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ANALYSIS OF THE ATTITUDE OF TEACHERS TO EDUCATION RESEARCHES

Research article

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Abstract

The purpose of this study is whether to identify attitudes of teachers to education researches which are the most important source of development in the area of education, differ in terms of various variables. In the study, the literature review design was used with the purpose of identifying the attitude of teachers to education researches. The study group of the study consists of 555 teachers selected through the convenience sampling method who work in schools affiliated with the Bitlis Provincial Directorate for National Education in 2021-2022 academic year. The Teacher Attitude Scale on Education Researches (TASER) developed by Yıldırım, İlhan, Şekerci and Sözbilir (2013) to collect data was used. The scale consists of 20 items in three sub-dimensions. The Cronbach Alpha value of the scale was found as .83. In the study, the SPSS 22 software was used in the analysis of numerical data. In line with the variables identified according to the results of the study, it was seen that teachers in general have a positive attitude to education researches.

Keywords: teacher, attitude, attitude of teachers, education research

1. Introduction

Education assumes the key role in the advancement and development of a society. Education researches are an important aspect in the development and growth of education as well (Kahraman & Köleli, 2017). However, teachers are at an important status in terms of the development of education. Teachers, who are the implementors of results obtained from education researches with the purpose of finding reliable and valid solutions in practice, are an important aspect in terms of increasing the quality of education. Many education researches are done by scientists with the aim of increasing the quality of education. Teachers are expected to do research according to the findings of studies. However, researches indicate that teachers generally are not able to benefit fully from education researches, do not access current education researches, do not do sufficient research and have negative attitudes to some current researches (Çepni & Küçük, 2003; Ekiz, 2006; Sönmez, 2015).

It is considered that the research culture targeted by our education system becoming wide spread can be possible by identifying the attitudes of teachers to education researches and developing these attitudes in a positive manner (Çepni and Küçük, 2003). It is expected from teachers who have positive attitudes to education researches to always update their knowledge, follow the related literature and have the competency to find solutions to problems they face with the new information they acquire. The role of teachers in educating individuals empowered with the skill of doing research is undeniable. Therefore, teachers are expected to be individuals who have research skills, are equipped and do (Konokman, Tanrıseven, Karasolak, 2013). Auger and Wideman (2000), have expressed in terms of doing research that it is important for teachers to have positive attitudes and develop an inquiring identity. Küçük (2002) has stated that teachers in our country only engage in the data collection stage of scientific researches. However, Artvinli (2010) has expressed that teachers are only regarded as a source of education researches and that teachers should not only engage in the data collection stage of researches but should be individuals who do research as well. In addition, it is still an issue of dispute among education researchers that teachers are not able to benefit

from education researches today, are not able to acquire an inquiring identity, do not do research during their careers and have negative attitudes in relation to researches (Konokman, Tanrıseven, Karasolak, 2013).

In order to increase the quality of their professional competency, teachers should follow the developments in their field and carry their knowledge to the field of education like everybody else. Education researches are among the principal sources which present educational advancements and developments to the use of teachers (Şahin & Arcagök, 2013). When the literature is reviewed, it can be seen that there are numerous studies in which the attitudes of graduate students, teacher candidates and teachers to scientific researches and science are analyzed (Saracaloğlu, 2008; Erçoşkun, 2019; Dombaycı & Ercan, 2017; Çakmak, Taşkıran and Bulut, 2015; Camuzcu Aşiroğlu, 2016; Yıldız, Kılıç, Gülmez, Yavuz, 2019). In Turkey, there is a small number of studies which analyze the attitudes of teachers to education researches and their relationship with these researches. It can be seen that these studies are mostly qualitative or descriptive researches. Teachers are the leading individuals who carry the obtained results to the field with education researches. Therefore, teachers are expected to fill the gap between the field of education and research findings. Additionally, the views of teachers on the quality education researches should carry and their expectations about education researches are extremely important (Şahin & Arcagök, 2013). In our country, it is being suggested that there is a distance and gap between education researches and their reflection on the field of education. However, it can be seen that the number of studies which identify the attitudes of teachers to education researches and to what extent they follow education researches and reflect them to the applications are small in number to fill this gap. In the light of this information, this study aims at identifying the attitudes of teachers to education researches as it is considered an important subject. The study aims at determining the attitudes of teachers to education researches which are regarded as the source of developments which take place in the area of education. It is considered important that teachers, who have the most responsibility within the education system, in other words teachers of our age have the required competency and knowledge on education researches and a positive attitude. It is believed that the attitude of teachers to education researches and the findings of this study can contribute to their professional competency and significantly increase the quality of current education in a positive manner (Yıldırım, İlhan, Şekerci, Sözbilir, 2014). Therefore, the attitudes of teachers to education researches were evaluated to see whether they displayed differences in terms of various variables (gender, education level, staff type, branch, duty type, professional seniority, faculty graduated from, place of duty).

2. Method

In this study, which aimed at analyzing the attitudes of teachers to education researches and whether their attitudes differ in terms of various variables, the survey model among the quantitative research methods was used. Survey researches are studies in which the views of participants on a subject or event or characteristics of participants such as their skills, attitude, talents etc. are identified with large scale samples (Büyüköztürk et al., 2016).

2.1. Study Group

The study data were collected through the survey carried out with 555 teachers from different branches. The study group of the study consists of teachers who work in schools affiliated with Kahramanmaraş and Bitlis Provincial Directorate for National Education in the 2021-2022 academic year, who have been determined through the convenience sampling method to save workforce, time and money. The selection of the teachers was done the basis of volunteering. The data were collected in two different formats as the developed survey form

on Google Drive and as pencil-paper style. The questionnaire form developed on Google Drive was shared with the teachers through online applications. The forms were sent in online form to 300 teachers and as pencil-paper style to 266 teachers and data were collected from a total of 566 teachers. Since demographic information was missing in this data set, 11 questionnaire forms were not included in the evaluation process. The analyses were carried out over a data set of 555 individuals. The demographic characteristics of the participants are given in Table 1 as percentage and frequency.

Table 1: Distribution of Demographic Data of the Participants

Demographic Information	Value	Frequency	Percentage
Gender	Female	360	64,9
	Male	195	35,1
Education Level	Undergraduate	474	85,4
	Graduate	76	13,7
	Doctorate	5	,9
Staff Type	Paid worker	101	18,2
	Contractual worker	188	33,9
	Permanent staff	266	47,9
Branch	Pre-school	34	6,1
	Classroom teacher	200	36,0
	Turkish	33	5,9
	Mathematics	43	7,7
	Social sciences	16	2,9
	Physical sciences	20	3,6
	Psychological counseling and guidance	19	3,4
	Foreign language	36	6,5
	Music	7	1,3
	Physical education	22	4,0
	Visual arts	4	,7
	Physics-Chemistry-Biology	19	3,4
	Other	102	18,4
Duty in School	Teacher	496	89,4
	Principal authorized teacher	24	4,3
	Vice-principal	25	4,5
	Principal	10	1,8
Professional Seniority	1-10 years	471	84,9
	11-20 years	62	11,2
	21-30 years	19	3,4
	31 and above	3	,5
Faculty Graduated from	Faculty of Education	416	75,0
	Faculty of Science and Letters	87	15,7
	Other	52	9,4
Place of Duty	Village	95	17,1
	Province	279	50,3
	City Center	181	32,6

2.2. Data Collection Tool and Analysis of Data

With the purpose of collecting data in the study, the "Attitudes of Teachers to Education Researches" (ATER) scale developed by Yıldırım, İlhan, Şekerci and Sözbilir (2013) was used. The scale consists of three sub-dimensions as the necessity of education researches, valuing education researches and applicability of education researches. As a result of the reliability analysis of the scale, the Cronbach Alpha coefficient for the whole scale was found as .88. The Cronbach Alpha coefficient for the necessity of education researches sub-dimension was found as .84, for the valuing education researches sub-dimension as .81 and for the applicability of education researches sub-dimension as .78.

In addition, the Cronbach Alpha coefficient of the whole scale independently from the above in this study was found as .83. The the sub-dimensions of the scale were found as .80 for the necessity of education researches, as .77 for the valuing education researches and as .68 for the applicability of education researches. These data show that the scale has "very reliable" values.

The data of the research were analyzed with the SPSS 22 software. Whether there is a significant difference between the attitudes of teachers to education researches in terms of gender was tested with the Mann-Whitney-U test, whereas whether there is a significant difference between the attitudes of teachers to education researches in terms of education level, staff type, branch, duty in school, professional seniority, graduated faculty and place of duty was tested with the Kruskal Wallis-H test.

3. Findings

In this section, findings related to whether there is a significant difference between the attitudes of teachers to education researches in terms of gender, education level, staff type branch, duty in school, professional seniority, graduated faculty and place of duty are presented.

In the study carried out with 566 individuals, the data were firstly analyzed with MS Excel packaged software and then with the SPSS 22.0 analysis program. Since demographic information was missing in 11 of the teachers' data, these interview forms were excluded from the data set. The necessary analyses were done with the remaining 555 participants. The three factors of the scale; the necessity of education researches, the valuing education researches and the applicability of education researches were developed as a 5 point Likert type scale. The scale's categories were determined as: "I Totally Do Not Agree (1)", "I Do Not Agree (2)", "I Am Undecided (3)", "I Agree (4)" and "I Totally Agree (5)" and these were scored in the 1-5 value interval. The scores of 7 items with negative expressions in the third factor, applicability of education researches sub-dimension were reversed and calculated again. Missing data analysis was done in relation to the missing answers of the teachers to the items and it was determined that the missing data were distributed randomly. Then, missing data imputation was done. The descriptive analyses related to TASER and its factors are given in Table 2. The Kolmogorov-Smirnov normality analysis was done for groups with a sample number higher than 50.

Table 2: Descriptive Analyses Related to Measurement Tools

	N	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
Necessity of Education Researches	555	8,0	35,0	27,85	4,13	-,85	2,07
Valuing Education Researches	555	8,0	30,0	25,42	3,31	-1,00	2,55
Applicability of Education Researches	555	7,0	35,0	23,00	4,93	,31	,053
Scale Total	555	35,0	100,0	76,27	10,31	-,39	,65

When Table 1 is analyzed, it can be seen that the skewness and kurtosis values of data related to the scale and its factors are not between "-1,5 +1,5" range with the exception of applicability of education researches. The Kolmogorov-Smirnov normality analysis was done for groups with a sample number higher than 50. The analyses on the normality of data are given in Table 3.

Table 3: Normality Analyses of the Data

TASER	Kolmogorov-Smirnov		
	Statistics	Sd	P
Necessity of Education Researches	,107	555	,000
Valuing Education Researches	,141	555	,000
Applicability of Education Researches	,087	555	,000
Scale Total	,048	555	,004

*P<.05

When Table 3 is analyzed, it can be seen that the data did not display normal distribution in the necessity of education researches (p=.000; p<.05), valuing education researches (p=.000; p<.05), applicability of education researches (p=.000; p<.05) and the scale total (p=.004; p<.05) sub-factors. Büyüköztürk (2021) states that if the p value is higher than the value of .05, the data do not display deviation from parametric distribution and that they are suitable for parametric distribution. Within this framework, the p value being lower than .05 in our normality analysis shows that the data are distributed non-parametrically. Therefore, non-parametric analyses were done. According to the independent variables, Mann-Whitney U Test was done for variables which have two different values and Kruskal-Wallis H test analyses were done for variables with three and higher values.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and gender, the Mann-Whitney U test was used and the findings are presented in Table 4.

Table 4: Differences between Gender and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Total Rank	U	P
Necessity of Education Researches	Female	360	277,27	99818,00	34838,0	,884
	Male	195	279,34	54472,00		
Valuing Education Researches	Female	360	264,87	95354,00	30374,0	,008
	Male	195	302,24	58936,00		
Applicability of Education Researches	Female	360	286,70	103212,50	31967,500	,082
	Male	195	261,94	51077,50		
Scale Total	Female	360	278,68	100324,50	34855,50	,892
	Male	195	276,75	53965,50		

*P<.05

The levels of attitudes of teachers to education researches in terms of gender, sub-factor values and scale total value according to the Mann-Whitney U test results are given in the table. When Table 3 was analyzed, a significant difference was not found in the necessity of education researches (p=.884; p>.05), applicability of education researches (p=.81; p>.05) and scale total (p=.892; p>.05) sub-factors. However, a statistically significant difference in the valuing education researches sub-factor (p=.008; p<.05) in terms of the gender variable was found in favor of male teachers. Although there was no significant difference, while the mean rank scores of female participants in the scale total sub-factor was higher, the mean rank scores of male participants were found as higher in the other factor compared to female participants.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and education level, the Kruskal-Wallis H test was used and the findings are presented in Table 5.

Table 5: Differences between Education Level and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Undergraduate	474	273,11	3,81	,149
	Graduate	76	310,60		
	Doctorate	5	245,90		
Valuing Education Researches	Undergraduate	474	271,08	6,37	,041
	Graduate	76	320,63		
	Doctorate	5	286,50		
Applicability of Education Researches	Undergraduate	474	270,52	7,20	,027
	Graduate	76	320,24		
	Doctorate	5	345,00		
Scale Total	Undergraduate	474	270,48	7,25	,027
	Graduate	76	323,49		
	Doctorate	5	299,90		

*P<.05

The levels of attitudes of teachers to education researches in terms of education level, sub-factor values and scale total value according to the Kruskal-Wallis H test results are given in the table. When Table 4 was analyzed, a significant difference was not found in the necessity

of education researches sub factor (p=.149; p>.05). However, a statistically significant difference in the valuing education researches sub-factor (p=.041; p<.05) in terms of the education level variable was found in favor of teachers with graduate level education. In the applicability of education researches sub-factor (p=,027; p<,05), a significant difference was found in favor of teachers with doctorate degrees in terms of the education level variable. It was seen in this sub-factor that while the mean ranks of participants with doctorate degrees were the highest, these are followed by graduate and undergraduate degrees successively. In the scale total sub-factor (p=,027; p<,05),a statistically significant difference was found in favor of teachers with graduate degrees in terms of the education level variable. In general, it was seen that there was a significant difference between the attitudes of teachers to education researches in terms of education level.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and staff type, the Kruskal-Wallis H test was used and the findings are presented in Table 6.

Table 6: Differences between Staff Type and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Paid worker	101	312,21	6,40	,041
	Contractual worker	188	262,73		
	Permanent staff	286	275,80		
Valuing Education Researches	Paid worker	101	296,20	1,79	,408
	Contractual worker	188	270,23		
	Permanent staff	286	276,58		
Applicability of Education Researches	Paid worker	101	278,34	,019	,990
	Contractual worker	188	279,15		
	Permanent staff	286	277,06		
Scale Total	Paid worker	101	298,47	2,14	,342
	Contractual worker	188	270,19		
	Permanent staff	286	275,75		

*P<.05

When Table 6 was analyzed, a significant difference was not found in valuing education researches (p=.408; p>.05), applicability of education researches (p=.990; p>.05) and scale total (p=.342; p>.05) sub-factors. However, in the necessity of education researches sub-factor (p=.041; p<.05), a statistically significant difference was found in terms of staff type in favor of teachers in the paid teacher group. It was seen that teachers in the paid teacher group believed more that there is a necessity for education researches compared to teachers in other staff types.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and branch, the Kruskal-Wallis H test was used and the findings are presented in Table 7.

Table 7: Differences between Branch Type and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Pre-school	34	280,60	14,62	,263
	Classroom	200	295,77		
	Turkish	33	289,08		
	Mathematics	43	221,79		
	Social Studies	16	288,38		
	Physical Sciences	20	312,65		
	PGC	19	318,11		
	Foreign Language	36	256,63		
	Music	7	218,14		
	Physical Education	22	271,82		
	Visual Arts	4	194,38		
	Physics-Chemistry-Biology	19	233,00		
	Other	102	271,16		
Valuing Education Researches	Pre-school	34	292,12	15,32	,224
	Classroom	200	282,77		
	Turkish	33	319,42		
	Mathematics	43	208,38		
	Social Studies	16	300,00		
	Physical Sciences	20	312,75		
	PGC	19	319,89		
	Foreign Language	36	263,18		
	Music	7	231,00		
	Physical Education	22	288,80		
	Visual Arts	4	242,63		
	Physics-Chemistry-Biology	19	251,55		
	Other	102	274,26		
Applicability of Education Researches	Pre-school	34	285,50	20,22	,063
	Classroom	200	300,20		
	Turkish	33	254,23		
	Mathematics	43	209,78		
	Social Studies	16	251,41		
	Physical Sciences	20	303,40		
	PGC	19	331,97		
	Foreign Language	36	280,19		
	Music	7	311,71		
	Physical Education	22	223,05		
	Visual Arts	4	188,75		
	Physics-Chemistry-Biology	19	253,50		
	Other	102	274,40		
	Pre-school	34	282,82		
	Classroom	200	297,13		
	Turkish	33	286,52		

Scale Total	Mathematics	43	207,37	19,07	,087
	Social Studies	16	280,25		
	Physical Sciences	20	327,45		
	PGC	19	330,05		
	Foreign Language	36	267,10		
	Music	7	255,36		
	Physical Education	22	250,00		
	Visual Arts	4	188,88		
	Physics-Chemistry-Biology	19	236,24		
	Other	102	268,87		

*P<.05

When Table 7 was analyzed, a significant difference was not found in the necessity of education researches (p=.263; p>.05), valuing education researches (p=.224; p>.05), applicability of education researches (p=.063; p>.05) and scale total sub-factors (p=.087; p>.05).

Although there is no difference between them statistically, it was seen according to the necessity of education researches, valuing education researches, applicability of education researches and scale total sub-factors that the teachers from the PGC branch have the highest mean rank in terms of their attitudes to education researches.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and duty type, the Kruskal-Wallis test was used and the findings are presented in Table 8.

Table 8: Differences between Duty Type and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Teacher	496	276,20	4,26	,234
	Principal, Authorized Teacher	24	275,40		
	Vice-Principal	25	274,84		
	Principal	10	381,35		
Valuing Education Researches	Teacher	496	273,35	6,53	,088
	Principal, Authorized Teacher	24	279,17		
	Vice-Principal	25	334,78		
	Principal	10	363,95		
Applicability of Education Researches	Teacher	496	276,68	,47	,925
	Principal, Authorized Teacher	24	280,35		
	Vice-Principal	25	292,02		
	Principal	10	302,75		
Scale Total	Teacher	496	275,25	2,97	,396
	Principal, Authorized Teacher	24	284,31		
	Vice-Principal	25	294,20		
	Principal	10	358,70		

*P<.05

When Table 8 was analyzed, a significant difference was not found in necessity of education researches (p=.234; p>.05), valuing education researches (p=.088; p>.05), applicability of education researches (p=.925; p>.05) and scale total sub-factors (p=.396; p>.05).

Although there is no statistically significant difference between them, it was seen that principals have the highest mean rank score in terms of duty type in the necessity of education researches, valuing education researches, applicability of education researches and scale total sub-factors

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and professional seniority, the Kruskal-Wallis test was used and the findings are presented in Table 9.

Table 9: Differences between Professional Seniority and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	1-10 Years	471	275,16	1,09	,779
	11-20 Years	62	293,15		
	21-30 Years	19	300,47		
	31 and above	3	269,17		
Valuing Education Researches	1-10 Years	471	275,57	2,59	,458
	11-20 Years	62	296,87		
	21-30 Years	19	293,95		
	31 and above	3	168,50		
Applicability of Education Researches	1-10 Years	471	279,17	1,36	,715
	11-20 Years	62	272,42		
	21-30 Years	19	253,95		
	31 and above	3	362,17		
Scale Total	1-10 Years	471	277,06	,151	,985
	11-20 Years	62	284,76		
	21-30 Years	19	277,11		
	31 and above	3	292,33		

*P<.05

When Table 9 was analyzed, a significant difference was not found in necessity of education researches (p=.779; p>.05), valuing education researches (p=.458; p>.05), applicability of education researches (p=.715; p>.05) and scale total sub-factors (p=.985; p>.05).

Although there is no statistically significant difference between them, it was seen that teachers with 21-30 years of professional seniority have a higher mean rank score in the necessity of education researches sub-factor compared to the other groups. It was seen that teachers with 11-20 years of professional seniority have a higher mean rank score in the valuing education researches compared to the other groups. It was seen that teachers with 31 and above

years of professional seniority in the applicability of education researches and scale total sub-factors have a higher mean rank score compared to the other groups.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and graduated faculty type, the Kruskal-Wallis test was used and the findings are presented in Table 10.

Table 10: Differences between Graduated Faculty Type and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Faculty of Education	416	284,49	3,69	,158
	Faculty of Science and Letters	87	248,37		
	Other	52	275,68		
Valuing Education Researches	Faculty of Education	416	285,60	5,43	,066
	Faculty of Science and Letters	87	241,90		
	Other	52	277,56		
Applicability of Education Researches	Faculty of Education	416	281,59	4,44	,109
	Faculty of Science and Letters	87	247,34		
	Other	52	300,62		
Scale Total	Faculty of Education	416	284,22	4,71	,095
	Faculty of Science and Letters	87	243,75		
	Other	52	285,52		

*P<.05

When Table 10 was analyzed, a significant difference was not found in necessity of education researches (p=.158; p>.05), valuing education researches (p=.066; p>.05), applicability of education researches (p=.109; p>.05) and scale total sub-factors (p=.095; p>.05).

Although there is no statistically significant difference between them, it was seen that teachers who are faculty of education graduates have a higher mean rank score in the necessity of education researches and valuing education researches sub-factors compared to the teacher who are faculty of science-letters and other faculty graduates. In the applicability of education researches and scale total sub-factors, it was seen that teachers who are graduates of other faculties have a higher mean rank score compared to teachers who are faculty of science-letters and education graduates.

With the purpose of determining whether there is a statistically significant difference between the attitudes of teachers to education researches and place of duty, the Kruskal-Wallis test was used and the findings are presented in Table 11.

Table 11: Differences between Place of Duty and Attitudes of Teachers to Education Researches

TASER	Group	N	Mean Rank	Chi-Square	P
Necessity of Education Researches	Village	95	291,01	,76	,681
	Province	279	275,86		
	City Center	181	274,47		
Valuing Education Researches	Village	95	281,06	,22	,894
	Province	279	279,91		
	City Center	181	273,45		
Applicability of Education Researches	Village	95	294,96	2,23	,327
	Province	279	268,64		
	City Center	181	283,52		
Scale Total	Village	95	294,49	1,54	,463
	Province	279	271,15		
	City Center	181	279,91		

*P<.05

When Table 11 was analyzed, When Table 10 was analyzed, a significant difference was not found in the necessity of education researches (p=.894; p>.05), valuing education researches (p=.327; p>.05), applicability of education researches (p=.109; p>.05) and scale total sub-factors (p=.463; p>.05).

Although there is no statistically significant difference between them, it was seen that teachers who work in villages have a higher mean rank score compared to teachers who work in provinces and city centers in the necessity of education researches, valuing education researches, applicability of education researches and scale total sub-factors.

4. Discussion and Conclusion

In identifying how human behaviors will be in a predicted future, it is important to know what their attitudes are to related issues or events (Üstüner, 2006), because it is expressed that attitudes create positive or negative effects on behaviors and thus, teachers might benefit more from research results if they have more belief in researches (Yıldırım et al., 2013). The views of teachers on education researches is an issue of critical importance which needs to be underlined, because it is suggested that having a positive attitude on education researches will increase teachers' chance of following researches, benefitting from their findings and carry these results to the field (Kahraman & Köleli,2017).

In the area of education researches, teachers' assuming an implementing role and their attitude to the researches done is critical in terms of scientific researches (Özturk, 2011). Therefore, it was aimed in this study at identifying the attitudes of teachers to education researches. When the studies on education researches in the literature are reviewed, it can be seen that in general, views of teachers, students and teacher candidates have been given place to in these studies.

A significant difference was found in favor of male teachers in the valuing education researches sub-factor of the scale in teachers' attitudes in terms of the gender variable. In can be stated that male teachers value education researches more compared to female teachers in terms of gender. Similar to the findings of this study, Şahin and Arcagök (2013) have found in their study that male teachers have a more positive view on education researches compared to female teachers. When the literature is reviewed, it can be seen that findings reached in terms of the gender variable are contradictory. In Beycioğlu, Özer and Uğurlu's study (2010), a significant difference was not found in the value given to education researches by female and male teachers in terms of the gender variable. Similarly, it can be seen that there is no significant difference in terms of gender in studies involving teachers, teacher candidates and graduate students (Ekiz, 2006; Konokman et al., 2013; Saracaloglu, 2008; Uçgun & Ünal, 2015). This finding is also found in Polat's study (2014) on teacher candidates. Contrary to these findings, Ilhan et al. (2015) have found a significant difference in favor of female participants in their study in which they aimed at identifying attitudes of science teacher attitudes to education researches. It can be seen that studies about attitudes to education researches do not meet at a common ground.

In terms of the education level variable, a significant difference was found in the teachers' attitudes in favor of teachers who have a graduate degree in the valuing education researches sub-factor, in favor of teachers who have a doctorate degree in the applicability of education researches sub-factor and in favor of teachers with a graduate degree in the scale total sub-factor. Although a significant difference was not found in the necessity of education researches sub-factor, it was seen that the mean rank scores of teachers with a graduate degree were higher compared to teachers with undergraduate and doctorate degrees. In the light of thee findings, it was seen that teachers with a graduate degree value education researches more compared to teachers with other education levels. Teachers with doctorate degrees have more belief in the applicability of education researches compared to teachers with undergraduate and graduate degrees. In general, the reason for teachers with undergraduate degrees to remain in the background in all of the sub-factors might be due to the inability of the lessons they take during their university education to give them the competency to understand education researches, find them necessary, value them and believe that they are applicable. It was determined in this study that the attitudes of teachers display a significant difference in favor of teachers with graduate degrees in terms of education level.

In terms of the staff type variable, a significant difference was found in teachers' attitudes in the necessity of education researches sub-factor in favor of teachers who work in the paid worker category. In the light of these findings, it was seen that teachers who work in the paid workers category believe more in the necessity of education researches compared to teachers who work in other staff type categories. It can be thought that the reason for this is that he is newly involved in the field of study due to being paid, and he is not aware of the extent to which academic studies in this field contribute to his teaching life. When the literature is reviewed, it can be seen that there are studies with findings that teachers find education researches necessary (Ekiz, 2006; Uçgun & Ünal, 2015) In Başkaca Makhabbat, Çoklar and Gündüz's study (2018), it was found that teacher candidates find education researches necessary. It was seen in our study that the staff type variable did not cause a significant difference in the attitudes of teachers to education researches.

In terms of the branch variable, a significant difference was not found in the teachers' attitudes in any of the sub-factors. Although a significant difference was not found, it is noteworthy that the mean rank of teachers in the PGC branch in all of the sub-factors and in the scale total sub-factor was higher. In the undergraduate PGC program of the teachers, lessons such as statistics and history of science might have positively influenced their attitudes

to education researches. Similar to the findings of this study, it was found in Konokman, Tanrıseven & Karasolak's study (2013) on teacher candidates that teachers' departments did not create a significant difference in their attitudes to education researches. Contrary to these findings, it was concluded in Yavuz's study (2009) that classroom teachers, pre-school teachers and special education teachers are more interested in education researches compared to teachers in other branches. It was expressed that the recent changes made in primary education and in-service trainings might have led to this result. It was found in our study that the variable of branch did not create a significant change in the attitude to education researches.

In terms of the duty type variable, a significant difference was not found in the attitudes of teachers in any of the sub-factors and scale total sub-factor. It was seen in all of the sub-factors and scale total sub-factor that principals had a higher mean score. This might be a hopeful point in terms of the numerous problems teachers experience during their graduate education. It was found that duty type was not a variable that caused a significant difference in the teachers' attitudes to education researches.

In terms of the professional seniority variable, a significant difference was not found in any of the sub-factors and scale total sub-factor. Although there is no significant difference, teachers with 21-30 years of professional seniority having a higher mean rank score in the necessity of education researches sub-factor and teachers with 31 years and above professional seniority in the applicability of education researches and scale total sub-factors having a higher mean rank might be related with the fact that they better understand the importance and the positive results of researches through experience. Contrary to this finding of the study, Şahin and Arcagök (2013) have found that teachers with 1-10 years of professional seniority have a more positive attitude.

In terms of the faculty graduated from variable, a significant difference was not found in any of the sub-factors and scale total sub-factor. Although there is no significant difference, teachers who are graduates of faculty of education coming to the fore in the necessity of education researches and valuing education researches sub-factors might be due to having had more information about education researches during their undergraduate period and having participated in the data collection process of many studies. It is noteworthy that teachers who are graduates of science-letters faculty in all of the sub-factors and scale total sub-factor remain in the background despite their education programs that are more research analysis focused.

In terms of the place of duty variable, a significant difference was not found in the attitudes of teachers in any of the sub-factors and scale total sub-factor. Although there was no significant difference, it was found that teachers who work in villages have a higher mean rank score in all of the sub-factors and scale total sub-factor. In the light of these findings, it can be stated that this might be caused by teachers' spending more time on doing research and carrying out activities more focused on implementation due to the smaller number of students in village schools, teachers' not having a social circle and the teachers' wish to use their limited opportunities in the most productive manner possible. It was found that place of duty was not a variable which caused a significant difference in teachers' attitudes to education researches.

As a result, it was seen that teachers in general have a positive attitude to education researches in terms of the determined variables. In the analyses done within the framework of professional seniority, duty type, branch, place of duty, staff type and faculty graduated from variables, a significant difference was not found between the groups in terms of the attitudes of teachers. It is considered that this is due to teachers' having a positive view in general. However, it was found that there was a significant difference in terms of gender and education level variables and that this difference was in favor of male teachers. As for the variable of

education level, a significant difference was found in favor of teachers who have doctorate degrees, in general in favor of teachers with graduate degrees and against teachers with undergraduate degrees in the applicability of education researches sub-factor.

Suggestions

Considering the difference in education level, it can be suggested that teachers should be directed to postgraduate education and working conditions should be facilitated in this process.

In general, programs can be suggested for academicians to share their academic work with the field in order to increase teachers' belief in academic studies.

It can be suggested that academics also involve teachers in academic studies.

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