

The Relationship between the Educational Beliefs and Learning Approaches

Senar Alkin-Sahin

*Dumlupinar University, Faculty of Education, Kutahya, Turkey
E-mail: senar35@gmail.com*

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ABSTRACT The aim of this study was to determine the predictive relationships between the educational beliefs and learning approaches of the Pedagogical Formation Program Students. In addition, the study investigated the pre-service teachers' educational beliefs and learning approaches in relation to some variables. The research scope of the study was designed in line with the relational survey model consisting of 165 pre-service teachers. As data collection instruments, the Educational Beliefs Scale and Revised Two-Factor Study Process Questionnaire were used. The analysis of the collected data employed the t-test, Mann-Whitney U Test, ANOVA, Kruskal-Wallis H test, and Multiple Regression Analysis. The results of the study revealed that the pre-service teachers' educational beliefs and learning approach differ significantly depending on some variables. The educational philosophy adopted by the pre-service teachers account for about one-fifth of both deep learning total variance and surface learning total variance.