

Ideologies, Attitudes, and Curriculum Change: Teachers' Perception

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Abstract: This study investigates the effects of educational ideologies on teachers' perceptions and their attitudes towards curriculum reform. For this purpose, in order to explore teachers' beliefs related with the recent curriculum change, identifying educational beliefs became especially important since they are the principal implementers of the curriculum. Participants of this study were teachers from primary and secondary schools. Data were gathered from the participants via two inventories, Educational Ideologies Inventory and Teachers' Receptivity to Change Inventory. The results of the study indicated some key contribution from teachers' standpoint that their educational ideologies were considerably compatible with the approach of the new curriculum. Although most of the teachers confirmed tendency in the direction of liberal educational ideologies and in consequence there were no significant difference between teachers' educational ideologies and their receptivity of curriculum change, it would be an important contribution to the literature to investigate the belief of teachers if they mainly had conservative educational ideologies toward curriculum change.

Keywords: Educational ideologies, teachers' belief, curriculum development, reform and change

İdeolojiler, Tutumlar ve Müfredat Değişimi: Öğretmenlerin Algılayışı

Öz: Bu çalışma eğitim ideolojilerinin öğretmenlerin eğitime yönelik algıları üzerindeki etkisi ve öğretmenlerin müfredat değişimine yönelik tutumlarını araştırmaktadır. Öğretmenlerin yeni müfredatın temel uygulayıcıları olduğu düşünüldüğünde sahip oldukları eğitim ideolojilerinin belirlenmesi ve güncel program değişikliğine yönelik düşüncelerinin ortaya çıkarılması önem kazanmaktadır. Çalışmanın katılımcıları ilk ve orta öğretim öğretmenleridir. Veri Eğitim İdeolojileri Envanteri ve Öğretmenlerin Değişime Katılım Envanteri olmak üzere iki araçla toplanmıştır. Çalışma sonuçları yeni müfredatın eğitim yaklaşımı ile öğretmenlerin sahip oldukları eğitim ideolojilerinin önemli ölçüde uyumlu olduğunu ortaya koymaktadır. Katılımcıların önemli bir kısmında liberal eğitim ideolojilerine yönelik bir inanış olmasından dolayı eğitim ideolojileri ve müfredat değişimini kabullenme arasında belirgin bir farklılık olmamasına rağmen temelde muhafazakar eğitim ideolojilerine sahip öğretmenlerin müfredat değişimine yönelik inanışlarının araştırılması alanyazına önemli katkılar sağlayabilir.

Anahtar Sözcükler: Eğitim ideolojileri, öğretmen inanışları, program geliştirme, reform ve değişim

Recent years have become the era of educational change through school reforms and curriculum development due to the enormous developments in educational technologies, explosion of knowledge in every branch of science and the growing needs of both market and the society. Gokmenoglu, Eret, and Kiraz (2010) indicate that:

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...the impact of socio-political changes and scientific developments in the societies can be observed vividly on the educational movements, theories, and philosophies, as the education cannot also be separated from the society we live in. In short, the historical, scientific and socio-political events change the society. The changes in the society shape the theories; the changes in the theory affect the research; and, in return, the changes in the theory and research change the society (p.292).

In addition, international exams like PISA, TIMMS, and PEARLS made educational reforms and curriculum change mandatory for many countries to make swift movements for higher scores and compete with others. Hence, ministries and many other stake holders felt pressured of these globalized as well as national exam inflation and numeric ranking balloon they begin discussing the reform issues and attempt to make appropriate decisions for students' as well as the country's own excellence. An attempt to meet with the requirements of standardization in education, change has been inevitable for many institutions. Interestingly, most of the time educational institutions with governmental affiliation had to face this change matter via top administrators or decision makers or unqualified politicians without questioning the inclination of the teaching staff and sources. Generally, like all other reforms in education, curriculum reforms are top-down in nature (Fullan, 2001a) and teachers are the ones who oppose to curriculum changes as they are most affected group by these changes. As stated by Broadfoot, Osborn, Planel & Pollard (1994) the success of educational changes, regardless of their nature, relies on the successful implementations of teachers in classrooms. Thus, it is important to find the factors that hinder or support teachers to adapt the intended changes.

Curriculum Reform

The curriculum reform is one of the main structures in the change processes, occurring in the reform of education as indicated by Lee, Ha, Chan, and Sum (2004): "During the past decade, reform of the school curriculum has been undertaken as a key instrument of educational change" (p.421). The curriculum reform is considered as a key element because it determines what takes place in the classroom. The success of an effective implementation of a curriculum reform also depends on the teachers as they are the principal implementers of the program. However, "teachers came to the reform with varying degrees of knowledge about and experience with the instructional approaches of the curriculum and not all teachers held a belief system that coincided with the reform" (Davis, 2002, p. 15). In her study, Davis (2002) states that some teachers consider the reform process as an opportunity to reach their aims while the others believe that this process is a challenge to their long-held ideas and beliefs about their students, learning, and teaching.

Literature also has evidence for under what conditions it is easier for teachers to accept the system-wide changes as curriculum reform and it also provides data about the variables that affect teachers' acceptance of changes. Guskey (2002) has proposed a 'Model of Teacher Change' which indicates that the relationships among change in teachers' classroom practices, change in student learning outcomes, and change in teachers' beliefs and attitudes

are highly complex and reciprocal. He argues that evidence of improvement in the learning outcomes of students is the key element of any change in classroom practices and teachers' attitudes.

Curriculum Reform in Turkey

In Turkey, there has been a nation-wide curriculum change since 2005. In this reform movement, at the beginning, elementary school primary years, grades from 1 to 5, was taken into consideration and new curricula have been developed for all courses. For grades 6 to 8, new curricula have been gradually developed and, later, implemented. At high school level, new curricula have been developed in the areas of Physics, Turkish Language and Literature, Chemistry, Biology, Mathematics, Geography, and History. At the vocational high schools, a new modular approach has been adopted in the teaching of vocational courses. The curricula, which have been implemented nation-wide since September 2005, was developed and piloted in 120 schools in nine cities in 2004-2005 (Talim Terbiye Kurulu, 2005). Ministry of National Education (MONE) has considered the curriculum reform movement as a necessary step in order to keep up with the growing needs of world, the country, and the market. Apart from MONE, others are also concerned about the quality of education in Turkey (*Şimşek & Yıldırım, 2004*). Since at all levels of schooling traditional teaching methods which include recitations, memorization, and drills dominated the classroom practices (Sönmez, 1996), it is widely agreed by scholars, journalists and politicians that there is an imperative need for reform in education. It is also considered that there is a necessity for raising the standards of education in Turkey, a candidate country to European Union (EU). The famous international studies PISA (OECD, 2004), PIRLS (2001), and TIMSS (1999) also have strengthened the idea of need for an educational reform in Turkey since they revealed that achievement levels of Turkish students were significantly lower than the international average. Although there have been reform initiatives to change curriculum and classroom practices previously, classroom practices, curriculum and textbooks were relatively conservative and traditional (*Şimşek & Yıldırım, 2004*). MONE, however, has acknowledged that the previous education programs were rather traditional, conservative, and teacher-centered. Thus, the thoughts toward the previous curricula were centered on inadequacy in the needs of students, society, and the market. Because of these, and many other reasons, constructivist approach gained significance and became the main philosophy of the new curriculum. For instance, the main objectives of curriculum reform, based on constructivist view of education, stated by Talim Terbiye Kurulu (Board of Education) in 2005 were:

- to reduce the amount of content and number of concepts,
- to arrange the units thematically,
- to develop nine core competencies across the curriculum,
- to move from a teacher-centered didactic model to a student-centered constructivist model,

- to incorporate ICT into instruction,
- to monitor student progress through formative assessment,
- to move away from traditional assessment of recall, and introduce authentic assessment,
- to enhance citizenship education,
- to introduce second language courses from primary school,
- to widen the scope of religious education,
- to establish a system of student representation, and engage students in community work (cited in Artvinli, 2010, p. 115).

However, like in every reform effort, it is noteworthy that this reform movement has opponents as well as proponents from very different point of views. Before, during, and after the program development, developmental process and results are highly criticized by some scholars and some Non-Governmental Organizations (NGOs) such as in Egitim-Sen's report on the issue (2005). These criticisms resulted in hot debates on curriculum reform. Bıkmaz (2006) points out that some concepts may lead misunderstanding in new curricula if in-service training is not carefully planned and efficiently rendered for teachers. These concepts mainly were individual differences, active learning, the role of teacher as guide, learning as a process, and evaluation as a process. In their analysis of Math Curriculum, Babadoğan & Olkun (2006) gave particular attention to the importance of teacher training since new curriculum requires teachers a complete shift in their roles, but they also point out that teacher training, so far, is not adequate. Apart from this, most of the experienced teachers confront these methods and techniques for the first time. Therefore, there is a wide information gap between some of the teachers and new programs.

Since the first implementation of new curricula in 2005, various studies have been conducted on the impacts and results of curriculum change in Turkey. In a case study, including 32 English teachers, conducted by Kırkgöz (2008) revealed that after the curriculum change in 4th and 5th grade levels in English teaching there is a considerable variation among the instructional practices of teachers. Another study, conducted by Özel et al. (2007) aimed to determine to what extent teachers agree on the reasons for curriculum change in Turkey. They have found out that female teachers have stated more positive opinions about the reasons for the change in curriculum than the males. Bulut (2007) analyzed new elementary school mathematics curriculum by considering 5th grade students' and classroom teachers' views in a case study. In her study, teachers stated that although their workload lessened by placing the student at the center of education, arranging physical condition is a problem since the classrooms are overcrowded. As the studies indicated that although the new curriculum responds to the needs of students and it is in line with their developmental characteristics which enable students to learn more efficiently, the teachers' views and acts on the implementation of it vary. Thus, it is important to find out the underlying factors that cause variation in the implementation. This study suggests that educational ideology may affect one's decisions directly or indirectly

since the change in new curriculum is also an ideological change in teachers' way of teaching.

Educational Ideologies

Ideologies play an important role in decision making processes as education is one of the areas in life which forces stakeholders to make accurate choices. Lamm (2000) notes that educational decisions are all ideological decisions since they include value judgments, aims, and expectations. Based on their unique features, Gutek (2004) groups educational ideologies in five main categories: Nationalism, Liberalism, Conservatism, Marxism and Liberation. O'Neill (1990), on the other hand, divided educational ideologies into two main groups: Conservative educational ideologies and liberal educational ideologies. In his categorization, there are mainly three specific educational ideologies under each general educational ideology that focus on political philosophies and their implications on education.

Conservative educational ideologies consist of three basic traditions. These are educational fundamentalism, educational intellectualism, and educational conservatism. Like conservative educational ideologies, liberal educational ideologies consist of three basic traditions: educational liberalism, educational liberationism, and educational anarchism. O'Neill (1990) explains these educational ideologies in six different categories, discussing and commenting on each one in quite detailed manner.

The first of these ideologies is Educational Fundamentalism which claims that educational ideology encompasses political conservatism which *urges humans to reform conventional standards of belief and the goal of the school is to restore the older and better ways in order to reconstruct the existing the social order*. Educational Conservatism which is fundamentally supportive of *adherence to established institutions and processes, together with a deep respect for law and order*. In educational terms, conservatives see the central goal of the school as being the *preservation and transmission of existing social patterns and traditions*. They seek to develop a contemporary society by ensuring sort of slow and organic change that is compatible with the pre-established legal and institutional requirements. The third ideology is Educational Intellectualism. It seeks to *change existing political (including educational) practices in order to make them conform more perfectly to some established and essentially unvarying intellectual or spiritual ideal* (O'Neill, 1990).

In Educational Liberalism, the long term goal of education is to preserve and improve the existing social order by teaching each child how to deal effectively with his or her real-life problems. Schools should attempt both to provide students with the information and skills necessary to learn effectively for themselves and to teach students how to solve practical problems through the application of individual and group problem-solving processes. Similar to the previous one, Educational Liberationism maintains that the ultimate goal of education should be to implement the reconstruction of society through humanistic lines emphasizing the fullest development of each person's unique potentialities as a human being. The last ideology, Educational Anarchism, holds that we should emphasize the need

for eliminating institutional limits and pressure on personal behavior. In a decentralized, deinstitutionalized society, people would be returned to themselves, and be more willing to have personal responsibilities (O'Neill, 1990).

It seems that these ideologies affect people's behavior in terms of their approaches to the overall goal of education, the objectives of the school, the roles of teachers and students, the administration and control, the nature of the curriculum as well as instructional methods, and evaluation. Thus, the educational ideologies can be or serve as very *indicative* for some of the educators' behaviors in the classroom environment. Caldwell (1997) states that educational ideologies inevitably influence the development of the curriculum, but at the same time are themselves influenced by the prevailing social and political ideologies. Fiala and Lanford (1987) explain the relationships between the ideology of education and types of school curricula and they state that both formal and intended curriculums are directly influenced by educational ideologies which affect active curriculum via formal and intended curriculum. As indicated by some previous research (Kiraz and Özdemir, 2006), the investigation of relationship between teachers' educational ideologies and their attitudes towards changes might be helpful in order to have a better understanding of teachers' classroom implementations of new curriculum and their attitudes towards it. The main purpose of the study is to help researchers, policy makers, curriculum developers, and many other participants of education to understand whether the educational ideologies have an effect on teachers' attitudes towards curriculum change. Hence, this would work for curriculum developers to take precautions before coming across with such problems. They may also develop panacea such as developing in-service training programs or adapting pre-service education before the implementation of the new curriculum in order to explain the teachers the importance of change to pace up with the changes in the world.

Method

Participants

In the study, purposeful sampling method was used. The population of the study was primary school and high school teachers who were working in different regions of Turkey. The sample of the study was 177 primary school and 62 high school teachers. The teachers whose curriculum has changed gradually since 2005 participated in the study. When demographic characteristics of the population are considered, 66 (37%) of the teachers are female while 111 (63%) of them are male at primary school level. At high school level, 20 (32 %) of the teachers are female; whereas, 47 (68%) of them are male.

Instruments

Mainly two main inventories guide the study since *educational ideologies* were used as independent variable which can have effect on the *Teachers' Receptivity to Change Model*. Therefore, questionnaire was mainly composed of three sections: Demographics, Educational Ideologies and Teacher's Receptivity to Change. Educational Ideologies Inventory was developed and standardized by William O'Neill (1990). Although this

inventory had been previously translated into Turkish and used by Özdemir (2004), in this study, of the 104 items, only 51 items were used in order not to jeopardize the response rate of the inventory. In the process of omitting some items, first of all, two broad categories of general ideologies are not included since the other six subgroups of these broad categories can gather detailed information about the educational ideologies. Secondly, the similar items within each subgroup were excluded as having one item related to the important issues in educational ideologies will suffice. Initial principal component analysis calling for six factors, which are educational conservatism, educational fundamentalism, educational intellectualism, educational liberalism, educational liberationism, and educational anarchism, was conducted. Apart from this, some of the long sentences were shortened in order to make the meaning clearer. Then, the inventory was checked by a Turkish teacher as to prevent the loss of meaning. As a result, some of the sentences were rewritten. After these modifications, the Educational Ideologies Inventory was given to 8 colleagues and 3 academicians in order to control the appropriateness of the inventory and to make modifications accordingly. The inventory was given to the teachers with different fields of teaching because it is intended to be answered by teachers with different backgrounds. The comments of both academicians and teachers were somehow similar. According to their feedbacks and comments, some of the items were modified while some were excluded as these items were not found closely related with educational ideologies. They were stated as political ideologies rather than educational ideologies. After this selection and shortening procedure, the total number of items in the inventory is 51, including 7 Educational Fundamentalism; 9 Educational Intellectualism and Educational Liberationism; 8 Educational Conservatism, Educational Anarchism and 10 Educational Liberalism questions. Later, a pilot study was conducted with 52 primary, secondary and high school teachers. It was found out that the study was reliable. The following tables present the reliability of the educational ideologies inventory used in the pilot study.

Reliability Statistics for pilot study

Case Processing Summary

		N	%
Cases	Valid	44	84,6
	Excluded	8	15,4
	Total	52	100,0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
,748	51

The items in Teacher's Receptivity to Change section were collected from an original survey which explores teachers' perceptions of and attitudes towards curriculum change, originally created by McAttee & Punch (1979) and developed, adapted, and used by Waugh & Punch (1985, 1987, 1993) and Lee (2004). In the adaptation process of the inventory, the

researchers translated the inventory to Turkish and it was cross-translated and back-translated by a group of experts. After the reliability of translation had been assured, some modifications and exclusions were made in the translated survey because there were some differences in the nature of original survey and the curriculum change in Turkey. In addition, the survey was proofread by the same 11 experts who proofread the Educational Ideologies Inventory. Thus, unclear items were clarified, the format of the survey was redesigned according to their feedbacks and another section at which the participants can freely express their ideas about the curriculum change has been added to the survey. The pilot study was employed to the same 52 teachers. In the final draft of the survey, there were seven sections: Attitude Towards the New Curriculum, Cost Benefit of the New Curriculum to the Teacher, Practicality of the New Curriculum in the Classroom, Support for Teacher in Teaching the New Curriculum, Feelings towards Previous System Compared to the New Curriculum, General Behavior Intentions towards the New Curriculum, Overall Feelings towards the New Curriculum.

Data Collection and Analysis

Questionnaires distributed to the teachers were analyzed by using descriptive and inferential statistics. All responses to close-ended items were entered into SPSS for statistical analysis. Firstly, the reliability of the educational ideology and teachers' receptivity to system-wide change inventories were calculated using Cronbach's alpha and compared with the results of past studies. Secondly, the data were explained descriptively by calculating the frequency, mean, and standard deviation, kurtosis, and skewness values where necessary. Thirdly, the items in the questionnaire were examined through Mann-Whitney U Test in order to determine whether or not the differences among teachers' attitudes towards curriculum change and their perceptions of it correlated with their educational ideologies. The reason for using Mann-Whitney U Test for the statistical analysis was that the results of the test of normality tests revealed that the scores gathered from the teachers' receptivity to system-wide change section were not normally distributed. Thus, it required the use of non-parametric tests in the study. The Mann-Whitney U test was chosen among the non-parametric tests as the independent variable, educational ideologies, is a categorical variable and the scores gathered from the dependent variable, teacher receptivity to change, can be rank-ordered.

Results

Background Characteristics

This section indicated that 56,5% of the teachers participated in a new curriculum related in-service training program after the curriculum change. This indicates that a significant number of teachers did not participate in in-service training program at the time of data collection, which is almost 4 years after the implementation of new curriculum programs. It can be inferred that this variable may affect the classroom implementation of the programs. The inspection status of teachers after the curriculum change showed that 67,9% of the

teachers were inspected, whereas, 32,1% of them were not inspected after the curriculum change. This indicates that 1/3 of teachers did not receive feedback about their classroom implementations after the curriculum change.

Educational Ideologies

In the second part of the questionnaire, teachers were given 51 questions that identify their educational ideologies. As Table 1 indicates the majority of teachers had educational liberalist ideology.

Table 1

Distribution of Teachers in terms of their Educational Ideologies

	Frequency	Percent	Valid Percent	Cumulative Percent
Educational Liberalism	89	48,4	48,4	48,4
Educational Liberationism	55	29,9	29,9	78,3
Educational Fundamentalism	14	7,6	7,6	85,9
Educational Anarchism	8	4,3	4,3	90,2
Educational Intellectualism	2	1,1	1,1	91,3
Educational Conservatism	16	8,7	8,7	100,0
Total	184	100,0	100,0	

In the further analyses, these ideologies were grouped into two broad categories: educational conservatism which is composed of educational fundamentalism, educational conservatism and educational intellectualism; educational liberalism which includes educational liberalism, educational liberationism and educational anarchism.

Table 2

Distribution of Teachers in terms of their General Educational Ideologies

	Frequency	Percent	Valid Percent	Cumulative Percent
Educational Liberalism	152	82,6	82,6	82,6
Educational Conservatism	32	17,4	17,4	100,0
Total	184	100,0	100,0	

As Table 2 describes 82,6% of teachers had liberal educational ideologies, whereas, 17,4% of them had conservative educational ideologies.

Teachers' Receptivity to System-Wide Change

Teachers' Attitude towards the New Curriculum. In this part, teachers were asked to respond 9 adjective pairs as a ten category semantic differential with the New Curriculum as the referent. The adjective pairs are as follows: satisfactory/ unsatisfactory (s/u), worthless/ valuable (w/v), wise/ foolish (w/f), permissive/ restrictive (p/r), good/ bad (g/b), intelligent/ absurd (i/a), effective/ ineffective (e/i), necessary/unnecessary (n/u), and uncomplicated/ complicated (u/c). This part is responded by 176 teachers. The mean and median scores for each adjective pair are shown in below.

Table 3*Responses about Attitude towards the New Curriculum*

	S/U	W/V	W/F	P/R	G/B	I/A	E/I	N/U	U/C
Mean	5,60	5,96	6,27	6,42	6,10	5,94	5,90	6,42	6,12
Median	6,00	6,00	6,00	7,00	6,00	6,00	6,00	7,00	6,00
Minimum	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	10,00	10,00	10,00	10,00	10,00	10,00	10,00	10,00	10,00

As the table indicates the teachers are fully neither satisfied nor dissatisfied from the new curriculum.

Cost Benefit of the New Curriculum to the Teacher

This subsection inquires about the teachers' view on whether the new curriculum is cost beneficial and worthwhile to implement in their classrooms. In this subsection, teachers responded to five questions in four categories as "very much" (vm), "a little" (l), "not much" (nm) or "not at all" (na). Table 4 presents the frequencies and percentages of the responses given to all questions in this subsection.

Most of the teachers seem to have a balanced life between their school work and their life outside the school. 75% of teachers thought that the new curriculum provides better classroom learning for students as the Table 4 indicated. When the teachers weighed up the balance between the problems generated by the new curriculum and its total benefits, it could be seen that more than 2/3 of teacher thought that the new curriculum is worthwhile to implement in the classroom.

Table 4*Teachers' Views on the Cost-benefit of the New Curriculum*

Item	Not at all		Not much		A little		Very much		Total	
	F	%	F	%	F	%	F	%	F	%
Is new curriculum worthwhile when you weighed up the balance between;										
1- the work generated for you by the New Curriculum and your satisfaction with teaching?	7	3,8	29	15,8	101	54,9	47	25,5	184	100
2- the work generated for you by the New Curriculum and your life outside the school?	13	7,1	40	21,7	95	51,6	36	19,6	184	100
3- the work generated for you by the New Curriculum and better student classroom learning?	7	3,8	39	21,2	84	45,7	54	29,3	184	100
4- all the problems generated for you by the New Curriculum and its total benefits?	7	4,9	41	22,3	92	50,0	42	22,8	184	100
5- the responsibility for student assessment generated for you by the New Curriculum and your work load?	13	7,1	41	22,3	81	44,0	49	26,6	184	100

Practicality of the New Curriculum Outline in the Classroom

This section asks questions to teachers about outlines of curriculum which is provided by MONE and it also investigate how much these outlines suit their teaching styles. In this subsection, teachers responded to seven questions in four categories. The findings indicate that the outlines of new curriculum are compatible with the teaching styles of the teachers as 78,2% of the teachers stated this openly.

Table 5

Teachers' Views on the Practicality of the New Curriculum Outline

Item	Not at all		Not much		A little		Very much		Total	
1- Do the outlines of new curriculum suit your classroom teaching style?	13	7,1	27	14,7	86	46,7	58	31,5	184	100
2- Do the outlines of new curriculum reflect your educational philosophy?	13	7,1	48	26,1	85	46,2	38	20,7	184	100
3- Do the outlines of new curriculum provide a sufficient variety of classroom learning experience?	9	4,9	41	22,3	87	47,3	47	25,5	184	100
4- Is the classroom content tuned to the needs of the students?	15	8,2	49	26,6	89	48,4	31	16,8	184	100
5- Are your students' attitudes towards your classroom assessment program positive?	12	6,5	54	29,3	77	41,8	41	22,3	184	100
6- Do the course outlines provide sufficient flexibility to help you manage the day-to-day running of the classroom?	17	9,2	40	21,7	82	44,6	45	24,5	184	100
7- Are the resources in your subject area sufficient to implement the course outline as stated?	17	9,2	40	21,7	82	44,6	45	24,5	184	100

School Support for the Teacher in Teaching New Curriculum

In this subsection, teachers responded to eleven items in four categories as "strongly agree" (sa), "agree" (a), "disagree" (da) or "strongly disagree" (dsa). This section gathers information about the teachers' views on the support provided to them in their schools about the new curriculum. The frequencies and percentages of the responses for each item given to this subsection are presented in the Table 6.

This table shows that more than half of the teachers do not have another teacher who can help about the problems in new curriculum. The third item in this section indicates that the support for the successful implementation of the curriculum is not sufficient. 67% of teachers thought that some problems cannot be solved informally by the support of the school. The support of the principal is vital for the successful implementation of the new curriculum. The findings of the seventh, tenth and eleventh items showed that 2/3 of teachers have the support of their principles at their schools. Only half of the teachers thought that the other teachers at their schools support the new curriculum. However, it can be expected that almost 80% of teachers support the new curriculum as they have Liberal educational ideologies. Total mean and median scores calculated for the each question for

Table 6*Support for teachers provided by the school and feelings towards the Previous System*

Item	Strongly Disagree	Disagree	Agree	Strongly agree	Total					
1- There are regular school meetings at which I can raise my fears and apprehensions about the New Curriculum	26	14,1	69	37,5	79	42,9	10	5,4	184	100
2- There is a senior teacher to whom I can turn for advice related to new curriculum problems	31	16,8	67	36,4	73	39,7	13	7,1	184	100
3- There is good general support whenever I have problems with New Curriculum books, equipment etc.	36	19,6	80	43,5	60	32,6	8	4,3	184	100
4- There is at least one school person with whom I can talk about any student problems in new curriculum	13	7,1	41	22,3	108	58,7	22	12	184	100
5- Problems about the New Curriculum can be solved informally in general conversation at school	20	10,9	77	41,8	73	39,7	14	7,6	184	100
6- There are some problems with the New Curriculum that cannot be solved through support at this school	11	6	49	26,6	94	51,1	30	16,3	184	100
7- Our principal at this school supports the New Curriculum	6	3,3	35	19	112	60,9	31	16,8	184	100
8- the senior teachers at our school supports the New Curriculum	18	9,8	68	37	77	41,8	21	11,4	184	100
9- the majority of teachers at our school supports the New Curriculum	16	8,7	74	40,2	70	38	24	13	184	100
10- At school meetings, the principal makes comments praising the New Curriculum	8	4,3	49	26,6	100	54,3	27	14,7	184	100
11- At school meetings, the principal makes comments criticizing the New Curriculum	15	8,2	88	47,8	71	38,6	10	5,4	184	100

this subsection suggest that the median scores for the first, second, third, fifth and eleventh items in this section are 2.00 (Disagree); whereas for the fourth, sixth, seventh, eighth, ninth and tenth items, the median scores are 3.00 (Agree).

Feelings towards the Previous Curriculum Compared to the New Curriculum

In this subsection, teachers responded to six items in four categories as “strongly agree” (sa), “agree” (a), “disagree” (da) or “strongly disagree” (dsa). This section asks teachers to compare the new curriculum with the previous one. This section is really important as the new curriculum holds a completely new paradigm. The results of this section presented how the teachers conceive the new curriculum when they compare it to the previous curriculum.

Table 7*Teachers' Feelings towards the Previous System Compared to the New Curriculum*

Item	Strongly Disagree		Disagree		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%
In comparison to the previous curriculum; 1- the New Curriculum provides for better student learning	16	8,7	44	23,9	90	48,9	34	18,5	184	100
2- the New Curriculum allows me to manage my classroom better	18	9,8	71	38,6	71	38,6	24	13	184	100
3- the New Curriculum provides more up-to-date content	5	2,7	27	14,7	117	63,6	35	19	184	100
4- the New Curriculum allows students to better match courses with abilities and needs	7	3,8	46	25	98	53,3	33	17,9	184	100
5- the New Curriculum provides for more interesting experiences for the students	7	3,8	40	21,7	101	54,9	36	19,6	184	100
6- the New Curriculum provides richer content	14	7,6	44	23,9	87	47,3	39	21,2	184	100

The finding of the first item in this section indicated that 79,4% of the teachers thought that the new curriculum provides better student learning than the previous curriculum. The second item in this section showed that 48,4% of the teachers experience classroom management problems while implementing new curriculum. The finding of the third item presented that one of the aims of the new curriculum is successfully achieved as 82,6% of the teachers think that the new curriculum is more up-to-date. The fourth item in this subsection inquired whether the teachers think that the new curriculum is 'responding the needs of the students' which is also one of the main aims of the new curriculum. The responses given to this item indicated that 71,2% of the teachers believed that the new curriculum is responding the student needs better than the previous curriculum. Thus, the finding also indicated that the paradigm shift from the old curriculum to new one is successful. The last two items of this section indicated that most of the teachers considered the new curriculum more interesting and richer content than the previous curriculum.

General Behavior Intentions towards the New Curriculum

In this subsection, teachers responded to six items in four categories as "strongly agree" (sa), "agree" (a), "disagree" (da) or "strongly disagree" (dsa). This section shows whether they are willing to implement and support the new curriculum in various contexts or not. This is important because their intentions of implementing or not implementing the new curriculum determine whether the change process will be successful or not. As the Table 8 indicated almost 55% of the teachers would openly and actively support the new curriculum.

However, when their educational ideologies were considered, 80% of the teachers was expected to support the new curriculum as 80% of the teachers had the parallel educational ideologies with the new curriculum. The percent of the teachers who could tell that the new curriculum was flexible; hence supportable was 63,1. The sixth item in this section indicated that almost 2/3 of the teachers could tell others that the new curriculum could be adapted to the needs and abilities of the teachers.

Teacher Participation in the New Curriculum

In this subsection, teachers responded to six items in four categories as “very much” (vm), “somewhat” (sw), “not much” (nm) or “not at all” (na); however, the teachers responded to the last item in three categories as “greater than I expected” (gte), “as I expected” (ae), “less than I expected” (lte). This section describes how the teachers evaluate themselves and their success while teaching the new curriculum and assessing the student success in the new curriculum. The findings in this section revealed that 77,7% of the teachers stated that they did not have influence in relation to teaching the

Table 8
Teachers' General Behavior Intentions towards the New Curriculum

Item	Strongly Disagree		Disagree		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%
In my behavior and communication with others;										
1- I will probably oppose the New Curriculum	32	17,4	82	44,6	58	31,5	12	6,5	184	100
2- I will probably actively and openly support New Curriculum	14	7,6	69	37,5	73	39,7	28	15,2	184	100
3- I will probably praise New Curriculum	17	9,2	77	41,8	68	37	22	12	184	100
4- I will probably actively and openly resist New Curriculum	18	9,8	87	47,3	60	32,6	19	10,3	184	100
5- I will tell them that the New Curriculum is flexible and hence supportable	15	8,2	53	28,8	91	49,5	25	13,6	184	100
6- I will tell them that the New Curriculum can be adapted to the needs and abilities of students	10	5,4	47	25,5	99	53,8	28	15,2	184	100

new curriculum. 74,5% of the teachers did not consider themselves successful while assessing the students achievement in the new curriculum. Almost 55% of teachers did not think that there was co-ordination among teachers in relation to the new curriculum. The frequencies and percentages of the responses for each item are represented in the following table.

Table 9*Teachers' Conceptions of themselves in relation to their Success and their Authority in New Curriculum*

Item	Very much		Somewhat		Not much		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%
1- The influence that I have in relation to teaching the subject matter is	3	1,6	38	20,7	117	63,6	26	14,1	184	100
2- My success in relation to assessing student achievement in New Curriculum is	2	1,1	45	24,5	115	62,5	22	12	184	100
3- My success in relation to describing and reporting student achievement in the New Curriculum is	8	4,3	70	38	88	47,8	18	9,8	184	100
4- My authority in relation to deciding subject matter to be taught in New Curriculum is	19	10,3	63	34,2	79	42,9	23	12,5	184	100
5- My authority in relation to deciding assessment policy in New Curriculum is	10	5,4	58	31,5	94	51,1	22	12	184	100
6- The co-ordination among teachers in relation to subject matter is	22	12	60	32,6	93	50,5	9	4,9	184	100

The Effects of Educational Ideologies on Attitudes towards Curriculum Change

In this part, the relationship between teachers' educational ideologies and their attitudes towards new curriculum are investigated. The independent variable, educational ideologies, include two main levels which are composed of three subcategories each. The two main levels are general educational conservatism and general educational liberalism. Three subcategories of educational conservatism are educational fundamentalism, educational intellectualism and educational conservatism. Three subcategories of general educational liberalism are educational liberalism, educational liberationism and educational anarchism. The dependent variable, attitude towards new curriculum include two levels: feelings towards the previous curriculum compared to the new curriculum and general behavior intentions towards the new curriculum.

Tests of normality were conducted for two levels of dependent variable, which are sections D and E of Teachers' Receptivity to System-Wide Change questionnaire according to the distribution of teachers' educational ideologies and it was observed that the total and mean scores of these sections were not normally distributed. Thus, the analyses were conducted by using non-parametric tests. The significance level was set at 0.05.

Relationship between Educational Ideologies and Feelings towards the Previous Curriculum Compared to the New Curriculum

For the overall evaluation of this section, total and mean scores of the section D, which is 'Teachers' Feelings towards the Previous Curriculum Compared to the New Curriculum,' was calculated and the results were compared to two main levels of educational ideologies.

These results were analyzed with Mann-Whitney U Test for the statistical significance. No significant mean difference was found between the teachers with conservative educational ideologies and the teachers with liberalist educational ideologies in their comparison of the new curriculum with the previous curriculum $p = .056$, $p > .05$.

In this section When Mann-Whitney U Test was conducted for each item and it was seen that there was statistical difference in the distribution of scores in the items 24 $p = .002$ and 27 $p = .025$. Item number 24 investigates the teachers' views on previous curriculum and new curriculum in terms of better student learning. Item number 27 investigates that whether new curriculum allows students to better match courses with abilities and needs. No significant difference was found in other items in this section: item 25 $p = .367$, item 26 $p = .433$, item 28 $p = .092$ and item 29 $p = .167$.

Relationship between Ideologies and Teachers' Intentions towards New Curriculum

In this section, the effect of educational ideologies on Teachers' General Behavior Intentions was analyzed. First, the mean and total scores in section E, which gathered data on the general behavior intentions of teachers, were calculated and then they were compared to two main levels of educational ideologies for the overall evaluation of this section. In the overall evaluation of this section, there was found no significant difference in the distribution of scores $p = .71$.

In the item by item analysis of this section, there was also no significant relationship between teachers' educational ideologies and their general behavior intentions towards the new curriculum which is an indicator of the teachers' attitudes towards the new curriculum. The p values for each item was calculated as $p = .076$ for item 30, $p = .298$ for item 31, $p = .173$ for item 32, $p = .754$ for item 33, $p = .121$ for item 34 and $p = .695$ for item 35.

The Relationship between Teachers' Attitudes towards New Curriculum and their Teaching Experience

In this part, it was tried to be find out if there was a significant relationship between teachers' attitudes towards new curriculum and their teaching experience. In order to analyze the data, the teachers were grouped into three categories in terms of their teaching experience: teachers with 1-5 years of experience, 6-9 years of experience and 10 years or more. The mean scores of sections D, Feelings towards the Previous Curriculum compared to the New Curriculum; and E, General Behavior Intentions towards the New Curriculum were compared to teachers' experiences. As there were three levels of experience. Kruskal-Wallis Test was conducted to analyze the data. No significant relationship was found in the analysis between these sections and the teachers' experience $p = .49$ for section D and $p = .796$ for section E.

Discussion

This study attempted to shed light on some issues about the acceptance of curriculum change in education. The factors that have been affecting the change process have been argued for a long time and many factors have been reported as the reasons of resistance to change. The most common reasons supported by the previous studies are top-down nature of change (Fullan, 1990), lack of knowledge, sources or skills to implement the curriculum (Greenberg & Baron, 2000) and the teachers' resistance (Broadfoot & Osborn, 2003; Credaro, 2006; Fullan, Hargreaves, 1998; McNess, 1990; Lee et al., 2004; Waugh & Punch, 1985). In the case of curriculum change, among these reasons, teacher resistance is considered as one of the most important as the teachers are the ones who determines what goes on in the classroom. However, when the teacher resistance is considered, it can be seen that it does not stem from only one reason. There are usually reasons or conditions which interact with other conditions or reasons in the change process apart from the personal differences. Thus, curriculum change can be more arduous to take place when compared to other kind of changes in the field of education as it involves the human factors as well as social and economic factors. Because of these reasons, finding out the variables that affect the teachers' perceptions towards change is not easy. In this aspect, the question is what makes some people adopt the change more easily than the other people.

In previous studies, many factors are listed as the reasons for the teacher resistance. For instance, teachers may feel challenged by the new curriculum or they may see it as threats to their personal expertise (Evans, 1996; Fullan, 2001b; Greenberg & Baron, 2000). They may have lack of knowledge or resources (Greenberg & Baron, 2000) to successfully implement the new program. However, all these factors that are counted as the reasons for teacher resistance are usually specific to certain conditions or environments and all these reasons can be solved through several need analysis, but what if there are some factors which are innate and unsolvable in nature in the change process as stated by Fullan (2001a).

In this study, educational ideologies were tested as a factor affecting the teachers' perceptions towards change since educational ideologies cover the issues of both human and social change processes as well as being unique to each person. Thus, they may not be changed easily and they may not be determined at first glance.

Educational ideologies are categorized in two broad groups: the general conservative educational ideologies and the general liberal ones. In both ideologies, fulfilling the one's full potential has the utmost importance. Happiness is only possible by reaching this potential. However, the means, beliefs, truths and values to reach happiness are different in two ideologies. In most basic terms, conservative ideology view that fulfilling the one's potential is only possible through dedication to some absolute reality such as God, natural law, wisdom of past, tradition; on the contrary, liberal ideology puts the human experience in the center to be able to fulfill the one's fullest potential and it believes that man is the source of all knowledge (O'Neill, 1990). In the context of education, these ideologies differentiate people's beliefs about the nature of education. Thus, it changes the practice in education.

This study showed that the teachers with liberal educational ideologies believe that new curriculum provides better student learning and it allows better student-course match when compared to the previous curriculum. However, no relationship was found between educational ideology and teachers' perceptions of the new curriculum or attitudes towards it in the rest of the comparisons. This indicates that teachers, irrespective of their educational ideology, mostly share the same attitudes or views about the new curriculum although it has been developed on the basis of liberal educational ideology.

It was also analyzed that if there was a difference between experienced and less experienced teachers in their attitudes towards and perceptions of new curriculum. As new curriculum has liberal basis and requires the inclusion of educational technologies along with the use of up-to-date materials, it was assumed that less experienced teachers were more familiar with these; thus, they welcome new curriculum more easily than the experienced teachers. However, unlike the study of Özel et al. (2007), no significant difference was found among the teachers with 1-5, 6-10 and 11 or more years of teaching experience. In the analysis of gender differences, it was observed that there was no significant relationship between male and female teachers in their perceptions of new curriculum. However, a significant relationship was found in terms of their attitudes towards new curriculum in favor of male teachers. They indicated that they will openly support the new curriculum. However, Özel et al. (2007) found out that female teachers stated more positive opinions on the about the reasons for the change in curriculum than the males.

In the study, one of the striking results was that 82,6% of teachers had liberal educational ideology which was compatible with the approach of the new curriculum. However, when attitudes and perceptions of teachers with liberal educational ideologies were compared to the teachers with conservative educational ideologies, it was observed that there was small significant difference in their perceptions of the curriculum change and there was no significant difference in their attitudes towards it. The reason or reasons for this finding is worth investigating further. Because some of the responses given by teachers via open ended questions indicated that teachers sometimes demonstrate supportive behavior even though they do not believe in the new curriculum. The reasons for this would be many but some of them were very conspicuous. "...Love it or leave it" belief was one of them. Teachers knew that being opponent to the new curriculum would not end up with anything in favor of them. Another point of view was about centralized system. Because, teachers considered that resistance to the new curriculum is an exhausted process and it is difficult to broadcast the voice in the hierarchy of the centralized system. Open ended responses underlined the fact that some of the teachers' attitudes and beliefs were not negative. However, the reason for this would be having a belief of irreparableness and believing in incurability of the new curriculum.

The study showed that most of the teachers (%80,6) have liberal educational ideologies; that is, they are willing to adopt a more open and student-centered education, focusing on scientific problem-solving and critical thinking skills which are also the characteristics of the

new curriculum. However, this finding was only gathered through quantitative methods and it only presented how teachers viewed themselves. Although they may have liberal educational ideologies; in their classroom practices, they may follow conservative way of teaching and classroom control methods. Thus, if some qualitative studies are conducted along with quantitative data, this might strengthen the findings.

Some detailed need analysis would be effective in order to fully understand what the teachers need to successfully implement the new curriculum since this study pointed out that most of the teachers lacked some basic needs for successful implementation such as in-service training programs or resources at the time of the data gathered. After solving infrastructure problems such as providing materials, improving physical environments of the schools, conducting some further studies to gain more insight in educational ideologies and adoption of curriculum change can be more solid in the process of adopting new curriculum programs.

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