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CROSS-CULTURAL COMPARISON OF TEACHERS' ATTITUDES TOWARD EDUCATIONAL RESEARCH: THE CASE OF TURKEY AND KOSOVO

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Abstract

This study aims to a cross-cultural comparison of teachers' attitudes towards educational research in Turkey and Kosovo. The study is carried out according to the descriptive survey model, which is one of the quantitative research models. The study group consists of a total of 336 teachers 186 teachers from Turkey (Istanbul and Batman) and 150 teachers from Kosovo (Prizren) working in the academic year of 2018-2019. As a data collection tool, "Teacher Attitude Scale for Educational Research" and "Personal Information Form" is used to determine the demographic characteristics of teachers. The data is analyzed with the SPSS statistics program. The data is analyzed by independent groups't-test and one-way analysis of variance. According to the findings, it is revealed that in Turkey, the teachers' attitudes towards educational research are "high level", while in Kosovo, teachers' attitudes towards educational research are "moderate level". Moreover, as a result of cross-cultural comparisons, a significant difference is discovered between teachers' attitudes towards educational research. It is determined that this significant difference is in the sub-dimensions of the necessity of educational research and the applicability of educational research.

1. Introduction

Education is expressed as the biggest factor in an individual's learning and a lifelong process (Aydın, 2016). Education is an effect of society on current and future generations (Gökalp, 1992). Education is a training process that progresses on certain goals (Fidan and Erden, 1986).

Education is the biggest investment in behavior change to the human self and personality (Ertürk, 1994). According to Littre, education it the type of mind or skills acquired and the whole of developing moral qualities. According to Stuart Mill, education is a culture that is transferred from generation to generation and gained by preserving and increasing the development stage reached (Cited in Bilhan, 1994). Education exists to acquire knowledge and skills that will take a long time when the individual acquires on their own in a very short time (Başaran, 1994). Education is an essential element in meeting people's needs throughout their lives. Each society has specific goals and ideals for the education system (Aydın, 2016). The goals and ideals differ from society to society, from country to country. Schools act as institutions to achieve these goals. The technical basis of schools goes through teaching and learning (Hoy and Miskel, 2015). The most important factor that ensures the existence of the school is the educational need of the society and the individual. School is a social system with different roles and statuses. In general terms, the school, in a certain place, in a certain time period, appeals to a wide environment, carries out planned and programmed educational activities has vocational and religious types (Boehm, 1982), teaches community culture to children and young people, are educational institutions that are tasked with acquiring certain knowledge and skills according to their abilities (Ergün, 1994).

The teacher is the teacher of the students as a member of the class and as an individual. The teacher is an education leader for his students. The teacher is a guide that guides students' learning. The first thing to do in this process is to determine learning goals and to guide students in line with these goals (Hattie, 2012). Teachers should continuously improve their professional knowledge and skills to offer effective learning to their students

and keep them open to learning (Sarı, 2006; Şahin and Arcagök, 2013). The teacher should update knowledge and skills in the subject area by participating in lifelong learning. How can teachers and educators access the information they need? Of course, there are multiple ways to access information. The most accurate and reliable way to access information is through science (Fraenkel and Wallen, 2006).

Science is knowing the universe and finding the truth. Principles in science, research, publications, and academic fields are among the subjects that should be carefully considered. Science is defined as a systematic collection of information that has been systematically obtained and validated to meet certain social needs (Can, 2014). Science tries to produce consistent, stable, reliable, and valid information. The most reliable aspect of accessing scientific information is a scientific research (Aydın, 2016, p. 138). The scientific research process, which starts with the existence of the problem, includes defining the problem, choosing the method, collecting data, processing the data, results, and solutions based on these results (Büyüköztürk et al., 2014). Scientific research is the function of understanding the characteristics of the society, unraveling the profiles of people, revealing the variables in the dimension of relationships, analyzing the causes that affect the occurrence of problems from different aspects and also producing scientific information (Özdamar, 2003). Scientific research adds new knowledge to existing knowledge in scientific literature. There is accumulation and continuity in scientific research. Each research is in a sense a continuation of the previous ones. Based on the results of scientific research, it adds knowledge in the field (Yıldırım and Şimşek, 2018). The methods used in scientific research help us learn that there are no limits in world knowledge and that there is more information that can learn infinitely and always (Stacey, 1969).

The scientific method is an operational and intellectual process. The scientific method covers the methods of description and explanation that sciences use jointly. Educational research is the study of educational problems with the help of scientific methods. Educational research investigates different events and phenomena that take place during the educational process. Educational research aims to improve the quality of education (Everton et al., 2012). Educational research tries to find solutions to the problems felt in education. The teachers who follow the educational research also follow the contemporary education process worldwide (Drill et al., 2012). Therefore, each teacher must follow recent educational research as a researcher identity (Cohen et al., 2007; Sarı, 2006; Zeulli, 1994). In order to fulfill this requirement, they should be able to carry their research results to their fields of study and carry out the application based on their professional experience (Şahin and Arcagök, 2013). Especially our century has aimed to develop teachers with these features (Hoshmand, 1991). However, the extent to which educational researches that concerns teachers the most reaches teachers in schools, how much these researches are made on a scientific scale, and who the recommendations are taken into consideration (Hannesssy and Lunch, 2013). The level of teachers' benefiting from educational research is related to the teacher's attitude towards research (Kara, 2017; Muthuswamy et al., 2017).

It can be said that there is a judgment or prejudice created by people against the events, objects, and facts taking place around us. According to Plotnik (2009), attitude includes an object, an individual or an assessment of the event and leads the individual to a certain behavior. According to Demirel (2003), attitude is the tendency that leads people to show certain actions and behaviors towards certain individuals, objects, and events. According to Morgan (2013), individuals' attitudes develop in the process of socialization based on their personal knowledge and experience. Attitude, which is one of the personal characteristics of the individual, can be defined as the tendency to act in a certain way against the situations that the individual faces and the state of mental readiness (Marshall, 1999). Attitudes consist of three closely related elements. These are effective (emotions towards an object), behavioral (behavioral tendency, intentions, and behavioral expectations) and cognitive (belief and knowledge). For example, if the individual has positive feelings towards a person, possibly behavioral and cognitive tendencies also favorably support their attitude (Petty et al., 2003). As seen in definitions, attitude can vary from person to person, from event to event. Considering that teacher attitudes towards educational research are in such a process of change, it can be stated that educational research may differ and contribute in terms of improving teachers' educational practices.

Scientific research, which follows and examines change and developments contributes greatly to education. Researches in education provide convenience to teachers within the scope of applications. Worldwide research may be applicable in our country. Therefore, scientific research in every field of education is important for our society. It is possible to bring successful individuals to society, to follow innovations, to update the information and to obtain useful information in the changing technology world. This is related to the positive attitudes of teachers towards educational research by developing researcher identity (Auger and Wideman, 2000). Positive attitudes towards scientific-educational research are the key to success in resolving problems quickly (Nagra and Kaur, 2013) and in the dimension

of progress for the societies that underpin knowledge (Butt and Shams, 2013).

Isakson and Ellwort (1978) think that educational research findings will lead to the development of classroom practice. However, there are differences between conducting educational research, publishing their findings, and applying them in the classroom. In order to determine the causes of this situation, first of all, teachers' findings against educational research should be determined (Johnson, 1966). In other words, although there are differences between the findings obtained from the researches and the implementation of these findings, there are some limitations and difficulties in the application. For this reason, it is considered valuable to transfer the findings obtained from educational research into educational practices and to determine the attitudes of teachers towards educational research in order to reduce the gap between research and practice (Linden et al., 2015). If the teachers value educational researches, believe in its necessity, and show a positive view in terms of its applicability, then it can be said that the research carried out is valuable and important, and also contributes to educational practices. It is thought that comparing the attitudes of teachers towards educational research between cultures will contribute to educational practices and professional development of teachers evaluating themselves in terms of cultural differences. In this sense, the aim of the research is to examine the cross-cultural comparison of teachers' attitudes towards educational research. In line with the general purpose of the study, answers to the following questions were sought:

- ✓ What is the level of education of teachers' attitudes towards educational research in Turkey and Kosovo?
- ✓ Do attitudes of teachers in Turkey and Kosovo towards educational research differ significantly according to cross-cultural comparison?
- ✓ Do attitudes of teachers in Turkey and Kosovo towards educational research differ significantly according to their gender, age, educational level, occupational seniority, departments that they graduated from, and levels of schools that they are working in?

2. Methodology

2.1. Research Model

The research is carried out according to the survey model, which is frequently used in quantitative research methods. The survey model is often preferred in educational research because of its versatility, efficiency, and generalizability (McMillian and Schumacher, 2006). The survey model is a quantitative survey pattern in which we apply a questionnaire or questionnaire to a group of people to describe the general tendencies, attitudes, opinions, behaviors, or characteristic features of people's behavior (Creswell, 2017).

2.2. Study Group

Study group of the research composed of a total of 336 teachers. 186 of these teachers were working in Turkey's Istanbul and Batman provinces in the 2018-2019 academic year in state's primary, secondary, and high schools. 150 of these teachers were working in Kosovo, Prizren in the same academic year and school levels. The frequency and percentage distributions of the teachers participating in the research regarding the variables of culture, gender, age, education level, occupational seniority, department, and school type are given in Table 1.

Table 1. Demographic features of teachers

Variables	Demographic features	f	%
Culture	Turkey	179	55.2
	Kosovo	145	44.8
Gender	Female	220	67.9
	Male	104	32.1
Age	30 years and under	105	32.4
	31-40	95	29.3
	41-50	94	29.0
	50 ages +	30	9.3
Education Level	Bachelors	289	89.2
	Postgraduate	35	10.8
Occupational Seniority	5 years and under	129	37.0
	6-10 years	49	15.1
	11-15 years	59	18.2
	16-20 years	53	16.4
	20 years +	43	13.3
Department	Primary School Teacher (PST)	104	32.1
	Branch Teacher (BT)	203	62.1
	Vocational Teacher (VT)	17	5.2
School Type	Primary School (PS)	118	36.4
	Secondary School (SS)	154	47.5
	High School (HS)	52	16.0
	Total	**324**	**100**

As is seen in Table 1, %55.2 of the teachers who participated in research constitutes from teachers provide training in Turkey, while %44.8 of the teachers constitutes from teachers in Kosovo. 67.9% of the teachers participating in the research are women and 32.1% are men. Accordingly, a higher number of female teachers indicates that the teaching profession is highly preferred by women. 32.4% of the teachers participating in the study are between the ages of 20-30, 29.3% between the ages of 31-40, 29.0% between the ages of 41-50 and 9.3% between the ages of 50 and over. Accordingly, we can state that the majority of teachers are between the ages of 20-30 and that the teachers consist of young staff. The vast majority (89.2%) of the teachers participating in the research have only a bachelor's degree. The highest percentage value (37.0%) of the teachers participating in the research in terms of professional seniority variable is in the range of 1-5 years. The majority of teachers (62.1%) participating in the research are branch teachers. According to the type of school variable, the majority of teachers (47.5%) are teachers who give education in secondary school. It shows that the majority of the teachers who participated in our research and who voluntarily agreed to answer our scale consisted of only teachers with bachelor's degrees, giving education in the branch, secondary school and who have professional seniority in the range of 1-5 years.

2.3. Data Collection Tool

In comparing the attitudes of the teachers participating in the research towards educational researches across cultures, “Teachers Attitude Scale Towards Educational Research (TASTER) developed by İlhan et al., (2013) and “Personal Information Form” prepared by the researchers to determine the demographic characteristics of the teachers are used. The five-point Likert type “Teacher Attitude Scale Towards Educational Research” [TASTER] was developed by İlhan et al. The scale consists of three sub-dimensions and twenty items. Sub-dimensions Necessity of Educational Research [NER] (E1, E3, E7, E10, E14, E17, E20), Valuing Educational Research [VER] (E2, E6, E9, E11, E12, E16) and Applicability of Educational Research [APER] (E4, E5, E8, E13, E15, E18, E19). The Cronbach Alpha coefficient of the scale was 0.81, and the Cronbach Alpha coefficient is calculated as 0.69 in this study. In the "Personal Information Form", variables related to the teachers' gender, age, education level, professional seniority, the department they graduated from and the institution they work in are included.

2.4. Analysis of Data

In the study, the data is analyzed with the SPSS statistics program. Frequency, percentage, standard deviation, and arithmetic mean values related to the data were found. Extreme values that are not

normally distributed have been omitted. The number of data has decreased to 324 due to the extreme values removed. In order to determine whether there is a significant difference in the evaluation of quantitative data, t-test in binary variables, one-way analysis of variance in more than two variables, and Post-Hoc tests were performed to find the source of the difference.

3. Findings

The average and standard deviation values of teachers' attitudes towards educational researches are given in Table 2.

Table 2. Arithmetic means and standard deviation regarding the levels of teachers' attitudes towards educational research

Turkey	**N**	**Mean**	**Sd**	**Evaluation**
The necessity of educational research (NER)	179	4,06	,421	High
Valuing educational research (VER)	179	4,27	,432	Very High
Applicability of educational research (APER)	179	2,87	,755	Moderate
Teacher Attitude Scale Toward Educational Research (TASTER)	179	3,71	,282	High
Kosovo	**N**	**Mean**	**Sd**	**Evaluation**
The necessity of educational research (NER)	145	4,17	,417	High
Valuing educational research (VER)	145	4,36	,479	Very High
Applicability of educational research (APER)	145	2,66	,701	Moderate
Teacher Attitude Scale Toward Educational Research (TASTER)	145	3,70	,296	High

As seen in Table 2 teachers' attitudes towards the necessity of educational research in Turkey and Kosovo "high" level (M=4.06; M=4.17); their attitudes towards valuing educational research are “very high” (M=4.27; M=4.36); their attitudes towards the applicability of educational research are at the "moderate" level (M=2.87; M=2.66) and their attitudes towards educational research in general are at the "high" level (M=3.71; M=3.70).

The results of the t-test analysis conducted to determine the cultural difference of teachers are given in Table 3.

Table 3. T-test analysis results for cross-cultural comparison of teachers' attitudes towards educational research

Sub-dimensions	**Culture**	**N**	**M**	**Sd**	**df**	**t**	**p**
NER	Turkey	179	4.06	.42	322	-2.33	**.020**
	Kosovo	145	4.17	.41			
VER	Turkey	179	4.27	.43	322	-1.76	.078
	Kosovo	145	4.36	.47			
APER	Turkey	179	2.87	.75	322	2.55	**.011**
	Kosovo	145	2.66	.70			
TASTER	Turkey	179	3.71	.28	322	.24	.811
	Kosovo	145	3.70	.29			

As can be seen in Table 3, according to the results of the t-test analysis carried out regarding the cross-cultural comparison of teachers' attitudes towards educational research there are no significant differences can be detected on valuing on educational research and attitude toward educational research in general in both countries (p> .05). Their attitudes towards the necessity of research and applicability of educational research differ significantly (p>.05). Teachers' attitudes toward the necessity of educational research in Kosovo (M=4.17) are higher than teachers' attitudes toward the necessity of educational research in Turkey (M=4.06). However, teachers' attitudes towards the applicability of educational research in Turkey (M=2.87) are higher than teachers' attitudes towards the applicability of educational research in Kosovo (M=2.66).

In comparing the attitudes of teachers towards educational research across cultures, t-test analysis results according to gender variables are given in Table 4.

Table 4. Results of t-test analysis regarding gender variable in comparing teachers' attitudes towards education research across cultures

Sub-dimensions	Culture	Gender	N	M	Sd	df	t	p
NER	Turkey	Female	114	4.06	.42	177	-.32	.748
		Male	65	4.08	.42			
	Kosovo	Female	106	4.14	.41	143	-1.51	.132
		Male	39	4.26	.42			
VER	Turkey	Female	114	4.25	.44	177	-.65	.516
		Male	65	4.30	.41			
	Kosovo	Female	106	4.33	.48	143	-1.35	.178
		Male	39	4.45	.46			
APER	Turkey	Female	114	2.74	.68	177	-3.05	**.003**
		Male	65	3.09	.82			
	Kosovo	Female	106	2.69	.68	143	.80	.425
		Male	39	2.58	.74			
TASTER	Turkey	Female	114	3.65	.25	177	-3.35	**.001**
		Male	65	3.80	.30			
	Kosovo	Female	106	3.69	.29	143	-.73	.463
		Male	39	3.79	.28			

As Table 4 shows, according to the results of the t-test analysis carried out regarding the cross-cultural comparison of teachers' attitudes towards educational researches on the gender variable, there are no significant differences can be detected on valuing on educational researches and attitude toward educational research in general in both countries ($p > .05$). However, the applicability of educational researches ($t=-3.05$; $p<.05$), and the attitude towards educational researches in general ($t=-.73$; $p<.05$) are found to generate significant difference by gender of teachers in Turkey. It is determined that in Turkey, male teachers' attitudes toward the applicability of educational researches (M=3.09) and attitudes toward educational researches in general (M=3.80) are higher than female teachers' attitudes toward the applicability of educational researches (M=2.74) and attitudes toward educational researches in general (M=3.65). In comparing the attitudes of teachers towards educational research across cultures, one-way analysis of variance ANOVA related to age variable is given in Table 5.

Table 5. One-way analysis of variance (ANOVA) results related to age variable in a cross-cultural comparison of teachers for educational research

	Country	Age	N	M	Sd	Source of Variance	Sum of Squares	df	Mean Square	F	p
NER	Turkey	30 age and under	93	4,07	,471	Bet. Gr.	,325	3	,108		
		31-40 age	34	4,13	,328	Wit. Gr.	31,280	175	,179		
		41-50 age	39	4,01	,391	Total	31,605	178		,605	,612
		51+	13	4,01	,342						
		Total	179	4,06	,421						
	Kosovo	30 age and under	12	4,07	,57	Bet. Gr.	,453	3	,151		
		31-40 age	61	4,23	,413	Wit. Gr.	24,702	141	,175		
		41-50 age	55	4,15	,412	Total	25,154	144		,861	,463
		51+	17	4,10	,321						
		Total	145	4,17	,417						
VER	Turkey	30 age and under	93	4,32	,453	Bet. Gr.	,185	3	,062		
		31-40 age	34	4,24	,440	Wit. Gr.	33,116	175	,189		
		41-50 age	39	4,26	,395	Total	33,301	178		,326	,807
		51+	13	4,20	,391						
		Total	179	4,27	,432						
	Kosovo	30 age and under	12	4,22	,533	Bet. Gr.	,703	3	,234		
		31-40 age	61	4,42	,450	Wit. Gr.	32,407	141	,230		
		41-50 age	55	4,35	,503	Total	33,110	144		1,020	,386
		51+	17	4,25	,460						
		Total	145	4,36	,479						
APER	Turkey	30 age and under	93	2,76	,746	Bet. Gr.	2,942	3	,981		
		31-40 age	34	2,90	,786	Wit. Gr.	98,572	175	,563		
		41-50 age	39	2,99	,774	Total	101,514	178		1,741	,160
		51+	13	3,17	,589						
		Total	179	2,87	,755						
	Kosovo	30 age and under	12	2,98	,693	Bet. Gr.	2,745	3	,915		
		31-40 age	61	2,63	,707	Wit. Gr.	68,181	141	,484		
		41-50 age	55	2,55	,705	Total	70,926	144		1,892	,134
		51+	17	2,88	,608						
		Total	145	2,66	,701						
TASTER	Turkey	30 age and under	93	3,68	,260	Bet. Gr.	,170	3	,057		
		31-40 age	34	3,73	,281	Wit. Gr.	13,987	175	,080		
		41-50 age	39	3,73	,321	Total	14,158	178		,710	,547
		51+	13	3,77	,319						
		Total	179	3,71	,282						
	Kosovo	30 age and under	12	3,73	,278	Bet. Gr.	,191	3	,064		
		31-40 age	61	3,73	,295	Wit. Gr.	12,458	141	,088		
		41-50 age	55	3,65	,296	Total	12,648	144		,719	,542
		51+	17	3,72	,318						
		Total	145	3,70	,296						

According to the results given in Table 5, it is found that there is no significant difference between teachers' attitudes toward educational research in Turkey and Kosovo by age variable in ($p>0.5$).

In comparing the attitudes of teachers towards educational research across cultures, the t-test analysis results related to the level of education are given in Table 6.

Table 6. The results of the t-test analysis regarding the variable of education level in comparing the attitudes of teachers towards educational research across-cultures

Sub-dimensions	Culture	Level of Education	N	M	Sd	df	t	p
NER	Turkey	Bachelors	165	4.07	.43	177	.53	.595
		Postgraduate	14	4.01	.24			
	Kosovo	Bachelors	124	4.14	.40	143	-2.20	**.029**
		Postgraduate	21	4.36	.46			
VER	Turkey	Bachelors	165	4.28	.43	177	.97	.332
		Postgraduate	14	4.16	.43			
	Kosovo	Bachelors	124	4.33	.45	143	-1.99	**.048**
		Postgraduate	21	4.55	.56			
APER	Turkey	Bachelors	165	2.85	.74	177	.71	.476
		Postgraduate	14	3.01	.90			
	Kosovo	Bachelors	124	2.65	.68	143	-.16	.866
		Postgraduate	21	2.68	.82			
TASTER	Turkey	Bachelors	165	3.71	.28	177	.05	.956
		Postgraduate	14	3.70	.28			
	Kosovo	Bachelors	124	3.68	.29	143	-2.20	**.029**
		Postgraduate	21	3.83	.27			

As it is displayed in Table 6, according to the education level variable in the cultural comparison of teachers' attitudes toward educational research, in Kosovo, teachers' attitudes toward the necessity of educational research ($t=-2.20$; $p<.05$), valuing educational research ($t=-1.99$; $p<.05$), and attitudes toward educational research in general ($t=-2.20$; $p<.05$) show a significant difference by education level variable. In Kosovo, teachers', with a postgraduate degree, attitudes toward the necessity of educational research (M = 4.36), valuing educational research (M = 4.55) and attitudes towards educational research in general (M = 4.14) are higher than teachers', with only a bachelors' degree, attitudes toward the necessity of educational research (M=4.14), valuing educational research (M=33) and attitudes towards educational research in general (M=3.68). There is no significant difference between teachers' attitudes toward educational researches in Turkey by education level variable ($p>0.5$).

The results of one-way analysis of variance (ANOVA) regarding the professional seniority variable in cross-cultural-comparing the attitudes of teachers towards educational research are given in Table 7.

Table 7. The results of one-way variance (ANOVA) analysis regarding the occupational seniority variable of the cross-cultural comparison of teachers' attitudes towards educational research

	Country	Occupational Seniority	N	M	Sd	Source of Variance	Sum of Squares	df	Mean Square	F	p
NER	Turkey	5 years and under	96	4,29	,450	Bet. Gr.	,828	4	,207	1,170	,326
		6-10 years	11	4,31	,474	Wit. Gr.	30,777	174	,177		
		11-15 years	17	4,27	,436	Total	31,605	178			
		16-20 years	30	4,16	,375						
		21 +	25	4,31	,417						
		Total	179	4,27	,432						
	Kosovo	5 years and under	24	4,30	,409	Bet. Gr.	,710	4	,178	1,017	,401
		6-10 years	38	4,12	,462	Wit. Gr.	24,444	140	,175		
		11-15 years	42	4,15	,415	Total	25,154	144			
		16-20 years	23	4,22	,412						
		21 +	18	4,11	,330						
		Total	145	4,17	,417						
VER	Turkey	5 years and under	96	2,79	,750	Bet. Gr.	,485	4	,121	,643	,632
		6-10 years	11	2,63	,569	Wit. Gr.	32,815	174	,189		
		11-15 years	17	3,21	,872	Total	33,301	178			
		16-20 years	30	2,97	,823						
		21 +	25	2,93	,621						
		Total	179	2,87	,755						
	Kosovo	5 years and under	24	4,33	,501	Bet. Gr.	,224	4	,056	,239	,916
		6-10 years	38	4,36	,496	Wit. Gr.	32,886	140	,235		
		11-15 years	42	4,36	,467	Total	33,110	144			
		16-20 years	23	4,44	,496						
		21 +	18	4,30	,461						
		Total	145	4,36	,479						
APER	Turkey	5 years and under	96	2,79	,750	Bet. Gr.	3,610	4	,903	1,604	,175
		6-10 years	11	2,63	,569	Wit. Gr.	97,904	174	,563		
		11-15 years	17	3,21	,872	Total	101,514	178			
		16-20 years	30	2,97	,823						
		21 +	25	2,93	,621						
		Total	179	2,87	,755						
	Kosovo	5 years and under	24	2,57	,725	Bet. Gr.	1,726	4	,432	,873	,482
		6-10 years	38	2,76	,736	Wit. Gr.	69,199	140	,494		
		11-15 years	42	2,57	,684	Total	70,926	144			
		16-20 years	23	2,60	,770						
		21 +	18	2,85	,527						
		Total	145	2,66	,701						
TASTER	Turkey	5 years and under	96	3,689	,263	Bet. Gr.	,605	4	,151	1,942	,106
		6-10 years	11	3,69	,181	Wit. Gr.	13,553	174	,078		
		11-15 years	17	3,88	,349	Total	14,158	178			
		16-20 years	30	3,68	,300						
		21 +	25	3,73	,291						
		Total	179	3,71	,282						
	Kosovo	5 years and under	24	3,70	,274	Bet. Gr.	,102	4	,025	,284	,888
		6-10 years	38	3,71	,319	Wit. Gr.	12,546	140	,090		
		11-15 years	42	3,66	,276	Total	12,648	144			

	16-20 years	23	3,72	,334
	21 +	18	3,73	,290
	Total	145	3,70	,296

As shown in Table 7, it is found that there is no significant difference between teachers' attitudes toward educational research in Turkey and Kosovo by occupational seniority variable (p>0.5).

The results of one-way analysis of variance (ANOVA) regarding the graduate department variable in which teachers' attitudes towards educational research are compared across-cultures are given in Table 8.

Table 8. The results of one-way variance (ANOVA) analysis regarding the graduate department variable of the cross-cultural comparison of teachers' attitudes towards educational research

	Country	Branch	N	M	Sd	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
NER	Turkey	A. PST	46	4,03	,488	Bet. Gr.	,485	2	,243	1,372	,256	---
		B. BT	127	4,06	,397	Wit. Gr.	31,120	176	,177			
		C. VT	6	4,33	,321	Total	31,605	178				
		Total	179	4,06	,421							
	Kosovo	A. PST	58	4,20	,424	Bet. Gr.	,786	2	,393	2,291	,105	---
		B. BT	76	4,12	,407	Wit. Gr.	24,368	142	,172			
		C. VT	11	4,38	,404	Total	25,154	144				
		Total	145	4,17	,417							
VER	Turkey	A. PST	46	4,25	,473	Bet. Gr.	,135	2	,067	,358	,700	---
		B. BT	127	4,27	,414	Wit. Gr.	33,166	176	,188			
		C. VT	6	4,41	,534	Total	33,301	178				
		Total	179	4,27	,432							
	Kosovo	A. PST	58	4,36	,461	Bet. Gr.	2,576	2	1,288	5,991	,003	C>A; C>B
		B. BT	76	4,30	,475	Wit. Gr.	30,534	142	,215			
		C. VT	11	4,81	,383	Total	33,110	144				
		Total	145	4,36	,479							
APER	Turkey	A. PST	46	2,72	,805	Bet. Gr.	2,292	2	1,146	2,033	,134	---
		B. BT	127	2,94	,737	Wit. Gr.	99,222	176	,564			
		C. VT	6	2,52	,531	Total	101,514	178				
		Total	179	2,87	,755							
	Kosovo	A. PST	58	2,62	,706	Bet. Gr.	,678	2	,339	,685	,506	---
		B. BT	76	2,71	,682	Wit. Gr.	70,248	142	,495			
		C. VT	11	2,48	,828	Total	70,926	144				
		Total	145	2,66	,701							
TASTER	Turkey	A. PST	46	3,64	,276	Bet. Gr.	,294	2	,147	1,863	,158	---
		B. BT	127	3,73	,285	Wit. Gr.	13,864	176	,079			
		C. VT	6	3,72	,163	Total	14,158	178				
		Total	179	3,71	,282							
	Kosovo	A. PST	58	3,70	,313	Bet. Gr.	,265	2	,132	1,518	,223	---
		B. BT	76	3,68	,287	Wit. Gr.	12,384	142	,087			
		C. VT	11	3,85	,242	Total	12,648	144				
		Total	145	3,70	,296							

PST: Primary School Teacher, BT: Branch Teacher, VT: Vocational Teacher

As can be seen in Table 8, as a result of the cross-cultural comparison of the attitudes of teachers in Kosovo to educational research, the attitudes of teachers in Kosovo to valuing educational research were significantly different compared to the branches they graduated from (p<.05). As a result of the analysis made to determine which groups are different, the teachers who work as vocational teachers (M=4.81) in Kosovo have higher attitudes towards educational research than both classroom teachers (M=4.36) and branch teachers (M=4.30). However, in other dimensions, teachers' attitudes toward educational research do not show significant differences according to the branches they graduated from in both countries (p>.05).

In comparing the attitudes of teachers towards educational research across cultures, one-way analysis of variance (ANOVA) related to school type variable is given in Table 9.

Table 9. The results of one-way variance (ANOVA) analysis regarding the school type variable of the comparison of the attitudes of teachers towards educational research across cultures

	Country	Type	N	M	Sd	Source of Variance	Sum of Squares	df	Mean Square	F	p
NER	Turkey	A.PS	58	4,03	,470	Bet. Gr.	,113	2	,056	,315	,730
		B. SS	96	4,09	,376	Wit. Gr.	31,492	176	,179		
		C. HS	25	4,05	,477	Total	31,605	178			
		Total	179	4,06	,421						
	Kosovo	A.PS	60	4,21	,425	Bet. Gr.	,217	2	,108	,617	,541
		B. SS	58	4,16	,402	Wit. Gr.	24,937	142	,176		
		C. HS	27	4,11	,440	Total	25,154	144			
		Total	145	4,17	,417						
VER	Turkey	A.PS	58	4,26	,503	Bet. Gr.	,100	2	,050	,265	,767
		B. SS	96	4,26	,393	Wit. Gr.	33,201	176	,189		
		C. HS	25	4,33	,411	Total	33,301	178			
		Total	179	4,27	,432						
	Kosovo	A.PS	60	4,37	,448	Bet. Gr.	,064	2	,032	,138	,871
		B. SS	58	4,33	,485	Wit. Gr.	33,046	142	,233		
		C. HS	27	4,38	,544	Total	33,110	144			
		Total	145	4,36	,479						
APER	Turkey	A.PS	58	2,73	,744	Bet. Gr.	2,491	2	1,245	2,214	,112
		B. SS	96	2,98	,768	Wit. Gr.	99,023	176	,563		
		C. HS	25	2,77	,687	Total	101,514	178			
		Total	179	2,87	,755						
	Kosovo	A.PS	60	2,62	,727	Bet. Gr.	,818	2	,409	,829	,439
		B. SS	58	2,62	,695	Wit. Gr.	70,107	142	,494		
		C. HS	27	2,82	,660	Total	70,926	144			
		Total	145	2,66	,701						
TASTER	Turkey	A.PS	58	3,64	,266	Bet. Gr.	,418	2	,209	2,680	,071
		B. SS	96	3,75	,294	Wit. Gr.	13,739	176	,078		
		C. HS	25	3,68	,248	Total	14,158	178			
		Total	179	3,71	,282						
	Kosovo	A.PS	60	3,70	,313	Bet. Gr.	,074	2	,037	,419	,658
		B. SS	58	3,68	,298	Wit. Gr.	12,574	142	,089		
		C. HS	27	3,74	,255	Total	12,648	144			
		Total	145	3,70	,296						

PS: Primary School, SS: Secondary School, HS: High School

As shown in Table 9, it is found that there is no significant difference between teachers' attitudes toward educational research in Turkey and Kosovo by school type variable (p>0.5).

4. Discussion and Conclusions

Considering the idea that teachers are affected by the use of research findings and using these findings in their educational applications, it is decided to conduct a cross-cultural comparison of teachers' attitudes toward educational research in Turkey and Kosovo. According to the findings obtained in the study of cross-cultural comparisons of teachers' attitudes towards educational research in Turkey and Kosovo, it is discovered that teachers' attitudes toward educational research, in general, are at a very "high" level. In addition, the attitudes of teachers in both countries towards the necessity of educational research are at a "high" level, while their attitudes towards valuing educational research are at a "very high", and their attitudes towards the applicability of educational research are at a "moderate" level. According to this result, it can be said that teachers believe in the necessity of educational research because they need this research and they value educational research to reach knowledge arising from reasons related to this need. Interestingly, the applicability of educational research is perceived less. In line with the findings of this research, Nagra and Kaur (2013) stated that teacher educator's/education faculty members/academicians in India; Short and Szabo (1974) in America (New York) and Johnson (1966) in England (London) determined that teachers' attitudes towards educational research are very positive and high. Sekerci, Ilhan, Sozbilir and Yildirim (2017) and Gül and Özay Kose (2017) in their research in Turkey, determined that teachers' attitudes towards education research in general and the necessity of educational research are "high"; their attitudes towards valuing educational research are "very high"; and their attitudes towards the applicability of educational researches were "low". According to the findings of the study conducted by Karakaya (2015), teachers see educational researches as a tool for occupational development. However, again, according to the results of this research, teachers find educational researches important in terms of bringing appropriate solutions to the problems in the class, increasing awareness in educational activities, supporting teacher autonomy, increasing collaboration among colleagues and being a feedback tool by reflecting student perspectives. However, they stated that although the attitudes of teachers towards educational research were mostly positive, they experienced difficulties in the implementation process. Kahraman and Köleli (2017) reported that teachers' attitudes towards educational research were above average, while Korkmaz et al. (2011) reported high levels. However, as a result of research, it is revealed that teachers do not show enough interest in scientific researches in their schools (Sarı, 2006). İlhan et al. (2016) found that students' attitudes towards research were "low" in their study on associate-degree and undergraduate students who took research methods courses at 6 different universities. However, according to the results of the research conducted by Isakson and Ellsworth (1978) the education given to the students improves the research education by affecting the attitudes towards the research positively. It is an interesting finding that the attitudes of teachers in service towards educational research as "high" and the attitudes of university students towards research as a "low" level. The difference of this situation may be due to the fact that while the university students develop their attitudes towards researches with theoretical knowledge, while the teachers have both received similar education and are now in the application process. Theoretical knowledge becomes more important and valuable when applied and benefited. It is their duty to carry out this process since they are teachers who apply theoretical knowledge (Aylar, 2017). In the implementation of researches believed and valued, the teacher must fulfill his duty. The most important feature that distinguishes the teaching occupation from other occupations is that it requires more labor. The title of the educator is getting stronger in the application process (Batur and Balcı, 2013). Therefore, teachers should face problems related to research practices in education, evaluate themselves and overcome this problem. In order to be able to value and apply the educational research they believe is necessary, they must improve themselves and follow lifelong learning and fulfill their responsibilities related to their profession (Demiraslan and Usluel, 2008). The purpose of education systems is the structuring of societies made up of individuals who research, question, think critically and emphasize creativity. Teachers play a leading role in the realization of this task. If teachers are devoid of research skills and research practices, they cannot be expected to acquire research culture in their educated people (Ministry of National Education [MoNE], 2008; Sarı, 2006). We can talk about the existence of the same results in research on the subject (Akçöltekin, 2017; Delihasan, 2019). These results are a positive value for both cultures in the information age we live in and can be considered promising for their future. The fact that educational research is considered to be interculturally accepted, considered positive and important may increase the quality of education in a private sense and contribute to the success of education systems in general.

As a result of analysis conducted for the main purpose of the research, while teachers', in Kosovo, attitudes toward the necessity of educational research are higher/positive than teachers' attitudes in Turkey, teachers', in Turkey, attitudes toward the applicability of educational researches are higher/ positive than teachers in Kosovo. In other words, teachers in Kosovo believe in the necessity of educational researches, the

teachers in Turkey believe in the applicability of this researches more. This result can be explained by the development, economic situation or cultural values of the countries. Education has goals such as ensuring the continuity and development of society. Therefore, their attitude may be more positive, as teachers in Kosovo believe that education research is necessary as an element that enhances education. When evaluated from a cultural point of view, it can be interpreted differently. Each culture has its own characteristics (Ünlü et al., 2016). Culture, as the common qualities of individuals in a community, are lifestyles that are transferred and shared from individual to individual (Aytaç, 2006; Triandis, 1994). The meanings that societies attach to their lives are parallel to the culture of the environment they live in (Barker and Jane, 2016). Community culture consists of values and assumptions. The values that make up culture are the interests of a society that tend to prefer certain situations more than others (Hofstede et al., 2010). Teachers in Kosovo value the necessity of educational researches, while teachers in Turkey can give more value to the applicability of the findings obtained from educational researches. Therefore, it can be said that there is a significant difference in teachers' attitudes towards the necessity and applicability of educational research in the cross-cultural comparison dimension.

According to the findings obtained in the study of comparing attitudes towards educational research between cultures, male teachers' attitudes in Turkey toward educational research in general and applicability of educational research are higher/more positive than of female teachers. The attitudes of teachers in Kosovo towards educational research do not differ significantly according to their gender. Nagra and Kaur (2013) in India, Short and Szabo (1974) in America, Shaukat et al. (2014), and Beycioğlu, Özer and Teyar Uğurlu (2009) in Turkey assessed that there is not a significant difference between male and female teachers' opinions regarding educational research and their attitudes are at a similar level. However, Erdamar and Akpunar (2017) determined that male teachers have more positive thoughts about educational research than female teachers. In Johnson's (1966) study in the UK (London), and Kahraman and Köleli's (2017) research in Turkey, they concluded that teachers' attitudes towards educational research are higher than that of women. The authors stated that the reason for this difference is a research subject that needs to be answered. However, when other research results in the literature are examined, it is understood that the results are not consistent. While some studies show significant differences in the attitudes of men and women's attitudes towards educational research (Kahraman and Köleli, 2017; Korkmaz et al., 2011; Sekerci et al., 2017; Polat, 2014), while others do not (Beycioğlu et al., 2009; Bibi et al., 2012; Biçer et al., 2013; Gül and Özay Köse, 2017; Kotan, 2019; Uçgun and Ünal, 2015; Sadıç, 2019; Yenilmez and Ata, 2012). In this context, it would be appropriate to state that the findings regarding the gender variable are not consistent in studies conducted for educational research.

According to the cross-cultural comparison of teachers' attitudes toward educational research by education level variable, teachers who have a postgraduate degree in Kosovo have more positive attitudes towards the necessity of educational researches, valuing educational researches and education research in general. It is noteworthy that their attitudes towards the applicability of educational research do not differ in terms of their bachelors' and postgraduate degrees. Education levels of teachers in Turkey are not creating differences in their attitudes towards educational researches. In Turkey, in Uçgun and Ünal's (2015) study on Turkish and classroom teachers, Kotan's (2019) study on music teachers and Sekerci et al. (2017) study on teachers graduated from 12 different branches, it is put forward that teachers' attitudes towards educational research did not differ significantly from their educational background. On the other hand, İhan et al. (2016) found that associate degree students showed more interest in research, attach importance, are motivated and have higher anxiety than undergraduate students. When the literature is examined, it was stated in the similar studies that the teachers who follow the educational researches have difficulties in understanding the educational researches and cannot use it enough in their professional lives (İlhan et al., 2013; Sadıç, 2019). It can be said that there is a meaningful difference in the attitudes of teachers in Kosovo, who have postgraduate education, towards educational research, in fact, it can be said that the aim of graduate education is fulfilled and raised awareness on teacher's attitudes toward educational researches.

In comparing the attitudes of teachers towards educational research across cultures, in Kosovo, attitudes of vocational teachers towards educational research are more positive/ higher than primary school teachers and branch teachers. As one of the reasons for this, it can be said that vocational teachers give more value to educational researches to renew themselves and to follow developments in their professions closely. According to the results of Short and Szabo (1974) in the USA, the attitudes of social studies teachers towards educational research are lower than teachers of English, Science, Mathematics, and other branches. In Turkey, Sahin and Arcagök (2013) revealed that branch teachers making research more frequent than primary school teachers. In his study, Polat (2014) found that the positive attitudes of university students studying in the Turkish teaching department towards educational researches are lower than those of the mathematics department students. However, in the study of Korkmaz et al. (2011), they determined that in the positive

attitudes of the education faculty students towards the research their department does not constitute a significant difference. Similarly, Gül and Özay Köse (2017) demonstrated that in the attitudes of science and mathematics teachers toward researches, the branch variable does not create a significant difference. As a different school level, Nagra and Kaur (2013) found that science and art teacher educators/academics/members of education faculty have similar attitudes towards research in India. However, it was seen that teachers in all branches showed positive attitudes towards educational research and similar results were obtained (Ekiz, 2006; Sekerci et al., 2017; Uçgun and Ünal, 2015; Yıldırım et al., 2017). Based on these results, it can be said that the attitudes of teachers in all branches towards educational research are positive, but the attitudes of teachers in mathematics and science towards higher education research are higher.

According to the research findings, no significant difference was found in the cross-cultural comparison of teachers' attitudes towards educational research about age, professional seniority, and school type. There are studies in the literature that determine the attitudes of teachers towards educational research do not differ according to their seniority (Beycioğlu et al., 2009; Byman, 2009; Ekiz, 2006; Johnson, 1966; Short and Szabo, 1974; Sekerci et al., 2017; Uçgun and Ünal, 2015) as well as studies showing significant difference by seniority variable (Akcöltekin et al., 2017). However, the findings of studies conducted in different countries show that there is a difference according to the variable of seniority. For instance, in Turkey, studies made by Akcöltekin et al. (2017) with Erdamar and Akpunar (2017), demonstrate those beginning teachers' and teachers with occupational seniority under 10 years' attitudes toward educational research are more positive than teachers with occupational seniority above 10 years. Johnson (1966) in England and Stamou, Humphreys and Schmidt (2006) in their experimental studies in Greece, have developed more positive attitudes towards education research compared to teachers who have not previously participated in educational research. Similarly, researches reporting that the attitudes of teachers under the age of 25 towards the applicability of educational researches are higher than those of the teachers who are 26-30 years old, but their attitudes toward the necessity of educational research and their attitude towards valuing do not differ according to their age (Kotan, 2019). Contrary to Kotan's (2019) research findings, Shaukat et al. (2014) found that the positive attitudes of teachers 30 years old and older towards educational research are more positive than teachers under 30 years old. In this study, it is concluded that the teachers who work in different school types have similar attitudes towards educational research. Johnson (1966) also found that teachers at primary and secondary levels have similar attitudes towards educational research. In this context, we can state that the variables of age, professional seniority and school type of teachers working in different cultures do not affect their attitudes towards educational research.

As a general conclusion of this study, it is discovered teachers', in Kosovo and Turkey, attitudes toward educational research are high. However, it is recommended that qualitative researches be carried out in-depth, which particularly examines why their attitude towards the applicability of research findings is low. In addition, it can be recommended to conduct applied training and workshops in order to develop teachers' attitudes toward educational research for in pre-service teacher education, academics, in-service career periods, decision-makers, policymakers and school administrators in the education system and the provision of appropriate conditions/equipment for the applicability of the findings from educational research. The involvement of teachers in the research provides a positive attitude towards research (Johson, 1966). Therefore, the participation of teachers in educational research can be encouraged and carried out in such a way that their participation can be ensured.

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