Extended Summary

Elementary School Teachers’ Approaches Towards Educational Research

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Introduction

Teachers are required to improve their professional development in order to fulfill this important task and to be always able to offer their students the most effective learning experiences. The major resources that contribute to the professional development of teachers are the educational research defined as "conceptualization, monitoring and systematic recording of research process, analysis of the observed data, and publication of these data" (Mortimore, 2000). In this sense, the teachers are expected to know the way of accessing the current education research and the knowledge about the effective use of the way that the education research are benefited, which are the understanding and development of educational practices. (Ekiz, 2006; Everton, Galton, & Pell, 2000). Along with the effective usage of education research, teachers are also expected to conduct education research in various levels as an action researcher of the modern day. (Furlong, & Oancea, 2005; İşman, Altınay-Aksalu, & Altınay-Ghazi, 2009; Rossouw, 2009). On the other hand, the opinions and expectations of teachers related to the educational research and education researchers are as significant as the things expected from teachers who are the carriers of the results found by educational research to the practices areas.

The Objective of the Study

It has been considered important that the approach of elementary school teachers related to the educational research are determined through the examples of educational research and this was chosen as the subject of the research. The objective of the research conducted within this framework is to examine the approach of elementary school teacher related to the educational research. The other objective of the research is to put forward the suggestions in order to rise the level of the teachers about conducting education research and
utilizing from them in accordance with the opinions and expectations of teachers related to education research.

**METHOD**

*Research Model*

The research is a descriptive study through a screening model defined by Karasar (2007) as "screening adjustments made on the whole universe or a group, sample or model that are chosen from it in a universe consisting of numerous elements with the aim of reaching an overall conclusion about the universe".

*Sample*

The research sample is 206 teachers working in 19 elementary schools and this was determined by random sampling technique among the elementary schools in the Central District of Çanakkale Province in 2011-2012 academic year.

*Data Collection*

In order to determine the approach of the teachers to educational research, the questionnaire that consists a personal information form developed by researchers as well as the parts improved by Borg (2009) was utilized as the data collection tool. The questionnaire developed by Borg (2009) was adapted to Turkish by Sahin, Arcagök and Apaydin (2011). In the process of adaptation to Turkish, Sahin, Arcagök, & Apaydin (2011) achieved the equality of structure, concept and language of the Turkish form of the questionnaire in accordance with the opinions of two Turkish experts.

*Data Analysis*

In the analysis of the data the program of SPSS 18.0 was used and the descriptive statistics such as frequency, percentage, etc. for the sections in the questionnaire. Besides, the distribution of teachers related to their different specifications were determined and the comparative analyses for each section in the questionnaire were carried out.

*Conclusion*

The first of the conclusions found by the research is that the majority of teachers (116 people, 56.3%), "Sometimes" follow the research. In addition to this, the young teachers and
those with postgraduate education as well as the classroom teachers were seen to follow the research more often. When analyzed the frequency of teachers to do research, the majority of the teachers with 107 persons (51.9%) was found to "sometimes" do research. Moreover, branch teachers, young teachers and those with postgraduate education were determined to do research more frequently than the other teachers. As an another result of the research, the main causes why teachers do not make research were identified as "insufficient time for research", "the understanding of making research as not a priority for teachers", "the thinking that their managers would not support them" whereas the main causes why they do research were "the thinking that it would improve their professional improvement", "the enjoyment of doing research", and "their desire to find the best education way".

References