

THE RELATION BETWEEN TEACHER CANDIDATES' EPISTEMOLOGICAL BELIEFS AND CRITICAL PEDAGOGY PRINCIPLES

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Abstract

The main objective of this study is to analyze the relationship between epistemological beliefs and critical pedagogy principles of the teacher candidates having pedagogical formation education. The research is designed as a relational survey model and the sample of the study includes 500 pedagogical formation students in 11 groups at Balıkesir University Necatibey Educational Faculty in 2013-2014 summer semester. Epistemological Belief Scale and Critical Pedagogy Principles Scale are used for collecting data. According to the results of the study, there is a relationship between epistemological beliefs and critical pedagogy principles of the teacher candidates who are having pedagogical formation education. Teacher candidates have developed/mature epistemological beliefs about "learning is based on one's effort". Besides, there is a significant difference between male and female teacher candidates. Female teacher candidates agree the item "learning is based on one's effort" more than male teacher candidates. Also, it is found that there are statistically significant differences according to departments of the teacher candidates. Teacher candidates studying in social branches agree the items "learning is based on one's effort" and "there is only one truth" more than the candidates studying in physical sciences.

Key Words: Epistemological belief, critical pedagogy, teacher candidates.