Predicting Democratic Attitudes and Educational Philosophies of Student Teachers

By

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Abstract

The curriculum of Turkey aims to bring up creative and productive individuals who are able to think in a democratic and critical way. To realize this, a democratic education environment is a prequisite. The educational environment that teachers create is deeply affected by their philosophical views. Nevertheless, revealing the extent of this effect can be a source of data in order to use in pre-service training of teachers who are expected to create a democratic classroom environment. This study aims to predict democratic attitudes and educational philosophies of student teachers. This quantitative study was designed in relational screening model. In this study, the study group was comprised of 226 student teachers who study at the different departments of Education Faculty in Pamukkale University. To collect the data, the Inventory of Educational Thoughts and Applications, which was designed by the researcher, was used in addition to the Democratic Attitudes Inventory. To model the relationships between variables, multiple linear regression analyses were performed through SPSS 15.0. The student teachers having low scores on democratic attitudes had traditional philosophy, and the student teachers having high scores on democratic attitudes had popular educational philosophy. Furthermore, the findings indicated that the democratic attitudes and educational philosophies of student teachers were related with each other, and they have an effect on each other.The variables of freedom of thought, source of decision, and supremacy of law predicted traditional educational philosophy significantly. It was also found that the variables of source of decision and supremacy of law were significant predictors of popular educational philosophy.

Keywords: *Student Teacher, Traditional Educational Philosophy, Democratic Attitudes, Learning Environment*

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