INVESTIGATION OF EDUCATIONAL PHILOSOPHIES AND GENERAL SELF-EFFICACY PERCEPTIONS OF GRADUATE STUDENTS IN EDUCATIONAL SCIENCES PROGRAMS

Abstract: The purpose of the research is to determine the educational philosophy orientations and general self-efficacy perceptions adopted by graduate students in educational sciences programs. This study was designed a correlational survey model. The study group consisted of 128 graduate students enrolled in educational science programs in different universities. Two different scales were used as data collection tool in the research. The first is the Philosophical Orientation Evaluation Scale adapted to Turkish by Doğanay and Sarı (2003). The second scale is adapted into Turkish by Aypay (2010) to determine the general self-efficacy perceptions of graduate students. Frequency, percentage, arithmetic mean and standard deviation; Mann-Whitney U test and Kruskal Wallis H-Test were used in data analysis. As a result, it was observed that 96 (75%) of 128 graduate students adopted the educational philosophies of experientalism and followed by the philosophies of realism, perennialsm, existentialism and idealism, respectively. A significant difference has been determined in favor of teachers in the profession variable, idealism and realism sub-dimensions of graduate students' philosophical orientation scores. It was also clarified that the philosophical orientation scores of students differed significantly in favor of graduate students in the sub-dimensions of philosophy of perennialism and idealism according to the graduate program level. Based on the reasons of these educational philosophy orientations, in depth studies based on different variables may be carried out with a broader participation. It may also be suggested to conduct qualitative researches based on the processes and problems experienced by graduate students in both professions. The draft version of this study was presented as an oral presentation in the 3rd National Congress of Curriculum & Instruction, 07-09 May 2014, Gaziantep.

Keywords: educational philosophy, philosophical orientation, self-efficacy perception, graduate students

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INTRODUCTION

The Greek word philosophy is derived from the words of Philia (love) and Sophia (wisdom). Therefore, while philosophy means love of knowledge or wisdom, the philosopher is the person who loves wisdom, knowledge and wants to reach it (Cevizci, 2009; Küken, 1996).
When establishing the education system, priority should be given to the goals and objectives. It is imperative to approach philosophy in order to decide what the goals should be. The set of criteria obtained from philosophy can be used to evaluate the education system in terms of internal consistency (Ertürk 1986). The most important question that philosophy addresses to education is the question of what the characteristics are desired to be gained to the individual (Demirel, 2001; Fidan & Erden, 1998; Topdemir, 2008).

Many of the instructional decisions that teachers make in the classroom and the quality of access to information are influenced by their educational philosophies (Asan, Koymen and Obeidat, 2005; Feinberg, 1995). For decades, there has been studies of beliefs, perceptions and tendencies related to educational philosophies and philosophical orientations affecting classroom practices and activities within the field of education (Waichan and Elliott, 2000). Teachers' beliefs, thoughts or philosophical understandings shape their classroom practices since goals and curricular objectives strongly affected and determined by the philosophy as a discipline (Fidan & Erden, 1998; ; Reed & Bergemann, 1995; Reigeluth, 1996).
The teaching profession has been defined in various laws and regulations as a profession that requires specialist knowledge. This definition shows that the teaching profession should have some qualifications and efficacies. Turkish Language Institution 'efficacy/competence' has been defined as the power to fulfill its duty (http://www.tdk.gov.tr).The attitude, behavior, knowledge and skills required by the teaching profession are possible with the general cultural knowledge of the teacher training programs, the field knowledge and the teaching profession knowledge (Celep, 2004).

Self-efficacy is the perception of individuals related to how well they can perform the actions required in dealing with possible cases (Bandura, 1995). Self-efficacy is tried to organize the activities necessary for the individual to perform a certain performance and to do it successfully. The concept of self-efficacy in Bandura's social learning theory is assumed to be a key part for behavior change and cognitive development (Heaton, 2013). Self-efficacy beliefs are effective in determining the future goals and life of the individual and controlling the environment (Çubukçu & Girmen, 2007).

Self-efficacy determines the individual's setting goals for himself, how much effort he will make to achieve the goal he has set, and how long he can withstand the challenges he faces. If they experience failure, they affect their reactions to this failure (Akkoyunlu, Orhan and Umay, 2005). Bandura defines self-efficacy as the belief or self-judgment of the individual's capacity to succeed in performing a certain performance or behavior (Bandura, 1997, p. 15). According to Bandura, self-efficacy is one of the most important factors contributing to the individual's social cognitive theory-based behavior: "Beliefs in personal efficacy are the key factor of human agency. If people believe that they do not have the power to produce results, they will not attempt to do something" (Bandura, 1997, p. 3). Senemoğlu (2013), put forwards that self-efficacy is not an indication of an individual's skills, but a self-perception of a product of their thoughts about what they can do with their skills and the ability to deal with different situations and solve a problem. Those with high self-efficacy perception have high motivation and responsibility to perform a task and focus on their goals with a strong sense of responsibility. Individuals with low self-efficacy struggle weakly to reach their goals and produce excuses in the difficulties they face (Pajares, 2002; Tschannen-Moran & Woolfolk Hoy, 2001).

In this respect, it is considered important to investigate the educational philosophies, efficacy perceptions and experiences of those who want to improve themselves in the field of education and especially those who have graduate education in this field. Because the contribution of those who want to specialize in educational sciences

(curriculum & instruction, guidance and psychological counseling, educational administration, measurement and evaluation in education) seems to be crucial for the educational professionalism. Employees in the field of education can adopt a single educational philosophy as well as multiple educational philosophies. From this point of view, the relationship between people's epistemological beliefs and educational philosophies affects their environment by shaping all their emotions, thoughts and behaviors in their lives. General self-efficacy is also defined as the general trust of the person in many areas, and in situations that are difficult to deal with or are not accustomed to (Scholz, Gutierrez-Dona, Sud, and Schwarzer, 2002, cited by Aypay, 2010).

Every element of the educational process has a dynamic structure: school buildings, curricula, student needs, materials, policies. Teachers, who are a natural part of this change, are in a position to direct this process with their competencies. Investigating the extent to which teachers have qualifications will increase the efficiency of the learning and teaching process, as well as provide important data to policy makers in the decision-making process. Whatever philosophy is taken as the basis, people are treated as such and the education system is arranged accordingly. As a matter of fact, without determining how the philosophy on which the education system is based on human beings is determined, a healthy decision cannot be reached regarding the consistency of the goals, behaviors, content, education and testing situations. In this respect, philosophy contributes to education. The philosophy of education is to evaluate educational practices with a critical approach, to base theoretical foundations of applications and to reveal educational theories consistent with the quality of society, culture, and people for educational practices. According to Aydemir (2019), the Education Beliefs Scale developed by Yılmaz, Altınkurt and Çokluk (2011) in the studies conducted in order to reveal the educational philosophies of administrators, teachers and teacher candidates; Doğanay and Sarı (2003) translated into Turkish and crunch of Philosophical Orientation Assessment; İlhan, Çetin and Arslan (2014) developed Prospective Teachers' Adopted Philosophies are noteworthy that is frequently used. Withing this context, the purpose of the research is to determine the educational philosophy orientations and general self-efficacy perceptions adopted by graduate students in educational sciences programs.

METHOD

In this study correlational survey model was employed to determine the relationship with general self-efficacy perceptions with educational philosophies adopted by educational sciences graduate students (Karasar, 2009). The study group is composed of 128 graduate students in the field of educational sciences enrolled in different graduate schools of the universities in Turkey. Lowerhough the study group participants create their universities in Turkey; The questionnaire on the internet (GOOGLE drive) was announced on social media (facebook and e-mail) and was created by volunteering by the participants.

PARTICIPANTS

Of the 128 graduate students constituting the sample group in the study, 46 (35.9%) are women and 83 (64.1%) are men. Of the 128 graduate students constituting the sample group, 19 (14.8%) were in the 20-25 age group, 46 (35.9%) were in the 26-30 age range, 38 (29.7%) were in the 31-35 age range in the group and 25 (19.5%) in the age group 36 and above. It was determined that 32 (25%) of the 128 graduate students in the study worked as academicians and 96 (75%) as teachers. 101 of the 128 graduate students in the study stated that they studied at the level of master's degree (78.9%) and 27 at the level of doctorate (21.1%). It was determined that 91 (71.1%) of the 128 graduate students in total continued their education in the Institute of Educational Sciences and 37 (28.9%) in the Institute of Social Sciences. Again, 48 of the 128 graduate students (43.8%) were found to continue their graduate studies in education programs and education and 72 (56.3%) of education management planning and economics. Of the 128 graduate students in the study, 9 (7%) Mediterranean, 24 (18.8%) Eastern Anatolia, 14 (10.9%) Aegean, 1 (0.8%) Southeast Anatolia, 34 (26% 6) They completed their undergraduate studies in universities in Central

Anatolia, 31 (24.2%) in the Black Sea region and 15 (11.7%) in the Marmara region.

Table 1. Demographic Information of Graduate Students

		f	%
Gender	Female	46	35,9
	Male	82	64,1
Age range	20-25	19	14,8
	26-30	46	35,9
	31-35	38	29,7
	36 and above	25	19,5
Profession	Academician	32	25,0
	Teacher	96	75,0
Graduate Program	Masters (With thesis, 48: without thesis,.53)	101	78,9
	Doctorate	27	21,1
Graduate School	Educational Sciences	91	71,1
	Social Sciences	37	28,9
Department	Curriculum & Instruction	56	43,8
	Educational Administration	72	56,3
	Total	128	100

DATA COLLECTION TOOLS

Two different scales were used as data collection tool in the research. The educational philosophies adopted by graduate students were tried to be depicted with the data obtained with the general self-efficacy perception scale to determine the philosophical Orientation assessment form (FTDF) and general self-efficacy perceptions. With the philosophical Orientation assessment form applied to graduate students, the information obtained from the inventory of general self-efficacy perception scale and learning styles will be analyzed by associating them with each other. The First Tool: Philosophical Orientation Evaluation Form. Originally developed by Wiles and Bondi (1983), it is a Philosophical Orientation Evaluation Scale adapted to Turkish by Doğanay and Sarı (2003). Alpha reliability coefficient of the scale was calculated as 0.81. Second tool: In order to determine the general self-efficacy perception levels of graduate students, the alpha coefficient of the scale adapted to Turkish by Aypay (2010) is .83.

ANALYSIS

The total score and arithmetic average of each educational philosophy was calculated by summing up the students' responses to items related to persistence, idealism, realism, experientalism, and existentialist philosophy in the Philosophical Orientation Assessment Form. Again, the total self-efficacy scale and the arithmetic average of the students' responses to the 10 items on a four-point scale were calculated on the general self-efficacy scale. In statistical analysis; frequency, percentage, arithmetic mean and standard deviation, Mann-Whitney U test and Kruskal Wallis H-Test were used.

RESULTS

For the purposes of the research, the educational philosophy approaches and general distribution of general self-efficacy levels and statistical analyzes related to gender, profession, graduate programs, institute and majors are included. Also, comparison of adopted educational philosophies and general self-efficacy levels is included.

GRADUATE STUDENTS' EDUCATIONAL PHILISOPHY ORIENTATION

In this section, the Mann-Whitney U test was used because the number of people in the groups was below fifty (50) when the variables were included in the analysis, and the average scores obtained from the measurements did not show normal distribution as a result of the Kolmogorov Smirnov test (p> 0.05). The scale, consisting of a total of 40 items in the five-point Likert type, was applied to 128 students studying graduate. By summing up the answers given by the students to the items in the scale, the total score and the arithmetic average of each educational philosophy were calculated. Accordingly, the education philosophy with the highest average was accepted as the first choice of graduate students and evaluations were made on this basis. The frequency and percentage values of pre-service teachers' philosophy Orientations according to the five dimensions of the scale are given in Table 3.

Table 3. General Distribution of Educational Philosophy Orientations

Philosophy	f	Percent (%)
Perennialism	10	7,81
Idealism	1	0,78
Realizm	13	10,16
Experientialism	96	75
Existentialism	8	6,25
Total	128	100

Of the 128 graduate students participating in this research, 10 (7.81%) philosophy of persistence, 1 (0.78%) philosophy of idealism, 13 (10.16%) philosophy of realism, 96 (75%) philosophy of experientalism and 8 of them (6.25%) has been found to adopt the philosophy of existentialism. It is seen that the vast majority of students adopt experiental philosophy. Similar result In the study of Duman (2008) with prospective teachers, it was observed that a large proportion of 71.1% of the students adopted the philosophy of experientalism. Similarly, in the studies conducted by Duman and Ulubey (2006), the philosophy of education adopted by university students and the researches of Doğanay and Sarı (2003), it was determined that experientalist education philosophy was adopted more. Education philosophy Orientations analysis according to gender variable of graduate students are given in Table 5.

Table 5. Mann-Whitney U Test Results According to Gender Related to Philosophical Orientation

Philosophy	Gender	n	Mean Rank	Sum of Ranks	U	Z	p
	Female	46	52,09	2396,00	1315,000	-2,839	,005
Perennialism	Male	82	71,46	5860,00			
	Female	46	56,24	2587,00	1506,000	-1,888	,059
Idealism	Male	82	69,13	5669,00			
	Female	46	56,24	2587,00	1506,000	-1,889	,059
Realizm	Male	82	69,13	5669,00			
	Female	46	54,87	2524,00	1443,000	-2,204	,028
Experientialism	Male	82	69,90	5732,00			
	Female	46	60,62	2788,50	1707,500	-,887	,375
Existentialism	Male	82	66,68	5467,50			
	Total	128					

As can be seen from Table 5, there is a significant difference between the gender variable of students' philosophical Orientation mean scores and philosophy of persistence (U = 1315,000; P <0.05) and experientalism (U = 1443,000; P <0.05). exhibit. Considering the rank averages, it can be

said that male students have a higher average than female students in the sub-dimension of philosophy of persistence and experientalism. There is no significant difference in terms of gender with other idealism, realism and existentialism philosophical Orientations. Educational philosophy Orientations analysis according to the professions of graduate students are given in Table 6.

Table 6. Mann-Whitney U Test Results According to Profession Related to Philosophical Orientation

Philosophy	Proefession	n	Mean Rank	Sum of Ranks	U	Z	p
	Academician	32	54,64	1748,50	1220,500	-1,738	,082
Perennialism	Teacher	96	67,79	6507,50			
	Academician	32	50,72	1623,00	1095,000	-2,428	,015
Idealism	Teacher	96	69,09	6633,00			
	Academician	32	53,06	1698,00	1170,000	-2,016	,044
Realizm	Teacher	96	68,31	6558,00			
	Academician	32	57,36	1835,50	1307,500	-1,260	,208
Experientialism	Teacher	96	66,88	6420,50			
	Academician	32	72,39	2316,50	1283,500	-1,391	,164
Existentialism	Teacher	96	61,87	5939,50			
	Total	128					

As seen in Table 6, there is a significant difference between the occupational variable of students' philosophical Orientation scores and the sub-dimensions of idealism (U = 1095,000; P <0.05) and realism (U = 1170,000; P <0.05). exhibit. Considering the mean ranks, it can be said that the students who teach in the sub-dimension of idealism and realism philosophy have a higher average than students working as academicians. There is no significant difference in gender with other philosophy of perennialism, experientalism and existentialism. Educational philosophy Orientations analysis of graduate students according to graduate programs is given in Table 7.

Table 7. Mann-Whitney U Test Results According to Graduate Program Variable Related to Philosophical Orientation

Felsefi tercih	Level	n	Mean Rank	Sum of Ranks	U	Z	p
Perennialism	Masters	101	68,06	6874,00	1004,000	-2,102	,036
	Doctorate	27	51,19	1382,00			
Idealism	Masters	101	68,52	6921,00	957,000	-2,376	,018
	Doctorate	27	49,44	1335,00			
Realizm	Masters	101	67,31	6798,00	1080,000	-1,657	,098
	Doctorate	27	54,00	1458,00			
Experientialism	Masters	101	63,72	6436,00	1285,000	-,459	,646
	Doctorate	27	67,41	1820,00			
Existentialism	Masters	101	61,51	6213,00	1062,000	-1,763	,078
	Doctorate	27	75,67	2043,00			
	Total	128					

As seen in Table 7, the students' philosophical orientation scores show a significant difference between the graduate program level and the sub-dimensions of the philosophy of persistence (U = 1004,000; P <0.05) and idealism (U = 957,000; P <0.05). Considering the mean ranks, it can be said

that the students at higher undergraduate level in the philosophy of persistence and idealism have a higher average than students at doctorate level. There is no significant difference in terms of gender with other realism, experientalism and existentialism philosophical Orientations. Analysis of educational philosophy orientations according to the institutes of graduate students are given in Table 8.

Table 8. Mann-Whitney U Test Results According to Philosophical Orientations and Graduate School Variable

Philosophy	Grad.School	N	Mean Rank	Sum of Ranks	U	Z	p
Perennialism	Educational Sciences	91	72,88	6632,50	920,500	-4,015	,000
	Social Sciences	37	43,88	1623,50			
Idealism	Educational Sciences	91	63,10	5742,00	1556,000	-,671	,503
	Social Sciences	37	67,95	2514,00			
Realizm	Educational Sciences	91	65,58	5968,00	1585,000	-,518	,604
	Social Sciences	37	61,84	2288,00			
Experientialism	Educational Sciences	91	65,02	5916,50	1636,500	-,248	,805
	Social Sciences	37	63,23	2339,50			
Existentialism	Educational Sciences	91	64,26	5848,00	1662,000	-,113	,910
	Social Sciences	37	65,08	2408,00			
	Total	128					

As can be seen from Table 8, the philosophical Orientation scores of the students show only a significant difference between the sub-dimension of the philosophy of permanence (U = 920,500; P <0.05) according to the institute variable. Considering the rank averages, it can be said that those studying in educational sciences institutes have a higher average than those studying in social sciences institutes. There is no significant difference in terms of other idealism, realism, experientalism and existentialism philosophical orientations and the institutions studied. Education philosophical orientations analysis according to the departments of graduate students are given in Table 9.

Table 9. Mann-Whitney U Test Results According to the Philosophical Orientation Variable Related to Enrolled Program

Felsefi tercih	Program	N	Mean Rank	Sum of Ranks	U	Z	p
Perennialism	C&I	56	46,81	2621,50	1025,500	-4,764	,000
	EA	72	78,26	5634,50			
Idealism	C&I	56	54,30	3041,00	1445,000	-2,744	,006
	EA	72	72,43	5215,00			
Realizm	C&I	56	53,64	3004,00	1408,000	-2,923	,003

	EA	72	72,94	5252,00			
Experientialism	C&I	56	58,57	3280,00	1684,000	-1,598	,110
	EA	72	69,11	4976,00			
Existentialism	C&I	56	69,28	3879,50	1748,500	-1,286	,198
	EA	72	60,78	4376,50			
	Total	128					

As it can be seen in Table 9, the departmental variable of the students' philosophical orientation score averages and permanence (U = 1025,500; P <0.05), idealism (U = 1445,000; P <0.05), realism (U = 1408, 000; P <0.05) show a significant difference between the philosophy sub-dimensions. Considering the rank averages, it can be said that students in the sub-dimensions of educational administration in the sub-dimensions of perennialism, idealism and realism have a higher average than students in education programs and education. There is no significant difference in terms of other experientalism and existentialism philosophical Orientations and institutions.

96 (75%) of the 128 graduate students participating in this study were observed to adopt the philosophy of experientalism, followed by the philosophies of realism, permanentism, existentialism and idealism, respectively. There was a significant difference in favor of men in the gender variable of philosophical Orientation scores of graduate students and in the sub-dimensions of philosophy of persistence and experientalism. A significant difference has been determined in favor of employees as teachers in the occupational variable and philosophy of idealism and realism sub-dimensions of philosophical Orientation scores of graduate students. A significant difference was found in favor of students at the undergraduate level of philosophical Orientation scores of graduate students in terms of graduate program level and philosophy of persistence and idealism. A significant difference was determined in favor of students studying in educational sciences institutes in the sub-dimension of philosophy of choice of graduate students according to institute variable. A significant difference has been determined in favor of students in the department of ededucational administration in the sub-dimensions of philosophy Orientation scores of the graduate students in the sub-dimensions of permanence, idealism, realism philosophy.

FINDINGS FOR GENERAL SELF-EFFICACY LEVEL OF GRADUATE STUDENTS

The self-efficacy levels are grouped as low-medium-high considering the arithmetic mean and standard deviation of the total scores of graduate students from the general self-efficacy scale. While the scores are grouped; Lower Level; Lowest Score <X≤ Arithmetic Mean - Standard Deviation; (28,96-4,87 = 24.09)

Intermediate; Arithmetic Mean - Standard Deviation (24.09) <X≤ Arithmetic Mean+Standard Deviation (33.83) Top level; Arithmetic Mean + Standard Deviation <X≤ Highest Score (28.96 + 4.87 = 33.83)

Taking into account the above calculation, teachers are divided into 33% slices. Descriptive statistics related to general self-efficacy beliefs of graduate students are given in Table 10.

Table 10. General Self-Efficacy Levels of Students

SED Level	Self-Efficacy Levels	n	%	$\overline{X}$	sd
Lower	1<X≤24,09 Lower	15	11,7	28,9578	4,87089
Middle	24,09<X≤33,83 Middle	94	73,4		
Upper	33,83<X≤40 Upper	19	14,8		
Total		128	100		

* Calculations are based on the total score averages that teachers received across the scale.

As seen in Table 10, when the results are examined according to the average obtained from the total of the general self-efficacy scale scores of the graduate students, it is seen that the arithmetic average in the scale in the range of 0-40 points can be 28.95. In line with this result, the general self-efficacy of graduate students is 15 (11.7%); moderate 94 (73.4%); it is observed that there is a high level of 19 (14.8%). In this section, the Mann-Whitney U test was used because the number of people in the groups was below fifty (50) when the variables were included in the analysis, and the average scores obtained from the measurements did not show normal distribution as a result of the Kolmogorov Simirnov test (p> 0.05). General self-efficacy beliefs of the graduate students according to gender, profession, graduate program levels, institute and department variables were examined and the results of the analysis are given in Table 11.

Table 11. General Self-Efficacy Levels of Graduate Students According to Various Variables Kruskal Wallis H Test Results

Variable	Self-Efficacy Levels	n	Mean	df	χ^2	p
Gender	Lower	15	70,43	2	,869	,647
	Middle	94	64,35			
	Upper	19	60,55			
Profession	Lower	15	67,70	2	3,492	,174
	Middle	94	66,20			
	Upper	19	53,55			
Graduate Program	Lower	15	59,53	2	1,827	,401
	Middle	94	63,94			
	Upper	19	71,21			
Graduate School	Lower	15	58,80	2	1,154	,562
	Middle	94	64,38			
	Upper	19	69,58			
Department	Lower	15	66,90	2	3,389	,184
	Middle	94	66,63			
	Upper	19	52,08			
	Total	128				

As can be seen in Table 11, no statistically significant difference was found between the genders' perceptions of general self-efficacy (χ^2 =, 869; p> 0.05). There was no statistically significant difference between graduate students' perceptions of general self-efficacy (χ^2 = 3.492; p> 0.05) and their professions. No statistically significant difference was found between the graduate students' general self-efficacy (χ^2 = 1.827; p> 0.05) perceptions and graduate program levels. No statistically significant difference was found between the graduate students' perceptions of general self-efficacy (χ^2 = 1.154; p> 0.05). No statistically significant difference was found between the graduate students' perceptions of general self-efficacy (χ^2 = 3.389; p> 0.05) and their departments. No statistically significant difference was found between the general self-efficacy perceptions of the graduate students and their gender, graduate program levels, institutes where they studied and the departments where they studied. Similarly (Uysal, in his study with academics in 2013, revealed that there was no significant difference between variables such as department and gender and general self-efficacy.

COMPARISON OF EDUCATIONAL PHILOSOPHY ORIENTATIONS AND GENERAL SELF-EFFICACY LEVEL

The philosophical orientations of graduate students were analyzed by comparing their sub-dimensions and general self-efficacy perception levels and their results are shown in Table 12.

Table 12. Kruskal Wallis H Test Results for Comparing Graduate Students' Educational Philosophy Orientations and General Self-Efficacy Levels.

Philosophy	Self-Efficacy Levels	n	Mean	df	χ^2	p
Perennialism	Lower	15	59,43	2	,406	,816
	Middle	94	64,71			
	Upper	19	67,47			
Idealism	Lower	15	61,87	2	1,664	,435
	Middle	94	66,82			
	Upper	19	55,11			
Realism	Lower	15	58,70	2	,466	,792
	Middle	94	64,92			
	Upper	19	67,00			
Experientialism	Lower	15	65,80	2	1,772	,412
	Middle	94	62,26			
	Upper	19	74,58			
Existentialism	Lower	15	60,57	2	1,208	,547
	Middle	94	63,44			
	Upper	19	72,84			
	Total	128				

As seen in Table 12, no statistically significant difference was found between the perceptions of graduate students' perceptions of self-efficacy (χ^2 =, 406; p> 0.05) and perennial philosophy. No statistically significant difference was found between the perceptions of general self-efficacy (χ^2 = 1.664; p> 0.05) and idealism philosophy of graduate students. No statistically significant difference was found between the perceptions of general self-efficacy (χ^2 =, 466; p> 0.05) and realism philosophy Orientations of graduate students. No statistically significant difference was found between the perceptions of general self-efficacy (χ^2 = 1.772; p> 0.05) and experientalism philosophy of graduate students. No statistically significant difference was found between the perceptions of general self-efficacy (χ^2 = 1.208; p> 0.05) and the existential philosophy of graduate students. As a result, no statistically significant difference was found between the lower, middle and upper levels of the general self-efficacy perceptions of graduate students and the Orientations of perennialism, idealism, realism experientalism, existentialism, which are the philosophy of education philosophy.

CONCLUSION AND DISCUSSION

Related litearature consist of different studies (Arıza & Del Pozo, 2002; Asan, Koymen and Obeidat, 2005; Ekiz, 2007; İlhan, Çetin and Arslan (2014) clarifying that educators' individual innovativeness and daily curricular practices are significantly correlated with their adopted philosophies of education. In this study, 96 out of 128 graduate students (75%) were observed to adopt the philosophy of experientalism, followed by the philosophies of realism, perennialism, existentialism and idealism, respectively. A significant difference was found in favor of undergraduate education variable in philosophical orientation score average of graduate students and in the sub-dimensions of philosophy of perennialism and idealism. A significant difference has been determined in favor of students studying at educational sciences institutes in the sub-

dimension of philosophical orientation of students according to institute variable. A significant difference has been determined in favor of students in the department of educational administration in the sub-dimensions of philosophical orientation scores of the students in the sub-dimensions of perennialism, idealism, realism philosophies. No statistically significant difference could be determined between the lower, middle and upper socio-economic levels of students' perceptions of general self-efficacy and gender, profession, graduated program, graduate school and departmental variables. No statistically significant difference was found between the lower, middle and upper levels of students' perceptions of self-efficacy and the philosophy of education, perennialism, idealism, realism, experientalism, existentialism.

With regard to teachers' experientialist orientation, Doğanay and Sarı (2003) obtained similar results. In their study with pre-school teachers candidates, Balcı and Küçükoğlu (2019) determined that teacher candidates adopted the belief in existentialism and progressivism and later followed the philosophy of reconstruction, perennialism and essentialism. Findings regarding the educational beliefs of middle school teachers and prospective teachers in the study by Uğurlu and Çalmaşur (2017) showed that they were at the highest level of existentialism and progressivism, and at the least essentialism education philosophy in both groups. These results confirm that teachers employ and approach the educational philosophy whcih was stated in offical curriculum developed centrally. There was a significant difference in favor of men in the gender variable of philosophical orientation scores of graduate students and in the sub-dimensions of philosophy of persistence and experientalism. A significant difference has been determined in favor of employees as teachers in the occupational variable and philosophy of idealism and realism sub-dimensions of philosophical orientation scores of graduate students.

As a result of a research conducted by Balcı and Küçükoğlu (2019), it has been observed that teachers' self-efficacy beliefs increase as their belief in progressivism, existentialism and reconstructionism increases. In addition, progressive and existentialism education beliefs have been found to have a high level of influence on teachers' self-efficacy beliefs. Ilgaz, Bülbül and Çuhadar (2013) stated that teachers with high self-efficacy can easily adapt to new curricula because they are open to new ideas. In addition, it is concluded that teachers who adopt traditional educational belief and orientations have low self-efficacy in controlling external factors. According to Kozikoğlu and Uygun's (2018) study, it has been determined that there is a moderate significant relationship between teachers' educational philosophies and curriculum design approaches. In this study, it has been also determined that there is a moderate and positive relationship between teachers' philosophy of perennialism and essentialism with regard to the subject-centered curriculum design approach. In Koç's study (2013), it was concluded that there was a moderate positive relationship between classroom teachers' self-efficacy perceptions and their constructivist learning environment. Regarding the resuklts of this study, different studies may be done for graduate students with different tools. Again, it may also be suggested to conduct researches with qualitative methods related to the process that the graduate students experienced and the deficiencies they experienced in this educational step.

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