The impact of teacher idealism on curriculum literacy: The role of believing in education as a mediator variable

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Abstract

This study examined the relationship between teachers' curriculum literacy levels, their level of idealism and the level at which they believe in education. The participants of the study were made up of 480 teachers, who were selected via convenience sampling method. The data were collected using the "Teachers' Curriculum Literacy Scale", the "Teachers' Belief in Education Scale", and the "Idealist Teacher Scale". Confirmatory factor analysis was performed on the scales used and their reliability coefficients were calculated. The study tested a hypothetical model that teachers' level of belief in education is a mediator in the impact of teacher idealism levels on curriculum literacy levels. In order to test if the hypothetical model was a mediator model, prerequisite models were formed and the models were tested in the software MPLUS 7.4. The requisites being met verified the hypothesis that belief in education is a mediator in the impact of teacher idealism on curriculum literacy. The significance of the results was verified using the Sobel, Aroian and Goodman tests. In the study, in which the mediator model, one of the structural equation models, was used, the results revealed that the model was acceptable. Accordingly, the participant teachers' level of belief in education mediated the impact of their level of idealism on their level of curriculum literacy.

Keywords: Teacher; curriculum literacy; idealism; belief in education

1. Introduction

Curricula provide information on what an individual raised in the education system should be like. Curricula determines the information, skills and attitudes, experiences, methods and techniques, evaluations, and materials to be used in educating individuals. In practice, the teacher must evaluate their goals and aims related to the curriculum, their field, method, materials and tools, choice of appropriate learning experiences and practices (Ornstein & Hunkins, 2017). Teachers must possess knowledge on the curricula, the ability to use this information and a positive attitude towards the process (Yar Yıldırım, 2020). This in turn, is related to teachers' curriculum literacy.

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Literacy is defined as, comprehension, interpretation, application, thinking, scientific approach, search for ways to access information, learning ways to use information (Ministry of National Education [MEB], 2010). Literature on the concept reveals that the components of literacy are: knowledge (Snavely & Cooper, 1997), skill (Kurudayıoğlu & Tüzel, 2010; Goodfellow, 2011), attitude (Yore, Pimm & Tuan, 2007), meaning creation, thinking (Potter, 2005; Disessa, 2000), awareness (Lewis & Jhally 1998), use in life (Pugalee, 1999), multiple perspectives (Gregory & Cahill, 2009). The many components of literacy can be placed in one of three themes, knowledge, skill, and attitude. The application of these three main themes on the curriculum are as follows; curriculum knowledge (concepts, philosophy), curriculum skill (skills of preparing, applying, guiding, following, evaluating, managing curricula) and attitude (support, help, need fulfilment, explanation) (Yar Yıldırım, 2020).

Knowledge is an important component of literacy (Snavely & Cooper, 1997). The 21st century has facilitated access to information. Now, there is no need to change location or spend days trying to access information. For example, our current resources make it possible to access three billion pieces of information about the current global pandemic. Therefore, the profile of the current individual has changed. In this new profile, the individual uses technology, manages change, constantly updates themselves and creates new knowledge from easily accessible information (Akkoyunlu & Kurbanoğlu, 2002). This is information literacy. In order to achieve information literacy, individuals must learn to learn and gain life-long learning skills (Akkoyunlu & Kurbanoğlu, 2002). Education systems are being restructured in light of these developments (TÜSİAD, 1999). The functions of schools are changing along with the roles of teachers and students. The teacher is now the guide for learning experiences and the student, an active participant in the process (ALA, 2000; Spitzer, Eisenberg & Lowe, 1998).

Literacy, broadly defined above, is related to awareness (Lewis & Jhally 1998), attitude (Yore, Pimm & Tuan, 2007) and meaning creation, thinking (Disessa, 2000; Potter, 2005). The metaphors produced by teachers give clues as to their curriculum awareness. Literature of studies conducted provides the results below.

Research shows that teacher's metaphors on curriculum are; milestone, systematic whole, broad spectrum, open to growth, complex structure that is formative and creates problems (Gültekin, 2013), encyclopaedia, brain, computer, world, factory, lantern, itinerary, sun, air, cell, book, Russian doll, ocean, teacher, compass, watch and road (Özdemir, 2012); tree, computer, compass, sun, guide (Taşdemir & Taşdemir, 2011); indispensable, necessary, guide, directing, wealth, depth, aesthetics, valuable, difficult and informative, teaching (Uysal et al., 2016). Examination of the metaphors show that teachers connotate curricula with deep and positive concepts. Another study also showed that teachers create positive metaphors about curricula (Aykaç & Çelik, 2014). Aside from this, teachers are always aware of the fact that curricula are complex, indispensable guides.

When the importance of curricula in education systems is taken into account, teachers' level of curriculum literacy may impact the system. As stated above, curriculum literacy encompasses knowledge, skill, and attitude. Even though the attitudes in the "Teachers' Curriculum Literacy" scale used in this study are their attitudes to the curriculum, a teacher's attitude as an individual can also affect curriculum literacy. One such attitude is the teacher's tendency to fulfil their duties with an idealistic attitude.

Idealism as a perceived behaviour, an experience (Can, Yıldırım, Bedir & Atalmış, 2019) also includes sacrifice. According to Yıldırım (2018), these components are;

positive, competent, ethical and moral, principled, unprejudiced, literate, devoted, artistic, patient, lives emotionally, dedicated, possessing love aesthetics, full of love, flexible, democratic and ecological. As we can see, idealism is a concept that encompasses many high-level attributes. Based on these attributes, it is believed that the desired societal development can be reached thanks to idealist people (Ogur, 2018).

The goal of education is wholescale societal development. Teachers who will realize this goal must have idealist spirits. Yazıcı (2016) states that the success of the education system hinges on the closing of the gap between current teachers and idealist teachers, thereby claiming that the key to systemic success is idealist teachers. According to Petroy (2017) idealism is what pushed Rachinsky to make the sacrifice of returning to his own village in order to fulfil his duty of exploration. The mission given to teachers by the education system makes teaching the foremost occupation that requires sacrifice (Acker, 1995; Grumet, 1988). Cüceloğlu and Erdoğan (2015), who express the mission of an idealist teacher in a different way, state that teaching is feeling, devoting, living doing, becoming one with the student.

According to Özcan (2017), the qualities of an idealist teacher are "Must be able to talk to the world, know what to teach and how to teach it, be able to educate all students in a classroom regardless of their differences, be democratic, leave prejudice at the door, believe in universal values, know and be able to convey their culture, and be ecologically aware." An idealist teacher's ability to learn and teach are seen as being related to curriculum literacy.

Another attitude of teachers that could impact their curriculum literacy may be their level of belief in education. Belief is seen as a concept that represents the knowledge and thoughts a person has about any one thing (Arkonaç, 2001) and that impacts a person's attitude and behaviour (Erdal & Ok, 2012). Adopting a positive or negative attitude in reaction to any one thing will bring with it positive or negative beliefs related to that thing (Tavşancıl, 2005). This belief will guide the person's behaviour. (Bandura, 1977; Enochs & Riggs, 1990; Hoy & Miskel, 2001). The beliefs of an individual entering an organization in order to fulfil the aims of that organization will eventually determine the culture of that organization. Studies on organizational culture indicate the importance of belief (Yılmaz, Altınkurt & Çokluk, 1977). Beliefs are more impactful on behaviour than experiences (Bandura, 1977).

Teachers' belief in the importance of their work enhances their intrinsic motivation and impacts their behaviour (Argon & Ertürk, 2013; Hoy & Miskel, 2010). Research has revealed a moderate and positive relationship between teachers' level of belief and motivation (Argon & Cicioğlu, 2017). A teacher believing in the importance of their work does not only reflect on their own motivation but also on the success of their students (Goldhaber, 2002; Hattie, 2003). Teachers' classroom practices are actually the beliefs of the teacher that mould the learning opportunities of the students (Altınkurt, Yılmaz & Oğuz, 2012). The majority of teachers' classroom practices are in some way related to curriculum literacy.

In this context, it is thought that teachers' idealism is a factor that impacts their curriculum literacy. When the literature is examined, it is seen that there are no studies on the relationship between teachers' idealism and curriculum literacy. This may be due to the lack of cumulative information on the concept of teachers' curriculum literacy. However, there are studies that examine belief in education with different variables. This study hypothesises that teachers' idealism impacts their curriculum literacy and that teachers' belief in education is a mediator variable in this relationship. It is seen that the

mediator model is not widely preferred in studies examining these types of relationships in education. This is why the mediator model was chosen for this study.

In light of the literature information provided above, the subject of this study is related to teachers' level of curriculum literacy, level of belief in education and level of idealism. Attitude is one facet of curriculum literacy. Attitude can change behaviour. Teachers' belief in education and their idealist attitudes can impact their curriculum literacy. Perceptions (paradigms), impact attitudes and people control paradigms (Covey, 2017). To this end, the goal of this study is to examine the relationship between teachers' level of idealism and belief in education, and their level of curriculum literacy. In examining the relationship between the variables, it is thought that teachers' level of belief in education has an effect on the impact teachers' level of idealism has on their level of curriculum literacy, in other words it is though that teachers' level of belief in education is a mediator variable. To this end, the role of belief in education as a mediator in the impact of teachers' level of idealism on their level of curriculum literacy will be tested in the model constructed and teachers' curriculum literacy will be explained from this perspective.

To this end, the answers to the following questions were sought:

- What is the nature of the relationship between teachers' curriculum literacy, belief in education and idealism?

- Does belief in education mediate the impact of teachers' level of idealism on their curriculum literacy?

2. Method

2.1. Research Design

This relational study determined the relationship between teachers' level of curriculum literacy, belief in education and idealism. Relational studies are non-experimental and quantitative. This type of research aims to define the degree or relationship between two or more variables or data sets. It is a pattern used by relational statistics to measure this relationship or degree (Creswell, 2012).

2.2. Participants

The participants of the study were selected amongst teachers serving in the Kahramanmaraş and Tokat provinces of Turkey. The participants were formed using the convenience sampling model. Data related to the participants of the study are provided in Table 1.

Table 1. Data Related to the Study Participants

Variables	Participants	f	%	Variables	Participants	f	%
Gender	Male	282	58,8	Seniority	1-4	82	17,1
	Female	198	41,3		5-9	112	23,3
	Total	480	100		10-14	98	20,4
Education	Associate Degree	3	,6		15-19	91	19,0
	Bachelor's Degree	379	79		20+	97	20,2
	Master's Degree	98	20,4		Total	480	100
	Total	480	100	School where the teacher teaches	Pre-school	59	12,3
Graduation	Education	344	71,7		Primary school	128	26,7
	Science and Letters	82	17,1		Middle school	127	26,5
	Other	54	11,3		High school	166	34,6
	Total	480	100		Total	480	100
Field	Pre-school	77	16				
	Classroom	122	25,4				
	Branch	281	58,5				
	Total	480	100				

Table 1 shows that the participants of the study were made up of 480 teachers. 58.8% of these teachers were male and 41.3% are female. Most of the teachers in the group had a bachelor's degree (79%), were graduates of education faculties (71.7%) and were branch teachers (58.5%). While the teachers were close in seniority, the largest portion worked in a high school (34.6%) and the smallest portion worked in pre-school (12.3%).

2.3. Data Collection Tools

Three different scales were used to identify the teachers' level of curriculum literacy, belief in education and idealism.

2.3.1. Teachers' curriculum literacy scale

The scale, developed by Yar Yıldırım (2020) is made up of three dimensions (knowledge, skill, attitude) and 29 items. In this study, second order confirmatory factor analysis was performed for the teachers' curriculum literacy scale. The fit indices for the second order confirmatory factor analysis are as follows: (χ^2/sd = 3.19; CFI = .92; TLI = .91; RMSEA= .05; SRMR= .05). As per the calculations of this study, the reliability coefficient for the scale as a whole was .88, for the knowledge, skill and attitude dimension this number was .93, .92 and .95 respectively. According to these results, the teachers' curriculum literacy scale is a data collection tool that will produce valid and reliable results for this study. The confirmatory factor analysis model for the confirmatory factor analysis of the scale is given in Figure 1.
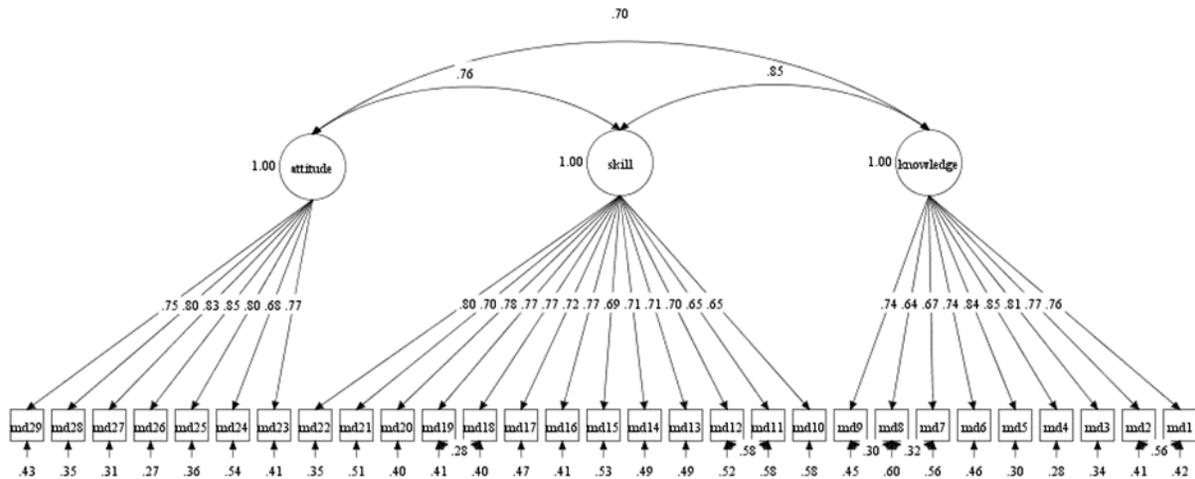
Figure 1. Teachers' Curriculum Literacy Scale Confirmatory Factor Analysis Model

2.3.2. Teachers' belief in education scale

The scale, developed by Akın and Yıldırım (2015) includes four dimensions (Socialisation, Individual factors, Multifaceted development, Preparation for higher education) and is made up of 25 items. In this study, second order confirmatory factor analysis was performed on the teachers' belief in education scale. The fit indices for the second order confirmatory factor analysis were as follows: (χ^2/sd = 3.6; CFI = .92; TLI = .91; RMSEA = .05; SRMR = .05). As per the calculations of this study, the reliability coefficient for the scale as a whole was .90, for the socialisation, individual factors, multifaceted development and preparation for higher education dimensions, this number was .92, .94, .92 and .93 respectively. According to these results the teachers' belief in education scale is a data collection tool that will produce valid and reliable results for this study. The confirmatory factor analysis model for the confirmatory factor analysis of the scale is given in Figure 2.
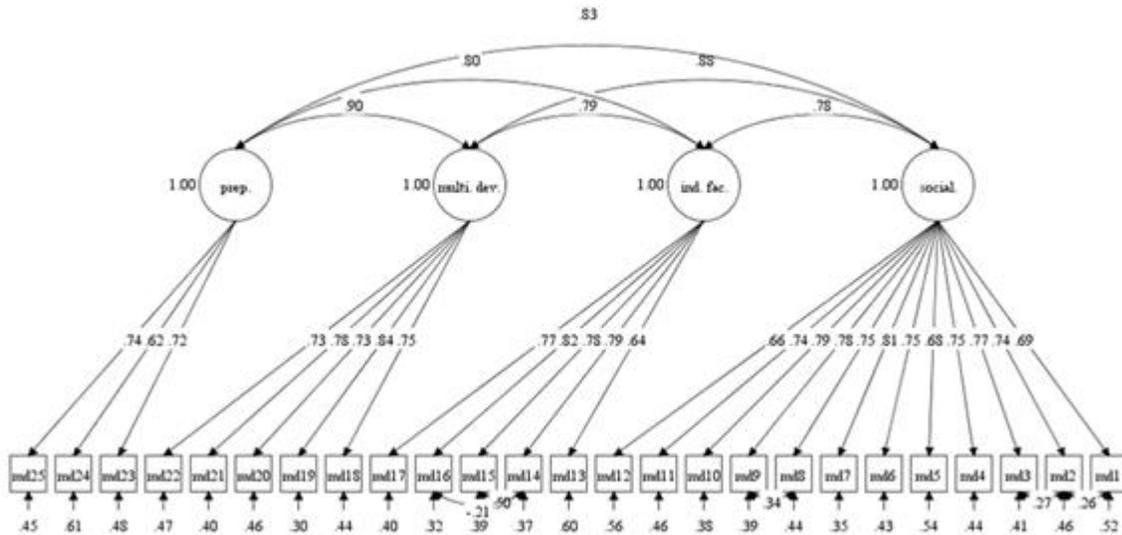
Figure 2. Confirmatory Factor Analysis Model for Teachers' Belief in Education Scale

2.3.3. Idealist teacher scale

The scale, developed by Can et al. (2019) has one dimension and is made up of 36 items. In this study, second order confirmatory factor analysis was performed on the idealist teacher scale. The fit indices for the second order confirmatory factor analysis were as follows: (χ^2/sd = 2,77; CFI = .92; TLI = .91; RMSEA = .05; SRMR = .05). As per the calculations of this study, the reliability coefficient for the scale as a whole was .97. According to these results the teachers' belief in education scale is a data collection tool that will produce valid and reliable results for this study. The confirmatory factor analysis model for the confirmatory factor analysis of the scale is given in Figure 3.
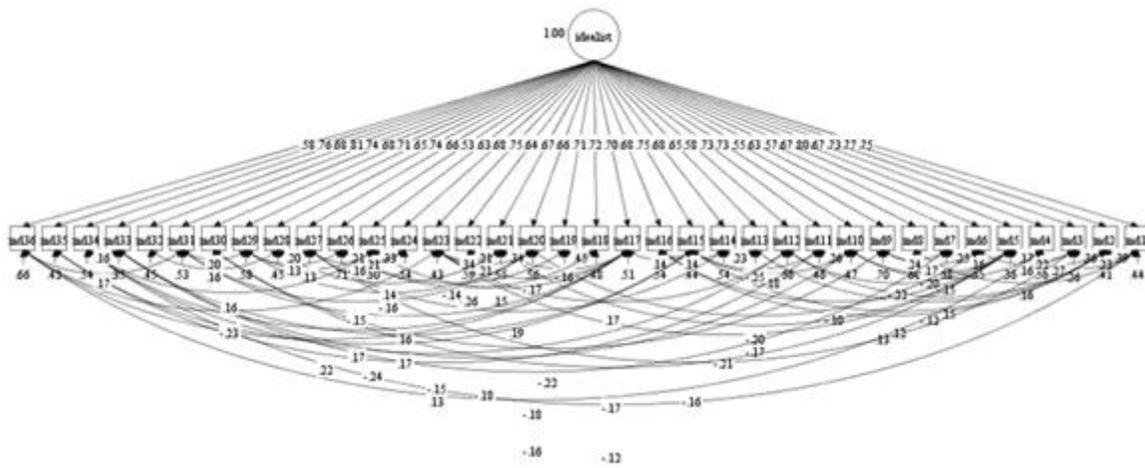

Figure 3. Idealist Teacher Scale Confirmatory Factor Analysis Model

2.4. Processes and Data Analysis

The scales were applied in the 2019-2020 school year. The "Board of Ethics Declaration of Approval Document", required before data collection, was procured. In the application process, appropriate periods of time were identified by the school principals in order to prevent the study interfering with the teachers' work. The teachers who participated in the study did so as volunteers. In the context of normality, skewness and kurtosis coefficients, and histograms were examined. It was determined that the skewness value (±1) and kurtosis value (+2 to -1) were within acceptable range Huck (2008) and the distribution in the histograms was normal. Since the data showed normal distribution, the Pearson correlation was preferred. The average scores for the variables were interpreted as follows; 1.00-1.79 very low, 1.80-2.59 low, 2.60-3.39 average, 3.40-4.19 high and 4.20-5.00 very high. When interpreting the degree of the relationship between the variables, correlation coefficients below .30 were evaluated as weak, .30-.70 as average and .70 and above as high (Büyüköztürk, Çokluk and Köklü, 2012). Also, Pallant (2001) states that there should not be high correlation between predicted variables, and also says that correlation above .90 may cause problems insofar as analysis. Correlation values will be examined according to this information.

In cases where there of three variables, one is predicted (dependent) and at least two are predictive (independent), multiple regression analysis is generally preferred in the literature for the process of choosing the variables and examining the relationship between these variables in a mathematical equation (Seçer, 2013). However, in this study, structural equation modelling was preferred to determine if teachers' belief in education mediates the effect of their idealism on their level of curriculum literacy. Structural mediation modelling can explain mediator variables (Cengiz, Acuner & Baki, 2007). Mediation models are defined as models that examine the relationship between dependent and independent variables mediated by a third, hypothetical variable also known as a mediator variable, and defines the mediation as partial or full mediation (Yılmaz & İlhan Budak, 2018). In order to decide whether teachers' belief in education mediated the impact of their idealism on their curriculum literacy, the hypotheses put forth by Baron and Kenny (1986) were tested first. In this study, to examine the factors affecting teachers' level of curriculum literacy (teachers' level of belief in education, teachers' level of idealism) using the mediation model, the hypotheses related to the model were examined first. In the mediation model, teachers' level of curriculum literacy, level of idealism and belief in education were defined as dependent, independent and mediator variable respectively. In the mediation model, 4 requirements must be met for mediator relationships to be formed (Baron & Kenny, 1986).

1. The independent variable must have significant impact on the dependent variable (Model-1).

2. The dependent variable must have significant impact on the mediator variable (Model-2).

3. When the impact of the independent variable is controlled, the mediator variable significantly predicts the dependent variable (Model-3).

4. When the impact of the mediator variable is controlled, there is significant decrease in the relationship between the independent variables and the dependent variable or the relationship is no longer significant.

The significance of the mediator impact was tested using the Sobel, Aroian and Goodman tests. The fact that the results of these tests were found to be statistically significant indicates that a third variable mediates the relationship between the independent and dependent variables, indirectly affecting the relationship (Sobel, 1986). SPSS 2020 and MPLUS 7.4 were used in the analyses. report.

3. Results

This part includes findings on the relationship between belief in education, idealism and curriculum literacy, hypotheses tested in relation to the constructed model and findings related to the model.

Pearson correlation coefficient values related to the sub-dimensions of curriculum literacy, belief in education and idealism are presented in Table 2.

Table 2. Pearson correlation coefficients related to teachers' curriculum literacy, belief in education and idealism

Scales	Curriculum literacy	Belief in Education	Idealism
Curriculum literacy	1		
Belief in Education	.42*	1	
Idealism	.70*	.31*	1

As we can see in table 2, there is a positive, moderately significant relationship between teachers' curriculum literacy and their belief in education (rPO x Eİ = .42; p < .001), and a positive, highly significant relationship between teachers' curriculum literacy and level of idealism (rPO x İD = .70; p < .001). It is seen that there is a positive, moderately significant relationship between teachers' belief in education and their level of idealism (rEİ x İD= .31; p < .001). The fact that these correlation values are under .90 shows that there will be no issue in the analysis when it comes to forming predicting and predicted equations (Pallant, 2001; as cited in Seçer, 2013). After this step a hypothetical mediator model was constructed to examine the relationship between the three variables.

In examining the mediator effect in mediator models, the variable thought to be the mediator variable must fulfil certain requirements to be considered a mediator variable

(Baron & Kenny, 1986). To this end, MPLUS 7.4 models were constructed for the four requirements and the variables found in the model and the goodness of fit indices of the model are shown in Table 3.

Table 3. Variable and goodness of fit indices for models

	DV	IV/M	B	SE_B	p-value	RMSEA	CFI	TLI	SRMR
Model 1	CURRIC	IDEAL	0.763	0.023	0.000	0.05	0.91	0.91	0.06
Model 2	BELIEF	IDEAL	0.317	0.044	0.000	0.05	0.91	0.91	0.06
Model 3	CURRIC	BELİEF	0.471	0.041	0.000	0.05	0.91	0.91	0.07
Model 4	CURRIC	IDEAL	0.668	0.028	0.000	0.05	0.91	0.91	0.06
		BELIEF	0.241	0.036	0.000				

DV=Dependent variable; IV= Independent Variable; M= Mediator; SE= Standard error

Examination of the goodness of fit indices of all models in Table 1, found that the CFI and TLI values were greater than .90, and that the RMSEA and SRMR values were less than .08. These results showed that the model was at an acceptable level (Kline, 2015). It is seen that in Model 1, teachers' level of idealism, which is an independent variable has a statistically significant impact of teachers' level of curriculum literacy, which is a dependent variable (Bidealism=0.763; p|<0.05). Here, it is seen that the independent variable explains 58.2% of the variance in the dependent variable (R2=0.582; p<0.05).

In Model 2, it is seen that teachers' level of idealism, which is an independent variable, has a statistically significant impact on teachers' level of belief in education, which is a mediator variable (Bidealism=0.317; p|<0.05). Here it is seen that the independent variable accounts for 10.1% of the variance in the mediator variable (R2=0.101; p<0.05).

In Model 3, it is seen that teachers' level of belief in education, which is a mediator variable, has a statistically significant impact on teachers' level of curriculum literacy, which is a dependent variable (Bbelief=0.471; p|<0.05). Here, it is seen that the mediator variable accounts for 22.2% of the variance in the dependent variable (R2=0.222; p<0.05).

In Model 4, it is seen that teachers' level of idealism, which is an independent variable, and teachers' level of belief in education, which is a mediator variable, have a statistically significant impact on teachers' level of curriculum literacy, which is a dependent variable (Bidealism=0.688; p|<0.05; Bbelief=0.241; p|<0.05). Here, it is seen that the independent and dependent variable account for 63.3% of variance in the dependent variable (R2=0.633; p<0.05). Comparison of the impact of the independent variable, teachers' level of idealism in Model 4 and Model 1 shows a decrease from 0.76 to 0.69. The fact that these requirements were met verify the hypothesis that teachers' belief in education is a mediator variable in the impact of teachers' idealism on their curriculum literacy.

The significance of the mediator effect was tested using the Sobel, Aroian and Goodman tests, and the findings are provided in Table 4.

Table 4. Sobel, Aroian and Goodman tests

	Sobel		Aroian		Goodman	
value	p	value	p	Value	p
9.577	0.00	9.66	0.000	9.588	0.000

Examining the results of the Sobel, Aroian and Goodman test results shown in Table 4 shows that the mediator effect is statistically significant. The significance of these results indicates that teachers' belief in education (mediator variable) indirectly impacts the relationship between teachers' idealism and their curriculum literacy. It can be stated that the constructed model is a mediator model. The structural equation model is represented in Figure 4.
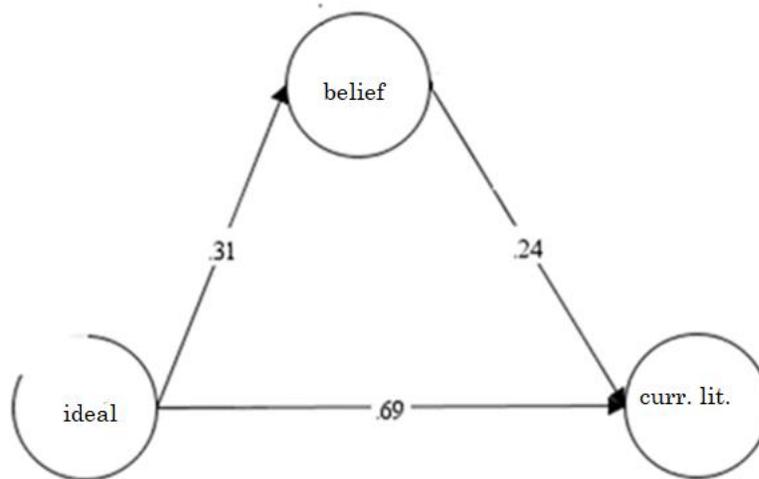

Figure 4. Model representing belief in education as a mediator in the impact of idealism on curriculum literacy.

Figure 4 shows that the direct impact of teachers' level of idealism on their level of curriculum literacy is .69 while the indirect impact is .07, and the total impact is .76. In the model that was constructed, it has been statistically proven that teachers' level of belief in education is a mediator variable between teachers' level of idealism and their level of curriculum literacy. In addition to the prerequisite analyses, the significance of the model also shows that the constructed model is absolutely a mediator model.

The goodness of fit indices calculated for the model, designed as a mediator model, are "χ^2/sd = 1,91; CFI = .90; TLI = .90; RMSEA = .05; SRMR = .05". In literature, χ^2/sd <2 indicates perfect fit (Kline, 1998), and when RMSEA and SRMR is less than 0.08 and CFI and TLI are greater than .90, this shows that the model is acceptable (Kline, 2015). The fact that there are more variables in mediator models enhance the luck factor (Şimşek,

2007). The low number of variables in this study decreased the luck factor in the model goodness of fit values. The fact that the model was found to be significant verified the model hypothesis. Teachers' level of belief in education mediates the impact of teachers' level of idealism on their curriculum literacy level.

4. Discussion, Conclusion and Suggestions

In this study a hypothetical model was created to answer the question of if teachers' belief in education mediated the impact of teachers' level of idealism on their level of curriculum literacy and the model was verified through analyses. The study reached the conclusions stated below as a result of these facts.

According to the findings of this study, there is a positive moderately significant relationship between teachers' curriculum literacy and their belief in education. The relationship between teachers' belief in education and their curriculum literacy has come to light in different situations in different studies. Such as, a study by Gün (2017) found that there was a moderate relationship between teachers' belief in education and integration with the job; Ergün and Argon (2017) found low relationship between teachers' belief in education and emotional labour behaviour. A positive, moderate relationship was found between teachers' level of belief and their motivation (Argon & Cicioğlu, 2017). According to the results of this study and other studies, teachers' low level of belief in education lowers their relationship with other areas.

It is seen that there is a positive, highly significant relationship between teachers' curriculum literacy and their level of idealism. This phenomenon can be explained with the relationship of the attitude dimension of teachers' curriculum literacy and their idealism. When the action statements found in the items under the attitude dimension of teachers' curriculum literacy are evaluated, we see statements like; …. I care, …. I support cooperation, … I take care to…., I see it as my duty …. When these statements of attitude are examined, the meaning includes devotion and care, which are in turn, attributes of idealism in teachers (Acker, 1995; Grumet, 1988; Cüceloğlu & Erdoğan, 2015). This is where the attitude dimension of teachers' curriculum literacy intersects with the dimension of idealist teachers. Unsurprisingly, when the relationship between these dimensions are examined, it is seen that the relationship is highly significant. Also, idealist teachers' attributes of knowing how to learn and teach seem related to curriculum literacy.

This study, first of all, concluded that the basic prerequisites for the constructed model were significant. To this end, it was first identified that teachers' level of idealism had a statistically significant impact on their level of curriculum literacy. Second, it was observed that teachers' level of idealism had a statistically significant impact on the mediator variable, teachers' level of belief in education. Third, it was identified that the mediator variable, teachers' level of belief in education, had a statistically significant

impact on the dependent variable, teachers' level of curriculum literacy, and finally that teachers' level of idealism and the mediator variable which was teachers' level of belief in education, had a statistically significant impact on the dependent variable, teachers' level of curriculum literacy. For the final prerequisite of the model, it is seen that when belief in education was added to the model, the values for the initial model pertaining to the impact of teachers' level of idealism on their level of curriculum literacy went from 0.76 to 0.69. The fact that these requirements were met verifies the assumption that belief in education mediates the impact of teachers' idealism on their curriculum literacy. The results of the Sobel, Aroian and Goodman test also found that the mediator effect was statistically significant.

The goodness of fit indices calculated for the model, designed as a mediator model, also showed that it was acceptable. A holistic evaluation of the results of this study found that teachers' level of belief in education mediates the impact of teachers' level of idealism on teachers' level of curriculum literacy A teachers' duty is to be a leader in education and learning. This study, just like others, found that a teachers' low level of belief in what they do causes a variety of issues such as low motivation (Argon & Ertürk, 2013; Hoy & Miskel, 2010, p. 141), and negative impact on student success (Goldhaber, 2002; Hattie, 2003). Teachers' level of belief in education also impacts their alienation. Alienation is more common amongst teachers with a low level of belief in education (Sular, 2020). These results also verify the mediation qualities of belief in education.

It is seen that teachers who are highly idealistic and also have a high level of belief in education will experience a significant rise in curriculum literacy. The results of the mediator model based on the relationship between these three variables, may be proof that teachers who possess these qualities will not be significantly impacted by systemic issues.

The following solutions may be developed in light of the results of this study:

- This study concludes that teachers' level of belief in education mediates the impact of teachers' level of idealism on their curriculum literacy. Thus, there could be interventions related to teachers' level of belief in education at the teacher training stage.

- Teachers' level of belief in education can be looked into from the perspective of system input and output. This result should be worked on in terms of system approach to education and the shortcomings of the system could be explained to the teachers in detail.

- This study lays out the impact of teachers' level of idealism and belief in education on their curriculum literacy. Another study could look into the relationship between teachers' classroom management skills, their teaching attitudes and their curriculum literacy.

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