

ANALYSIS ON PHILOSOPHICAL BELIEFS OF PHYSICAL EDUCATION AND SPORTS TEACHERS TOWARDS EDUCATION IN TERMS OF DIFFERENT VARIABLES

Mustafa Enes İŞIKGÖZ
School of Physical Education and Sports
Mardin Artuklu University
Turkey
pdgenes@artuklu.edu.tr

Abstract

The purpose of this study is to determine the philosophical beliefs of physical education and sports teachers towards education and to analyze whether these beliefs differ by various demographic variables. The research group of the study is composed of 789 physical education teachers working in official secondary schools and high schools who voluntarily participated in the study. Data of the research were collected through personal information form and “Educational Belief Scale”. It has been determined that physical education and sports teachers mostly adopt the existentialist philosophy and essentialism philosophy least. It has been concluded that educational philosophical beliefs of teachers significantly differ by the variables of gender, type of school they work, educational background and professional seniority. Accordingly, it has been ascertained that female teachers mostly adopt progressivism and existentialism, female teachers adopt perennialism and essentialism while high school teachers mostly adopt perennialism educational philosophy. Educational philosophical beliefs of postgraduate physical education and sports teachers are higher in the dimensions of progressivism, perennialism and essentialism. It has been determined that as the professional seniority of teachers has increased, their philosophical beliefs have weakened in the sub-dimensions of progressivism, existential education and reconstructivism, and their philosophical beliefs have become stronger in the sub-dimension of essentialism.

Keywords: Physical Education and Sports, Educational Philosophy, Belief, Teacher.

Introduction

The subject of education which exists in every era and every human society is the imperfect person educated for perfection. People need education, they are capable of being educated and strive in this direction (Ergün, 2015). In this context, the idea of educating individuals in the historical process has been a constant field of interest of both theological sciences and positive sciences. Especially the human mind's efforts to make sense of the world have led to the emergence of new and different mental thoughts about education, and these thoughts have influenced people at the social level over time. All of these mental efforts and intellectual activities are actually philosophical activities. Since philosophy is a humanistic activity and art of human mind. It is philosophy that human tries to understand and enlighten the world and the universe through her/his mind (Ergün, 2015). Just like philosophy connects with every science, every science has to connect with philosophy (Büyükdüvenci, 1991). From this point of view, philosophy constitutes the basis of all branches of science (Şişman, 2015).

As a field of science, education is in a relatively very close and comprehensive relationship with philosophy compared to other branches of science. The philosophy of education which deals with this relationship is the effort of explaining the concepts, ideas and principles that enlighten education in addition to the problems that disrupt educational activities (Büyükdüvenci, 1991). Educational philosophy is the subject of teacher, student, content of teaching, teaching activities, values and attitudes desired to be acquired through education (Cevizci, 2015). As a matter of fact, each society has created its own educational policies by determining the aims and content of the educational process in line with their own controls and objectives (Fidan, 2012). At this point, educational philosophy plays an active role in determining the goals of education, checking whether it is suitable for the individual and society, and revealing the quality of educational practices (Baş, 2015). Because philosophy is taken as a criterion in evaluating the goals, tools, applications and results of educational programs (Ornstein, 2016).

Social changes and transformations that occurred in the form of social life and thinking over time as a result of historical breakdowns on a global scale have led to the emergence and development of various philosophical trends towards education. The definition, purposes, principles, education program, teaching method and teacher and student relations have differed by every philosophical thought discussed (Gutek, 2017). Although the number of educational philosophy approaches in the literature varies, the basic approaches are observed to be perennialism, essentialism, progressivism, existentialist education and reconstructivism (Sönmez, 2008). In this study, these educational philosophies are discussed as basic approaches. Some of these trends have their origin in general philosophical thought. For example, perennialism and essentialism originate from idealism and realism while reconstructivism and progressivism originate from pragmatism (Duman and Ulubey 2008). Perennialism and

essentialism are seen as traditional-conservative educational philosophies while progressivism, existentialism and reconstructivism are seen as contemporary educational philosophies (Kısakürek, 1982).

Perennialism, one of the educational philosophy movements, is the oldest and traditionalist educational philosophy movement (Bansal, 2015) based on classical idealism and realism. Perennialism defines human beings as an intelligent being and argues that education can teach people the universal, unchangeable and absolute truths through reason (Çüçen, 2018). The aim of education is to develop a rational personality by improving the mind and moral character of individuals and to reveal universal values (Ornstein and Hunkins, 2014). Essentialism, which emerged as an educational movement directly rather than being based on a philosophy after perennialism, is a widely accepted and long-lasting philosophical movement in the world and suggests a traditional and conservative education system (Tozlu and Yayla, 2006). According to the essentialists, the function of schools is to provide students with the absolute correct knowledge that is constantly accumulated in society and thus act as a cultural transmitter (Sönmez, 2008). The duty of school is to transfer absolute and correct knowledge to students (Hançerlioğlu, 1987). Analyzing the educational perspectives, the educational philosophies of perennialism and essentialism are interrelated (Arslan, 2017). Perennialism and essentialism are the supporters of creating a homogeneous society and homogeneous individuals by using their preferences in favor of the society for the balance that should be established between the individual and the society in social life (Dağ and Çalık, 2020). Progressivism movement, which emerged as a reaction to the traditional education understanding of perennialism, adopts the view that education is in a continuous development by counting on the view that "the essence of reality is change" based on pragmatic philosophy (Cevizci, 2015). According to the progressive education philosophy, students' interests and wishes should be taken into the center while organizing the content of the education program according to the progressive education philosophy (Sönmez, 2008). At this point, there is no strict discipline in the progressive education philosophy as in traditional educational philosophies (Gutek, 2017), and it advocates that the educational environment should be arranged in a way that enables students to be influenced by each other and to express their opinions freely.

The pragmatic philosophy movement is at the root of the reconstructivism education philosophy, which is the continuation of the progressive educational philosophy (Demirel, 2010). According to the reconstructivism movement, there is no absolute truth and the society is in continuous change. For this reason, the knowledge to be presented to students is not absolute and it should bear a characteristic that can change any minute since the education programs will also change in time too (Kıncal, 2006). Argued by the reconstructivism movement suggesting that the student must be active during the learning process, the school environment should teach social changes (Bingöl and Kinay, 2018). On the other hand, the existentialist educational philosophy is a libertarian philosophy of education that rejects general moral principles and advocates that the individuals should make their own decisions according to their own principles and bear the consequences of these decisions. According to existentialist education, the way to acquire knowledge is intuition, and the person who creates her/his own existence creates her/ his own values and chooses the path (Yargı, 2019). As suggested by this movement, every student must develop her/his own values system freely and without the coercion of adults (Demirel, 2010). When the movements of educational philosophy are analyzed as a whole, essentialism and perennialism philosophies feature discipline in class while progressivism and reconstructivism educational philosophies highlight a democratic education environment where there is absolutely no punishment in a free class environment (Hayırsever and Oğuz, 2017). In progressivism, reconstructivism and existentialist education, the individual is at the forefront and the student is positioned at the center of education processes. Therefore, a heterogeneous social structure is preferred where individual differences are taken into account (Dağ and Çalık, 2020).

Looking at the literature, there are some researches investigating the beliefs of teachers in various education levels and branches about educational philosophies (Dağ and Çalık, 2020; Kahramanoğlu and Özbakiş, 2018; Kozikoğlu and Erden, 2018; Aslan, 2017; Hayırsever and Oğuz, 2017; Yazıcı, 2017; Çakmak et al., 2016; Baş, 2015; Çelik and Orçan, 2015; Tunca et al., 2015; Oğuz et al., 2014; Meral, 2014; Altınkurt et al., 2012; Geçici and Yapıcı, 2008; Doğanay and Sarı, 2003). These researches mostly focus on prospective teachers. Although there are some researches analyzing the epistemological beliefs of prospective physical education teachers (Alemdağ, 2015) and the philosophical views of physical education teachers about the physical education (Özüdoğru, 2010), there is no research found which analyzes the beliefs of physical education and sports teachers regarding the educational philosophies by different demographic variables. In this context, this study is thought to contribute to the literature. This study aims to determine the philosophical beliefs of physical education and sports teachers for education. In addition, whether the philosophical beliefs of teachers vary according to the variables of gender, the type of school they work, educational background and professional seniority constitutes the sub-objectives of the study.

Method

This study, in which the philosophical beliefs of physical education and sports teachers towards education were examined according to various demographic variables, was designed in a descriptive survey model. The study group of the research consists of 789 physical education teachers working in official secondary and high schools. As data collection tool, an online questionnaire form created by using google docs infrastructure was used in the

research. The link of the questionnaire was shared with the relevant teacher groups and the questionnaire was filled on a voluntary basis.

The data collection tool is composed of “Personal Information Form” and “Educational Belief Scale” developed by Yılmaz et al. (2011). There are 4 questions in the personal information form directed to determine the gender of physical education and sports teachers, the type of school they work, educational background and professional seniority. In the "Educational Belief Scale", there are 40 items composed of five sub-dimensions that are scored as five-point Likert-type (1-Strongly Disagree, 2-Disagree, 3-Partially Agree, 4-Agree, 5-Strongly Agree) and collected to determine teachers' philosophy of education beliefs. The sub-dimensions of the scale are “Progressivism (13 items)”, “Existentialist Education (7 items)”, “Re-constructionism (7 items)”, “Perennialism (8 items)” and “Essentialism (5 items)”. There are no reverse scored items in the scale. The arithmetic mean ranges were interpreted as 1.00-1.80; “Strongly Disagree”, 1.81-2.60; “Disagree”, 2.61-3.40; “Partially Agree”, 3.41-4.20; “Agree” and 4.21-5.00 “Strongly Agree” in order to determine the level of the items by considering the calculation of the interval width of the scale with the formula "array width / number of groups to be made" (Tekin, 1993). The high scores obtained from the sub-dimensions of the scale indicate that the participants believe and adopt the educational philosophy more in that sub-dimension, and the low level indicates that their belief in the relevant philosophy is low.

Following the exploratory factor analysis by Yılmaz et al. (2011), 40-item structure of the scale collected under five sub-dimensions was verified with the confirmatory factor analysis (GFI = .85; AGFI = .83; RMSR ≤ .05; RMSEA ≤ .05; RMR and SRMR ≤ .08; CFI ≥ .95; NFI and NNFI ≥ .95; PGFI = .75). The researchers found the Cronbach Alpha internal consistency coefficients of the scale between .70 and .91 in the sub-dimensions. In the current study, the Cronbach Alpha internal consistency coefficients of the scale were calculated as .75-.87 in the sub-dimensions, and .89 in total. The scale can be said to be considerably reliable according to these results (Fraenkel et al., 2014). In the analysis of the data, the non-parametric Mann-Whitney U and Kruskal-Wallis H tests besides descriptive statistical techniques were used to compare the participants' philosophical beliefs about education according to their demographic variables, since the data did not show a normal distribution. Bonferroni correction was performed in the Mann-Whitney U tests, which were applied to determine between which pair groups the significant changes obtained from the Kruskal Wallis H-test occurred.

Findings

Table 1. Personal characteristics of the participant physical education and sports teachers

Personal Characteristics	Category	n	%
1.Gender	Male	513	65.0
	Female	276	35.0
2.Type of school they work	Middle school	450	57.0
	High school	339	43.0
3. Education	Undergraduate	660	83.7
	Graduate	129	16.3
4.Professional seniority	1-5 Years	260	33.0
	6-10 Years	148	18.8
	11-15 Years	165	20.9
	16-20 Years	103	13.1
	21-25 Years	113	14.3
Total		789	100.0

According to Table 1, 513 of the participant physical education and sports teachers (65.0%) are male and 276 of them (35.0%) are female. 450 of the teachers (57.0%) work in middle school and 339 of them (43.0%) work in high school. 660 of the teachers (83.7%) have undergraduate degree and 129 of them (16.3%) have graduate degree. 260 of the teachers (33.0%) have 1-5 years of professional seniority, 148 (18.8%) have 6-10 years, 165 (20.9%) have 11-15 years, 103 (13.1%) have 16-20 years and 113 (14.3%) have 21-25 years.

Table 2. Descriptive statistics results of educational philosophy beliefs of the participant physical education and sports teachers

Philosophical dimension	N	Av.	S.D.	Min.	Max.	Participation Level
Progressivism	789	4.37	0.36	13	65	Strongly Agree
Existentialist Education	789	4.53	0.42	7	35	Strongly Agree
Reconstructivism	789	4.01	0.64	7	35	Agree
Perennialism	789	3.95	0.63	8	40	Agree
Essentialism	789	2.77	0.95	5	25	Partially Agree

Looking at Table 2, the highest dimensions in which the philosophical beliefs of the participant physical education and sports teachers towards education are Existentialism (4.53 ± 0.42), Progressivism (4.37 ± 0.36),

Reconstructivism (4.01 ± 0.64), Perennialism (3.95 ± 0.63) and Essentialism (2.77 ± 0.95) respectively. Physical education and sports teachers mostly adopt the Existentialist Education philosophy and the Essentialist education philosophy approach least.

Table 3. Mann-Whitney U test results of physical education teachers' views on philosophical beliefs of education according to gender variable

Dimensions	Gender	N	Mean rank	Sum of rank	U	Z	p
Progressivism	Male	513	377.35	193581.00	61740.00	-2.980	0.00*
	Female	276	427.80	118074.00			
	Total	789					
Existentialist Education	Male	513	373.37	191538.00	59697.00	-3.685	0.00*
	Female	276	435.21	120117.00			
	Total	789					
Reconstructivism	Male	513	390.68	200416.50	68575.50	-0.729	0.46
	Female	276	403.04	111238.50			
	Total	789					
Perennialism	Male	513	451.75	231745.50	41683.50	-9.579	0.00*
	Female	276	289.53	79909.50			
	Total	789					
Essentialism	Male	513	445.25	228415.50	45013.50	-8.488	0.00*
	Female	276	301.59	83239.50			
	Total	789					

*p<0.05

According to Table 3, educational philosophy beliefs of physical education and sports teachers significantly differ by gender in the sub-dimensions of Progressivism (U = 61740.00; p <0.05), Existentialist Education (U = 59697.00; p <0.05), Perennialism (U = 41683.50; p <0.05) and Essentialism (U = 45013.50; p <0.05) while educational philosophy beliefs do not differ significantly by gender in the sub-dimension of Reconstructivism (U = 68575.50; p > 0.05). Considering the mean rank of the dimensions in which there is a significant change, it can be stated that female physical education and sports teachers adopt the educational philosophy beliefs mostly in the dimensions of Progressivism and Existentialist Education while male physical education and sports teachers adopt these educational philosophy beliefs in the dimensions of Perennialism and Essentialism more.

Table 4. Mann-Whitney U test results of physical education teachers' views on philosophical beliefs of education according to the variable of type of school they work

Dimensions	Type of school	N	Mean rank	Sum of rank	U	Z	p
Progressivism	Secondary school	450	391.13	176008.50	74533.50	-0.552	0.58
	High school	339	400.14	135646.50			
	Total	789					
Existentialist Education	Secondary school	450	386.52	173934.00	72459.00	-1.221	0.22
	High school	339	406.26	137721.00			
	Total	789					
Reconstructivism	Secondary school	450	393.62	177129.00	75654.00	-0.197	0.84
	High school	339	396.83	134526.00			
	Total	789					
Perennialism	Secondary school	450	327.60	147420.00	45945.00	-9.615	0.00*
	High school	339	484.47	164235.00			
	Total	789					
Essentialism	Secondary school	450	384.70	173115.00	71640.00	-1.470	0.14
	High school	339	408.67	138540.00			
	Total	789					

*p<0.05

According to Table 4, educational philosophy beliefs of physical education and sports teachers significantly differ by the type of school they work only in the sub-dimension of Perennialism (U=45945.00; p<0.05) while educational philosophy beliefs do not differ significantly by the type of school they work in the other sub-dimensions (p>0.05). When we look at the mean rank of physical education and sports teachers according to the type of school in the sub-dimension where there is a significant change, it is observed that teachers working in

high schools have higher beliefs in education philosophy with the Perennialism dimension compared to the teachers working in secondary schools.

Table 5. Mann-Whitney U test results of physical education teachers' views on beliefs of education philosophy according to the education variable

Dimensions	Education	N	Mean rank	Sum of rank	U	Z	p
Progressivism	Undergraduate	660	380.93	251412.00	33282.00	-3.943	0.00*
	Graduate	129	467.00	60243.00			
	Total	789					
Existentialist Education	Undergraduate	660	394.07	260083.50	41953.50	-0.264	0.79
	Graduate	129	399.78	51571.50			
	Total	789					
Reconstructivism	Undergraduate	660	394.50	260367.00	42237.00	-0.141	0.88
	Graduate	129	397.58	51288.00			
	Total	789					
Perennialism	Undergraduate	660	383.15	252879.00	34749.00	-3.319	0.00*
	Graduate	129	455.63	58776.00			
	Total	789					
Essentialism	Undergraduate	660	367.11	242290.50	24160.50	-7.816	0.00*
	Graduate	129	537.71	69364.50			
	Total	789					

*p<0.05

Looking at Table 5, it is observed that educational philosophy beliefs of physical education and sports teachers significantly differ by education in the sub-dimensions of Progressivism (U=33282.00; p<0.05), Perennialism (U=34749.00; p<0.05) and Essentialism (U=24160.50; p<0.05) while educational philosophy beliefs do not differ significantly by education in the sub-dimensions of Existentialist Education (U=41953.50; p>0.05) and Reconstructivism (U=42237.00; p>0.05). Considering the mean rank of the sub-dimension where there is a significant change, it is observed that physical education and sports teachers studying in a graduate program have higher beliefs in education philosophy compared to the teachers with an undergraduate degree in the dimensions of Progressivism, Perennialism and Essentialism.

Table 6. Kruskal- Wallis H test results of physical education teachers' views on beliefs of education philosophy according to the variable of professional seniority

	Seniority	N	Mean rank	Chi-square	df	p	Bonferroni
Progressivism	1-5 Years	260	415.80	54.119	4	0.00*	1-5
	6-10 Years	148	413.01				2-5
	11-15 Years	165	404.41				3-5
	16-20 Years	103	455.63				4-5
	21-25 Years	113	254.54				
	Total	789					
Existentialist Education	1-5 Years	260	405.42	52.218	4	0.00*	1-5
	6-10 Years	148	407.92				2-5
	11-15 Years	165	455.59				3-5
	16-20 Years	103	398.28				4-5
	21-25 Years	113	262.64				
	Total	789					
Reconstructivism	1-5 Years	260	413.14	40.619	4	0.00*	1-5
	6-10 Years	148	394.10				2-5
	11-15 Years	165	402.36				3-5
	16-20 Years	103	464.92				4-5
	21-25 Years	113	279.95				
	Total	789					
Perennialism	1-5 Years	260	371.25	8.005	4	0.09	No difference
	6-10 Years	148	378.83				
	11-15 Years	165	409.05				
	16-20 Years	103	432.12				
	21-25 Years	113	416.48				
	Total	789					

Essentialism	1-5 Years	260	348.14	55.846	4	0.00*	3-1
	6-10 Years	148	343.13				3-2
	11-15 Years	165	421.94				5-1
	16-20 Years	103	407.51				5-2
	21-25 Years	113	520.02				
	Total	789					

*p<0.05

Looking at Table 6, it is seen that educational philosophy beliefs of physical education and sports teachers significantly differ by professional seniority in the sub-dimensions of Progressivism ($KWH_{(4-789)}=54.119$; $p<0.05$), Existentialist Education ($KWH_{(4-789)}=52.218$; $p<0.05$), Reconstructivism ($KWH_{(4-789)}=40.619$; $p<0.05$) and Essentialism ($KWH_{(4-789)}=55.846$; $p<0.05$) while educational philosophy beliefs do not differ significantly by professional seniority in the sub-dimension of Perennialism ($KWH_{(4-789)}=8.005$; $p>0.05$). Following the Bonferroni corrected Mann-Whitney U test performed to determine among which groups the significant change exists, it is determined that between the teacher group with 21-25 years of professional seniority and the teachers with less seniority, it is in favor of the teachers with less professional seniority in the sub-dimensions of Progressivism, Existentialist Education and Reconstructivism; between the teacher group with 11-15 years of professional seniority and the teacher groups with 1-5 and 6-10 years of professional seniority, it is in favor of the teacher group with 11-15 years of professional seniority and between the teacher group with 21-25 years of professional seniority and the teacher groups with 1-5 and 6-10 years of professional seniority, it is in favor of the teacher group with 21-25 years of professional seniority in the sub-dimension of Essentialism. In other words, it can be stated that as the professional seniority of physical education and sports teachers has increased, their philosophical beliefs have weakened in the Progressivism, Existentialist Education and Reconstructivism dimensions and their philosophical beliefs have become stronger in the Essentialism sub-dimension.

Conclusion and Recommendations

In this study in which the philosophical beliefs of physical education and sports teachers towards education are tried to be determined, the sub-dimensions in which teachers participate most are existentialism, progressivism, reconstructivism, perennialism and essentialism respectively. Physical education and sports teachers have expressed to mostly adopt the existentialist philosophy and essentialism philosophy least. Similar results have been obtained when the researchers conducted in different branches and school types are examined in the literature. In the study of Dağ and Çalık (2020), they stated that Anatolian High School teachers showed the highest participation in the existentialist education and progressive education, and the least participation in the essentialist education philosophy in terms of their philosophical approach to education and according to this result, teachers adopt modern educational philosophies more, which is known as the traditional educational philosophy and they showed less adoption of essentialism educational philosophy. In the study of Aslan (2017), class teachers participated in the existentialist education at highest level in the sub-dimensions of existentialist education and progressivism and at the lowest level in the sub-dimension of essentialism. Yargı (2019) reported in their thesis in which the relationship between the needs determination tendencies of the lecturers and their philosophy of education beliefs was examined, lecturers adopted the existential approach to education relatively more. The fact that teachers mostly adopt existentialism and progressivism educational philosophies in that they defend student-centered, questioning, libertarian and more democratic educational environment is seen positively (Altinkurt et al., 2012). Similar result is observed in the studies of Kahramanoğlu and Özbakış (2018), Yazıcı (2017), Oğuz et al. (2014), Yılmaz and Tosun (2013), Altinkurt et al. (2012) and Ekiz (2007).

It is observed that educational philosophy beliefs of physical education and sports teachers significantly differ by gender in the sub-dimensions of progressivism, existentialist education, perennialism and essentialism, female teachers mostly adopt progressivism and existentialist education philosophies while male teachers mostly adopt perennialism and essentialism educational philosophies. Although there are similar and different results in the literature, it is determined that female teachers are more inclined to modern educational philosophies while male teachers are more inclined to more traditional educational philosophies. In the research of Dağ and Çalık (2020), they have reported that progressivism approach is mostly adopted by female teachers and essentialism is mostly adopted by male teachers. In the study of Aslan (2017), there is a significant difference in favor of female teachers in the sub-dimensions of progressivism and existentialist education while female teachers mostly adopt progressivism and existentialist education philosophies. In the research of Yılmaz and Tosun (2013), they have established that male teachers agree with the perennialism and essentialism more while female teachers mostly agree with the existentialist education philosophy. In the study of Biçer et al. (2013) performed on prospective teachers, they have found that male prospective teachers mostly adopt essentialism education philosophy. In the study of Ektem (2018), the educational philosophies preferred by prospective teachers are existentialism, progressivism, perennialism, reconstructivism and essentialism respectively. These findings also indicate that philosophical beliefs of teachers towards education do not change greatly before and after having the profession. Similar findings also exist in the studies of Oğuz et al. (2014) and Kahramanoğlu and Özbakış (2018), Biçer et al.

(2013). On the other hand, there are also some research findings indicating that philosophical beliefs of prospective teachers and teachers towards education do not differ by gender variable (Ilgaz et al., 2013; Biçer et al., 2013; Altinkurt et al., 2012; Çoban, 2007; Doğanay and Sarı, 2003).

It has been ascertained that philosophical beliefs of physical education and sports teachers towards education only change in the sub-dimension of perennialism by the type of school they work, teachers working in high school adopt the perennialism sub-dimension more than the teachers working in secondary school. In the study of Altinkurt et al. (2012), they have found that educational beliefs of teachers do not change by the type of school; however, beliefs change by the branch in the sub-dimensions of perennialism and essentialism. Following the analysis of re-coded data by the branch, it has been determined that secondary school teachers adopt the perennialism and essentialism educational philosophies more than class and branch teachers in primary school. While these findings support our finding, the fact that Oğuz et al. (2014) have ascertained in their study that beliefs of high school teachers towards perennialism educational philosophy are less than secondary school teachers does not support our finding. It can be thought that branch and sample groups are the reason for obtaining different findings.

Another finding obtained from the study is that physical education and sports teachers studying in a graduate program have higher educational philosophy beliefs in the dimensions of progressivism, perennialism and essentialism compared to the teachers with an undergraduate degree. This result is an expected situation in the sub-dimension of progressivism while it is not an expected condition in the sub-dimensions of perennialism and essentialism in terms of graduate education level. However, it is thought that increased age and professional seniority together with the graduate education are the reasons for this result. It is observed that the teachers with higher professional seniority adopt classical education philosophy more. Concerning literature, there are findings that do not coincide with our finding. In the study of Tunca et al. (2015), they have concluded that teachers with an associate degree adopt the perennialism educational philosophy higher than the teachers with an undergraduate and graduate degree. In the research of Aslan (2017), they have found that no significant difference exists among the scores obtained by teachers from the sub-dimensions of progressivism, existentialist education, reconstructivism, perennialism and essentialism by the education.

The last finding of the study is that the higher the professional seniority of the physical education and sports teachers is, the weaker their philosophical belief becomes in the dimensions of progressivism, existentialist education and reconstructivism and the stronger their belief is in the sub-dimension of essentialism. Thinking about the nature of philosophical movements, this is an expected result. Looking at the literature, similar results are observed. In the study of Aslan (2017), it is stated that there is a significant difference for the favor of the teachers with more professional seniority in the educational philosophy of perennialism and the teachers with higher professional seniority adopt the perennialism philosophy more. Although in different sub-dimensions, considering the philosophical origins of perennialism and essentialism, this finding is parallel to our study findings. In the study of Altinkurt et al. (2012), educational beliefs of teachers by the variable of professional seniority differ in the dimensions of progressivism and existentialism, the teachers with less than 10 years of seniority adopt the educational philosophies of progressivism and existentialism more. In the study of Oğuz et al. (2014), beliefs of teachers with less than 10 years of seniority towards educational philosophies are more than those with more than 20 years of seniority and the teachers with less than 10 years of seniority and 10-19 years of seniority believe in progressivism educational philosophy more compared to the teachers with more seniority. In the study of Dağ and Çalık (2020), they have found that as the professional seniority of teachers increases, their belief in perennialism and essentialism approaches also increases. The fact that teachers with higher seniority, especially those with 20 years and more seniority, have been trained with a more perennial and essentialist understanding in their education life can be shown as the reason why their belief in these educational philosophies is higher than other teachers (Oğuz et al., 2014)

This study tries to determine the philosophical beliefs of physical education and sports teachers towards education by some demographic variables. Due to the fact that the results obtained from this study and other studies in the literature performed on physical education and sports teachers are limited, different researches can be conducted. In this context, educational beliefs of physical education and sports teachers can be analyzed on a wider sample group and in terms of different variables. The philosophical beliefs of teachers can be examined quantitatively and qualitatively in a comparative manner within the context of sports philosophy and educational philosophy.

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