

An Analysis of Teachers' Reflections on Schiro's Classification of Curriculum Ideologies

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This research was carried out to determine which ideology teachers are closer to, by evaluating teachers' opinions on curriculum in terms of the "scholar academic ideology", "social efficiency ideology", "learner-centered ideology", and "social reconstruction ideology". It is a qualitative research. The sample of the research consists of 15 teachers working in primary, secondary, and high schools. The research data were obtained from nine open-ended questions supported by sub-questions added to each. It has been observed that the teachers define the purpose of education, the source of knowledge, the definition of learning, the purpose of teaching, the purpose of student assessment, the evaluation of the program, the understanding of formative and summative evaluation of curriculum according to the "social efficiency ideology" from Schiro's ideological classification. Teachers have also defined the source of knowledge, the definition of learning, and the purpose of teaching and student assessment according to "scholar academic ideology". In the results of the research, it was seen that the opinions of the teachers were influenced, albeit slightly, by the "learner-centered ideology" in evaluating students and determining the needs of the program. In light of these results, it is evident that teachers' philosophical opinions need to be strengthened.

Keywords: educational philosophy, curriculum theory, curriculum ideology, teachers' curriculum ideology, teachers' beliefs

Introduction

Human beings' arrival into the world continues with understanding, discovering, and controlling their environment. In this process, while acquiring a certain level of knowledge as a result of interaction with their environment, they develop unique values in line with this knowledge. They have goals in their lives that keep them alive in addition to their own values, beliefs, past experiences, and attitudes they have acquired. People understand and interpret life through these and create their own value system. In other words, just as how a person has a philosophical opinion, society and the education system should also have one. From this point of opinion, it is essential to determine a philosophical point of opinion that is socially accepted and suitable for the expectations and to place it on the basis of the education system.

Philosophy is the discipline that emerges as a result of the systematic, speculative, and in-depth thinking of the human on the universe and the relationship of the universe with people (Guttek, 2014). Education,

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according to Dewey, is the basic concept of philosophy (Ornstein & Hunkins, 2009). While philosophy treats human beings as a whole, education sees man as a being that is needed. Philosophy determines the goals set for human education, whereas education looks for ways to acquire these determined goals to the individual. At this point, an education system based on a proper philosophical ground that meets the requirements of the age and social ideals can play an active role in creating the desired product (Hotaman, 2017). Philosophy has an intensive and multidimensional relationship with education as well as its relations with other sciences. It is an inevitable necessity to have a philosophical foundation on which every understanding of education is based. Briefly, the philosophy of education becomes the source of power that saves education from being ordinary, evasive, unsystematic, baseless, and indiscriminate when based on an ideological thinking system and this increases the efficiency of the educational process.

Educational philosophy is a guiding discipline that directs education in various fields, such as science, art, and morality. It also determines educational goals, affects the subject area (content), learning experiences, and even evaluates. The philosophy of education, which focuses on the main factors that determine education, analyzes the concepts in the field of education and examines the structure of other arguments (Cevizci, 2012). Philosophy in schools seeks answers to questions, such as what schools are for, which knowledge is important, what is learning, and what methods, techniques, and strategies will work. Philosophy occupies an important place in the development of curriculum, as it provides an insight into the content and organization of the goals of education, the process of learning-teaching, and what activities will generally take place in schools and classrooms (Ornstein & Hunkins, 2009). In line with this importance, philosophy is the starting point for deciding to develop a program, as well as being a basic resource in the process of making other program-related decisions.

While determining the philosophy of education, the suitability of the age, society and individuals' expectations and life habits are examined by educators and politicians. The expectation is to determine an educational philosophy that will meet the standards of our time and even surpass it. This determined philosophical school evaluates not only the educational opportunities, educational realities and nature of the education in a given society, but also whether the educational goals have been met or not. It also questions the consistency of the methods to be used while teaching, whether education is possible and whether education is independent of transmitting an ideology or teaching and seeks clear answers to them. Similar questions are tried to be answered, such as whether the main purpose of education is to convey knowledge or to provide knowledge ability, whether education aiming knowledge differs from action-oriented education. The branch of philosophy seeking answers to these and similar questions is called educational philosophy (Cevizci, 2012). According to Gunzenhauser (2003), the philosophy of education is "a set of ideas and commitments about the purpose and value of education that guides our practice and helps us make choices" (p. 52).

The philosophy of education approaches the *concrete* and the *current* step by step through educational theory. Education theory mediates between educational philosophy and educational practice. Thus, with the theory of philosophy, it bridges the practical field again. Educational philosophy turns into educational theory, educational theory into educational thought, and educational thought into educational action. It would be a more appropriate approach to see the philosophy of education as philosophy, and the theory of education as close to application and to evaluate them in this way. Educational theory is an intermediate color between the philosophy of education and educational practice. It is not possible to determine where this intermediate color starts and ends.

At this point, program ideologies provide a philosophical base for the implementers of the programs. These ideologies were classified by American program developers in the 20th century. According to Schiro (2008), almost all theorists have expressed their opinions on the classification of “scholar academic ideology (scholar academic)”, “social efficiency”, “learner-centered”, and “social reconstruction”. Of course, there are also different program classifications. It was also observed that a programmer made different classifications in different periods. If we take a look at these 4 basic ideologies in general terms, scholar academics are the ones who advocate the transfer of knowledge of the disciplines (Schiro, 2008). Educators who embrace social efficiency focus on how education is performed effectively and economically. Learner-centered educators aim to encourage people’s development by designing experiences that will meet people’s needs and pursue their interests. The aim of social reconstruction is to eliminate the undesirable effects of culture (Schiro, 2008). The ideology that emerged in the 1920s and during the Second World War was based on J. Dewey’s social philosophy and social democracy, and mostly in 1930s speeches and it appeared in his writings (Kridel, 2010). Each of these ideologies is explained in detail below.

Scholar Academic Ideology

In scholar academic ideology, the past is looked into for disciplinary guidance. The aim is to educate intellectual *elites* (Schiro, 2008). This ideology involves the learning of the basic knowledge necessary for individuals to develop as culturally literate adults in modern society (Hirsch, 1987). The only useful knowledge for this training is the knowledge that conforms to the structures put forward in cognitive disciplines (Phenix, 1964). Knowledge takes the structure of both content and process (Schwab, 1964). Knowledge is transmitted from one person to another and it is instructive and didactic. This discipline sees the child as sponges that can absorb ideas and forms (Bennett, Finn, & Crib, 1999). Learning is the result of a deliberate activity initiated by the teacher and intentionally targets the student (Schiro, 2020). Teaching is a didactic discourse, practice with the student, and a democratic discussion. This ideology is concerned with the child’s cognitive traits. Teachers are mini academics dedicated to the interpretation and presentation of discipline to students (King & Brownell, 1966). Teachers’ attitudes, beliefs, and opinions are not important, and they do not need to carry out in-class research (Schiro, 2020). The purpose of student assessment is to rank and test their reflection ability. Assessment tools are objective, supported by the norm. It is conducted to have a certain feature. The student’s assessment focuses on the group’s norms; assessment is at the end of teaching. Success criteria for students’ work are determined after evaluation. Evaluation is made for formatting. Teacher and science expert reports (subjective) are used in the assessment for formatting. In scholar academic ideology, summative evaluation is also made, but it is not necessary. Summative evaluation is done to have the program accepted (Schiro, 2020).

Social Efficiency Ideology

The needs of the current society are important in the social efficiency ideology. Continuation of the current social order is at stake (Schiro, 2020). Franklin Bobbitt started the social efficiency ideology in 1913, pointing out that educators should learn the scientific production techniques developed by the industry. Educators of this ideology spend a lot of time in setting goals and regulating them, since these goals are the criteria that guide all program activities (Tyler, 1949). In this ideology, it is thought that students need the 21st century skills (Lessinger & Salowe, 2001). Entering the 21st century, “science” continued to be a magic word for social efficiency educators. The only idea is that “good science provides better schools”. In other words, quality science re-plans schools, makes them more successful, and provides knowledge making skills (St.

Pierre, 2006). The source of the knowledge is the socially interpreted objective reality. It derives its power of knowledge from the ability to sustain a society with the skills it brings to its members (Schiro, 2020). Learning manifests itself as a change in behavior (Gagne, 1970). Social efficiency educators enriched the principles that behavioral psychology previously accepted (Anderson et al., 1988). Within the context of the ideology of social benefit, children are seen as workers who will provide energy entry into the education process (Bobbitt, 1913). The teacher prepares the learning environment for students and supports the studies in this environment, and he/she is the manager of learning conditions (Gagne, 1970). The effectiveness of teaching is student's learning. Teachers encourage learners to be similar to one another. Assessment design is part of program development. Assessment tools are supported by criteria and they are objective. Students are evaluated after teaching. Formative and summative evaluations are made. These evaluations are considered important to check compliance with scientific processes and to reveal accountability (Schiro, 2020).

Learner-Centered Ideology

The current needs of learners are important in the learner-centered approach. The aim is to ensure the development of the individual (Schiro, 2008). This ideology states that a school program that supports student-environment interaction, shapes the learning of the student and responds to the needs of the student (Oliver & Lippman, 2007). The *Schools of Tomorrow* written by John Dewey and Evelyn Dewey in 1915 is the "ideal school dream" or prediction, which is the basis of the thoughts and efforts of learner-centered educators. This approach defends that the child's organic nature, "needs and interests" should be at the basis of the creation and the application of the curriculum (Rugg & Shumaker, 1928). Rousseau wrote *Emile* in 1762, which is considered the source of learner-centered ideas (Rousseau, 1979). Rousseau states that children are not miniature adults, their education should not be rushed and learning should be derived directly from their own experiences. This ideology does not see the child as an empty organism. Children are seen as organisms that do things meaningful to themselves (Barth, 1972). When talking about children, the learner-centered educators use expressions as if they can see the functioning of children's minds by using conceptualizations similar to Piaget's (Schiro, 2020). Learner-centered educators examine learning from a constructivist perspective. Learning is the process of creating meaning for itself based on the experiences that the person has with his/her own environment. The school's function is to help children learn how to learn (Walberg & Thomas, 1971) and become lifelong learners. Knowledge provides self-actualization skill (Schiro, 2020). Evaluation has a serious importance in learner-centered ideology. Assessment is the process where teachers interact with students, observe them, and constantly evaluate their development and interests. Giving numerical grades is avoided in the evaluation. Assessment is in the form of informing parents and school records about children's development (Edwards, 2002). Educators tend to see learners and programs as a whole, and assessment is based on the "Gestalt approach". According to them, evaluation should not be a separate technical subject that has been conceptualized, analyzed and applied independently from the entire educational environment. In the learning-centered approach, summative evaluation is not performed (Schiro, 2020). This ideology was first introduced by educators, such as Parker, Dewey, and Johnson at the end of the 19th century and at the beginning of the 20th century. When George Counts challenged educators to establish a new social order and deal with the poor in society, its impact diminished.

Social Reconstruction Ideology

The program knowledge here symbolizes the facts, value, intellectual knowledge, and the moral stance. In this ideology, there is a focus on the future by analyzing the past and the present. It is the construction of

society with a prediction that offers the principles of freedom, equality, justice, and independence to people and institutions (Giroux, 2005). This ideology states that education should build a new social order (Counts, 1934). Educators should take a leading role in the struggle for social and economic justice. It is believed that educators should associate what they teach and write to the dynamics of social life and anxiety for democracy (Giroux, 2006). In this ideology, schools are seen as the institutions that maintain or reproduce the social relationships and attitudes necessary to maintain the existing dominant economic and class relations (Mclaren, 2007). Knowledge dominant (social) discourses determine what is important and appropriate (Mclaren, 2007). The nature of knowledge is reason and moral stance. Knowledge provides the ability to interpret society and reproduce. The power of knowledge is individuals' opinions on a better society in the future (Schiro, 2020). The child is seen as a product of society, a social actor, and a potential contributor, helping the reconstruction of society (Mclaren, 2007). When the child is born, he/she is neither good nor bad. It is an organism that can be developed in many ways and contains much potential (Counts, 1932). Children are unfinished beings throughout their lives (Freire, 1970). Learning is evaluated with a constructivist approach. Learning is the reorganization of new experiences and becomes active in the meaning structures of the learner (Mclaren & Giroux, 1997). The aim of teaching is to reconstruct society by encouraging students to contribute. Discussion method, conversation, and dialogue are important in teaching. According to this ideology, teachers and students interactively teach and learn from each other (Freire, 1970). Teachers should be able to ask questions about social, economic and political opinions that shape their own lives and students' lives, and in this sense, they should have the ability to establish critical analysis (Mclaren, 2007). In other words, the teacher is the person who critically analyzes ideologies, values, and interests (Giroux, 2006). This ideology does not use formal (objective) evaluations; subjective evaluations are used in student assessment. The purpose of evaluating students is to measure the progress of their abilities. Evaluations are holistic, not specific. There is no evaluation for formatting. There is no summative evaluation (Schiro, 2020).

The aim of this research is to determine which ideology teachers are closer to, by evaluating teachers' opinions on curriculum according to scholar academic ideology, social efficiency ideology, learner-centered ideology, and social reconstruction ideology. For this purpose, answers to the following questions were sought.

1. How do the teachers define knowledge, what is the source of the knowledge and the authority of the knowledge?
2. How do the teachers define learning?
3. How do teachers see the child?
4. How do the teachers see teaching and teacher?
5. How do the teachers see program and student evaluation?
6. How do teachers think the educational needs are determined?
7. Which of the four curriculum ideologies do teachers stand closer?

Methodology

This study was carried out with the phenomenological research design, which is one of the qualitative research methods. The phenomenological research design involves focusing on topics that are overt but need in-depth and detailed research (Moustakas, 1994). Phenomenology studies are aimed to reveal and interpret individual perceptions or perspectives about a particular event (Creswell & Poth, 2018). In phenomenological research, data sources are individuals or groups who experience the phenomenon that the research focuses on

and who can express or reflect on this phenomenon. This study conducted according to this research design, the perceptions and perspectives of the individuals who have experienced the case were tried to be revealed (Creswell & Poth, 2018). A semi-structured opinion form was used to get teachers' opinions. The opinion form included open-ended questions prepared by the researchers based on the Schiro's classification of curriculum ideologies. To analyze the data, content analysis was used to structure the themes. Then, these themes were discussed and interpreted.

Participants

This study was carried out with 15 teachers working at different levels in Düzce and Ankara Provinces in Turkey. These teachers formed the study group. The demographic data of the teachers were presented in Table 1.

Table 1

Demographic Data About the Participants

Variables	Sub-categories	f
Gender	Woman	9
	Male	6
Education	Bachelor's degree	10
	Master's degree	5
Teaching experience (years)	1-5	4
	6-10	4
	11-20	5
	21 and over	2
Duties	Primary	6
	Middle school	1
	High school	7

A total of 15 teachers (nine females and six males) participated in the study. Ten teachers have a Bachelor's degree while five have a Master's degree. Eight of the participants have teaching experience between 1 and 10 years and five of them have between 11 and 20 years of experience. Only one of the participants is a middle school teacher while six primary and seven high school teachers.

Data Collection Instrument and Procedures

In phenomenological studies, the phenomenon can be explored using unstructured or semi-structured opinion forms for data collection (Wimpenny & Gass, 2000). In this study, a semi-structured opinion form composed of open-ended questions was used. The form consists of nine open-ended questions reflecting the research questions. The draft opinion form was piloted with three teachers to understand if the questions are understandable and answerable. After the revisions were made, the opinion form was reviewed by three education experts in the field of curriculum development. After consulting the experts' opinion, sub-questions were added to each of the nine questions.

Due to the restriction during the pandemic, face-to-face interviews could not be conducted. Sampling was done on the base of eligibility principle and participant teachers were accessed in the workplaces of the researchers, i.e., schools in Düzce and Ankara Provinces. Twenty-five percent of teachers from two schools were telephoned first to ask whether they would be volunteered to participate in the study and answer an opinion form about their curriculum ideologies. Fifteen of the teachers agreed to participate and then they were sent the opinion form via e-mail.

Data Analysis

The content analysis method was used to analyze the data obtained from open-ended questions applied to teachers. Content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes (Julien, 2008). In this context, content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories and coding based on certain rules (Büyükoztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012). The results obtained from the data were coded by two researchers. Common codes obtained by both researchers were discussed. Thus, the reliability of the research has been ensured. Themes and sub-themes from common codes obtained by the researchers were organized. When different dimensions emerged in the received answers, sub-themes were created from these dimensions, and when there was no different dimension, no sub-themes were created. The quantities of the findings obtained under these themes are defined and interpreted by expressing them in frequency and percentages. Codes with a frequency of two or more are included in the research.

Findings

In this section, teachers' opinions are presented within the framework of the themes and sub-themes which were created after the analysis of the data. Direct quotations from the teacher interviews were shown as T1, T2, T3... in the presentation of the findings.

Teachers' Opinions on the Aim of Education

Themes containing teacher opinions on *the aim of education* are presented in Table 2.

Table 2

Teachers' Opinions on the Aim of Education

Theme	Codes	f	%
Stated aim of education	To serve the needs of the society	8	53.3
	To provide personal development	8	53.3
	To gain universal values	7	46.6
	To make the individual compatible with the society	6	40
	To contribute to the socio-economic order	5	33.3
	To provide the individual with talent	5	33.3
	To gain cognitive skills	4	26.6
	To create social unity	4	26.6
	To create a change in behavior	4	26.6
	To develop the individual socially	4	26.6
	To train individuals for the workforce	4	26.6
	To serve for the individual's happiness	4	26.6
	To ensure the development of the society	4	26.6
	To prepare children for life	3	20
	To bring up moral individuals	3	20
	To raise qualified individuals	3	20
	To give the individual the ability to question	3	20
	To raise individuals according to a political ideology	3	20
	To gain social values	2	13.3
To let the individual self-actualize	2	13.3	

Considering the opinions of the teachers about education, 53.3% of the teachers stated that *the aim of education* is to serve social needs and to provide individual development. Forty-six point six percent of the teachers stated that the goal of the education is to make the individual gain universal values, and 40% stated that the goal is to make the individual be compatible with the society. Direct quotations of teachers' opinions in this regard are given below.

T3: For example, there are objectives determined in the field and branch in which the student is expected to be educated individually. The primary goal is to focus on these achievements.

T3: Then, the aim of creating a social benefit can also be pursued.

T4: Basically, there should be universal behaviors that are shaped with respect for people, and that elevate and develop people.

T11: Education is the process of gaining the desired behaviors of the society and changing the unwanted behaviors positively in order for the individual to survive in the society in which he/she lives.

Teacher Opinions on Knowledge

Themes and sub-themes containing teacher opinions on what skills knowledge provides to the individual are presented in Table 3.

Table 3

Teacher Opinions on Knowledge

Theme	Sub-theme	Codes	f	%	
Knowledge	The source of knowledge	Knowledge takes its power from its source	5	33.3	
		Knowledge takes its power from its use	3	20	
		Provides the ability to continue one's life	5	33.3	
		Provides the ability to understand the world	5	33.3	
	The skills provided by knowledge	Ensures compliance with society	4	26.6	
		Increases individual's capacity	2	13.3	
		Allows for many skills	2	13.3	
		Improves the ability to analyze	2	13.3	
	The power of knowledge	Takes it from experiments	2	13.3	
		Takes it from its validity	2	13.3	
		Takes it from the purpose of its use	2	13.3	
		If it is proven by experiments and observations	7	46.6	
		If it reaches objective judgment	7	46.6	
		The accuracy of the knowledge	If it is in use	5	33.3
			If it is contemporary and valid	4	26.6
If it is beneficial to mankind and the world	2		13.3		
If it can be verified continuously	2		13.3		

Considering the opinions of the teachers regarding *the source of the knowledge*, 33.3% of the teachers stated that knowledge takes its power from its source. In the sub-theme of skills provided by knowledge, 33% of teachers stated that knowledge provides the ability to continue one's life, and 33% of teachers stated that knowledge provides the understanding of the world. In the power of knowledge sub-theme, 13.3% of the teachers stated that knowledge gains its power from the experiments, its validity and its utility. Direct quotations of teachers' opinions in this regard are given below.

T1: Knowledge derives its power sometimes from the source of knowledge, and sometimes from the gains that it provides.

T4: Knowledge in its essence gives people the ability to survive and continue living.

T5: Knowledge derives its strength from experiments and validity for life. Both are important. However, the purpose of its use is more important.

Teachers' Opinions on Learning

Themes containing teacher opinions on *learning* are presented in Table 4.

Table 4

Teachers' Opinions on Learning

Theme	Codes	f	%
Learning	It is a change of behavior	11	73.3
	It is a natural process	10	66.6
	It is an improvement in thinking	9	60
	It is a social transfer	7	46.6
	It should be carried out through the eyes of the child	6	40
	It takes place through the eyes of adults	3	20
	It should be formal and planned	2	13.3
	It is the process of getting knowledge	2	13.3

Under the *learning* theme, 73.3% of the teachers defined learning as a behavior change. Sixty-six point six percent of the teachers stated that learning is a natural process. Forty percent of teachers said that educators should see learning through the eyes of the child. Direct quotations of teachers' opinions in this regard are given below.

T11: If there is a permanent behavior change in individuals as a result of education, it means that learning has occurred, but there must be a permanent behavior change.

T7: Learning from this perspective can be seen as a function of natural development.

T12: As an educator, I personally think it is necessary to see learning through the eyes of the child.

Teachers' Opinions on the Way of Seeing the Child

Themes containing teachers' opinions on *the way of seeing the child* were given in Table 5.

Table 5

Teachers' Opinions on the Way of Seeing the Child

Theme	Codes	f	%
Child	It should deal with both internal and external processes	9	60
	It should focus on thoughts	8	53.3
	It should deal with their internal processes	7	46.6
	It should be concerned with their external processes	2	13.3
	It should see them as an individual	2	13.3
	It should focus on behavior	2	13.3
	It should see the child as multifaceted	2	13.3

In the theme of *education's way of seeing the child*, 60% of teachers said that educators should deal with both internal and external processes of children. Fifty-three percent point three of the teachers stated that educators should focus on children's thoughts. Forty-six point six percent of the teachers stated that education

should be dealt with only internal processes in children. Direct quotations of teachers' opinions in this regard are given below.

T14: The educator should deal with both the internal and external processes of the child. Human beings are a whole with their internal and external processes.

T7: If the targeted behavior change is desired to be permanent, the student's thought should be focused.

T12: It is necessary to deal with internal processes and focus on their thoughts.

Teachers' Opinions on Teaching

Themes and sub-themes containing teacher opinions on *teaching* are presented in Table 6.

Table 6

Teachers' Opinions on Teaching

Theme	Sub-themes	Codes	f	%
Teaching	The aim of teaching	To gain knowledge, skills and behavior	6	40
		To transfer knowledge	4	26.6
		To achieve learning outcomes	3	20
		To regard children as a whole	10	66.6
	The role of the teacher	To be a guide	9	60
		To improve creativity	2	13.3
		Technological tools	7	46.6
	Tools used	Smart board	5	33.3
		Slide	4	26.6
		Video	3	20

Considering the opinions of teachers about *teaching*, 40% of teachers stated that the aim of teaching is to help them gain knowledge and behavior. Sixty-six point six percent of the teachers said that teachers should regard children as a whole, 60% stated that the teacher should be a guide. Forty-six point six percent of the teachers stated that technological tools should be used in education. Direct quotations of teachers' opinions in this regard are given below.

T5: The aim of teaching should be to provide the individual with the knowledge, skills and behaviors he /she will need in their lives.

T10: Children should be concerned with all their characteristics such as cognitive, affective, social and physical characteristics that are necessary for education.

T12: Content such as videos, slides, photos, films that will help transfer knowledge should be used.

T14: The teacher should be a role model and a guide in the teaching process.

Teachers' Opinions on Student Evaluation

Themes and sub-themes containing teacher opinions on student assessment are presented in Table 7.

Considering the opinions of the teachers regarding *student evaluation*, 46.6% of the teachers stated that the assessment should be done in order to determine whether the goal was achieved or not. Twenty-six point six percent of the teachers said that the evaluation should be objective. But 66.6% of the teachers stated that there should be both subjective and objective tools in evaluation. Teachers stated that student assessment should be at the beginning, in the middle and at the end of the process. Direct quotations of teachers' opinions in this regard are given below.

Table 7
Teachers' Opinions on Student Evaluation

Theme	Sub-themes	Codes	f	%
Student evaluation	Evaluation's purpose	To determine whether the targets have been met	7	46.6
		To eliminate the student's deficiency	5	33.3
		To determine the problems of teaching time	5	33.3
		To reveal the strengths and weaknesses	4	26.6
		To get to know the student	4	26.6
		To shape the process of teaching	3	20
	Types of evaluation tools	Evaluation must be objective	4	26.6
		Evaluation should be subjective	2	13.3
		Subjective and objective tools should be used in conjunction	10	66.6
	Evaluation type	It should be at the beginning, in the middle, at the end of the process	4	26.6
		Both during process and at the end	3	20
		Process evaluation only	2	13.3
		At the beginning and end of the process	2	13.3
		Evaluation that is suitable for the target	2	13.3

T3: It aims to measure the ability to attain targeted gains and behaviors.

T5: Evaluation should be objective, not open to interpretation, because when it is open to interpretation, grading is not possible.

T2: Subjective and objective tools are used in conjunction to evaluate students.

T7: Make such evaluations at the end of the teaching process (roughly mid-term and at the end of the term).

Teachers' Opinions on Curriculum Evaluation

Themes and sub-themes containing teacher opinions on program evaluation are presented in Table 8.

Table 8
Teachers' Opinions on Curriculum Evaluation

Theme	Sub-themes	Codes	f	%
Curriculum	Program needs	Individual and social needs	3	20
		According to the needs of the society	3	20
		According to the country's goals	2	13.3
		According to objective criteria	6	40
	Curriculum evaluation	Objective and subjective evaluations	4	26.6
		Formative evaluation	4	26.6
		At the beginning, in the middle and at the end	2	13.3
		Summative evaluation	2	13.3

Considering the opinions of the teachers about *program evaluation*, 20% of the teachers stated that the needs of the program were determined by considering the social and individual needs. Twenty percent of teachers stated that the needs of the program should be determined according to the needs of the society. Forty percent of teachers think that program evaluation should be done according to objective criteria. Direct quotations of teachers' opinions in this regard are given below.

T2: Program needs are determined in line with individual and social needs and depending on the evaluations made.

T5: Curriculum needs should be determined according to the structure of the society.

T4: Whether the program is sufficient and correct should be determined with objective criteria.

Teachers' Opinions on Formative Evaluation

Themes and sub-themes containing teachers' opinions on *formative evaluation* of a program are presented in Table 9.

Table 9

Teachers' Opinions on Formative Evaluation

Theme	Sub-themes	Codes	f	%
Formative evaluation	Importance	Resolves disruptions in the teaching process	7	46.6
		Reveals disruptions in the program	7	46.6
		Provides continuous feedback	4	26.6
		Enables the student learn	3	20
		Makes the process effective	2	13.3
	Techniques used	Observation	3	20
		Process monitoring	2	13.3
		Midterm exams	3	20

Considering the opinions of the teachers about *formative evaluation*, 46.6% of the teachers stated that formative assessment resolves the problems in the teaching process and reveals the problems in the program. Twenty percent of teachers stated that the techniques used in formative assessment are observation and midterm exams. Direct quotations of teachers' opinions in this regard are given below.

T3: In this respect, it has an important place to solve problems in the teaching process while it is still in the process.

T5: For this reason, the deficiencies in the program should be rearranged and adapted for teaching.

T8: In order for the learning to be fully realized, the student must be monitored continuously (observation).

T4: In this process, quizzes, midterm exams and unit evaluation tests can be used.

Teacher Opinions About Summative Evaluation

Themes and sub-themes containing teacher opinions on *summative evaluation* are presented in Table 10.

Table 10

Teacher Opinions About Summative Evaluation

Theme	Sub-theme	Codes	f	%
Summative evaluation	Purpose	The functionality of the program	2	13.3
		Whether learning has taken place	2	13.3
		An effective teaching process	2	13.3
		Knowledge about student success	6	40
	Importance	Success of the program	5	33.3
		Total evaluation of the teaching process	4	26.6
		Converting the process into numerical data	4	26.6
		Reorganization of the program	3	20

Considering the opinions of the teachers about the *summative evaluation*, 13.3% of the teachers stated that the purpose of the summative evaluation of a program is to provide the functionality of the program, reveal whether the learning has taken place and provide an effective teaching process. Forty percent of teachers stated that summative evaluation is important because it provides knowledge about student success. Direct quotations of teachers' opinions in this regard are given below.

T2: Summative assessment provides important data on the functionality of the program and the level of success achieved by the student.

T5: Shortcomings should also be evaluated by looking at the process. The aim is to find out if learning has occurred.

T12: In order to provide a more effective teaching process, product-oriented programs should be created.

T7: Summative evaluation is important in terms of showing whether the students have achieved the desired success and are ready for the next level.

Discussion and Conclusion

The comments, discussions, and conclusions regarding the findings obtained from this research to determine which ideology teachers are closer to are evaluated below by considering the teachers' opinions on the curriculum in terms of the scholar academic ideology, the social efficiency ideology, the learner-centered ideology, and the social reconstruction ideology.

It is possible to say the "social efficiency ideology" is mostly reflected in teachers' opinion in that the aim of education is to serve social needs, provide individual development, provide universal values, and make the individual compatible with the society. In this ideology, the aim of education is to provide the individuals with the skills that will be useful in society as well. Moreover, in "social efficiency ideology", the needs of the contemporary society are important and what is at stake is the maintenance of the current social order.

In their answers concerning knowledge, teachers stated that it provides the ability to continue life and understand the world. They stated that knowledge gained its power from experiments, its validity, and its utility. It is possible to see the reflection of these opinions of teachers both in "scholar academic ideology" and "social efficiency ideology", because in "scholar academic ideology", the nature of knowledge is didactic. It gives the ability to understand knowledge. The source of knowledge is the objective reality interpreted by academic disciplines. However, although the source of knowledge is objective reality in "social efficiency ideology" too, they differ in its purpose; in "social efficiency ideology" knowledge, it gives the child the opportunity to do something. The source of the authority of knowledge provides individuals with skills that will be useful in society. It draws its power from the ability to maintain the society with the skills it provides to its members. It gives importance to the use of knowledge and knowledge is constructed objectively.

The results of the opinion forms showed that for teachers, learning is a behavior change and it is a natural process. They stated that educators should see learning through the eyes of the child. In addition to these, they said that educators should deal with both internal and external processes of children and focus on children's thoughts. The opinion of education as a behavior change is the main premise of "social efficiency ideology". Children are treated as active representatives of their own world and educators deal with children's external processes and focus on children's behavior in this ideology. Therefore, it could be interpreted that the teachers' opinions reflect "social efficiency ideology" concerning the topic of *learning*. However, there were also those who stated that educators should only be concerned with internal processes of the children. In light of the

results obtained, it can be said that the opinions of teachers reflect “scholar academic ideology” here since in the ideology, educators are concerned with children’s internal processes and focus on children’s thoughts as well.

The theme of the aim of teaching teachers explained that it is to gain knowledge, skills, and behavior. They also stated that teachers should consider children as a whole and they should be guides and added that technological tools should be used in teaching. In light of these remarks, it is possible to say that teachers’ opinions reflect “scholar academic ideology” and “social efficiency ideology”. The aim of teaching in “social efficiency ideology” is to enable students to demonstrate skills too. Teachers are concerned with children’s skills. Moreover, in “scholar academic ideology”, didactic instruction is usually carried out during teaching. The cognitive feature of the child is of concern. The remarkable point in the results is the opinion that teachers should consider children as a whole. Now, it can be said that there is a shift towards “learning-centered ideology” in the way that the child is considered. It can even be said that teachers could not determine their philosophical ideology with certain lines.

It can be said that the philosophical opinions of teachers regarding student assessment reflect “scholar academic ideology” and “social efficiency ideology” in that student assessment should be done in order to determine whether the target has been achieved. The teachers stated that both objective and subjective tools should be used together in evaluation and evaluation should be at the beginning, middle, and end of the process. In this sense, the adoption of the evaluation of students during the process only indicates that there is a shift towards “learning-centered ideology”, because the purpose of student assessment in “scholar academic ideology” is ranking. Assessment tools are supported by the norm, they are objective. Student assessment is after teaching. According to the “social efficiency ideology” however, the purpose of evaluation is to prove that the student has certain skills. Assessment tools are supported by criteria and they are objective. Students are evaluated after teaching. Students’ success criteria are determined before evaluation “in the center of learning” and they are evaluated during teaching.

Concerning the theme of the needs of the program, the teachers said that they should be determined by considering the social and individual needs. Some of them also said that the needs of the program should be determined only according to the needs of the society. Teachers are of the opinion that program evaluation should be done according to objective criteria. In determining the needs of the program, it can be said that their opinions reflect both “learning-centered ideology” and “social efficiency ideology”. The “learning-centered ideology” argues that the starting point of education in the creation and implementation of the program should be the child’s organic nature and his/her own needs and interests. Whereas “social efficiency ideology” views education as a social process that will maintain the existing social functions. This ideology pays the utmost attention to the needs of society. Thus, in terms of program evaluation, it can be said that they adopt the “social efficiency ideology” since the success of the program is data based on objective criteria for student success.

Regarding the formative assessment, teachers stated that it resolves the flaws in the teaching process and reveals the flaws in the program. They also said that the techniques used in formative assessment are observation and midterm exams. These opinions also reflect the “social efficiency ideology” as in this ideology it is important to check compliance with scientific processes as well and the success of the program is data based on objective criteria for student success. Moreover, the teachers stated that the purpose of the summative evaluation is to ensure the functionality of the program, to reveal whether the learning has occurred or to provide an effective teaching process. They stated that the summative evaluation is also important because it

provides knowledge about student success. It can be concluded that teachers' philosophical opinions reflect "social efficiency ideology" since summative evaluation is considered important to check compliance with scientific processes in this ideology. It is also possible to say that when we consider teachers' opinions on curriculum evaluation, they cannot distinguish formative and summative evaluation with certain lines.

In conclusion, teachers defined the purpose of education, the source of knowledge, the definition of learning, the purpose of teaching, the purpose of student assessment, the evaluation of the program, the understanding of formative and summative evaluation and how the program needs to be determined mostly according to "social efficiency ideology". There are different studies in literature which also have parallel results as this study. For example, in a study by Tahirsylaj (2018), teachers were asked opinions about the curriculum of the 20th century in the USA within a historical perspective. Results showed that "social efficiency ideology" was preferred to the other ideologies in teachers' philosophies. In the study of Berkan and Özaslan (2019) and Çoban (2007), teachers were found to have similar opinions too. Silvernail's (1992) study with secondary teachers also had parallel results. Teachers defined the source of knowledge, the definition of learning, the purpose of teaching, and the purpose of evaluating the student according to "scholar academic ideology" in this study as well. In addition, in the study conducted by Fidan and Erden (1998), they advocated the opinion that in the Turkish education system teachers should focus on educating individuals who learn the subject matter very well. In the study of Doğanay and Sarı (2003), the philosophical opinions of the graduates of Science and Literature Department support this result as well. In the study of Ilgaz, Bülbul, and Çuhadar (2013), the teacher candidates not only adopted the understanding of conveying of unchanged truths and values, but they also opposed the teacher-centered understanding. It was seen that teachers' philosophical opinions were, albeit slightly, influenced by "learning-centered ideology" in the student evaluation and determining the needs of the program. In the study of Kumral (2015), it was seen that teachers prioritize the student while organizing their learning environments too. This result supports our study as well. However, there are studies in which teachers adopt different ideologies. For instance, in the study of Marulcu and Akbıyık (2014) and Kasuga (2020) carried out with candidate teachers, it was seen that they adopted "social reconstruction ideology".

It is evident from these results that in the current society in which individuals consume rather than question and criticize, there should be more teachers who will guide the youth in a positive way through an educational philosophy (Giroux, 2009). This could be achieved by strengthening the philosophical opinions of current teachers and increasing the number of teachers who conduct researches. Teachers may also be encouraged to take graduate education in order to gain this identity. Discussion groups that problematize curriculum issues can be created, too. Moreover, awareness-raising articles can be made available to teachers on different platforms. It can be supported that teachers become advocates of the ideology they adopt. Although it is not possible in the existing order, it can be ensured that teachers take part in all dimensions of the curriculum. Thus, the number of teachers who have a deep opinion of educational philosophies can be increased. This can save them from being only an implementer of a program and take them on a conscious journey from *philosophy, educational philosophy, educational theory, educational thought, to practice*.

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