# More Clear Now...Ideology And Politics In The Relationship Between Philosophy And Education

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**Abstract**
The realms of Philosophy, Ideology, Statecraft, and Politics have a profound influence on education, shaping its goals, methods, and outcomes throughout history and across societies. These interconnected fields play crucial roles in defining the purpose and structure of educational systems, determining what knowledge is valued, and guiding the formation of future generations. Understanding the intricate relationship between these domains provides valuable insights into how education is both a reflection of societal values and a powerful tool for shaping the course of human development. As with every individual, teachers are intertwined with philosophy, education, statecraft, politics and ideology throughout their lives.. In this context, the aim of the study is to get the opinions of teachers about the concepts of philosophy, ideology, statecraft, politics and education and the relations between these concepts. In this study, in which the phenomenology design, one of the qualitative research methods, was used, the study group of the research consists of 23 teachers. In this research, the data obtained as a result of the answers of the teachers were divided into codes, categories and themes and analyzed by content analysis. All the data in the analysis phase were transferred to the MAXQDA 2022 package program, and the results are presented in the findings section. The study concluded that almost all of the teachers described concepts such as ideology, statecraft, politics, philosophy and education as positive and that most of the relations between these concepts were positive.
**Keywords:**Philosophy, education, ideology, statecraft, politics

**Introductıon**
Philosophy lies in the basis of everything in the universe. At the heart of philosophy, on the other hand, the sense of curiosity underlies. Being in the dark about something creates uneasiness in humans. The sense of wonder that an individual feels about themselves and their environment begins with the birth of a person and lasts until death (Aydın ve Akto, 2021).From this point of view, philosophy is seen as necessary as the water a person drinks and serves as a compass in people's lives (Cevizci 2010; Kantarcı, 2013).Many views define the concept of philosophy, which is the basis of all sciences. The word philosophy originates from Greek. It has emerged from the combination of the word "phileo" meaning "love, chase after, seek" and "sophia" meaning "knowledge, wisdom" (Cevizci, 1999).Philosophy, which is defined as the activity of exhibiting what should be (Çötüksöken, 2003), is generally defined as "the process of connecting with the whole of reality based on grounding and the viable products obtained as a result" (Sönmez, 2020).

Unlike some philosophers, there is a strong relationship between Philosophy and Science. "Philosophy without science is deaf and inarticulate; science without philosophy is blind". It is thought that all developments and innovations in the field of science also affect philosophy (Sönmez, 2020).From this point of view, the relationship between education and philosophy is an undeniable fact. When we consider the subjects of philosophy, it can be said that every subject is involved in the field of philosophy. For this reason, it can be said that all branches of philosophy are in a mutual relationship. (Aydin and Akto, 2021).As a social science branch, education also has a strong relationship with philosophy. The relationship between philosophy and education, which takes existence, knowledge and value as subjects, is a stubborn fact. Many factors combine philosophy and education at one point. Humanity needs knowledge to its way in the universe. In the analysis of this acquired information,

each individual reveals a different view. The search of finding a place and identity in the world combines education and philosophy. The feature of value creation of humanity also combines education, which can be defined as the science of eliciting value and the process of transferring, and axiology (the philosophical study of value), which is a sub–brandphilosophy, in this regard. Also, the human ability to produce knowledge brings together education and Epistemology, which is again a sub–brand of Philosophy(Büyükdüvenci, 2001).The relationship between education and philosophy has revealed the philosophy of education.Philosophy of education is defined by some philosophers as a branch of philosophy, while others define it as a branch of education. Dewey defines the Philosophy of education as "a branch that helps to solve the difficulties of contemporary social life and the problems of acquiring appropriate mental and moral habits" (Ergün, 2015).Educational philosophy, which has also an important place in the Turkish national education system; It occupiesan important position to create a society that can question, and respect opposing ideas, have the ability to interpret, and cares about the development and change in people's ideas (Philosophy Course Curriculum, 2018).

The wide scope of philosophy includes some concepts within the philosophy of education. It is not possible for us to understand the philosophy of education without fully understanding the relationship of these concepts with education and philosophy in general. To give an example of some of these concepts, these are the concepts such as ideology, statecraft, and politics.

The concept of ideology (Çetin, 2001), which has an important place in the regulation of society, is used in many different meanings in daily, political, social and academic life.Terry Eagleton mentions that there are sixteen different definitions of this concept.This concept, which was first introduced by Destutt de Tracy in 1976, was defined as the "science of thoughts" in its first form. (Topakkaya, 2007).It is defined by Adorno as the sum of thoughts and values and as a way of comprehending society and people.Engels, on the other hand, described ideology as a process that a person perceives as real with false consciousness (Gökçe, 2014). Finally, Napoleon defined ideology as "a challenge of a philosophical theory against political power" and characterized ideology negatively (Topakkaya, 2007).Ideology is based on action and tries to rationalize it. Ideology allows them to act within the framework of the areas they have determined by addressing thought systems, including philosophy.Educational institutions are considered the most important institutions in the process of the production of ideology (Gökçe, 2014). The state obtains the opportunity to spread its ideology through educational institutions (Çetin, 2001). Considering the relationship between educational institutions and ideology, ideology affects education in different ways. It determines education policies, and behaviour values around the school and affects them positively. It also affects the skills and knowledge in the school curriculum (Gutek, 2019). The person or society holding the ideology can ensure the reproduction of their cultural heritage (Guven 2000).

According to some dictionaries and philosophers, the concepts of statecraft and politics are considered synonyms.In fact, the word statecraft is used instead of politics in our language,Turkish. Considering the origin, the word politics was transferred from Italian and the word statecraft from Arabic. Politics in ancient Greece meant "works of the State". In the view of the colloquial language, statecraft is defined as conducting business by taking advantage of the weaknesses of the individual in order to achieve a certain goal (Tural & Karakütük, 1991). The concept that is often described as negative is not actually a negative concept. In the light of the statecraft between politics and education, it can be easily seen that statecraft affects education. Political institutions in a society aim to ensure order in the society, protect the integrity of the society and to raise individuals within this framework. At this stage, education is beneficial. Education strengthens political institutions by improving the national consciousness of individuals and raising individuals with a determined political ideology (Erden 2008; Kantarcı, 2013). At the same time, the form of political power is in the restrictive position of education. For instance, education is authority-centred in a monarchical system, while it is carried out to protect the interests of certain members of the societyin an oligarchic system (Gökçe 2014). All states want to transfer their political understanding to younger generations and they achieveit through education (Sönmez, 1998).

The concept of politics is defined as the principles set for the decision-making process and the determination of actions in an organization. Politics includes different ideas and therefore conflict. When there are differences of opinion in society, they will emerge in politics. The purpose of the policy is to ensure the continuity of the organization. In its most general definition, politics can be

defined as a conflict between people with different ideas. (Tural and Karakütük, 1991). When we look at the relationship between politics and education, we see education as a political process. In fact, according to critical pedagogues, education is seen as a purely political process (Aleman 2009; Cevizci, 2019). When we look at education policies, we see a different education policy in every period. All states aim to transfer their policies to individuals through education. (Tural and Karakütük, 1991).

People tend to stay away from concepts such as ideology, statecraft and politics that they often encounter in daily life, but these concepts are intertwined with our livesand these concepts determine the limit or freedom of our daily life.The important thing is that these concepts are learned from an early age and offer a different perspective on our lives. The duty of teachers, who are the pioneers of education, is to introduce these concepts as integrators, not as separators. For teachers to transfer concepts, they must have this knowledge first. Due to these reasons, this study aims to get the opinions of teachers about the concepts of philosophy, ideology, statecraft, politics and education and the relations between these concepts. The sub-problems obtained in line with this main purpose are as follows;

1. What are the demographic characteristics (gender, age, type of faculty graduated, professional seniority, title and educational status)of the teachers participating in the research?
2. What are the teachers' thoughts on the concepts of philosophy, education, ideology, statecraft and politics?
3. What are the teachers' views on the relationship between the concepts of philosophy, education, ideology, statecraft and politics?
4. What are the teachers' suggestions about education policy?

**Method**

**The Pattern of the Research**

This study is a qualitative phenomenology study conducted to get the opinions of teachers about concepts related to philosophy and education. The origin of the word phenomenology is based on the combination of the Greek words phainomenon (phenomenon) and logos. Introduced by Edmund Husserl in the early 20th century, this concept (Çelebi, 2021) is both a philosophical perspective and a research approach. Phenomenology is a qualitative research design that emerges as the opposite of the positivist paradigm and is based on psychological and philosophical perspectives (Saban & Ersoy, 2019). Therefore, in this study, which examines the concept of philosophy and education and the views of its teachers, the phenomenology pattern was used.

**Research Group**

An easily accessible case sampling method was used to determine the participants. This method aims to gain speed and practicality (Yıldırım and Şimsek, 2021) The sample of the study consists of 23 teachers working in schools affiliated with Çanakkale Central Province in the 2023-2024 academic year. The characteristics of the participants are shown in the tables below.

**Table 1: Distribution of Participants by Gender Variable**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Female | 14 | 60,9 |
| Male | 9 | 39.1 |
| Total | 23 | 100 |

When Table 1 is examined, it is seen that 60.9% of the teachers participating in the research are male and 39.1% are female.

**Table 2: Distribution of Participants by Age Variable**

| Age | Frequency | Percentage |
|-----|-----------|------------|
| 20-30 | 3 | 13 |
| 31-40 | 10 | 43,5 |
| 41-50 | 5 | 21,7 |
| 51-60 | 5 | 21,7 |
| Total | 23 | 100 |

When Table 2 is examined, it is seen that 43.5% of the teachers participating in the research are in the age range of 31-40, 21.7%, are in the age group of 41-50, 21.7% are in the age range of 51-60, 13 are in the age range of 20-30.

**Table 3: Distribution of Participants by Type of Faculty Graduated**

| Graduated Faculty Type | Frequency | Percentage |
|---|---|---|
| Faculty of Arts and Sciences | 1 | 4,34 |
| Faculty of Education | 21 | 91,30 |
| Faculty of Language and History-Geography | 1 | 4,34 |
| Total | 23 | 100 |

When Table 3 is examined, it is seen that 91.30% of the teachers participating in the research graduated from the Faculty of Education, 4.34% from the Faculty of Arts and Sciences, and 4.34% from the Faculty of Language and History-Geography.

**Table 4: Distribution of Participants by Professional Seniority Variable**

| Professional Seniority | Frequency | Percentage |
|---|---|---|
| 1-5 years | 4 | 17,4 |
| 6-10 years | 6 | 26,1 |
| 11-15 years | 3 | 13 |
| 16-20 years | 3 | 13 |
| 21-25 years | 3 | 13 |
| 26 years and above | 4 | 17,4 |
| Total | 23 | 100 |

When Table 4 is examined, it is seen that 26.1% of the teachers participating in the research are in the range of 6-10 years, 17.4% are in the range of 1-5 years, 17.4% are in the range of 26 years and above, 13% are in the range of 11-15 years, 13% are in the range of 16-20 years, 13% are in the range of 21-25 years.

**Table 5: Distribution of Participants by Professional Seniority Variable**

| Professional Seniority | Frequency | Percentage |
|---|---|---|
| 1-5 years | 4 | 17,4 |
| 6-10 years | 6 | 26,1 |
| 11-15 years | 3 | 13 |
| 16-20 years | 3 | 13 |
| 21-25 years | 3 | 13 |
| 26 years and above | 4 | 17,4 |
| Total | 23 | 100 |

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**Table 6: Distribution of Participants by Branch Type Variable**

| Branch Type | Frequency | Percentage |
|---|---|---|
| Science | 2 | 8,7 |
| Music | 2 | 8,7 |
| Psychological Counseling And Guidance | 2 | 8,7 |
| Social Studies | 1 | 4,3 |
| Classroom | 14 | 60,8 |
| English | 2 | 8,7 |
| Total | 23 | 100 |

When Table 6 is examined, it is seen that 60.8% of the teachers participating in the research have Grade 8.7% Science 8.7% Music 8.7% PCG 8.7% English 4.3% Social Studies.

**Table 7: Distribution of Participants by Title Variable**

| Title | Frequency | Percentage |
|---|---|---|
| Candidate Teacher | 2 | 8,7 |
| Teacher | 10 | 43,5 |
| Expert Teacher | 9 | 39,1 |
| Head Teacher | 2 | 8,7 |
| Total | 23 | 100 |

When Table 7 is examined, it is seen that 43.5% of the teachers participating in the research have the title of teacher, 39.1% of them specialist teachers, 8.7% of them candidate teachers and 8.7% of the head teacher.

**Table 8: Distribution of Participants by Educational Status Variable**

| Educational Status | Frequency | Percentage |
|---|---|---|
| Bachelor | 18 | 78,3 |
| Master | 5 | 21,7 |
| Toplam | 23 | 100 |

When Table 8 is examined, it is seen that 78.3% of the teachers participating in the research have Bachelor's Degree Education and 21.7% haveMaster's Degree education.

**Data Collection Tool and Validity and Reliability of the Research**

As the data collection tool in the research, a semi-structured interview form titled"Philosophy with Concepts and Educational Problematic" developed by the researcher was used. A semi-structured interview provides convenience to the researcher in terms of analysis because it is flexible in terms of time and has a specific form (Yıldırım and Şimsek 2021). The semi-structured interview form, which was created to get the opinions of primary school teachers about the concepts related to philosophy and education, consists of two parts under the purpose and sub-purposes of the research. In the first part, the demographic characteristics of the participants (gender, age, type of faculty graduated, professional seniority, branch type, title and education level) are included and in the second part, in addition to questions that require short answers such as yes/no, 6 research questions are asked to explain these answers.

During the formation of the questions, a literature review was conducted on the concepts of ideology, statecraft, politics, philosophy and education. As a result of the literature review, relevant research questions were formed. To ensure the validity of the research questions, two field experts were consulted first. Study questions were organized based on the feedback from the field experts. The questions were finalized by conducting a pilot study on a group of 5 teachers.

To ensure the validity of the research, a peer review was conducted with a doctorate student who is not related to the field in addition to providing participant control to determine the accuracy of the answers given by them. To ensure reliability, it was checked whether there were errors during the transcription of the text and whether there was a shift in the coding process.

**Analysis of Data**

Content analysis was used in the analysis of the data collected in the study. Content analysis is defined as a data reduction and interpretation process using qualitative material. (Patton, 2018) The collected data were coded in the sub-objectives of the research at the first stage. An inductive method was followed by combining the codes under categories and themes under categories.To virtuate the analysis process more effectively, the MAXQDA 2022 program was used in the research. The analyzes obtained in the program are presented in the findings section in the figures.

**Results**
**Views of Teachers on the Concept of Education**

Within the scope of the research, the opinions of the teachers about the Concept of Education were asked, they were divided into sub-themes as a result of the answers given, and the data obtained are given in Figure 1, together with the Frequency values.
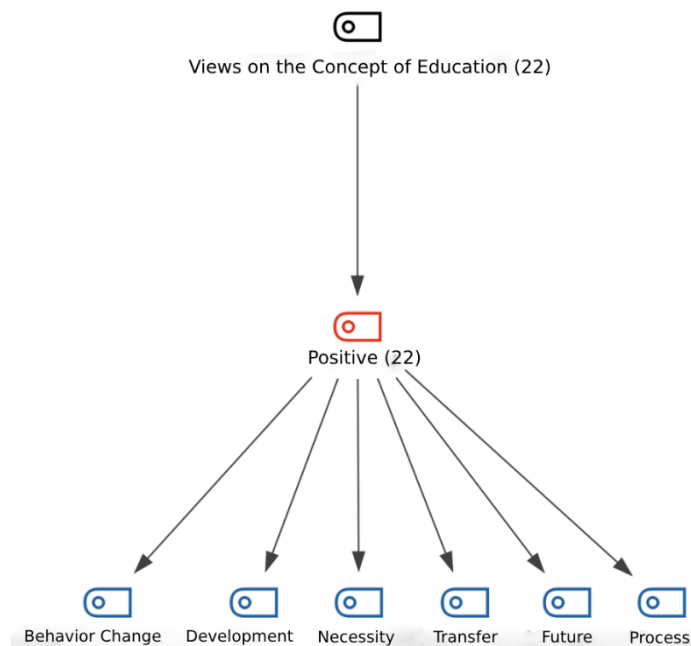


**Figure 1.** Views on the Concept of Education

When the theme of teachers' views on the concept of education in Figure 1 is examined, it is noteworthy that all of their opinions (n=22) about the concept of education are positive comments. It is seen that the most frequently repeated theme is behaviour change (n=8). In addition, it was determined that the themes of development (n=2), necessity (n=2), transfer (n=2), future (n=2) and process (n=2) were the least repeated themes. Some of the teachers' views on the theme of behaviour change with the highest frequency are as follows:

T 9: The process of bringing people the desired behaviour
T 13: Efforts to positively influence behaviour
T 22: The process of creating behaviour change

When the opinions of the teachers are examined, it is seen that they describe the concept of education as the behaviour change process, which is the classical education definition. Some of the opinions in other categories are as follows:

T 7: The values and knowledgethat societies give to their generations to protect and advance their existence
T 10: Lifelong exchange of information
T 17: Indispensable
T 20: Gaining knowledge and skills

When the opinions of the teachers about education were analyzed, it was concluded that theyperceive education as a behaviour-change process.

**Teachers' Views on the Concept of Philosophy**
Within the scope of the research, the opinions of the teachers about the concept of philosophy were asked, the answers were divided into sub-themes and the data obtained are given in figure 2 below with the frequency values.
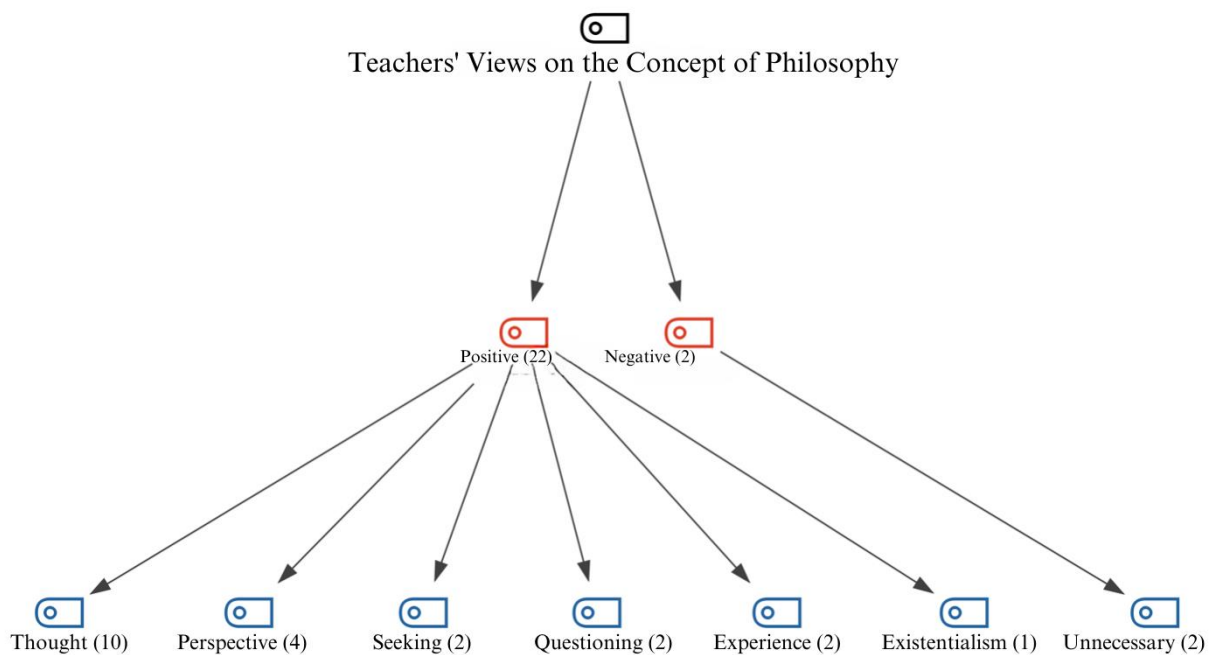
**Figure 2.** Views on the Concept of Philosophy

When the theme of teachers' views on the concept of philosophy is examined in Figure 2, it is noteworthy that the majority of the opinions are positive (n=22). When positive comments are examined, it is seen that the most frequently repeated theme is thought (n=10). It is seen that the most frequently repeated themes are perspective (n=4) seeking (n=2), questioning (n=2) and experience (n=2), while the least repeated theme is existentialism. Some of the teachers' views on these themes are as follows:

T 2: The thought on which a concept is based
T 7: Love of wisdom, the journey of seeking the truth
T 10: Accumulation of experiences
T 12: Way of thinking, point of view
T 17: Thought, curiosity, search for meaning

When the negative (n=2) comments of the teachers are examined, it is seen that all of the negative comments have an unnecessary (n=2) theme. Some of the teachers' views on these themes are as follows:

T 9: Unnecessary
T 16: Meaningless

When all the views of the teachers on the concept of philosophy were analyzed, it was concluded that they generally perceive philosophy as positive and described it as a thought.

**Teachers' Views on the Concept of Ideology**
Within the scope of the research, the opinions of the teachers about the concept of ideology were asked, the answers were divided into sub-themes as a result of the answers and the data obtained are given in Figure 3 below with the frequency values.
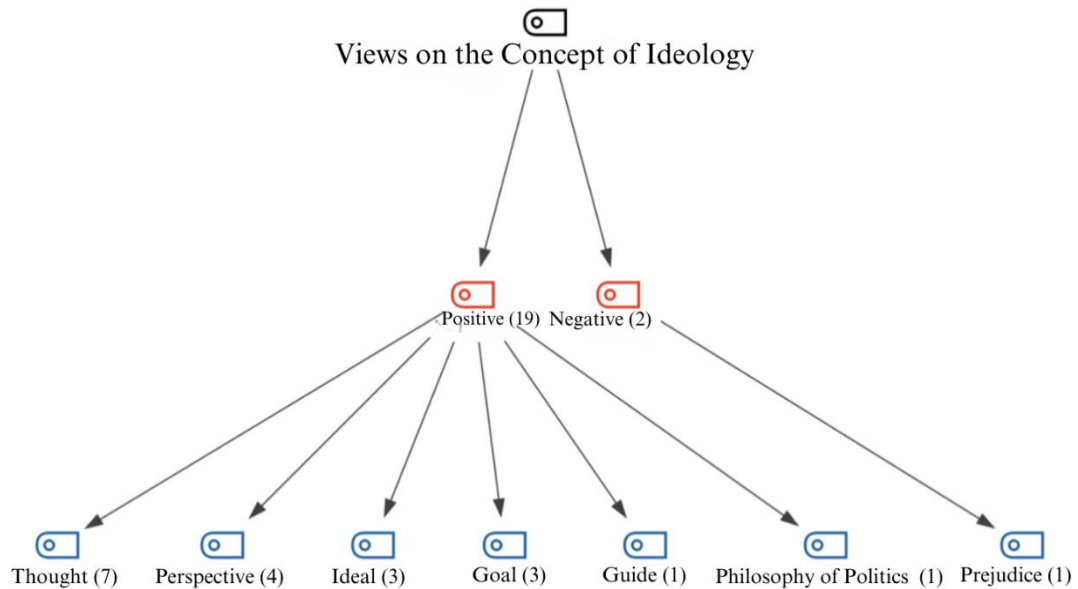
**Figure 3.** Views on the Concept of Ideology

When positive comments are examined, it is seen that the most frequently repeated theme is thought (n=7). It is seen that the most frequently repeated themes are the perspective (n=4) ideal and the goal (n=2), and the least repeated theme is the guide (n=1). Some of the teachers' views on these themes are as follows:

T 6: T 6: The goal that is imagined and struggled to achieve.

T 7: People's ideals, perspectives on life

T 10: Intellectual thoughts

T 11: The way of thinking of individual

T 16: Life guide

T 18: Everything believed to be true

When the negative (n=1) comments of the teachers are examined, it is seen that all of the negative comments have the theme of taking sides (n=1). Some of the teachers' views on these themes are as follows:

T 12: Prejudice

When all the views of the teachers on ideology were analyzed in general, it was concluded that almost all of the teachers saw the ideology as positive and described it as a thought and point of view.

**Teachers' Views on the Concept of Politics**

Within the scope of the research, the opinions of the teachers about the Policy Concept were asked, the answers were divided into sub-themes, and the obtained data are given in Figure 4 below, together with the Frequency values.
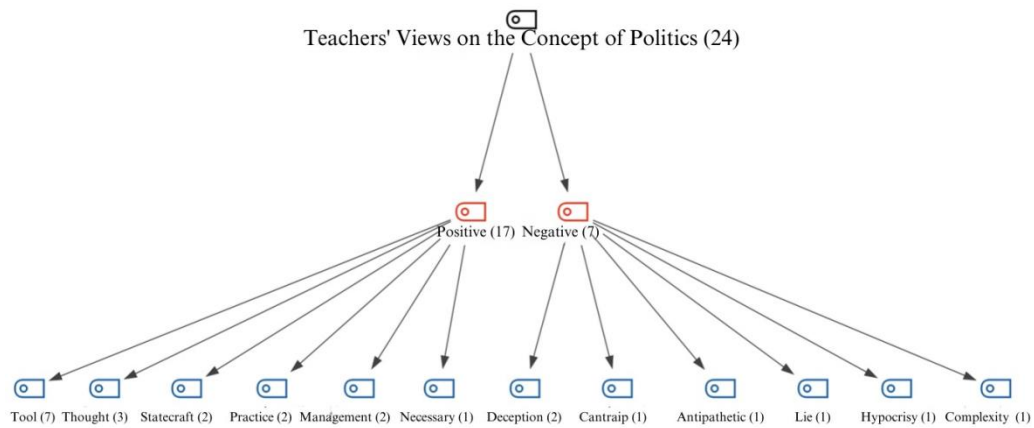
**Figure 4.** Views on the Concept of Policy

When the theme of teachers' opinions on the concept of policy is examined in Figure 4, it is noteworthy that the majority of the opinions are positive (n=17). When the positive opinions are examined, it is seen that the most frequently repeated theme is the tool (n=7). It is seen that the most frequently repeated themes are thought (n=3) statecraft (n=2) practice (n=2) management (n=2), and the least repeated theme is necessary (n=1). Some of the teachers' views on these themes are as follows:

T 5: Determining plans in line with the determined targets
T 6: The concept that is formed as a result of ideology and expresses the ways that can be followed
T 11: Private opinion on the regulation of management
T 10: Expressing thoughts based on ideologies in politics
T 15: Statecraft
T 20: The practice that is believed to be right

When the teachers' negative (n=7) comments are examined, it is seen that the most frequently repeated theme is deception (n=2), and the other recurring themes are cantraip (n=1), antipathetic (n=1), lie (n=1), hypocrisy (n=1) and complexity (n=1). Some of the teachers' views on these themes are as follows:

T 3: A fair where those who should serve are applauded for not serving
T 14: The act of deception, cantraip
T 16: I don't like it at all
T 22: Lying

When all the opinions of the teachers about the concept of politics were examined, it was concluded that the teachers generally characterized the policy positively, those who described it positively saw the policy as a way and a thought, and those who described it negatively saw the policy as a deception. Another striking point is that politics is described as statecraft.

**Views of Teachers on the Concept of Statecraft**
Within the scope of the research, the opinions of the teachers about the concept of statecraft were asked, they were divided into sub-themes as a result of the answers given, and the data obtained are given in Figure 5, together with the Frequency values.
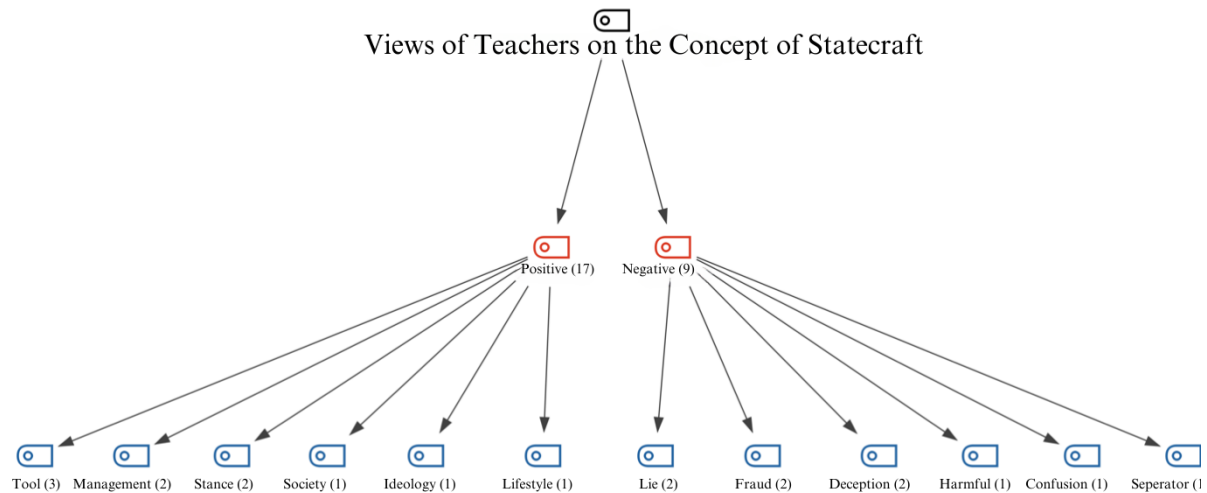
**Figure 5.** Views on the Concept of Statecraft

When the theme of teachers' views on the concept of statecraft is examined in Figure 5, it is noteworthy that the majority of the views are positive (n=17). When the positive opinions are examined, it is seen that the most frequently repeated theme is the tool (n=3). It is seen that the most frequently repeated themes are management (n=2) and stance (n=2), while the least repeated themes are society ideology (n=1) and lifestyle (n=1). Some of the teachers' views on these themes are as follows:

T 5: The whole of ways and methods that will make the ideological goals come true
T 6: A more concrete concept that allows people to discuss and implement their ideals
and management proposals
T 9: The art of managing people
T 12: Your stance on life
T 18: It directs the way of life of the people
T 5: The whole of ways and methods that will make the ideological goals come true

When the negative (n=9) comments of the teachers are examined, it is seen that the most frequently repeated theme is lie (n=2) fraud (n=2) deception (n=2), and the other recurring themes are harmful (n=1) confusion (n=1) separator (n=1). Some of the teachers' views on these themes are as follows:
T 3: Freedom to lie comfortably
T 10: Confusion and questioning
T 11: Useful where necessary, but doing more harm than good
T 20: Misleading and defrauding people
T 22: Fool people

When the views of teachers on the concept of statecraft are examined in general, it is noteworthy that teachers generally describe statecraft positively, but many people describe it negatively. It has been concluded that those who describe it as positive perceivestatecraft as a means of administration, and those who describe it negatively as a way of deceiving people with lies and deception.
**Teachers' Views on the Relationship Between the Concepts of Ideology, Statecraft, and**

**Politics**

**Figure 6**. Teachers' Views on the Relationship Between the Concepts of Ideology, Statecraft, and



Teachers' Views on the Relationship Between the Concepts of Ideology, Statecraft, and Politics

Yes (22)

Integrated (5) Management (3) Application Style (3) Common Goal (3) Basis (2) Time (2)
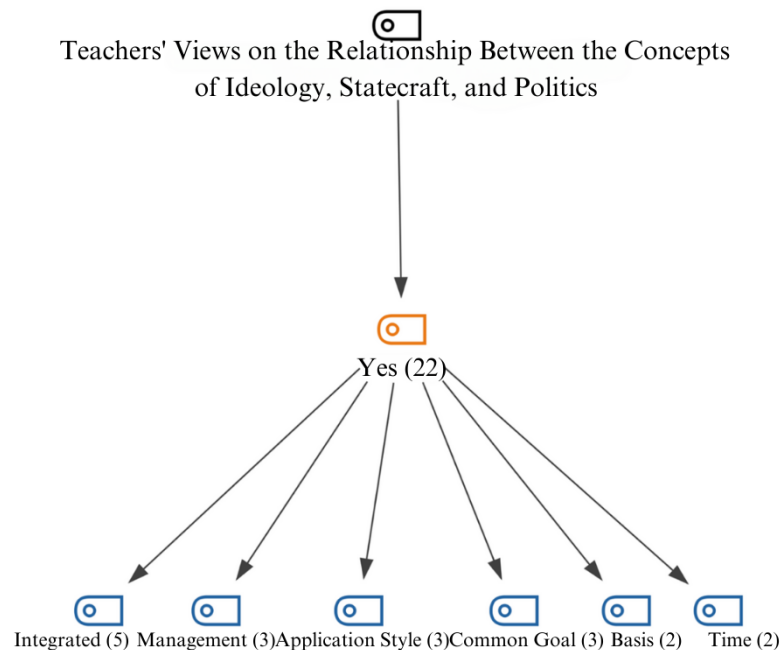
Politics

When the theme of Teachers' Opinions on the Relationship Between Ideology, Statecraft and Politics Concepts in Figure 6 is examined, all of the teachers (n=22) stated that these concepts are related to each other. Most of the teachers stated the relationship between these concepts under the integrated (n=5) theme. Other opinions were stated under the themes of management (n=3) application style (n=3) common goal (n=3) basis (n=2) and time (n=2). Some of the teachers' views on these themes are as follows:

T 1: There is a close relationship. We can say that ideology is the philosophy of statecraft, statecraft is the basis of politics, and politics is the way of implementation

T 6: Although ideology is a broader concept, it greatly affects the other two concepts. We can say that statecraft and politics are more intertwined concepts

T 9: There is. To determine the most beneficial for humanity among different thoughts and to manage people in the light of those thoughts

T 11: There is. It's all like a puzzle. If they are in harmony with each other, they form a whole

T 21: All politics are made to reach an ideology through statecraft.

T 22: There is. But today, these three concepts are practically relational and disconnected

**Teachers' Views on the Relationship Between Education and Philosophy Concepts**
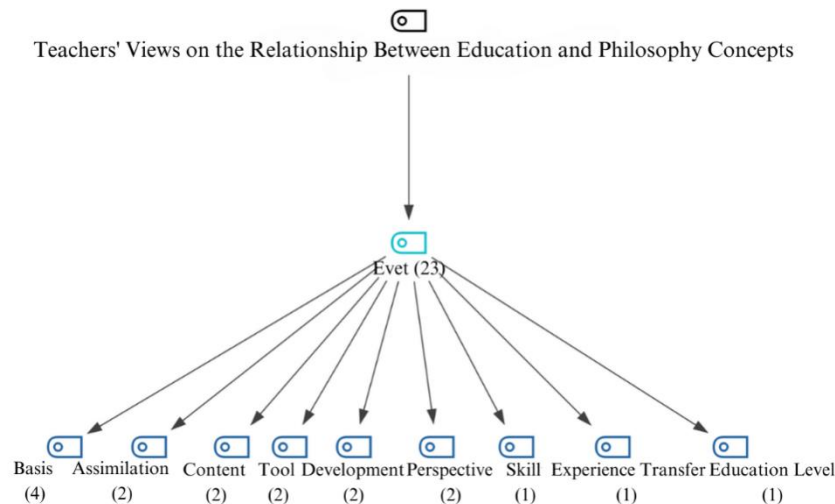


**Figure 7.** Teachers' Views on the Relationship Between Education and Philosophy Concepts

When the theme of Teachers' Opinions on the Relationship Between Education and Philosophy Concepts in Figure 7 is examined, all of the teachers (n=23) stated that these concepts are related to each other. Teachers stated the relationship between these concepts mostly under the theme of basis (n=4). Other opinions were stated under the themes of assimilation (n=2) content (n=2) tool (n=2) development (n=2) perspective (n=2) skill (n=1) experience transfer (n=1) education level (n=1). Some of the teachers' views on these themes are as follows:

T 6: Philosophy forms the basis of education.

T 8: People with a high level of education can philosophize.

T 11: There is. They address each other since education is a part of life while philosophy reflects our point of view.

T 12: We filter the education we receive in line with our philosophy.

T 13: Yes. They complement each other's development.

T 17: Thanks to education, we learn the world of philosophy and adopt the philosophical thought that is close to our perspective.

When the views of the teachers on the relationship between the concepts of education and philosophy are examined in general, it is seen that all of the teachers stated that there is a
relationship between these concepts. It was concluded that the majority of the teachers, who stated that there was a relationship between the concepts, described these concepts as
fundamental to each other.

**Teachers' Views on the Relationship Between the Concept of Education and the Concepts of Ideology, Statecraft and Politics**
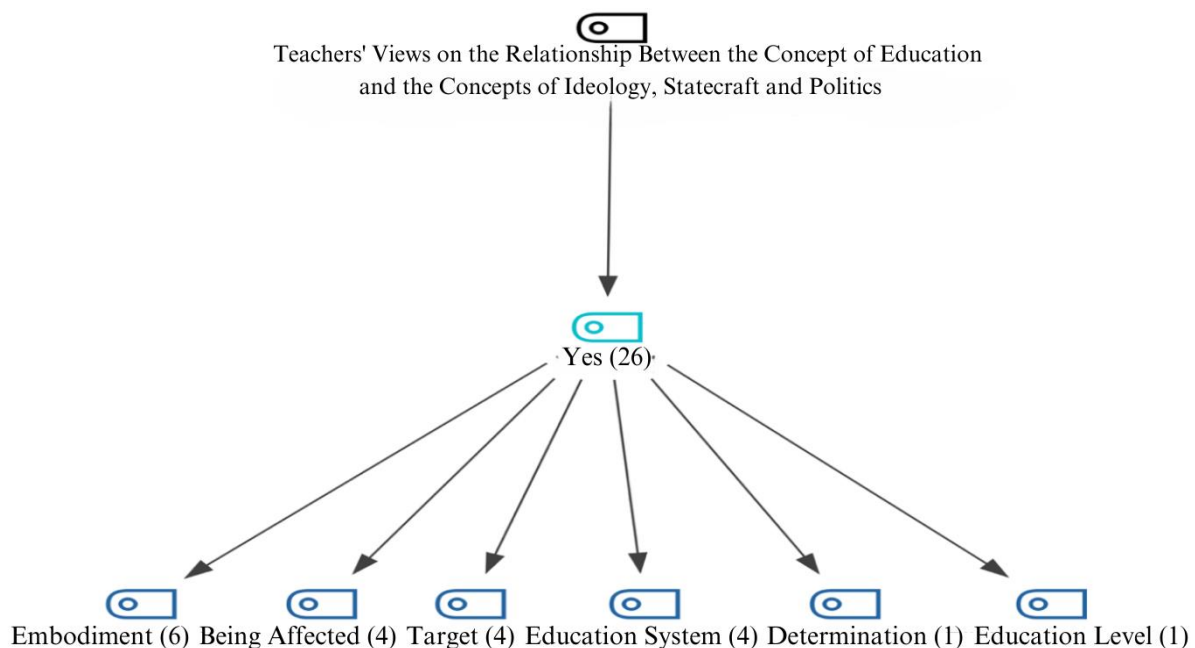


**Figure 8.** Teachers' Views on the Relationship Between the Concept of Education and the Concepts of Ideology, Statecraft and Politics

When the theme of Teachers' Opinions on the Relationship Between the Concept of Education and the Concepts of Ideology, Statecraft and Politics is examined in Figure 8, all of the teachers (n=26) stated that these concepts are related to each other.

Teachers stated the relationship between these concepts under the theme of embodiment (n=6) the most. Other opinions were stated under the themes of being affected (n=4) target (n=4) education system (n=4) determination (n=1) education level (n=1). Some of the teachers' views on these themes are as follows:

T 5: There are, every society has ideologies that they want to reach, they are made to be accepted by the society with statecraft and politics, and future generations are shaped by education.

T 6: Education is a concept that affects all these and that affects all of them in the long run.

T 7: Education is merely determined in the hands of statecraft derived from ideology.

In a way, the priority is to sculpt and adjust the masses. Then we fall asleep with preoccupation in the name of specialization, we break away from each other.

T 10: Yes, there is. Education is shaped as a result of the statecraft of the country. Education is influenced by statecraft.

T 17: As the level of education increases, inquiring people prefer politicians with a modern peaceful ideology to their country. Those with low education level is easily imposed wrong ideologies by using imposed religious values (as in our country) without questioning.

T 22: Yes, there is. Education systems are run on certain ideologies and vary depending on political perspectives and state policies.

When the views of teachers on the relationship between the concept of education and the concepts of ideology, statecraft and politics are examined in general, all of the teachers stated that there is a relationship between the concept of education and the concepts of ideology, politics and philosophy. Most of the teachers, who stated that there is a relationship between these concepts, stated that

concepts such as statecraft, politics and ideology shape education, and are used for the purposes to be achieved, education is affected by these concepts and they determine the education system.

**Teachers' Views on the Relationship Between the Concept of Philosophy and the Concepts of Ideology, Statecraft and Politics**
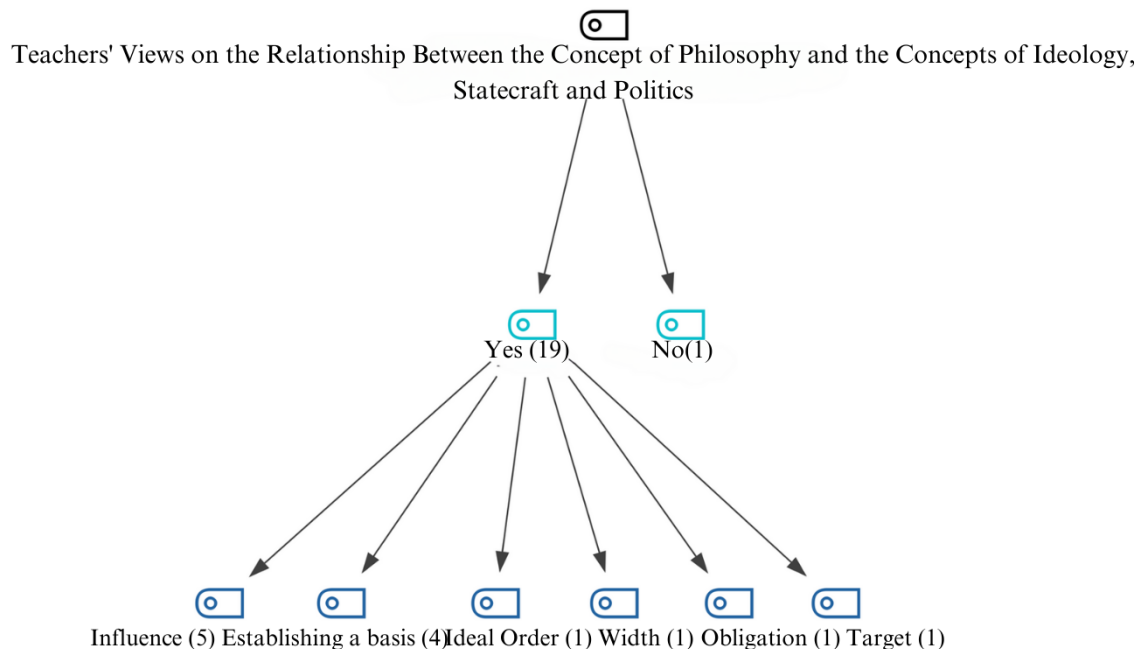


**Figure 9.** Teachers' Views on the Relationship Between the Concept of Philosophy and the

Concepts of Ideology, Statecraft and Politics

When the theme of Teachers' Opinions on the Relationship Between the Concept of
Philosophy and the Concepts of Ideology, Statecraft and Politics are examined in Figure 9,
almost all of the teachers (n=19) stated that these concepts are related to each other. Teachers stated the relationship between these concepts under the themes of influence (n=5) and
establishing a basis (n=4) the most. Other opinions were expressed under the themes of ideal
order (n=1), width (n=1), obligation (n=1) and target (n=1). Some of the teachers' views on these themes are as follows:

T 5: Yes, philosophy forms the basis of all concepts involving society and people.

T 6: Philosophy determines ideologies, and this process is achieved through statecraft
and politics.

T 7: Philosophy is a much broader concept.

T 11: Yes, but there is an indirect relationship. Based on the adopted philosophy,
statecraft is also affected.

T 14: Yes. No matter how pure the thought is born, the shape it takes at the end of the story will be based on ideology. The effort of the ruler of power to reconcile the society in the centre of interests is obligatory to the ideology.

T 22: Yes. In philosophy, philosophers tried to find the best ideal order and ideology and discussed their shortcomings.

The teacher (n=1), who stated that he had no relationship, did not express an opinion on this subject.

When the views of the teachers on the relationship between the concept of philosophy and the concepts of ideology, statecraft and politics are examined in general, almost all of the teachers stated that there is a relationship between the concept of philosophy and the concepts of ideology, statecraft and politics. It was concluded that the majority of the teachers who stated that there is a relationship

between these concepts stated that philosophy forms the basis and influences concepts such as statecraft, politics and ideology.

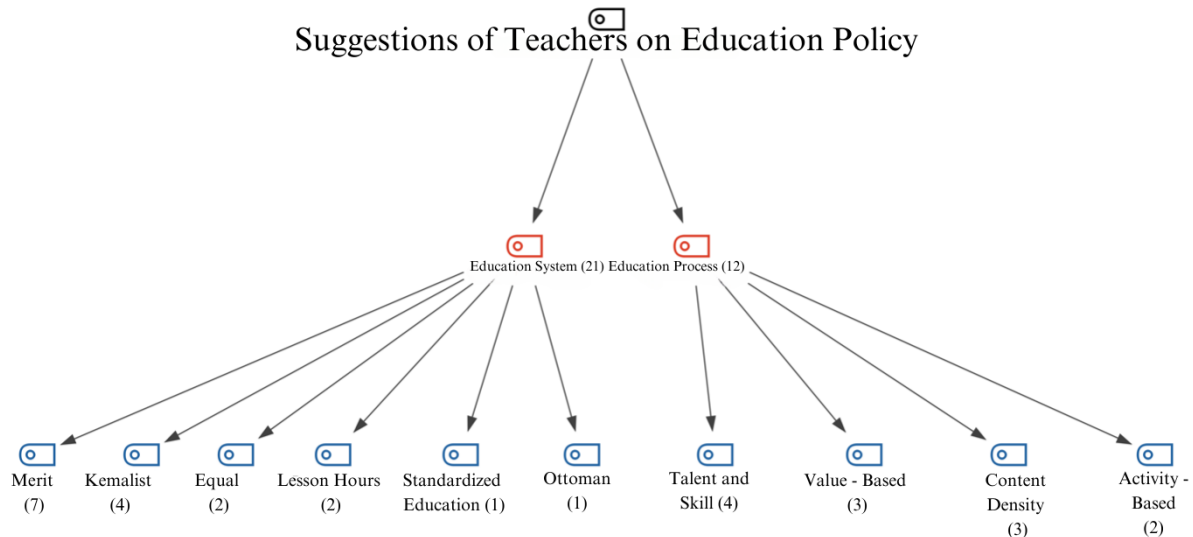**Teachers' Views on Education Policy**



**Figure 10.** Suggestions of Teachers on Education Policy

When the theme of Teachers' Suggestions on Educational Policy is examined in Figure 10, teachers' opinions are divided into two different themes: education system (n=21) and education process (n=12). It is seen that the most recurring themes in the education system theme are Merit (n=7) and Kemalist themes. Other opinions were gathered under the themes of equal (n=2) lesson hours (n=2) standardized education and Ottoman. Some of the teachers' views on these themes are as follows:

T 8: Reducing the course hours, blurring the borders, and giving lectures based on text reading and practice. It is best to close prison-like schools.

T 15: An equal, fair, secular education without exams can be a good start.

T 18: I would organize a participatory education under equal conditions that prioritizes science and supports ethical values.

T 21: I would implement the education policies from the Atatürk period.

In the education process theme, it is seen that there are opinions about the talent and skill n=4 theme the most. Other opinions were gathered under the themes of value-based n=3 content density n=3 and activity-based n=2 themes. Some of the teachers' views on these themes are as follows:

T 2: A policy based on the individual and society, equipped with today's skills, based on useful knowledge and skills, organized and fair elections.

T 7: Although I believe in the necessity of education, I know that it can also be used as a 'weapon of mass destruction'. For this reason, we must base education on our values and beliefs so that we do not drag our growing generations to extinction and alienation. In other words, I would try to establish a system that is more sensitive to our social constants

T 22: I would radically change it. I would train everyone according to their special abilities, reduce the unnecessary course load, increase the quality of technical high schools, re-establish village institutes and train qualified specialists. I would help those with special abilities to study abroad with the funding. I would reduce the burden of the teacher's drudgery, make it possible for them to relax economically, would reduce the number of classes. I would prevent staffing at universities from showing favour.

When the opinions of the teachers on the education policy are examined in general, it is seen that the opinions of the teachers are grouped under two different themes: the education system and the education process. It was concluded that the teachers offered suggestions that there should be a merit-based and Kemalist education system and that education should be based on skills and abilities as well as values.

**DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This study aims to form the opinions of teachers about the concepts of ideology, politics, philosophy, education and philosophy and the relations of these concepts with each other. When the literature is examined, it is clear that there are few studies on these concepts and their relations with each other.For this reason, similar studies related to these concepts will be included in the discussion section.

When the findings of the research are examined, it is seen that the concept of education is defined as "behaviour change" by teachers. In parallel with these findings, the author, Özekinci Lala (2017) came across the metaphor of "gaining behavior" in their study.This approach has been used since the definition of "the process of changing the behaviour of individuals" (Fidan, 2012), which was put forward by Tyler in the 1950s.From this point of view, it is seen that teachers' views on education date back to historical times.Despite many system changes in the field of education, education continues to be defined in the same way for teachers.When we look at the concept of philosophy, it is seen that teachers generally describe it as "thought and point of view". Philosophy is based on curiosity. Curiosity starts with thinking.  Humanity thinks by nature and tries to make sense of its environment. From this point of view, there is a parallelism between the results of the study and the nature of philosophy. When we look at the concept of ideology, it is seen that teachers generally define this concept as "thought and point of view". In parallel with the findings of the research, ideology is defined as "the science of thoughts" in the French academic dictionary (Meriç, 1970).When the findings of the study are examined, it is noteworthy that the concepts of ideology and philosophy are defined the same by the teachers. Again, looking at the French Academy dictionary, it was found that ideologists see philosophy as ideology (Meriç, 1970). From this point of view, it can be concluded that the findings of the study show parallelism. When we look at the concept of politics, it is seen that it is generally defined as a "tool and thought". States develop many methods to reflect their ideologies to society. We call these developed methods politics. In this respect, the concept of politics is seen as a tool in parallel with the findings of the study. When we look at the concept of statecraft, it is seen that they define it as a "tool". The reason why the concepts of statecraft and politics are defined as a "tool" can be explained in the use of these concepts of statecraft and politics interchangeably in daily life (Akyüz, 2009).Contrary to the results of the study, Aköz (2018) emphasizes that the words statecraft and politics have different etymological meanings.

When the relationship between the concepts of ideology, statecraft and politics is examined in the research, it is seen that all of the teachers stated that there is a relationship between these concepts and they used the "integrated" theme as the reason for this relationship. Based on this theme, it can be argued that teachers see these concepts as inseparable concepts.When we look at the literature, it is seen that the concepts of statecraft and politics, which are used interchangeably, are similar to each other, but the concept of ideology is more philosophical. In a study carried out at a university in 1974, it is seen that ideology is defined as a "systematic idea structure or narrative" (Mardin, 2016).

When the relationship between the concepts of education and philosophy is examined in the research, it is seen that all of the teachers stated that there is a relationship between these concepts and they used the "basis" theme as the reason for this relationship. It can be stated that philosophy constitutes a basis for education as well as all sciences, as the reason why teachers define it with this theme. Philosophy is at the foundation of all branches of science. All branches of science, including education, were included in philosophy before they formed a field independently (Şişman, 2022). According to Ergün (2019), every science, including education, is based on philosophy.There is a close relationship between ontology, the philosophy of knowledge and the philosophy of values, which are the fields of study of philosophy, and education (Şişman, 2022).Therefore, the relationship between philosophy and education is undeniable.

It is seen that teachers use the themes of "formation, influence and target" as the reason for this relationship. Based on these themes, we can say that these concepts shape education. Education, which

is seen as an ideological tool (Çetin, 2001), functions as a public policy implemented in all countries. (Şişman, 2022). Therefore, it can be concluded that education is shaped in line with the opinions of governments.

In the study, when the relationship between the concept of philosophy and the concepts of ideology, statecraft and politics was examined, almost all of the teachers stated that there was a relationship between the concept of philosophy and other concepts. It is seen that the themes of "influence and foundation" are used as the reason for this relationship. Based on these themes, it can be concluded that concepts such as ideology, statecraft and politics and philosophy affect each other.Since philosophy is the basis of all sciences, it can be said that it forms the basis for concepts such as ideology, statecraft and politics.

When the teachers' suggestions about the education policy are examined in the research, it is seen that 21 of the answers are about the education system and 12 of them are the answers about the education process. The majority of the suggestions given are "merit, Kemalist and talent and skill" themes. From this point of view, it can be concluded that the majority of teachers desire an education policy based on merit, Atatürk's principles, and talent and skill-based education.

When the study was examined in general, it was concluded that almost all of the teachers described concepts such as ideology, statecraft, politics, philosophy and education as positive, and most of them stated that there were positive relations between these concepts.

**Suggestions**
- The views of primary, secondary and high school teachers can be compared by increasing the number of samples in future studies.
- This study can be carried out on faculty members and teacher candidates by changing the sample group of this study.
- Considering the importance given to teaching these concepts, awareness should be raised.

**Ethics and Conflict of Interest**
The authors declare that the study has not unethical issues and that research and publication ethics have been considered carefully. The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

*Limitations*
In the study, data were collected only from primary school teacher. This can be accepted as a limitation in order to approach it with a wider framework. Another limitation concerns the answers to the questions. The research is limited to the answers given by the teacher to the questions.

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