However, as one of the important factors that affects the teachers' attitudes towards change, the educational ideologies and their impacts on teachers' attitudes towards curriculum reform have not been studied yet.



## 2.2 Ideology

The term “idea” is defined as (i) a plan of action: Intention, (ii) Something imagined or pictured in the mind: Notion, (iii) a central meaning or the purpose in Webster’s Elementary Dictionary.

Ideologies are described by Lamm (2000) as one of the cognitive systems that serve man in discovering and inventing the meaning of the world and of life, and in deriving an orientation for his actions. He also argues that ideologies act as a control mechanism on people’s actions in their social and political lives. According to him, the ideologies have four components: *diagnostic*, *eschatological*, *strategic*, and *collective*. *Diagnostic* component of the ideologies are concerned with the question of “what is?” and it describes the current status of a situation in life. The *eschatological* component of the ideologies answers the question of “what should be?”. This component mainly focuses on the desired situation. The third component, *strategic*, includes a choice of one of the possible strategies: to strive for the desirable by means of information and education, political action, revolution, and a seizure of power or by other means. The means that people use in the strategy component are part of their identities and determine their posture in their lives. The last component, *collective*, includes a definition of certain publics and answers the questions “for whom?” and “by whom?” One public is defined in each ideology as its carrier, the public meant to realize it; another public is that on whose behalf the first group acts. He states that when the four components coalesce, they form an ideology. He also describes the circumstances in which people choose their ideologies as follows:

When

- (1) It is vital to act
- (2) There is more than one way to act
- (3) It is impossible to decide rationally or empirically between the options

- (4) One must therefore choose between the possible courses of action without having all the data need for decision.

For Lye (1997), ideology is a term developed in the Marxist tradition to explain how cultures are structured in the ways that enable the group holding power to have the maximum control with the minimum conflict. Lye also believes that power concept is neither a unitary force nor a phenomenon, nor an exclusively political phenomenon. Power and power relations are woven throughout all the practices and ideas. To prevent the misconception, some conceptions of ideology de-emphasize the power aspect and see ideology as the structure of assumptions which form the imaginative world of groups. In this sense, the difficult thing is to classify the ideologies rather than defining the general concept of ideology since ideology has an effect on so many things such as politics; economics, religion, and society / culture. From different aspects, it is possible to use so many classifications. However, basically, the ideologies can be mainly categorized in two groups, which are conservative (right wing) and liberal (left wing) ideologies.

Gutek (2004) states ideology is the belief (idea) and value systems of a group, especially in relation to politics, society, economics, and education. For him, ideology has following components:

1. An interpretation of a group's past that may be both historical and mythical
2. An account of group's present condition
3. A strategy and an agenda for improving and maintaining the group's situation
4. Some idea of social change-improvement or maintenance- related to the group's welfare.

Foldvary (1998) has defined both ideologies and he further explained that right-wing ideas and movements are associated with the traditional values, conservative ideologies, support for a strong military, resistance to legal equality, censorship, nationalism, and reverence and support for symbols of the state, whereas the left-

wing ideas and movements are usually associated with a tolerance for diverse religions and races, opposition to censorship, basing morality on reason rather than tradition, favoring equality before the law and emphasizing human beings regardless of their nationality, and opposition to privilege.

### 2.2.1. Educational Ideologies

Ideologies play an important role in the educational decision making processes as education is one of the areas in life which forces men to make choices and Lamm (2000) notes that educational decision are all ideological decisions since they include value judgments, aims and expectations. He also states that the four components of the socio-political ideologies are also prevalent in educational ideologies and he describes differences by drawing a table.

Table 2.1 *Components of Educational Ideologies*

*Source: From Lamm, 2001, p. 7 Table 1*

	Socio-political Ideology	Educational Ideology
Eschatology (aim)	Image of desired society	Image of “desired adult”, “educated human”
Diagnosis	Description of actual society in the light of the image of a desirable society	Description of actual pupils in the light of the image of desirable pupils, “educated adults”
Strategy	Means by which to transform actual society into desirable society, in the realization of eschatology	Didactics, methods of instruction aimed toward closing the gap between actual pupils and desirable pupils, “educated adults”
Collective	The public that will rectify society, or for whom the society must be rectified	The special pupil population to be handled, toward whom educational theory is aimed

Guttek (2004) mainly groups educational ideologies in five categories: Nationalism, Liberalism, Conservatism, Marxism and Liberation.



The first ideology, Nationalism is lead by the idea of nation. This ,ideology embodies and expresses the sense of national identity, the “we-feeling” of common cultural identity and loyalty to the country shared by the people of the country or the nation; it further expresses the group’s national spirit or patriotism and its national interests Gutek (2004).

Liberalism is an ideology that stresses the free flow of ideas and the testing of ideas in human experience. It expresses the beliefs about human freedom, seeks to protect those freedoms with procedures of representative institutions, and promises that it is possible to improve the human condition by reform and education. Liberalism has also argued that schools, in addition to their academic functions, should have a larger social role (Gutek, 2004).

As a third educational ideology stated by Gutek (2004), Conservatism is an ideology that emphasizes the preservation of institutions in what is believed to be their primary and traditional form and function. For conservatives, schools’ primary purpose is to provide an academic education to students. When they take on nonacademic custodial, therapeutic, and social functions as recommended by Liberals, schools dilute, weaken and distort their primary role in society. It has two goals in regard to institutions: (1) to maintain and preserve those institutions that are functioning according to their intended original or primary purpose; (2) to restore those institutions which have been altered or changed and are no longer functioning according to their original, primary, and traditional purpose.

Marxist ideology claims that economic factors shape society, politics and education and they have profoundly influenced how we think about the world. The driving goal of Marxist-inspired education is to bring about fundamental economic change and restructuring so that ownership of the means and modes of production passes to dispossessed groups.

Last ideology defined by Gutek (2004), Liberation Pedagogy is that education that frees a person from domination and oppression. This ideology places emphasize on



the teacher as an ideologically committed person, who, with students, is engaged in mutual learning.

Davies (1969) groups educational ideologies into 4 categories: Conservative, Revisionist, Romantic, and Democratic.

- Conservative ideology is viewed as valuing stability, tradition and continuity with the past through a transmission of the dominant culture. A hierarchical, differentiated view of knowledge is taken, with an acceptance that the existence of elite is necessary, and that a differentiation of curricula for this elite is not only inevitable, but also desirable.
- Revisionist ideology values the efficiency of an educational system able to produce an appropriately skilled workforce that can boost the economic efficiency of the country, by focusing education on those who have the ability to attain most benefit.
- Romantic ideology puts greater value on the individual, and emphasizes the notion of learning through exploration and interpretation, rather than viewing knowledge as purely objective.
- Democratic ideology is one in which value is placed on the idea of equality, and access to all forms of education is seen as vital for a truly democratic culture to emerge.

O'Neill (1990) divided educational ideologies into two groups: Conservative educational ideologies and liberal educational ideologies. In his categorization, there are mainly three specific educational ideologies under each general educational ideology. O'Neill focuses on political philosophies and their implications on education.

Conservative educational ideologies consist of three basic traditions. These are educational fundamentalism, educational intellectualism, and educational conservatism. They range from the religious expression of educational fundamentalism, at the most conservative or authoritarian end of the spectrum, to the secular variety of educational conservatism, at the least conservative end. Like

conservative educational ideologies, liberal educational ideologies consist of three basic traditions: educational liberalism, educational liberationism, and educational anarchism. They range from the least liberal expression of educational liberalism to the exceedingly radical proposals of the utopian anarchist at the end of the continuum. O'Neill (1990) explains these educational ideologies in six different categories, discussing and commenting on each one in quite detailed manner.

The first of these ideologies is Educational Fundamentalism which claims that educational ideology encompasses political conservatism which seeks to minimize philosophical and / or intellectual considerations, tending to ground their contentions on a relatively uncritical acceptance (usually justified as "common sense"). This ideology urges humans to reform conventional standards of belief and the goal of the school is to restore the older and better ways in order to reconstruct the existing the social order (O'Neill, 1990).

Educational ideology that emerges out of those expressions of political conservatism based on closed and fundamentally authoritarian philosophical or religious systems of thought is called "Educational Intellectualism". It seeks to change existing political (including educational) practices in order to make them conform more perfectly to some established and essentially unvarying intellectual or spiritual ideal (O'Neill, 1990).

The third ideology is Educational Conservatism which is fundamentally supportive of adherence to established institutions and processes, together with a deep respect for law and order. In educational terms, conservatives see the central goal of the school as being the preservation and transmission of existing social patterns and traditions. They seek to develop a contemporary society by ensuring sort of slow and organic change that is compatible with the pre-established legal and institutional requirements (O'Neill, 1990).

The fourth ideology, Educational Liberalism, is somewhat far from being similar to the previous ones in that liberalists believe that the long term goal of education is to

preserve and improve the existing social order by teaching each child how to deal effectively with his or her real-life problems. Schools should attempt both to provide students with the information and skills necessary to learn effectively for themselves and to teach students how to solve practical problems through the application of individual and group problem-solving processes (O'Neill, 1990).

Similar to the previous one, Educational Liberationism as the fifth educational ideology maintains that the ultimate goal of education should be to implement the reconstruction of society through humanistic lines emphasizing the fullest development of each person's unique potentialities as a human being (O'Neill, 1990).

The last ideology, Educational Anarchism, holds that we should emphasize the need for eliminating institutional limits and pressure on personal behavior. In a decentralized, deinstitutionalized society, people would be returned to themselves, and be more willing to have personal responsibilities (O'Neill, 1990).

It seems that these ideologies affect people's behavior in terms of their approaches to the overall goal of education, the objectives of the school, the roles of teachers and students, the administration and control, the nature of the curriculum as well as instructional methods and evaluation. The educational ideologies are very diagnostic in some of the educators' behaviors in the classroom environment. However, some possible effects of educational ideologies are still in need of further research. For instance, one of the issues that should be further investigated is whether there is a relationship between educational ideologies and teachers' attitudes towards changes in education. In Turkey, there have been a nation-wide curriculum change since 2005 and curriculum is among one the components which have been affected by educational ideologies as stated by Caldwell (1997) Educational ideologies inevitably influence the development of the curriculum, but at the same time are themselves influenced by the prevailing social and political ideologies. Fiala and Lanford (1987) explain the relationships between the ideology of education and types of school curricula and he states those both formal and intended curriculums

are directly influenced by educational ideologies which affect active curriculum via formal and intended curriculum.

After the problems in educational change came into light, the researchers have begun to investigate the reasons for these problems. Unfortunately, these studies have remained somewhat limited in scope and there is no research study, investigating the relationship between educational ideologies and teachers' attitudes towards curriculum change. However, there are some clues that guide us to conduct research in this area as in the study conducted by Kiraz and Özdemir (2006).

As the literature indicated, educational ideologies explain many things about the ongoing process of education and it can also help to predict the course of things that may happen in the education in the future since the educational ideologies influence many decisions in education. Thus, after a change movement in education, educational ideologies can shed some light on the outcomes of the change process after its implementation.

## **CHAPTER III**

### **METHOD**

This chapter describes the overall design of the study, population and sample selection, data collection instrument, data collection procedures and limitations of the study.

#### **3.1. Overall Design of the Study**

The purpose of this study is to investigate the relationship between the teachers' educational ideologies and their attitudes towards the curriculum change in Turkey.

A survey design was used in this study. It covered the teachers working in Kulu, Konya. The researcher used a questionnaire on Educational Ideologies and Teacher Receptivity to System-Wide Change. It was distributed to the primary and high school teachers who are working in state schools in the centre of Kulu, Konya. The researcher either applied the questionnaire herself or handed it to the teachers via other teachers.

The questionnaire had three parts which were the demographics, educational ideologies and attitudes of teachers towards new curriculum. Both qualitative and quantitative data were collected through the questionnaire and they were analyzed descriptively and inferentially.

#### **3.2. Population and Sample Selection**

In the study, convenience sampling method was used. The population of the study was primary school and high school teachers who were working in Konya. The sample of the study was 177 primary school and 62 high school teachers who were working in Kulu, Konya. Only the teachers whose curriculum has changed gradually



since 2005 participated in the study. When demographic characteristics of the population are considered, 66 (% 37) of the teachers are female while 111 (% 63) of them are male at primary school level. At high school level, 20 (% 32) of the teachers are female; whereas, 47 (% 68) of them are male. Whole population was included in the study as the number of population was not too large. Therefore, the targeted number of participants was 239. However, of all the 177 primary school teachers, 143 of them returned the questionnaire and of all the 62 high school teachers, 41 of them responded the questionnaire. The response rate was %76, 9. The following table represents the distribution of the teachers in terms of their genders.

*Table 3.1*

*Distribution of teachers in terms of their genders and school type*

SCHOOL TYPE \* GENDER Crosstabulation

Count		GENDER		Total
		female	male	
SCH.TYPE	primary and elementary school	59	84	143
	high school	5	12	17
	anatolian high school	4	3	7
	imam hatip high school	1	1	2
	vocational high school	2	13	15
Total		71	113	184

Among 41 high school teachers, 7 of them are working in Anatolian High Schools, 15 of them are working in Vocational High School, 2 of them are working in Imam-Hatip High School in Kulu. The following table shows the distribution of teachers in terms of their graduation years.

Table 3.2

*Distribution of teachers in terms of their graduation date*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2005-	28	15,2	15,2	15,2
	2000-2004	74	40,2	40,2	55,4
	1995-1999	42	22,8	22,8	78,3
	1990-1994	16	8,7	8,7	87,0
	1985-1989	13	7,1	7,1	94,0
	1980-1984	8	4,3	4,3	98,4
	1975-1979	3	1,6	1,6	100,0
	Total	184	100,0	100,0	

### 3.3 Data Collection Instrument

The questionnaire is mainly composed of three sections: Demographics, Educational Ideologies and Teacher's Perceptions of and Attitudes towards Curriculum Change. These are discussed below.

#### 3.3.1 Demographics

This section aims at gathering detailed information on teachers' background characteristics as age, gender, teaching experience, graduation date, faculty they have graduated from, their field of graduation, their current field of teaching, school type they are working in, their in-service teaching experience related to the recent curriculum change, their inspection experience after the change, marital status, number of children, their children's schooling, their spouses' working condition, the reasons of teachers for choosing teaching as their profession.

#### 3.3.2 Educational Ideologies

In the second section, items on six different ideologies, Educational Fundamentalism, Educational Intellectualism, Educational Conservatism, Educational Liberalism, Educational Liberationism, and Educational Anarchism are included. In the section, Educational Fundamentalism and Educational Anarchism

have seven questions; Educational Intellectualism and Educational Liberationism have nine questions; Educational Conservatism has eight and Educational Liberalism has ten questions. The total number of items is 51.

This section was translated and adapted from the Educational Ideologies Inventory that was developed and standardized by William O'Neill who standardized the inventory in 1990. This inventory had been previously translated into Turkish and used by Özdemir (2004).

In the study of Özdemir, the committee approach had been used in the adaptation process. In his study, firstly, all the items were translated into Turkish by 8 experts and among them another expert selected the most appropriate translation. The expert opinions were gathered for translation and the content validity of the inventory. Then, he conducted a pilot study with a small group. After the revisions, in order to ensure the reliability of the inventory, he used the method which was used by the provider of the original ideologies inventory. The Cronbach alpha for this study was .90. (Özdemir, 2004).

Table 3.3  
*Özdemir's correlational matrix*

	Fund.	Int.	Cons.	Gen. Cons.	Lib.	Lbt.	Anarc.	Gen.
Lib.								
Fund.		.55	.64	.68	.27	.18	.20	.27
Int.			.59	.61	.43	.41	.35	.44
Cons.				.71	.52	.42	.27	.43
Gen. Cons.					.34	.34	.14	.32
Lib.						.67	.45	.61
Lbt.							.45	.60
Anarc.								.30
Gen. Lib.								



In this study, the questionnaire was shortened as it is a long inventory in order not to jeopardize the response rate of the study. In the process of omitting some items, first of all, two broad categories of general ideologies are not included since the other six subgroups of these broad categories can gather detailed information about the educational ideologies. Secondly, the similar items within each subgroup were excluded as having one item related to the important issues in educational ideologies will suffice and from each six subgroups, ten items were selected. Apart from this, some of the long sentences were shortened in order to make the meaning clearer. Then, the inventory was checked by a Turkish teacher so as to prevent the loss of meaning. As a result, some of the sentences were rewritten. After these modifications, the Educational Ideologies Inventory was given to 8 of researcher's colleagues and 3 academicians in order to check the appropriateness of the inventory and to make modifications accordingly. The experts that check the inventory were a Turkish, a Maths, a Science, a Social Science, four classroom teachers, an Associate Professor and two Research Assistants. The comments of both academicians and teachers were very similar. According to their feedbacks and comments, some of the items were modified and some of them were totally excluded as these items were not found closely related with educational ideologies. They were stated as political ideologies rather than educational ideologies. After this selection and shortening procedure, the total number of items in the inventory is 51, including 7 Educational Fundamentalism; 9 Educational Intellectualism and Educational Liberationism; 8 Educational Conservatism, Educational Anarchism and 10 Educational Liberalism questions. After the inventory was ready, a pilot study was conducted with 52 primary, secondary and high school teachers. Initial principal component analysis calling for six factors, which are educational conservatism, educational fundamentalism, educational intellectualism, educational liberalism, educational liberationism, and educational anarchism, was conducted. The results of the analysis revealed that the educational liberalism subscale pertained 10 items (Items 1, 5, 8, 15, 18, 21, 24, 27, 35, and 40) with loadings ranging from .33 to .51, the educational liberationism subscale pertained 9 items (Items 2, 10, 12, 19, 28, 32, 34, 42, and 49) with loadings ranging from .34 to .60, the educational fundamentalism subscale pertained 7 items (Items 3, 11, 14, 16,

37, 41, 45,) with loadings ranging from .30 to .70, the educational anarchism subscale pertained 8 items (Items 4, 7, 22, 29, 36, 47, 48, 51) with loadings ranging from .33 to .62, the educational intellectualism subscale pertained 8 items (Items 6, 9, 20, 23, 26, 31, 33, and 50) with loadings ranging from .30 to .60, the educational conservatism subscale pertained 9 items (Items 13, 17, 25, 30, 38, 39, 43, 44, and 46) with loadings ranging from .30 to .68. Scale variables were reached by computing the unweighted mean of the responses to the items retained within each factor in the factor analysis for each participant. Table 3.4 presents the findings of the analysis.

It was also found out that the study was internally consistent. Cronbach Alpha for the inventory was found as .75.

Table 3.4

*Factor Loading obtained via Principal component Analysis with varimax rotation*

	1	2	3	4	5	6
1. The teacher should be more concerned with stimulating an interest in learning, than with conveying knowledge.		,479				
5. Behaviour problems in the classroom generally indicate that the students are insufficiently motivated.		,343				
8. The school should focus on individual and group problem-solving procedures.		,514				
15. Thinking and learning are basically collective undertakings which ordinarily occur in various sorts of group interactions.		,415				
18. The democratic method is the best means of resolving interpersonal differences.		,490				
21. The school should be community-centered; it should reflect the needs and interests of the locality in which it resides.		,420				
24. Learning how to think is generally more important than what one thinks.		,477				
27. The best way for a person to satisfy his future needs is to learn how to resolve his present needs.		,463				
35. The needs and interests of the child should be carefully determined and they should form the basis of the instructional programs and practices.		,479				
40. The teacher should be basically an organizer and expeditor of learning activities and experiences.		,331				
2. Open and nonauthoritarian schools give rise to open and nonauthoritarian people.					,347	
10. Teachers should be free to criticize whatever social conditions block the fullest realization of individual potentialities.					,561	

Table 3.4 Continued

12. The best society is a democratic socialism which seeks the maximum degree of social justice for all.	518
19. Control over education should be invested in an enlightened minority of responsible intellectuals who are capable of implementing required social changes through schools.	352
28. Psychotherapy conducted under the auspices of the school is a disguised form of social control and conformity-training.	541
32. The schools should stress controversial social problems and issues, emphasizing the identification and analysis of underlying values and assumptions.	377
34. Intelligent action in pursuit of social justice is the most important characteristic of an educated person.	604
42. Children should be encouraged to apply relevant classroom learning to the solution of real out-of-school problems.	410
49. The schools should encourage students to recognize and respond to the need for particular kinds of liberalizing social reforms.	497

3. The schools should shape moral character; they should place their major emphasis on helping students develop proper personal values.	591
11. The teachers should be a model of both moral and academic excellence.	334
14. The elementary school should properly stress memorization and drill.	307
16. Too much learning and thinking undermines and interferes with a person's underlying common sense.	577
37. Patriotism should be fostered by introducing children to a set of more or less sacred persons, events, beliefs, rituals, and symbols.	708
	523

Table 3.4 Continued

41. The child is predisposed toward error and antisocial behavior unless he receives firm guidance and sound instruction.	
45. A central purpose of education should be to revive and reaffirm certain profound national goals.	,662
4. Individual differences are so significant that they dictate against the wisdom of prescribing the same or similar education for all people.	,417
7. Generally speaking, the school-age child should be the judge of whatever education, is best suited to his own personal needs.	,442
22. Conventional teaching ordinarily subverts the child's capacity for self-learning.	,335
29. Formal education is basically unnecessary and contributes little or nothing to the vast sum of human experience.	,623
36. The best government is the least government.	,485
47. The ability to choose freely is more important than the nature of choices made.	,472
48. Education should stress creative individuality rather than group conformity.	,581
51. The present system of schools should be replaced by voluntary and self-directed learnings.	,528
6. Students should be expected to adhere to absolute and enduring moral standards which are based upon absolute and enduring intellectual conceptions.	,385
9. Education should provide the student with an orientation to life in general rather training him for any particular social role or position.	,565
20. The study of philosophy is a very important aspect of proper education.	,473
23. The overriding goal of education should be to help students identify, preserve, and transmit truth.	,307
	,605

Table 3.4 Continued

26. The school should restrict itself to cultivating the intellect, leaving other important aspects of individual development to other social institutions like the religion and the family.		
31. The teacher should be a model of intellectual excellence.	333	
33. Since the truth, value, and human nature are relatively unchanging, the curriculum should not vary to any significant extent.	430	
50. General evaluations of intellectual ability as in essay-type questions are better than those which stress factual content as in objective-type examinations.	470	
13. A deep respect for law and order is the fundamental basis for constructive social change.		489
17. The school should exist primarily to transmit the information and skills that children will find necessary in order to survive and succeed within the existing social order.		329
25. Knowledge is primarily a means of adapting successfully within the existing social order.		408
30. The school should emphasize the present rather than the past or the future.		686
38. Students should be trained to be good citizens in terms of prevailing cultural views about the nature of good citizenship and proper conduct.		552
39. The secondary schools should provide students with occupational training which makes them adept at some socially useful trade or skill.		438
43. Education should stress prudents and responsible action directed toward the preservation of existing social institutions.		632
44. Schools should be run in a manner consistent with the conventional wisdom of society at large.		455
46. Time-tested ideas and practices should guide to educational activities.		304

### **3.3.3 Perceptions of and Attitudes towards Curriculum Change**

The items in this section were collected from an original survey which explores teachers' perceptions of and attitudes towards curriculum change, originally created by McAttee & Punch (1979) and developed, adapted and used by Waugh & Punch (1985, 1987) and Lee (2000). The original survey composed of ten sections: Attitude Towards the New Curriculum, Cost Benefit of the New Curriculum to the Teacher, Practicality of the New Curriculum in the Classroom, School Support for Teacher in Teaching the New Curriculum, Teacher Participation in Curriculum Decisions, Significant Other Support for the New Curriculum, Feelings towards Previous System Compared to the New Curriculum, General Behavior Intentions towards the New Curriculum, Overall Feelings towards the New Curriculum, Concerns about Important Issues. In this study, the questionnaire was based on the questionnaire that was developed by Waugh & Punch (1993). This questionnaire was analyzed from the data that was got from 480 teachers at 17 government secondary schools in the Perth area, Western Australia. In order to ensure validity, it was analyzed by following the seven criteria outlined by Wright & Masters (1981). For the analysis of the original inventory, the Rating Response Model (Andrich, 1978) was used with a computer program called Quest. As a result, for each variable scales were produced. They showed that all the scales represent unidimensional measures of the variables.

The researcher translated the survey into the native language of the sample as the native language of the sample is not the same as the language of the original survey. Then, this translation is cross-translated by an expert who was an academician in linguistics department. The cross-translation and the original survey were checked by another expert and it is clearly stated that the cross-translation was almost identical with the original survey; thus, it can be clearly assured that there was no loss of meaning in translation process. After the reliability of translation had been assured, some modifications and exclusions were made in the translated survey because there were some differences in the nature of original survey and the curriculum change in Turkey. In the final draft of the survey, there were seven sections: Attitude Towards the New Curriculum, Cost Benefit of the New Curriculum to the Teacher,

Practicality of the New Curriculum in the Classroom, Support for Teacher in Teaching the New Curriculum, Feelings towards Previous System Compared to the New Curriculum, General Behavior Intentions towards the New Curriculum, Overall Feelings towards the New Curriculum. However, the Support for Teacher in Teaching the New Curriculum section is the combination of “Significant Other Support for the New Curriculum” part and “School Support for Teacher in Teaching the New Curriculum” part. This survey was proofread by the same 11 experts that proofread the Educational Ideologies Inventory. Unclear items were clarified, the format of the survey was redesigned according to their feedbacks and another section at which the participants can freely express their ideas about the curriculum change has been added to the survey. The pilot study was employed to the same 52 teachers.

### **3.4. Data Collection Procedures**

For data collection, the researcher first got permission from University Human Subjects Ethics Committee. Then, Governorship of Konya was applied to get permission in order to conduct the study at 11 primary and 4 high schools in Kulu, KONYA. After taking permission, the questionnaire was published in paper format. The researcher collected data from 5 schools, approximately 110 teachers, by herself. In this process, the participants were asked to answer the questionnaire sincerely. When there were questions related to the items, the researcher gave detailed information on how to complete it. Data from these participants either collected at the time, the questionnaires handed or the participants submitted them to the researcher via other colleagues after completing at their homes. Other 129 questionnaires were distributed to the teachers via other teachers or the principles of other schools. In this process, the researcher told the importance of the study to the other data collectors and gave clear instruction on how to collect data from other participants.



### **3.5. Data Analysis Procedure**

The data collected through the questionnaires were analyzed using descriptive and inferential statistics. All responses to close-ended items were entered into SPSS for statistical analysis.

Statistical analyses of the data were implemented according to the research questions. Firstly, the reliability of the educational ideology and teachers' receptivity to system-wide change inventories were calculated using Cronbach's alpha and compared with the results of past studies. Secondly, the data were explained descriptively by calculating the frequency, mean, and standard deviation, kurtosis, and skewness values where necessary. Thirdly, the items in the questionnaire were examined through Mann-Whitney U Test in order to determine whether or not the differences among teachers' attitudes towards curriculum change and perceptions of it correlated with their educational ideologies. The reason for using Mann-Whitney U Test for the statistical analysis was that the results of the test of normality tests revealed that the scores gathered from the teachers' receptivity to system-wide change section were not normally distributed. Thus, it required the use of non-parametric tests in the study. The Mann-Whitney U test was chosen among the non-parametric tests as the independent variable, educational ideologies, is a categorical variable and the scores gathered from the dependent variable, teacher receptivity to change, can be rank-ordered.

### **3.6 Limitations and Delimitations**

This study was conducted with 184 primary and high school teachers in Kulu, KONYA. Thus, the scope of the study is limited to the teachers described above.

Another limitation of the study is related to the data collection. Some of the respondents did not complete the questionnaire at the time it was distributed by the data collectors; thus the environmental conditions in which the participants completed the questionnaire could not be controlled. Therefore, environmental biases may be present in the study.

There were several reasons for Kulu to be selected as the research place. First of all, it was convenient for the researcher, since she was working there and thus, it was assumed that the teachers would fill the questionnaire sincerely due to the colleague relationship with the researcher. This would minimize the occurrence of misleading results and will increase the reliability and the validity of the study. Moreover, as it is always case with the cities which are large enough Kulu, all teachers, working in Kulu, come together three times in an academic year, one at the beginning of the academic year, one before the beginning of the second half of the academic year and one before the end of the academic year. In these meetings, all teachers who teach the same class level in the primary schools and all teachers who teach the same subject in the elementary and high schools meet. They discuss some of the major concerns of the academic year such as the new implementations in the classrooms, collaboration within and between schools among teachers, resources, success and failures of the students. The teachers who are working in larger cities do not find this kind of opportunity to discuss these issues as there are not such meetings, in which all teachers, in the same district, come together. These meetings are very important because the teachers not only share their ideas about the new implementations but they also tell their concerns about them. They may also get some new implementation ideas from each other as well as learning about others' perceptions, attitudes and classroom implementations of the changes. The significant thing about that is as Fullan (2007) stated the change occurs when people come together and share their ideas in the implementation stage of the change process.

... what on earth is going to motivate teachers to change? The answer has to be deep engagement with other colleagues and with mentors in exploring, refining, and improving their practices as well as setting up an environment in which this is not only can happen but it is encouraged, rewarded, and pressed to happen. (Fullan, 2007, p. 8)

Thus, it is important to have cooperation among teachers in the implementation stage of a reform in order to implement the reform successfully. Because of these reasons Kulu is a very advantageous place to conduct the study.

## **CHAPTER IV**

### **RESULTS**

The purpose of this study is to investigate the effects of teachers' educational ideologies on teachers' perceptions of the new curriculum and their attitudes towards it. This chapter presents the findings of the study from the questionnaires. The findings are presented in four sections: the first section describes the background characteristics of the sample; the second section, which answers the first research question, describes the distribution of the educational ideologies of teachers; the third section, which answers the second research question, examines the teachers' receptivity to system-wide change; and the fourth section, which answers the fifth research question, examines the effects of general educational ideologies on the teachers' perceptions of the curriculum change and attitudes towards it, the relationships between the gender and the teachers' attitudes towards curriculum change, the relationship between the teachers' experience and their attitudes towards curriculum change, and the relationship between the type of faculty the teachers graduated from and their attitudes towards curriculum change were also analyzed.

#### **4.1. Background Characteristics of the Sample**

In the questionnaire, teachers were first asked to give some detailed information about themselves in terms of gender, age, the date of graduation, their current field of teaching, the program type they graduated from, their years of service, their inspection experience after the curriculum change, their in-service training experience related to the new curriculum, their previous experience of administration, their marital status, their spouses' working status and their jobs, the number of their children, their children's education status, their reasons for choosing teaching as their career and ; the university, faculty and department they graduated from.

As table 4.1 displays that 66, 9% of teachers are the graduates of education or related faculties, the rest 33,1% is the graduates of other faculties. This shows that the number of teachers that are the graduates of other faculties compose 1/3 of the sample.

Table 4.1

*Distrubution of the Teachers in terms of the faculties they graduated from*

	Frequency	Percent
Engineering	3	1,6
Education	107	58,2
Theology	6	3,3
Social Sciences Graduate	2	1,1
Vocational Faculty of Education	4	2,2
Letters	23	12,5
Vocational School	2	1,1
Distant Education	6	3,3
Agriculture	3	1,6
Administration	4	2,2
Education YO	10	5,4
Humanities	2	1,1
Communication	2	1,1
Technical Education	7	3,8
Commerce and Tourism Education	2	1,1
Home Economics	1	,5
Total	184	100

Table 4.2 describes the in-service training status of the teachers. As the table indicates 56, 5 % of the teachers participated in a new curriculum related in-service training program after the curriculum change. This indicates that a significant number of teachers did not participate in in-servvice training program at the time of data collection, which is almost 3 years after the implementation of new curriculum programs. It can be inferred that this variable may affect the classroom implementation of the programs.

Table 4.2

*In-servivice training status of teachers*

	Frequency	Percent
Yes	104	56,5
No	80	43,5
Total	184	100

Table 4.3 shows the inspection status of teachers after the curriculum change. 67,9% of the teachers were inspected, whereas, 32,1% of them were not inspected after the curriculum change. This indicates that 1/3 of teachers did not receive feedback about their classroom implimatations after the curriculum change.

Table 4.3

*Inspection status of teachers after curriculum change*

	Frequency	Percent
Yes	125	67,9
No	59	32,1
Total	184	100

Table 4.4 describes the teachers' administration experience. 32,1% of teachers are currently school principles or they worked as school principles previously. However, 67, 9% of them had no administration experience.

Table 4.4

*Teachers' administration experience*

	Frequency	Percent
Yes	59	32,1
No	125	67,9
Total	184	100

Table 4.5 describes the teachers' reasons for choosing teaching as their profession. In this question, the teachers were asked to rank-order the first three factors that make them choose teaching as their profession. While calculating the total results, the factor which was indicated as the first reason was given the value of 3, the factor which was indicated as the second reason was given the value of 2, the factor which was indicated as the third reason was given the value of 1. Then, these values were added for each factor and a total value was got for each factor. As the table 4.5 suggests the teachers' desire to be teacher is the most common reason for teachers to prefer teaching as their career. It is followed by the opportunity of finding a job, university entrance examination (uee) score, the influence of their families, their desire to work with young people, the working conditions, the status of teachers, other, and the influence of friends. This finding is also supported by the previous studies (Aksu, Daloglu, Yildirim, Kiraz & Engin-Demir, 2008)



Table 4.5

*Teachers' reasons for choosing teaching as their profession*

Factors	1 <sup>st</sup> reason	2 <sup>nd</sup> reason	3 <sup>rd</sup> reason	Total
Desire to be teacher	88	24	9	321
Status of teachers	1	18	16	55
Influence of my family	10	19	19	87
Influence of my friends	1	1	7	12
Opportunity of finding job	30	43	28	204
Working conditions	4	16	36	80
Working with young people	10	18	18	84
uee score	32	16	12	140
Other	7	1	2	25

**4.2. Educational Ideologies of Teachers**

In the second part of the questionnaire, teachers were given 51 questions that identify their educational ideologies. As table 4.6 indicates the majority of teachers had educational liberalist ideology. The percent of the teachers that had liberalist educational ideologies among other teachers is 48, 4%. It is followed by educational liberationists 29,9%, educational conservatives 8,7%, educational fundamentalists 7,6%, educational anarchists 4,3% and educational intellectualists 1,1%. This shows that most of the teachers' educational ideologies that is compatible with the ideology of new curriculum.

Table 4.6

*Distribution of teachers in terms of their Educational Ideologies*

Percent	Frequency	Percent	Valid Percent	Cumulative
Educational Liberalism	89	48, 4	48, 4	48, 4
Educational Liberationism	55	29, 9	29, 9	78, 3
Educational Fundamentalism	14	7, 6	7, 6	85, 9
Educational Anarchism	8	4, 3	4, 3	90, 2
Educational Intellectualism	2	1, 1	1, 1	91, 3
Educational Conservatism	16	8, 7	8, 7	100, 0
Total	184	100, 0	100, 0	

In the further analyses, these ideologies were grouped into two broad categories: educational conservatism which is composed of educational fundamentalism, educational conservatism and educational intellectualism; educational liberalism which includes educational liberalism, educational liberationism and educational



anarchism. As table 4.7 describes 82, 6% of teachers had liberal educational ideologies, whereas, 17,4% of them had conservative educational ideologies.

Table 4.7

*Distribution of teachers in terms of their general Educational Ideologies*

	Frequency	Percent	Valid Percent	Cumulative
Percent				
Educational Liberalism	152	82,6	82,6	82,6
Educational Conservatism	32	17,4	17,4	100,0
Total	184	100,0	100,0	

### 4.3. Teachers' Receptivity to System-Wide Change

The third part of the questionnaire investigates the teachers' perceptions of curriculum change in Turkey and attitudes towards it. In this section, teachers' receptivity to change scores will be summarized according to the responses to seven subsections.

#### 4.3.1. Teachers' Attitude towards the New Curriculum

In this part, teachers were asked to respond 9 adjective pairs as a ten category semantic differential with the New Curriculum as the referent. The adjective pairs are as follows: satisfactory/ unsatisfactory (s/u), worthless/ valuable (w/v), wise/ foolish (w/f), permissive/ restrictive (p/r), good/ bad (g/b), intelligent/ absurd (i/a), effective/ ineffective (e/i), necessary/unnecessary (n/u), and uncomplicated/ complicated (u/c). This part is responded by 176 teachers. The mean and median scores for each adjective pair are shown in Table 4.8. As the table indicates the teachers are fully neither satisfied nor dissatisfied from the new curriculum.

Table 4.8

*The responses teachers gave to the adjective pairs in relation to their attitude towards the New Curriculum*

	S/U	W/V	W/F	P/R	G/B	I/A	E/I	N/U	U/C
Mean	5,60	5,96	6,27	6,42	6,10	5,94	5,90	6,42	6,12
Median	6,00	6,00	6,00	7,00	6,00	6,00	6,00	7,00	6,00
Minimum	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	10,00	10,00	10,00	10,00	10,00	10,00	10,00	10,00	10,00

#### 4.3.2. Cost Benefit of the New Curriculum to the Teacher

This subsection inquires about the the teachers' view on whether the new curriculum is cost beneficial and worthwhile to implement in their classrooms. In this subsection, teachers responded to five questions in four categories as "very much" (vm), "a little" (l), "not much" (nm) or "not at all" (na).

Table 4.9 presents the frequencies and percentages of the responses given to all questions in this subsection. As the finding points out most of the teachers thinks that there is a good balance between the balance between the work generated for them by the New Curriculum and their satisfaction with teaching.

Most of the teachers seem to have a balanced life between their school work and their life outside the school.

As the table indicated %75 of teachers thought that the new curriculum provides better classroom learning for students.

When the teachers weighed up the balance between the problems generated by the new curriculum and its total benefits, it could be seen that more than 2/3 of teacher thought that the new curriculum is worthwhile to implement in the classroom.

Table 4.9

*The teachers' views on the costbeneficiality of the new curriculum*

Item	Not at all		Not much		A little		Very much		Total	
	F	%	F	%	F	%	F	%	F	%
Is new curriculum worthwhile when you weighed up the balance between;										
1- the work generated for you by the New Curriculum and your satisfaction with teaching?	7	3,8	29	15,8	101	54,9	47	25,5	184	100
2- the work generated for you by the New Curriculum and your life outside the school?	13	7,1	40	21,7	95	51,6	36	19,6	184	100
3- the work generated for you by the New Curriculum and better student classroom learning?	7	3,8	39	21,2	84	45,7	54	29,3	184	100
4- all the problems generated for you by the New Curriculum and its total benefits?	7	4,9	41	22,3	92	50,0	42	22,8	184	100
5- the responsibility for student assessment generated for you by the New Curriculum and your work load?	13	7,1	41	22,3	81	44,0	49	26,6	184	100

Table 4.10 presents total mean and median score calculated for the each question in the section A. As the table suggests the median scores for each question in this section is 3.00 which shows that teachers consider the New Curriculum as “a little” cost beneficial. When the responses of given to the questions of this section are

compared, it can be observed that almost %70 of teachers are satisfied from new curriculum programs.

Table 4.10

*Mean & Median scores for Cost Benefit of the New Curriculum to the Teacher*

	Question 1	Question 2	Question 3	Question 4	Question 5
Mean	3,02	2,83	3,00	2,90	2,90
Median	3,00	3,00	3,00	3,00	3,00
Minimum	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00

#### **4.3.3. Practicality of the New Curriculum Outline in the Classroom**

This section asks questions to teachers about outlines of curriculum which is provided by MONE and it also investigate how much these outlines suit their teaching styles.

In this subsection, teachers responded to seven questions in four categories as “very much” (vm), “a little” (l), “not much” (nm) or “not at all” (na). This section collects the ideas of teachers on the practicality of the new curriculum in the classroom. The frequencies and percentages of the responses for each item are represented in the Table4.11.

Table 4.11

*The teachers' views on the practicality of the new curriculum outline*

Item	Not at all		Not much		A little		Very much		Total	
	F	%	F	%	F	%	F	%	F	%
1- Do the outlines of new curriculum suit your classroom teaching style?	13	7,1	27	14,7	86	46,7	58	31,5	184	100
2- Do the outlines of new curriculum reflect your educational philosophy?	13	7,1	48	26,1	85	46,2	38	20,7	184	100
3- Do the outlines of new curriculum provide a sufficient variety of classroom learning experience?	9	4,9	41	22,3	87	47,3	47	25,5	184	100
4- Is the classroom content tuned to the needs of the students?	15	8,2	49	26,6	89	48,4	31	16,8	184	100
5- Are your students' attitudes towards your classroom assessment program positive?	12	6,5	54	29,3	77	41,8	41	22,3	184	100
6- Do the course outlines provide sufficient flexibility to help you manage the day-to-day running of the classroom?	17	9,2	40	21,7	82	44,6	45	24,5	184	100
7- Are the resources in your subject area sufficient to implement the course outline as stated?	17	9,2	40	21,7	82	44,6	45	24,5	184	100

The findings indicate that the outlines of new curriculum are compatible with the teaching styles of the teachers as %78, 2 of the teachers stated this openly.

The second item gives clues about how the teachers consider their educational philosophies when they compare them with the philosophy of the new curriculum. Only %20, 7 of teachers stated that the educational philosophy of the new curriculum totally reflects their own educational philosophies.

The forth item tries to find out whether the teachers think that the new curriculum respond to the students' needs. This is important to find out since one of the most distinctive aims of the new curriculum is that responding the needs of students. %65, 2 of teachers thought that the new curriculum responds to the needs of the students.

This sixth question investigates if the new curriculum is flexible enough. This is important because one of the characteristics of the new curriculum compared to the previous curriculum is that new curriculum's being more flexible than the previous curriculum. The result indicated that %69,1 of teachers believed that the new curriculum outline is flexible.

The decrease in the percent of satisfied teachers to the seventh question indicates that the resources are not sufficient to implement the course outline as stated.

Table 4.12 presents total mean and median score calculated for the each question in the section B. As the table suggests the median scores for each question in this section is 3.00 which shows that teachers consider the Outline of New Curriculum as "a little" practical apart from the last question in this section which is inquires about whether the teachers have sufficient resources to implement the course outline as stated.

Table 4.12

*Mean & Median scores for practicality of the New Curriculum Outline*

	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7
Mean	3, 02	2,80	2,93	2,73	2,79	2,84	2,44
Median	3, 00	3,00	3,00	3,00	3,00	3,00	2,50
Minimum	1, 00	1, 00	1,00	1,00	1,00	1,00	1,00
Maximum	4, 00	4,00	4,00	4,00	4,00	4,00	4,00



#### 4.3.4. School Support for the Teacher in Teaching New Curriculum

In this subsection, teachers responded to eleven items in four categories as “strongly agree” (sa), “agree” (a), “disagree” (da) or “strongly disagree” (dsa). This section gathers information about the teachers’ views on the support provided to them in their schools about the new curriculum. The frequencies and percentages of the responses for each item given to this subsection are presented in the Table 4.13.

This table shows that more than half of the teachers do not have another teacher who can help about the problems in new curriculum.

The third item in this section indicates that the support for the successful implementation of the curriculum is not sufficient.

%67 of teachers thought that some problems cannot be solved informally by the support of the school.

The support of the principal is vital for the successful implementation of the new curriculum. The findings of the seventh, tenth and eleventh items showed that 2/3 of teachers have the support of their principals at their schools.

Only half of the teachers thought that the other teachers at their schools support the new curriculum. However, it can be expected that almost %80 of teachers support the new curriculum as they have liberal educational ideologies.

Total mean and median score calculated for the each question for this subsection suggests that the median scores for the first, second, third, fifth and eleventh items in this section are 2.00 (Disagree); whereas for the fourth, sixth, seventh, eighth, ninth and tenth items, the median scores are 3.00 (Agree).

Table 4.13  
*The support for teachers provided by the school*

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	F	%	F	%	F	%	F	%	F	%
1- There are regular school meetings at which I can raise my fears and apprehensions about the New Curriculum	26	14,1	69	37,5	79	42,9	10	5,4	184	100
2- There is a senior teacher to whom I can turn for advice related to new curriculum problems	31	16,8	67	36,4	73	39,7	13	7,1	184	100
3- There is good general support whenever I have problems with New Curriculum books, equipment etc.	36	19,6	80	43,5	60	32,6	8	4,3	184	100
4- There is at least one school person with whom I can talk about any student problems in new curriculum	13	7,1	41	22,3	108	58,7	22	12	184	100
5- Problems about the New Curriculum can be solved informally in general conversation at school	20	10,9	77	41,8	73	39,7	14	7,6	184	100
6- There are some problems with the New Curriculum that cannot be solved through support at this school	11	6	49	26,6	94	51,1	30	16,3	184	100
7- Our principal at this school supports the New Curriculum	6	3,3	35	19	112	60,9	31	16,8	184	100
8- the senior teachers at our school supports the New Curriculum	18	9,8	68	37	77	41,8	21	11,4	184	100
9- the majority of teachers at our school supports the New Curriculum	16	8,7	74	40,2	70	38	24	13	184	100
10- At school meetings, the principal makes comments praising the New Curriculum	8	4,3	49	26,6	100	54,3	27	14,7	184	100
11- At school meetings, the principal makes comments criticizing the New Curriculum	15	8,2	88	47,8	71	38,6	10	5,4	184	100

#### **4.3.5. Feelings towards the Previous System Compared to the New Curriculum**

In this subsection, teachers responded to six items in four categories as “strongly agree” (sa), “agree” (a), “disagree” (da) or “strongly disagree” (dsa). This section asks teachers to compare the new curriculum with the previous one. This section is really important as the new curriculum holds a completely new paradigm. The results of this section presented how the teachers conceive the new curriculum when they compare it to the previous curriculum.

The finding of the first item in this section indicated that % 79, 4 of the teachers thought that the new curriculum provides better student learning than the previous curriculum.

The second item in this section showed that %48, 4 of the teachers experience classroom management problems while implementing new curriculum.

The finding of the third item presented that one of the aims of the new curriculum is successfully achieved as %82, 6 of the teachers think that the new curriculum is more up-to-date.

The forth item in this subsection inquired whether the teachers think that the new curriculum is ‘responding the needs of the students’ which is also one of the main aims of the new curriculum. The responses given to this item indicated that %71,2 of the teachers believed that the new curriculum is responding the student needs better than the previous curriculum. Thus, the finding also indicated that the paradigm shift from the old curriculum to new one is successful.

The last two items of this section indicated that most of the teachers considered the new curriculum more interesting and richer content than the previous curriculum.

The frequencies and percentages of the responses for each item are represented in the Table 4.14.

Table 4.14

*Teachers' Feelings towards the Previous System Compared to the New Curriculum*

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	F	%	F	%	F	%	F	%	F	%
In comparison to the previous curriculum;										
1- the New Curriculum provides for better student learning	16	8,7	44	23,9	90	48,9	34	18,5	184	100
2- the New Curriculum allows me to manage my classroom better	18	9,8	71	38,6	71	38,6	24	13	184	100
3- the New Curriculum provides more up-to-date content	5	2,7	27	14,7	117	63,6	35	19	184	100
4- the New Curriculum allows students to better match courses with abilities and needs	7	3,8	46	25	98	53,3	33	17,9	184	100
5- the New Curriculum provides for more interesting and varied experiences for the students	7	3,8	40	21,7	101	54,9	36	19,6	184	100
6- the New Curriculum provides richer content	14	7,6	44	23,9	87	47,3	39	21,2	184	100

Table 4.15 presents total mean and median score calculated for the each item in the section D. As the table suggests the median scores for each item in this section is 3.00 (Agree).

Table 4.15

*Mean & Median scores Feelings towards the Previous System Compared to the New Curriculum*

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Mean	2,77	2,54	2,98	2,85	2,90	2,82
Median	3,00	3,00	3,00	3,00	3,00	3,00
Minimum	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00

#### 4.3.6. General Behavior Intentions towards the New Curriculum

In this subsection, teachers responded to six items in four categories as “strongly agree” (sa), “agree” (a), “disagree” (da) or “strongly disagree” (dsa). This section shows whether they are willing to implement and support the new curriculum in various contexts or not. This is important because their intentions of implementing or not implementing the new curriculum determine whether the change process will be successful or not. The frequencies and percentages of the responses for each item are represented in the Table 4.17.

As the table 4.16 indicated almost %55 of the teachers would openly and actively support the new curriculum. However, when their educational ideologies were considered, %80 of the teachers was expected to support the new curriculum as %80 of the teachers had the parallel educational ideologies with the new curriculum.

The percent of the teachers who could tell that the new curriculum was flexible; hence supportable was 63, 1.

The sixth item in this section indicated that almost 2/3 of the teachers could tell others that the new curriculum could be adapted to the needs and abilities of the teachers.

Table 4.16

*Teachers' General Behavior Intentions towards the New Curriculum*

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	F	%	F	%	F	%	F	%	F	%
In my behavior and communication with others;										
1- I will probably oppose the New Curriculum	32	17,4	82	44,6	58	31,5	12	6,5	184	100
2- I will probably actively and openly support New Curriculum	14	7,6	69	37,5	73	39,7	28	15,2	184	100
3- I will probably praise New Curriculum	17	9,2	77	41,8	68	37	22	12	184	100
4- I will probably actively and openly resist New Curriculum	18	9,8	87	47,3	60	32,6	19	10,3	184	100
5- I will tell them that the New Curriculum is flexible and hence supportable	15	8,2	53	28,8	91	49,5	25	13,6	184	100
6- I will tell them that the New Curriculum can be adapted to the needs and abilities of students	10	5,4	47	25,5	99	53,8	28	15,2	184	100



Table 4.17 presents total mean and median score calculated for the each item in the section E. As the table suggests the median scores for first, third and forth items are 2.00 (disagree); however, the median scores for second, fifth and sixth items are 3.00 (Agree).

Table 4.17

*Mean & Median scores of teachers' general behavior intentions towards the New Curriculum*

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Mean	2,27	2,62	2,51	2,43	2,68	2,78
Median	2,00	3,00	2,00	2,00	3,00	3,00
Minimum	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00

#### 4.3.7. Teacher Participation in the New Curriculum

In this subsection, teachers responded to six items in four categories as “very much” (vm), “somewhat” (sw), “not much” (nm) or “not at all” (na); however, the teachers responded to the last item in three categories as “greater than I expected” (gte), “as I expected” (ae), “less than I expected” (lte). This section describes how the teachers evaluate themselves and their success while teaching the new curriculum and assessing the student success in the new curriculum.

The findings in this section revealed that %77, 7 of the teachers stated that they did not have influence in relation to teaching the new curriculum.

%74, 5 of the teachers did not consider themselves successful while assessing the students achievement in the new curriculum.

Almost %55 of teachers did not think that there was co-ordination among teachers in relation to the new curriculum.

The frequencies and percentages of the responses for each item are represented in the following Table 4.18.

Table 4.18

*Teachers' conceptions of themselves in relation to their success and their authority in new curriculum*

Item	Very much		somewhat		Not much		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%
1- The influence that I have in relation to teaching the subject matter is	3	1,6	38	20,7	117	63,6	26	14,1	184	100
2- My success in relation to assessing student achievement in New Curriculum is	2	1,1	45	24,5	115	62,5	22	12	184	100
3- My success in relation to describing and reporting student achievement in the New Curriculum is	8	4,3	70	38	88	47,8	18	9,8	184	100
4- My authority in relation to deciding subject matter to be taught in New Curriculum is	19	10,3	63	34,2	79	42,9	23	12,5	184	100
5- My authority in relation to deciding assessment policy in New Curriculum is	10	5,4	58	31,5	94	51,1	22	12	184	100
6- The co-ordination among teachers in relation to subject matter is	22	12	60	32,6	93	50,5	9	4,9	184	100

Table 4.19 describes the frequencies of the responses for the seventh item which is: when all items in this section are considered, the overall quality of new curriculum is. This finding indicated that the new curriculum met the half of the teachers' expectations.

Table 4.19  
*Teachers' expectations of the new curriculum*

	Frequency	Percent
Greater than I expected	20	10,9
As I expected	90	48,9
Less than I expected	74	40,2
Total	184	100,0

Table 4.20 presents total mean and median score calculated for the six items in this section. As the table suggests the median scores for each item in this section is 3.00 (somewhat).

Table 4.20  
*Mean & Median scores for Teacher Participation in New Curriculum*

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Mean	2,90	2,85	2,63	2,57	2,69	2,48
Median	3,00	3,00	3,00	3,00	3,00	3,00
Minimum	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	4,00	4,00	4,00	4,00	4,00	4,00

#### **4.4 The Effects of Educational Ideologies on Attitudes towards Curriculum Change**

In this section, the relationship between teachers' educational ideologies and their attitudes towards new curriculum are investigated.

The independent variable, educational ideologies include two main levels which are composed of three subcategories each. The two main levels are general educational conservatism and general educational liberalism. Three subcategories of educational conservatism are educational fundamentalism, educational intellectualism and educational conservatism. Three subcategories of general educational liberalism are educational liberalism, educational liberationism and educational anarchism. The

dependent variable, attitude towards new curriculum include two levels: feelings towards the previous curriculum compared to the new curriculum and general behavior intentions towards the new curriculum.

Tests of normality were conducted for two levels of dependent variable, which are sections D and E of Teachers' Receptivity to System-Wide Change questionnaire according to the distribution of teachers' educational ideologies and it was observed that the total and mean scores of these sections were not normally distributed. Thus, the analyses were conducted by using non-parametric tests. The significance level was set at 0.05. Table 4.21 shows the test of normality scores for them.

Table 4.21  
*Tests of Normality*

Edu. Ideo.		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Sect. d total	Liberal.	.142	152	.000	.954	152	.000
	Conserv.	.153	32	.055	.963	32	.341
Sect. d mean	Liberal.	.142	152	.000	.954	152	.000
	Conserv.	.153	32	.055	.963	32	.341
Sect. e total	Liberal.	.083	152	.012	.984	152	.076
	Conserv.	.102	32	.200	.965	32	.367
Sect. e total	Liberal.	.083	152	.012	.984	152	.076
	Conserv.	.102	32	.200	.965	32	.367

To investigate the relationship between educational ideologies and attitudes towards curriculum change, the data were analyzed by conducting Mann-Whitney U Test as independent variable is categorical and the scores which were acquired from dependent variables can be rank-ordered.

#### **4.4.1 The Relationship between Teachers' Educational Ideologies and Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum**

For the overall evaluation of this section, total and mean scores of the section D, which is Teachers' Feelings towards the Previous Curriculum Compared to the New

Curriculum, were calculated and the results were compared to two main levels of educational ideologies. Table 4.22 presents the results of overall comparison of this section.

Table 4.22

*Overall comparison of Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum with Educational Ideologies*

Statistics			
Educational Ideo.		Sect.d.total	Sect..d mean
Edu. Liberal. N	Valid	152	152
	Missing	0	0
	Mean	17,1316	2,8553
	Median	17,0000	2,8333
	Std. Deviation	3,90226	,65038
	Minimum	6,00	1,00
	Maximum	24,00	4,00
Edu. Conser. N	Valid	32	32
	Missing	0	0
	Mean	15,7188	2,6198
	Median	16,5000	2,7500
	Std. Deviation	3,25511	,54252
	Minimum	9,00	1,50
	Maximum	22,00	3,67

These results were analyzed with Mann-Whitney U Test for the statistical significance. As the table 4.23 indicated there is no significant mean difference was found between the teachers with conservatist educational ideologies and the teachers with liberalist educational ideologies in their comparison of the new curriculum with the previous curriculum  $p = .056$ ,  $p > .05$ .

Table 4.23

*Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum in terms of their educational ideologies*

Test Statistics <sup>a</sup>		
	Sect..d.total	Sect.d.mean
Mann-Whitney U	1912,000	1912,000
Wilcoxon W	2440,000	2440,000
Z	-1,913	-1,913
Asymp. Sig. (2-tailed)	,056	,056

a. Grouping Variable: Educational ideologies

When Mann-Whitney U Test was conducted for each item in this section, it was seen that there was statistical difference in the distribution of scores in the items 24  $p = .002$  and 27  $p = .025$ . Item number 24 investigates the teachers' views on previous curriculum and new curriculum in terms of better student learning. Item number 27 investigates that whether new curriculum allows students to better match courses with abilities and needs. No significant difference was found in other items in this section: item 25  $p = .367$ , item 26  $p = .433$ , item 28  $p = .092$  and item 29  $p = .167$ . Table 4.24 presents these results.

Table 4.24

*Item by item analysis of Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum in terms of their educational ideologies*

Test Statistics <sup>a</sup>						
	cur.d.24	cur.d.25	cur.d.26	cur.d.27	cur.d.28	cur.d.29
Mann-Whitney U	1656,000	2200,000	2248,000	1875,000	2014,500	2078,500
Wilcoxon W	2184,000	2728,000	2776,000	2403,000	2542,500	2606,500
Z	-3,052	-,902	-,785	-2,236	-1,687	-1,383
Asymp. Sig. (2-tailed)	,002	,367	,433	,025	,092	,167

a. Grouping Variable: Educational ideologies

#### 4.4.2 The Relationship between Teachers' Educational Ideologies and Teachers' General Behavior Intentions towards New Curriculum

In this section, the effect of educational ideologies on Teachers' General Behavior Intentions was analyzed. First, the mean and total scores in section E, which gathered data on the general behavior intentions of teachers, were calculated and then they were compared to the two main levels of educational ideologies for the overall evaluation of this section. Table 4.25 represents the result of the comparison.



Table 4.25

*Overall comparison of Teachers' General Behavior Intentions with Educational Ideologies*

Test Statistics <sup>a</sup>		
	Sect.E total	Sect.E mean
Mann-Whitney U	1941,000	1941,000
Wilcoxon W	2469,000	2469,000
Z	-1,803	-1,803
Asymp. Sig. (2-tailed)	,071	,071

a. Grouping Variable: Educational ideologies

Ranks				
	Edu. Ideo.	N	Mean Rank	Sum of Ranks
Sect.E total	liberalism	152	95,73	14551,00
	Conserv.	32	77,16	2469,00
	Total	184		
Sect.E mean	liberalism	152	95,73	14551,00
	Conserv.	32	77,16	2469,00
	Total	184		

As the table indicated, in the overall evaluation of this section, there was found no significant difference in the distribution of scores  $p = .71$ .

In the item by item analysis of this section, there was also no significant relationship between teachers' educational ideologies and their general behavior intentions towards the new curriculum which is an indicator of the teachers' attitudes towards the new curriculum. The  $p$  values for each item was calculated as  $p = .076$  for item 30,  $p = .298$  for item 31,  $p = .173$  for item 32,  $p = .754$  for item 33,  $p = .121$  for item 34 and  $p = .695$  for item 35. Table 4.26 describes these findings.

Table 4.26

*Item by item analysis of teachers' general behavior intentions in terms of their educational ideologies*

Test Statistics						
	Sect. E 30	Sect. E 31	Sect. E 32	Sect. E 33	Sect. E 34	Sect. E 35
Mann-Whitney U	1977.0	2164,500	2083,000	2352,500	2040,000	2334,500
Wilcoxon W	13605,0	2692,500	2611,000	13980,500	2568,000	2862,500
Z	-1,777	-1,041	-1,363	-,313	-1,551	-,392
Asymp. Sig. (2- tailed)	,076	,298	,173	,754	,121	,695

Grouping Variable: Educational ideologies

#### **4.5 The Relationship between Gender and Teachers' Attitudes towards New Curriculum**

In this section, the relationship between gender and teachers' attitudes towards new curriculum was analyzed by comparing the distribution of the scores acquired from section D, Feelings towards the Previous Curriculum compared to the New Curriculum and part E, General Behavior Intentions towards the New Curriculum with the genders of teachers. For the analysis of this section, Mann Whitney U test was used. The significance level was set at  $p.05$ .

##### **4.5.1 The Relationship between gender and Teachers' Feelings towards Previous Curriculum compared to the New Curriculum**

In this section, an overall evaluation was made in terms of teachers' gender and their conceptions of the new curriculum in comparison with the previous curriculum. The analysis revealed that no significant relationship was found between gender and teachers' feelings towards previous curriculum compared to the new curriculum. Table 4.27 describes the results.

Table 4.27

*Overall analysis of teachers' conceptions of the new curriculum in terms of gender*

Test Statistics <sup>a</sup>				
			sect.D total	Sect. D mean
Mann-Whitney U			3534,500	3534,500
Wilcoxon W			6090,500	6090,500
Z			-1,366	-1,366
Asymp. Sig. (2-tailed)			,172	,172
a. Grouping Variable: gender				
Statistic				
gender			sect. D total	sect. D mean
female	N	Valid	71	71
		Missing	0	0
	Mean		16,4789	2,7465
	Median		17,0000	2,8333
	Std. Deviation		3,52079	,58680
	Minimum		6,00	1,00
	Maximum		24,00	4,00
male	N	Valid	113	113
		Missing	0	0
	Mean		17,1416	2,8569
	Median		18,0000	3,0000
	Std. Deviation		4,00194	,66699
	Minimum		6,00	1,00
	Maximum		24,00	4,00

#### 4.5.2 The Relationship between gender and Teachers' General Behavior Intentions towards the New Curriculum

In this section, an overall comparison was made in terms of teachers' gender and their attitudes towards the new curriculum. As the table 4.28 indicated, a significant relationship was found between gender and teachers' general behavior intentions towards the new curriculum.

Table 4.28

*Overall analysis of Teachers' General Behavior Intentions in terms of gender*  
Ranks

	GENDER	N	Mean Rank	Sum of Ranks
Section.E Total	female	71	82,33	5845,50
	male	113	98,89	11174,50
	Total	184		
Section.E mean	female	71	82,33	5845,50
	male	113	98,89	11174,50
	Total	184		

Test Statistics(a)

	Sect.E.Total	Sect. E mean
Mann-Whitney U	3289,500	3289,500
Wilcoxon W	5845,500	5845,500
Z	-2,065	-2,065
Asymp. Sig. (2-tailed)	,039	,039

a Grouping Variable: GENDER

Specifically, a significant relationship was found, in the item by item analysis of this section. It was found out that in second item which is *I will probably actively and openly support New Curriculum* and forth item which is *I will probably actively and openly resist New Curriculum* of this section, there was a significant relationship with gender;  $p = .036$  and  $p = .006$  respectively. Table 4.29 describes the results.

Table 4.29

*Item by item analysis of Teachers' General Behavior Intentions in terms of gender*  
Test Statistics(a)

	CUR.E.30	CUR.E.31	CUR.E.33	CUR.E.34	CUR.E.35
Mann-Whitney U	3973,500	3320,500	3933,500	3118,000	3664,000
Wilcoxon W	6529,500	5876,500	6489,500	5674,000	6220,000
Z	-,116	-2,093	-,239	-2,752	-1,089
Asymp. Sig. (2-tailed)	,908	,036	,811	,006	,276

a Grouping Variable: GENDER

#### 4.6 The Relationship between Teachers' Attitudes towards New Curriculum and the Type of Faculty Teachers Graduated From

This part analyzes the relationship between teachers' attitudes towards new curriculum and the type of faculty they graduated from. The teachers were grouped as the graduates of education faculties and the graduates of other faculties. The

scores got from sections D, Feelings towards the Previous Curriculum compared to the New Curriculum and E, General Behavior Intentions towards the New Curriculum were compared to these groups. This section was also analyzed with Mann Whitney U test and p value was set at p .05.

In this section, an overall analysis was conducted with regards to the type of faculty the teachers graduated from and their attitudes towards curriculum change and their perceptions of it. As table 4.30 indicated that there was no significance in distribution of median scores in relation to the type of faculty the teachers graduated from and their perceptions of the curriculum change and their attitudes towards it.

Table 4.30

*Analysis of teachers' perceptions of curriculum change and their attitudes towards it In Terms of the Type of Faculty They Graduated From*

Ranks				
	fac	N	Mean Rank	Sum of Ranks
Sect. D mean	Education	114	94,22	10741,50
	Others	70	89,69	6278,50
	Total	184		
sect.E mean	Education	114	94,94	10823,50
	Others	70	88,52	6196,50
	Total	184		

Test Statistics <sup>a</sup>

	Sect. D mean	Sect. E mean
Mann-Whitney U	3793,500	3711,500
Wilcoxon W	6278,500	6196,500
Z	-,564	-,799
Asymp. Sig. (2-tailed)	,572	,425

a. Grouping Variable: faculty

#### **4.7 The Relationship between Teachers' Attitudes towards New Curriculum and their Teaching Experience**

In this part, it was tried to be find out if there was a significant relationship between teachers' attitudes towards new curriculum and their teaching experience. In order to analyze the data, the teachers were grouped into three categories in terms of their

teaching experience: teachers with 1-5 years of experience, 6-9 years of experience and 10 years or more. The mean scores of sections D, Feelings towards the Previous Curriculum compared to the New Curriculum; and E, General Behavior Intentions towards the New Curriculum were compared to teachers' experiences. As there were three levels of experience. Kruskal-Wallis Test was conducted to analyze the data. No significant relationship was found in the analysis between these sections and the teachers' experience  $p = .49$  for section D and  $p = .796$  for section E. Table 4.31 describes the findings.

Table 4.31

*Analysis of teachers' perceptions of curriculum change and their attitudes towards it in terms of Teachers' Experience*

Test Statistics <sup>a,b</sup>		
	Sect. D mean	Sect. E mean
Chi-Square	1,428	,456
df	2	2
Asymp. Sig.	,490	,796

a. Kruskal Wallis Test

b. Grouping Variable: year1

#### 4.8 Summary of the Findings

The data collected for the purpose of finding the relationship between educational ideologies and teachers' perception of curriculum change and their attitudes towards it provided evidence that there are only significant relationships between the educational ideology and the teachers' views on previous curriculum and new curriculum in terms of better student learning; and between the educational ideologies and teachers' views on whether new curriculum allows students to better match courses with abilities and needs.

In the further analysis of the variables, a significant relationship was found between gender and teachers' general behavior intentions towards the new curriculum.



It was also found out that there is no significant relationship between the type of faculty the teachers graduated from and their perceptions of curriculum change and their attitudes towards it.

This study also showed that there is no significant relationship between the experience and the teachers' perceptions of curriculum change and their attitudes towards it.

In the next chapter, the discussions of the results, conclusions drawn and implications for practice and future research are presented.

## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND IMPLICATIONS**

This final chapter presents discussions, conclusions of the study, and implications for practice and research.

#### **5.1 Discussion**

In this study, it has been tried to shed light on some issues about the acceptance of curriculum change in education. The factors that have been affecting the change process have been argued for a long time and many factors have been reported as the reasons of resistance to change. The most common reasons supported by the previous studies are top-down nature of change (Fullan, 1990), lack of knowledge, sources or skills to implement the curriculum (Greenberg & Baron, 2000) and the teachers' resistance (Fullan, 1990; Lee et al., 2004; Waugh & Punch, 1985; Credaro, 2006; Hargreaves, 1998; McNess, Broadfoot & Osborn, 2003 ). In the case of curriculum change, among these reasons, teacher resistance is considered as one of the most important as the teachers are the ones who determines what goes on in the classroom. However, when the teacher resistance is considered, it can be seen that it does not stem from only one reason. There are usually reasons or conditions which interact with other conditions or reasons in the change process apart from the personal differences. Thus, curriculum change can be more arduous to take place when compared to other kind of changes in the field of education as it involves the human factors as well as social and economic factors. Because of these reasons, finding out the variables that affect the teachers' perceptions towards change is not easy. In this aspect, the question is what makes some people adopt the change more easily than the other people.

In previous studies, many factors are listed as the reasons for the teacher resistance. For instance, teachers may feel challenged by the new curriculum or they may see it

as threats to their personal expertise (Fullan, 2001b; Greenberg & Baron, 2000; Evans, 1996). They may have lack of knowledge or resources (Greenberg & Baron, 2000) to successfully implement the new program. However, all these factors that are counted as the reasons for teacher resistance are usually specific to certain conditions or environments and all these reasons can be solved through several need analysis, but what if there are some factors which are innate and unsolvable in nature in the change process as stated by Fullan (2001a).

In this study, educational ideologies were tested as a factor affecting the teachers' perceptions towards change since educational ideologies cover the issues of both human and social change processes as well as being unique to each person. Thus, they may not be changed easily and they may not be determined at first glance.

Educational ideologies are categorized in two broad groups: the general conservative educational ideologies and the general liberal ones. In both ideologies, fulfilling the one's full potential has the utmost importance. Happiness is only possible by reaching this potential. However, the means, beliefs, truths, values to reach happiness are different in two ideologies. In most basic terms, conservative ideology view that fulfilling the one's potential is only possible through dedication to some absolute reality such as God, natural law, wisdom of past, tradition; on the contrary, liberal ideology puts the human experience in the centre to be able to fulfill the one's fullest potential and it believes that man is the source of all knowledge (O'Neill, 1990). In the context of education, these ideologies differentiate people's beliefs about the nature of education. Thus, it changes the practice in education.

In this study it has been tried to find out that if there is difference in acceptance and perceptions of curriculum change between teachers with liberal educational ideologies and teachers with conservative educational ideologies. Further analysis were conducted in respect to the gender, the teachers' type of faculty they graduated from and their teaching experience in case these factors may also have an effect on their perception of and attitudes towards curriculum change.

This study showed that the teachers with liberal educational ideologies believe that new curriculum provides better student learning and it allows students better match courses with abilities and needs when compared to the previous curriculum. However, no relationship was found between educational ideology and teachers' perceptions of the new curriculum or attitudes towards it in the rest of the comparisons. This indicates that teachers, irrespective of their educational ideology, mostly share the same attitudes or views about the new curriculum although it has been developed on the basis of liberal educational ideology.

In the study, it was also analyzed that if there was a difference between experienced and less experienced teachers in their attitudes towards and perceptions of new curriculum. As new curriculum has liberal basis and requires the inclusion of educational technologies along with the use of up-to-date materials, it was assumed that less experienced teachers were more familiar with these; thus, they welcome new curriculum more easily than the experienced teachers. However, unlike the study of Ozel et al. (2007), no significant difference was found among the teachers with 1-5, 6-10 and 11 or more years of teaching experience.

In the analysis of gender differences, it was observed that there was no significant relationship between male and female teachers in their perceptions of new curriculum. However, a significant relationship was found in terms of their attitudes towards new curriculum in favor of male teachers. They indicate that they will openly support the new curriculum. However, Ozel et al. (2007) found out that female teachers stated more positive opinions on the about the reasons for the change in curriculum than the males.

Another analysis was also made to find out if there was a difference between the graduates of education faculties and the graduates of other faculties in their perceptions of and attitudes towards new curriculum. In the statistical analysis, it was found out that there was no significant difference between them.

In the study, one of the striking results was that %82, 6 of teachers had liberal educational ideology which was compatible with the ideology of new curriculum. However, when attitudes and perceptions of teachers with liberal educational ideologies were compared to the teachers with conservative educational ideologies, it was observed that there was little significant difference in their perceptions of the curriculum change and there was no significant difference in their attitudes towards it. The reason or reasons for this finding is worth researching further.

Another important finding of the study is related to the teachers' reason for choosing teaching as their career. The teachers were asked to rank order these reasons specifying the first three. It was found out that teachers' reasons for becoming teachers were as follows their desires for being teachers, the opportunity to find a job easily, their university entrance examination score, the influence of their family, their desire to work with young and children, the working conditions, the social status of teaching career, other and the influence of their friends. This finding was similar to the finding of Aksu et al. (2008).

## **5.2 Conclusions and Implications**

The purpose of this study is to investigate the relationship between teachers' educational ideologies and their attitudes towards recent curriculum change in Turkey. In the further analysis, the relationship between teachers' attitudes towards curriculum change and their gender, the type of faculty they graduated from and their experience was also investigated.

### **5.2.1 Conclusions**

The first research question was "is there a relationship between teachers' educational ideologies and the teachers' attitudes towards the new curriculum?" The answer was sought through a consideration of two main determinants of attitudes towards new curriculum: the teachers' feelings towards previous curriculum compared to the new curriculum and teachers' general behavior intentions towards new curriculum.

In the overall analysis of the first determinant, it was found out that the educational ideologies did not affect the teachers' conceptions of the new curriculum when compared to the previous curriculum. However, in the item by item analysis of each determinant, it was found out that the teachers with liberal educational ideologies thought that the new curriculum provides for better student learning when compared to the previous curriculum. It was also found out that the teachers with liberal educational ideologies thought that the new curriculum allows students to better match courses with abilities and needs. These results indicated that although more than 2/3 of the teachers had liberal educational ideologies, the teachers with both ideologies mostly shared the same views in their comparisons of the new curriculum with the previous curriculum.

In the second level, teachers' general behavior intentions towards the new curriculum were compared to their educational ideologies. In both the overall and the item by item analysis of this section, no significant difference was found between teachers with liberal educational ideologies and teachers with conservative educational ideologies in their general behavior intentions towards new curriculum. This indicated that all teachers would exhibit the same or similar attitudes towards the new curriculum.

In the further analysis, the relationships between teachers' attitudes towards new curriculum and their gender, the type of faculty they graduated from, their experience in teaching was sought.

Although no significant relationship was found between male and female teachers in their views of new curriculum in comparison of the previous one, a significant relationship was found in their general behavior intentions towards new curriculum in favor of males. Male teachers expressed that in their behavior and communication with others, they will probably actively and openly support New Curriculum. They also stated that in their behavior and communication with others, they will tell others that the New Curriculum is flexible and hence supportable.



When the relationship between the type of faculty the teachers graduated from and their attitudes towards new curriculum was investigated, it was found out that there was no significant relationship between these variables in both levels. This finding revealed that unlike the assumptions of the study, the graduates of the education faculties did not have a different perception of the new curriculum. Moreover, they shared the same attitudes towards the new curriculum with the graduates of the other faculties.

In the last analysis, the relationship between teaching experience and the teachers' attitudes towards curriculum change was investigated. However, unlike the assumption of the study, no significant difference was found among teachers with 1-5 years of experience, 6-10 years of experience and 11 years or above experience.

### **5.2.2 Implications for Practice**

This study presented the profile of the primary and high school teachers working in Kulu, a borough of Konya, Turkey in terms of their educational ideologies and their perceptions of and attitudes towards new curriculum. The results gathered from this study gave significant clues about the ongoing adoption process of new curriculum as Kulu has some distinctive features that can reflect the characteristics of many areas in Turkey. First of all, it is situated right in the midst of Ankara, the capital and Konya, one of the largest and most developed cities in Turkey. Thus, it can be assumed that it can reach easily to the means, resources, and in-service training programs, required for the adoption of the curriculum change. However, it also has the status of an area of multiple deprivations since the socio-economic status of the borough is not developed.

The results of the study indicated that %82, 6 of the teachers have liberal educational ideologies. In this respect, most of the teachers, who hold liberal educational ideologies, were expected not to resist change and to be open to all kinds of innovations. Moreover, they were expected to have more positive attitude towards ne

curriculum than the teachers with conservative educational ideologies and they were also expected to have different perceptions of the new curriculum from the teachers with conservative educational ideologies as new curriculum has been developed according to the view of liberal educational ideologies. However, the results of the study indicated that theoretical assumptions are different from practical results since there was almost no difference in perceptions and attitudes of teachers with liberal educational ideologies and teachers holding conservative educational ideologies. The basic differences between their views are with regards to the new curriculum's providing better student learning and its better matching with students' needs and abilities.

On the contrary to the assumptions, there is no difference in the attitudes of the teachers holding liberal educational ideologies and teachers with conservative educational ideologies. This showed that the type of ideology teachers holding may not affect the teachers' attitudes towards curriculum change. There might be some other reasons why the teachers with different educational ideologies exhibit similar attitudes towards new curriculum. Not having enough resources, materials, knowledge, support, in-service training programs might be the significant factors that may hinder teachers with liberal educational ideologies from supporting the new curriculum. When some of the background characteristics of the sample were considered, it could be seen that only % 56, 5 of teachers participated in an in-service training related to the new curriculum. This indicates that more than half of teachers were not knowledgeable about the new program a year after the implementation of the program. Furthermore, after the implementation of the program %67, 9 of teachers were inspected. When the guiding role of inspectors in education are considered, it can be inducted that 1/3 of teachers did not know whether they are implementing the new curriculum appropriately or not.

As the results indicated only %14, 1 of teachers believe that the resources were sufficient enough to implement new curriculum successfully. This shows that most of the teachers participated in the study lacked the resources for the successful implementation of the curriculum.

It is also noteworthy that %67 of teachers believed that in new curriculum; there were some problems that cannot be solved with the support provided at the school. Moreover, %63 of teachers also believed that there was not enough support related to the issues as resources, materials and field-work.

When all these findings were considered, it could be seen that even if the teachers hold the same educational ideology with the new curricular program, they do not always support the program or they may not have a different perception of the program from their colleagues with conservative educational ideologies. The reason for this may be due to the lack of some infrastructure, required for the successful implementation of the program as stated by some NGOs (Eğitim-Sen, 2005) and some academicians Bıkmaz, F. H. (2006) prior to the implementation.

### **5.2.3 Implications for Further Research**

This study reflected how the primary and high school teachers in Kulu approached education as a whole, including the dimensions of the overall goal of education, the objectives of the school, general characteristics, the child as learner, administration and control, the nature of curriculum, subject matter, instructional methods and evaluation, classroom control. It also reflected how the teachers perceived the new curriculum and they evaluated it in various aspects such as its practicality, cost beneficence, support provided for teachers to implement the curriculum, their feelings towards it compared to the previous curriculum, their participation to the teaching process after the new curriculum, their general behavior intentions and their overall feelings about it.

The study showed that most of the teachers (%80,6) have liberal educational ideologies; that is, they are willing to adopt a more open and student-centered kind of education, focusing on scientific problem-solving and critical thinking skills which are also the characteristics of new curriculum. However, this finding was only gathered through quantitative methods and it only presented how teachers viewed

themselves. Although they may have liberal educational ideologies; in their classroom practices, they may follow conservative way of teaching and classroom control methods. Thus, if some qualitative studies are conducted along with quantitative data, this might strengthen the findings.

Some detailed need analysis are required in order to fully understand what the teachers need to successfully implement the new curriculum as this study showed that most of the teachers lacked some basic needs for successful implementation such as in-service training programs or resources at the time of the data gathered. After solving infrastructure problems, conducting some further studies to gain more insight in educational ideologies and adoption of curriculum change can be more meaningful.

Above all, the results of this study only reflect the findings of a small case. The findings of a study with a different and larger sample can be totally different.

The findings of these studies will hopefully shed some more light on the literature of the area and also will solve some of the problems encountered in the process of adopting new curriculum programs.

## REFERENCES

- Akşit (2007). Educational reform in Turkey. *International Journal of Educational Development*. 27(1) 129–137
- Aksu, M., Daloglu, G., Yıldırım, S., Kiraz, E. & Demir, E. C. (2008) Geleceğin Öğretmenleri Kimler: Eğitim Fakülteleri Öğrenci Profili. *İlköğretmen* 16 (1), 44-48.
- Anderson, Ronald D. (1995). Curriculum Reform: Dilemmas and Promise. *Phi Delta Kappan*. 77 (1) p33-36.
- Babadoğan & Olkun (2006). Program Development Models and Reform in Turkish Primary School Mathematics Curriculum. *International Journal for Mathematics Teaching and Learning*. Retrieved 02.09.2009 from [Online]<http://www.cimt.plymouth.ac.uk/journal/default.htm>
- Bıkmaz, F. H. (2006). New Elementary Curricula and Teachers. *Ankara University, Journal of Faculty of Educational Sciences*, 39 (1), 97-116
- Binbasioglu, C. (1995). *Türkiye’de Eğitim Bilimleri Tarihi*. Ankara: Milli Eğitim Bakanlığı Yayınları.
- Broadfoot, Osborn, Planel & Pollard. (1994). Teacher and Educational Reforms: Teachers’ Response to Policy Changes in England and France, *Education Resources Information Centre*. ED380463
- Bulut (2007). Curriculum Reform in Turkey: A Case of Primary School Mathematics Curriculum. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(3), 203-212

- Caldwell (1997). Ideological Influences on Curriculum Development in Nurse Education. *Nurse Education Today*, 17 (2) p140-44
- Credaro, A. (2006). *Innovation and Change in Education*. Retrieved 02.09.2009 from <http://www.warriorlibrarian.com/LIBRARY/innovate.html>.
- Cuban, L. (1990). *A Fundamental Puzzle of School Reform*. In A. Lieberman (ed.), *Schools as Collaborative Cultures*. Basingstoke: The Falmer Press.
- Davis, K. S. (2002). Change Is Hard: What Science Teachers Are Telling Us About Reform and Teacher Learning of Innovative Practices. *Science Education*. 87 (1) 3-30.
- Eğitim-Sen, 2005. *Yeni ilköğretim müfredatının değerlendirilmesi*. Retrieved 07.02.2006 from <http://www.egitimsen.org.tr/index.php?yazi=10S>
- Evans, R. (1996). *The Human Side of School Change*. San Francisco: Jossey-Bass Publishers
- Fiala and Lanford (1987). Educational Ideology and the World Educational Revolution, 1950-1970. *Comparative Education Review*, 31 (3)
- Foldvary, F. E. (1998, November). *The Progress Report*. Retrieved May 5, 2007 from <http://www.progress.org/archive/fold64.htm>
- Fullan, M. (2001a). *The New Meaning of Change*. (3<sup>rd</sup> ed.) New York: Teachers College Press.
- Fullan, M. (2001b). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M.G. (1993). *Changing Forces: Probing the depths of educational reform*. London: Falmer Press.



- Fullan & Hargreaves. (1992). *Teacher Development and Educational Change*, In Fullan & Hargreaves (eds.) *Teacher Development and Educational Change* Oxon: RoutledgeFalmer.
- Fullan, M. (1990). *Staff development, innovation and institutional development*. In Joyce, B. (Ed.), *Changing school culture through staff development*, Yearbook of the Association for Supervision and Curriculum Development, (pp. 3-25). Virginia..
- Greenberg & Baron. (2000). *Behaviour in Organizations*. Upper Saddle River, NJ: Prentice Hall.
- Guskey, T.R. (2002). Professional Development and Teacher Change, *Teachers and Teaching: Theory and Practice*, 8 (3), pp. 381-391.
- Gutek (2004). *Philosophical and Ideological Voices in Education*. Boston: Pearson Education, Inc.
- Hargreaves, A.(1998). In A. Hargreaves, E. Lieberman, M. Fullan,& D. Hopkins (Eds.), *International Handbook of Educational Change*. Dordrecht, The Netherlands: Kluwer.
- Hopkins, D., Ainscow, M. and West M. (1994) *School Improvement in an Era of Change*. London: Casell.
- Howe, R.K. & Berv, J. (2000). *Constructing Constructivism, Epistemological and Pedagogical*. (Ed. D.C. Pihilips). *Constructivism in Education: Opinions and Second Opinions on Controversial Issues*. Chicago: Illinois, University Of Chicago Press. 19-40.

- Kiraz & Özdemir (2006). The Relationship between Educational Ideologies and Technology Acceptance in Pre-service Teachers. *Journal of Educational Technology and Society* 9 (2), 152-165.
- Kırkgöz (2008). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*. doi:10.1016/j.tate. retrieved on 02.07.2008
- Koç, Işıksal & Bulut (2007). Elementary school curriculum reform in Turkey. *International Education Journal*, (1), 30-39.
- Lamm, Z. (2000). *Ideologies and Educational Thought*.last retrieved 29/12/2008 from  
[Online][http://zvilammarchive.org/articles/ideologies\\_educational\\_thought.pdf](http://zvilammarchive.org/articles/ideologies_educational_thought.pdf)
- Lee, J.C.K., Ha, A.S.C., Chan, D.W.K., Sum, R.K.W. (2004). Teachers' Perceptions of In- Service Teacher Training to Support Curriculum Change in Physical Education: The Hong Kong Experience. *Sport, Education and Society*. 9(3) pp. (421-438)
- Lye, J. (1997). *Ideology: A Brief Guide*. Retrieved May 5, 2007 from <http://www.brocku.ca/english/jlye/ideology.html> on.
- Marris, P. (1986). *Loss and Change*. London: Routledge& Kegan Paul.
- McAtee and Punch (1979). Accounting for Teachers' Attitudes towards Change. *Journal of Eduvational Administration*, 17 (2) p171-82
- McNess, E., Broadfoot, P., & Osborn, M. (2003). Is the effective compromising the affective? *The British Educational Research Journal*, 29(2), 243-257

Morrison, Keith. 1998. *Management Theories for Educational Change*. London: Paul Chapman Publishing Ltd.

Nisbet, R. (1969). *Social Change and History*. New York: Oxford University Press.

OECD, 2004. *Learning for Tomorrow's World. First Results from PISA 2003*. OECD, Paris, France.

O'Neill, W. F. (1990). *Educational Ideologies Contemporary Expressions of Educational Philosophy*. Dubuque, Iowa: Kendall / Hunt Publishing Company. (Original work published in 1981)

Özdemir (2004). *The Effect Of Educational Ideologies On Technology Acceptance*. Masters' Thesis, Middle East Technical University.

Özel, Bayındır, Ugan, Arıcı, Bozkurt & Özel, (2007). The Level of Teachers' Agreements on Curriculum Changing Causes. *American-Eurasian Journal of Scientific Research* 2 (2): 126-132

PIRLS, 2001. PIRLS 2001 International Report. Available from [http://isc.bc.edu/pirls2001i/PIRLS2001\\_Pubs\\_IR.html](http://isc.bc.edu/pirls2001i/PIRLS2001_Pubs_IR.html). last retrieved on 22 August 2005.

Robbins, S. (2000). *Essentials of organizational Behavior*. Upper Saddle River, NJ: Prentice Hall.

Statistics\_MEB,(2008). Retrieved 09.07.2008 from [http://sgb.meb.gov.tr/istatistik/meb\\_istatistikleri\\_orgun\\_egitim\\_2007\\_2008.pdf](http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2007_2008.pdf) f last

Sönmez, V. (1996). *Eğitim felsefesi [Educational Philosophy]* (4<sup>th</sup> ed.) Ankara: PEGEM.

Şimşek & Yıldırım (2004). *Turkey: Innovation and Tradition in Balancing Change and Tradition in Global Education Reform* ed. by Iris C. Rotberg Rowman & Littlefield Publishers, Inc.

Talim Terbiye Kurulu [Board of Education], 2005. *İlköğretim 1-5. Sınıf Programları Tanıtım El Kitabı*. MEB, Ankara.

TIMSS. (1999). [Online]. *TIMSS 1999 International Mathematics Report Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade*  
Available:[http://timss.bc.edu/timss1999i/math\\_achievement\\_report.html](http://timss.bc.edu/timss1999i/math_achievement_report.html)

Waugh & Punch. (1985). Teacher Receptivity to System-wide Change, *British Education Research Journal*, 11(2), pp.113-121

Waugh, R.F. & Punch, K.F. (1987). Teacher receptivity to system-wide change in the implementation stage, *Review of Educational Research*, 57(3), pp. 237-253.

Zimmerman, J. (2006). *Why Some Teachers Resist Change and What Principals Can Do About It*. NASSP Bulletin, 90 (3)

## APPENDIX A

### Öğretmenlerin Yeni Müfredata Bakış Açıları ve Eğitim Görüşleri Araştırması

Sevgili Öğretmenim,

bu araştırma öğretmenlerin eğitim görüşlerini, yeni müfredata karşı bakış açılarını belirlemeye ve bu iki özelliğin arasında herhangi bir ilişkinin var olup olmadığını ortaya çıkarmayı amaçlamaktadır.

Anket formuna adınızı yazmanız gerekmemektedir. Soruları yanıtlarken göstereceğiniz dikkat samimiyet ve sabır, var olan durumun olduğu gibi ortaya konulması açısından önemlidir. Bu nedenle lütfen formdaki hiçbir soruyu yanıtsız bırakmayınız. Katkılarınız için teşekkür ederiz.

Tuba Nur YILDIRIM  
ODTÜ Eğitim Fakültesi,  
Eğitim Bilimleri Bölümü  
Yüksek Lisans Öğrencisi

Doç. Dr. Ercan KİRAZ  
ODTÜ Eğitim Fakültesi,  
Eğitim Bilimleri Bölümü

#### Bölüm 1:

##### Kişisel Bilgiler

Bu bölümde kişisel bilgilerinize ilişkin sorular yer almaktadır. Size en uygun olan kutucuğa X işareti koyarak ya da istenilen bilgiyi bırakılan boşluğa yazarak cevaplayınız.

1. Cinsiyetiniz: ☐ K ☐ E
2. Yaşınız : .....
3. Mezun olduğunuz Üniversite (yazınız) .....
4. Mezun olduğunuz Fakülte (yazınız) .....
5. Mezun olduğunuz Bölüm (yazınız) .....
6. Mezuniyet tarihi yıl olarak (yazınız) .....
7. Branşınız (yazınız) .....
8. Mezun olduğunuz program türü ☐ 1. öğretim ☐ 2. öğretim
9. Hizmet yılınız .....
10. Yeni programlarla ilgili bir hizmet içi eğitime katıldınız mı?  
☐ Evet ☐ Hayır
11. Müfredat değiştikten sonra teftiş geçirdiniz mi? ☐ Evet ☐ Hayır
11. Öğretmen olarak statünüz nedir?  
☐ Uzman ☐ Kadrolu ☐ Stajyer ☐ Sözleşmeli ☐ Ücretli
12. Öğretmenlik yaptığınız okul türü  
☐ İlköğretim ☐ Anadolu Lisesi ☐ Endüstri Meslek Lisesi  
☐ Düz Lise ☐ İmamHatipLisesi ☐ Diğer(Belirtiniz).....
13. Daha önce yöneticilik yaptınız mı? ☐ Evet ☐ Hayır
14. Evli misiniz? ☐ Evet ☐ Hayır
14. soruya yanıtınız “evet” ise bu iki soruyu cevaplayınız.
15. Eşiniz çalışıyor mu? ☐ Evet ☐ Hayır
16. Çalışıyorsa mesleği? .....

17. Çocuğunuz varsa sayısı? ☐Yok ☐1 ☐2 ☐3 ☐4 ☐5 ☐6ve fazlası
18. Çocuğunuz okuyorsa hangi kademedede  
☐ İlköğretimde ☐orta öğretimde ☐yüksek öğretimde
19. Öğretmenlik mesleğini tercih etme nedenlerinizi önem sırasına göre (en önemli 1, ikinci derece 2 vb. olacak şekilde en az 3 tanesini) numaralandırınız.

1. ☐ Öğretmen olma isteğim
2. ☐ Öğretmenlik mesleğinin statüsü
3. ☐ Ailemin etkisi
4. ☐ Arkadaş çevremin etkisi
5. ☐ İş bulma olanağı
6. ☐ Çalışma koşulları (mesai saatleri, uzun yaz tatili vb.)
7. ☐ Çocuklar/gençlerle çalışmak
8. ☐ ÖSS puanım
9. ☐ Diğer (Lütfen Belirtiniz).....

## Bölüm 2:

### Eğitime İlişkin Görüşler

Bu bölümde yer alan ifadelerde görüşünüzü yuvarlak kutucukları doldurarak belirtebilirsiniz. (Lütfen her ifade için sadece bir kutucuk doldurunuz)

Eğitim Görüşleri	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Öğretmen bilgiyi aktarmaktan ziyade öğrencileri motive etmek, onlarda öğrenmeye karşı ilgi ve istek uyandırmakla ilgilenmelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Başka görüşlere saygı gösteren ve baskıcı olmayan okullar açık görüşlü ve baskıcı olmayan insanların yetişmesine olanak sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Okullar öğrencilerin ahlaki değerlerini şekillendirmeye ve değer yargılarının oluşmasına öncelik vermelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Kişiler arasındaki fiziksel ve ruhsal farklılıklar o kadar belirgindir ki, bu farklılıklar herkese aynı ya da benzer eğitimin uygulanması ilkesine ters düşer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sınıf içinde yaşanan davranış sorunları genelde öğrencilerin yeterince motive edilmediğini gösterir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Öğrencilerin, inançlar yoluyla ortaya çıkan değerleri benimsemeleri beklenmelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Öğrenci, kendi kişisel gereksinimlerine en uygun eğitimin hangisi olacağına karar veren kişi olmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Okul, bireysel ve grup olarak problem çözme yöntemleri üzerinde yoğunlaşmalıdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Eğitim Görüşleri	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
9. Okullar, öğrenciyi belirli bir toplumsal görev için yetiştirmek yerine, onu yaşamdaki rolüne ağırlık vererek hayata hazırlamalıdır.	0	0	0	0	0
10. Öğretmenler, öğrencilerin yeteneklerinin gelişmesini engelleyen toplumsal koşulları eleştirmede özgür olmalıdırlar.	0	0	0	0	0
11. Öğretmen, ahlaki ve bilimsel anlamda mükemmellik örneği olmalıdır.	0	0	0	0	0
12. En iyi toplum, herkese en üst düzeyde toplumsal adalet sağlamak için düzenlenmiş olan demokratik sosyal devlet temelinde örgütlenmiş bir toplumdur.	0	0	0	0	0
13. Yapıcı toplumsal değişimin temelinde yasalara ve düzene duyulan derin saygı vardır.	0	0	0	0	0
14. İlköğretimde daha çok ezber ve alıştırmalar üzerinde durulmalıdır.	0	0	0	0	0
15. Düşünme ve öğrenme, çeşitli grup etkileşimleri yoluyla ortaya çıkan ortak çabaların ürünüdür.	0	0	0	0	0
16. Gereğinden fazla öğrenme bireyin var olan sağduyusunu zayıflatır.	0	0	0	0	0
17. Okulun temel amacı, çocukların var olan toplumsal düzen içinde hayatta kalmaları ve başarılı olmaları için gerek duydukları bilgi ve becerileri onlara aktarmak olmalıdır.	0	0	0	0	0
18. Demokratik yöntem, kişiler arasındaki görüş farklılıklarını çözmek için en iyi yoldur.	0	0	0	0	0
19. Eğitim politikaları, gerekli sosyal değişiklikleri gerçekleştirme yeteneğine ve sorumluluğuna sahip aydın bir azınlık tarafından yönlendirilmelidir.	0	0	0	0	0
20. Felsefe eğitimi, iyi bir eğitimin çok önemli bir parçasıdır.	0	0	0	0	0
21. Okul içinde bulunduğu toplumu temel almalı; o toplumun ihtiyaçlarına ve ilgi duyduğu konulara ağırlık vermelidir.	0	0	0	0	0
22. Geleneksel öğretim çoğu zaman çocuğun kendi başına öğrenme yeteneğini olumsuz yönde etkilemektedir.	0	0	0	0	0
23. Eğitimin temel hedefi, öğrencilerin mutlak doğruları tanımlamalarına, korumalarına ve aktarmalarına yardımcı olmaktır.	0	0	0	0	0
24. "Nasıl" düşünüleceğini öğrenmek genelde kişinin "ne" düşündüğünden daha önemlidir.	0	0	0	0	0



Eğitim Görüşleri	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
25. Bilgi, öncelikle var olan toplumsal düzene başarıyla uyum sağlayabilmenin bir aracıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Okul kendisini mümkün olabildiğince aklın geliştirilmesiyle sınırlandırmalı, kişisel gelişimin diğer önemli öğelerini din ve aile gibi toplumsal kurumlara bırakmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Kişinin gelecekteki ihtiyaçlarını gidermesinin en iyi yolu şu anki ihtiyaçlarını karşılamayı öğrenmesinden geçer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Okuldaki Psikolojik Danışma ve Rehberlik hizmetinin amacı, toplumsal kontrol ve uyumu sağlamaya yöneliktir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Örgün eğitim temelde gereksizdir ve insanın engin deneyimine çok az miktarda katkı sağlar ya da hiç katkı sağlamaz.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Okul geçmiş ya da gelecek üzerinde durmak yerine “bugün” üzerinde yoğunlaşmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Öğretmen entelektüel mükemmeliyetin bir modeli olmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Okullar, toplumsal sorunları, konuları, değerleri ve varsayımları sorgulayarak irdelemelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Doğrular, değer yargıları ve insan doğası genelde değişmez. Bu yüzden müfredatın çeşitlendirilmesine gerek yoktur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Toplumsal adalet elde etmek için girişimde bulunmak eğitilmiş bir insanın en önemli özelliğidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Çocuğun ihtiyaçları ve ilgileri dikkatlice saptanmalı ve bunlar müfredatın temeli olmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. En iyi yönetim, en az yönetimdir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Çocukları tarihimizdeki saygın insanlarla, olaylarla, inançlarla, törelerle ve sembollerle tanıştırmak vatanseverlik kavramı güçlendirilmelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Öğrenciler toplumca kabul gören davranış ve kültürü benimsemiş iyi birer vatandaş olmak üzere eğitilmelidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Ortaöğretim, öğrencilerin topluma yararlı olabilecekleri bir meslek ya da beceri kazandırmayı hedefleyen mesleki bir eğitim olmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Öğretmen öğrenme faaliyetlerini ve deneyimlerini düzenleyen ve ortaya çıkan sorunlara çare bulan kişi olmalıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eğitim Görüşleri	Kesinlikle Katılıyor	Katılıyor	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
41. Çocuk sağlam bir rehberlik ve iyi bir eğitim almadıkça hataya ve anti-sosyal davranışlara meyillidir.	0	0	0	0	0
42. Çocuklar sınıf içinde öğrendikleri bilgilerden uygun olanlarını okul dışındaki güncel sorunların çözümünde kullanmak üzere teşvik edilmelidir.	0	0	0	0	0
43. Eğitim var olan toplumsal kurumların korunmasına yönelik eylemleri vurgulayan bir süreç olmalıdır.	0	0	0	0	0
44. Okullar toplumun genelinin benimsediği kurallara uygun bir biçimde yönetilmelidir.	0	0	0	0	0
45. Eğitimin temel hedeflerinden biri bazı köklü ulusal hedefleri yeniden yaratmak ve güçlendirmek olmalıdır.	0	0	0	0	0
46. Müfredatta zaman içinde geçerliliği kanıtlanmış düşünce ve uygulamaların yer alması gereklidir.	0	0	0	0	0
47. Özgürce seçim yapma yeteneği, yapılan seçimlerin doğruluğundan daha önemlidir.	0	0	0	0	0
48. Eğitim gruba uyumdan çok , kişisel yaratıcılığa ağırlık vermelidir.	0	0	0	0	0
49. Okullar, özgürleştirici belli bazı toplumsal reformların gerekliliği konusunda öğrencileri teşvik etmelidir.	0	0	0	0	0
50. Yazılı sınavlar gibi genel zihinsel yeteneği ölçmeye yarayan yöntemler, bilgi içeriğine ağırlık veren çoktan-seçmeli testlerden daha iyidir.	0	0	0	0	0
51. Var olan okul sistemi yerini gönüllü ve kişinin kendisini yönlendirebildiği bir okul sistemine bırakmalıdır.	0	0	0	0	0

**Bölüm 3:****Yeni Müfredat Hakkındaki Görüşler**

Lütfen yeni müfredat hakkındaki görüşlerinizi aşağıda verilmiş sıfatlar arasındaki değeri işaretleyerek belirtiniz. (1 en düşük – 10 En yüksek puandır)

	10	9	8	7	6	5	4	3	2	1	
Yeterli											Yetersiz
Değerli											Değersiz
Akılcı											Saçma
Esnek											Katı
İyi											Kötü
Zekice											Aptalca
Etkili											Etkisiz
Gerekli											Gereksiz
Anlaşılır											Karmaşık

Lütfen bu kısımda yer alan ifadelerden size en uygun olanı X işareti koyarak belirtiniz. Tüm soruları yanıtlayınız.

A. Yeni müfredat değerli mi?	Çok	Biraz	Çok Az	Hiç
1. size yüklediği iş ve öğretiminizdeki tatmin bakımından				
2. size yüklediği iş ve okul dışı zamanınız bakımından				
3. size yüklediği iş ve daha iyi sınıf içi öğretim bakımından				
4. yarattığı bütün zorluklarla öğrencilere olan toplam faydası bakımından				
5. öğrencileri değerlendirirken yüklediği sorumluluk ve iş yükünüz bakımından				
B. Yeni programla birlikte sunulan;				
6. ders planları öğretim tarzınıza uyuyor mu?				
7. ders planları eğitim felsefenizi yansıtıyor mu?				
8. ders planları, yeterli çeşitlilikte ders içi öğrenim deneyimi sağlıyor mu?				
9. dersin içeriği öğrencilerin ihtiyaçlarıyla tutarlı mı?				
10. ölçme ve değerlendirme yöntemine öğrencilerin bakışı olumlu mu?				
11. ders planları, dersin gün be gün işlenişini idare etmenize yardımcı olacak yeterli esnekliği sağlıyor mu?				
12. kaynaklar, ders planlarını belirtildiği gibi uygulamanıza yeterli mi?				



<b>C. Okulumda;</b>	<b>Kesinlikle Katılıyor m</b>	<b>Katılıyor</b>	<b>Katılmıyor</b>	<b>Kesinlikle Katılmıyor um</b>
13. yeni müfredatla ilgili sıkıntı ve endişelerimi ifade edebileceğim düzenli okul toplantıları var.				
14. her ne zaman yeni müfredatla ilgili bir problem yaşasam danışabileceğim tecrübeli/bilgili bir meslektaşım var.				
15. her ne zaman yeni müfredattaki kitaplar, araç-gereçler, alan çalışması vs. ile ilgili problemim olsa yeterli destek var.				
16. yeni müfredattaki öğrenci sorunlarını konuşabileceğim en az bir kişi var.				
17. yeni müfredatla ilgili sıkıntılar resmi yollara başvurmaksızın okul içinde çözülebilir.				
18. yeni müfredatla ilgili okulun sağladığı destekle çözülemeyecek bazı problemler var.				
19. Okul yöneticilerimiz yeni müfredatı destekliyor.				
20. Kıdemli öğretmenlerimiz yeni müfredatı destekliyor.				
21. Öğretmenlerin çoğunluğu yeni müfredatı destekliyor.				
22. Okul yöneticilerimiz toplantılarda yeni müfredatı destekleyen yorumlar yapıyor.				
23. Okul yöneticilerimiz toplantılarda yeni müfredatı eleştiren yorumlar yapıyor.				
<b>D. Eski müfredatla karşılaştırıldığında;</b>				
24. yeni müfredat öğrencilerin daha iyi öğrenmesini sağlıyor.				
25. yeni müfredat sınıfımı daha iyi yönetmeme izin veriyor.				
26. yeni müfredat daha güncel bir içerik sağlıyor.				
27. yeni müfredattaki dersler öğrenci ihtiyaç ve yeteneklerini belirlemeye daha çok uyuyor.				
28. yeni müfredat öğrenciler için daha ilginç ve yoğun bir içerik sağlıyor.				
29. yeni müfredat öğretmek için daha zengin bir içerik sağlıyor.				
<b>E. Davranışlarımda ve başkalarıyla iletişimimde;</b>				
30. yeni müfredata karşı olduğumu gösteririm.				
31. yeni müfredatı açık ve aktif bir şekilde desteklediğimi ortaya koyarım.				
32. yeni müfredatı överim.				

33. yeni müfredatı uygulama konusunda açıkça ve etkin bir şekilde direnç gösteririm.				
34. yeni müfredat programının esnek ve bu yüzden desteklenebilir olduğunu söylerim.				
35. yeni müfredatın öğrencilerin ihtiyaç ve yeteneklerine göre adapte edilebileceğini söylerim.				

F. Yeni müfredatta;	Çok Fazla	Fazla	Az	Çok Az
36. dersi öğretmemdeki etkim				
37. öğrenci başarısını değerlendirmekteki başarıım				
38. öğrenci başarısını raporlaştırmadaki başarıım				
39. öğretilcek konuyu belirlemedeki yetkim				
40. öğrenci başarısını değerlendirme şeklini ve sürecini belirlemedeki yetkim				
41. konularla ilgili olarak öğretmenler arasındaki koordinasyon				
<p>42. <b>F bölümündeki</b> ifadeler dikkate alındığında yeni müfredatın <u>niteliği</u>:</p> <p> <input type="checkbox"/> Beklediğimden fazla           <input type="checkbox"/> Beklediğim gibi           <input type="checkbox"/> Beklediğimden daha niteliksiz         </p>				
<p>43. Yeni müfredatla ilgili önemli olduğunu düşündüğünüz ve belirtmek istediğiniz önemli noktalar varsa lütfen yazınız.</p>				
<p><b>Ankete katılımınızdan dolayı teşekkür ederiz.</b></p>				

## APPENDIX B

### LIST OF SCHOOLS in Kulu

List of Primary Schools in Kulu
1. 60. Yıl İlköğretim Okulu
2. Alparslan İlköğretim Okulu
3. Atatürk İlköğretim Okulu
4. Bahadır İlköğretim Okulu
5. Cumhuriyet İlköğretim Okulu
6. Fatih İlköğretim Okulu
7. Mehmet Akif Ersoy İlköğretim Okulu
8. Merkez İlköğretim Okulu
9. Mütaş İlköğretim Okulu
10. Yavuz selim İlköğretim Okulu
11. Yusuf Küçüköl İlköğretim Okulu
List of High Schools in Kulu
1. Anadolu Lisesi
2. Kulu Lisesi
3. İmam Hatip Lisesi
4. Kulu Mesleki ve Teknik Eğitim Merkezi