Teachers' Views about Educational Research: A Qualitative Study ⁱ

Gökhan Baş ⁱⁱ
University of Ömer Halisdemir

Zafer Savaş Kıvılcım ⁱⁱⁱ
Ministry of National Education

Abstract
The purpose of this case study is to examine the views of teachers' about educational research. The present research is designed as a qualitative case study. The group of this study is consisted of teachers (n = 27), working in primary, middle, and high schools in the province of Niğde in Turkey. An extensive literature review was made on educational research and some scales in this regard were examined in detail in order to prepare the research questions in the study. At the end of this extensive literature review, a semi-structured interview form for the study was prepared. For data collection, teachers were visited in their schools by the researchers and asked to participate in the study. The teachers in the study group were interviewed directly by face-to-face in their schools in the autumn semester. The data obtained in the study were analysed by using "descriptive analysis technique". According to findings obtained in the study, totally four themes were acquired as a result of the descriptive analysis technique. The obtained themes were concluded as: need for educational research, importance of educational research, applicability of education research, and contribution of educational research to professional development.

Key words: Educational Research, Views of Teachers, Qualitative Study

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ⁱⁱ **Gökhan Baş** is an assistant professor at the School of Education in Ömer Halisdemir University, Turkey.

Correspondence: gokhanbas51@gmail.com

ⁱⁱⁱ **Zafer Savaş Kıvılcım** is a teacher at the Ministry of National Education, Turkey.

Introduction

Educational research plays an important role in the implementation of the education of countries in a healthy way (İlhan, Şekerci, Sözbilir, & Yıldırım, 2013). Educational research, which holds an important place in the questioning of information, is seen to be significant in education (Küçükoğlu, Taşgın, & Çelik, 2013). The importance of educational research cannot be ignored in the improvement of the quality and development of an education system (Everton, Galton, & Pell, 2002). Therefore, the role of educational research is quite large in the creation of a quality educational system in a country.

Educational research in many different fields of study is carried out by scientists in order to increase the quality of education (Beycioğlu, Özer, & Uğurlu, 2010). Teachers, one of the leading actors in an education system, are expected to practise educational applications in the classroom in light of the results obtained from educational research (Everton, Galton, & Pell, 2000). In other words, it is necessary that teachers must follow up the innovations and monitor the contemporary developments closely through the results of educational research (Drill, Miller, & Behrestock-Sherratt, 2012; Yavuz, 2009). Therefore, teachers must always follow up recent educational research (Zeuli, 1992), and have the role of an educational researcher (Cohen, Manion, & Morrison, 2007; Eryaman & Riedler, 2009, 2010; Saracaoğlu, Varol, & Ercan, 2005; Sarı, 2006). Teachers, like all individuals doing different kinds of jobs, must follow the recent developments in their fields closely and then move the acquired experiences and knowledge to the practice area in order to improve their professional competence (Şahin & Arcagök, 2013). In this regard, teachers are continuously expected to follow up the educational research related with their field area closely, and to implement the results driven from these studies in their classrooms (Drill, Miller, & Behrestock-Sherratt, 2012). However, it is not quite possible to say that teachers seem to benefit from education research adequately (İlhan et al., 2013). Although educational research is seen to increase in quantity (Beycioğlu, Özer, & Uğurlu, 2010; Chang, Chang, & Tseng, 2010; Sözbilir, Kutu, & Yaşar, 2012; Tsai & Wen, 2005), the utilisation rate of these studies remain rather low in terms of educational practices (Biesta, 2007; De Jong, 2004; Drill, Miller, & Behrestock-Sherratt, 2012; Şahin & Arcagök, 2013; Vanderlinde & van Braak, 2010). In this context, the views of teachers who move the acquired results driven from educational research into the practising area, namely classroom, can be said to hold a very important place (Şahin & Arcagök, 2013). In this sense, teachers' views in terms of educational research can be stated to be very crucial for researchers (Beycioğlu, Özer, & Uğurlu, 2010). In studies carried out by focusing on the perceptions and attitudes of teachers on educational research, it is concluded that teachers have negative perceptions towards educational research in general, as well as they think that the results driven from educational research is far beyond from producing solutions to problems encountered in the education system (e.g., Beycioğlu, Özer, & Uğurlu, 2010; Biesta, 2007; Bruce & Eryaman, 2015; Costa, Margues, & Kempa, 2000; Çepni & Küçük, 2002; Drill, Miller, & Behrestock-Sherratt, 2012; Ekiz, 2006; Everton, Galton, & Pell, 2000; Greenwood & Maheadly, 2001; Hemsley-Brown & Sharp, 2003; Öztürk, 2010; Shkedi, 1998; Şahin & Arcagök, 2013; Yavuz, 2009). The results of these studies show that teachers have negative views and attitudes towards educational research. In this respect, while the reasons underlying teachers' negative views and attitudes towards educational research can be discovered in future research, teachers can also be sustained to benefit more from these researches, and reflect the results obtained from these studies upon the application in terms of the creation of a quality teaching and learning process in the classroom.

A review of literature shows that there are many studies examining both in-service teachers' (e.g., Beycioğlu, Özer, & Uğurlu, 2010; Costa, Marques, & Kempa, 2000; Çepni & Küçük, 2002; Drill, Miller, & Behrstock-Sherratt, 2012; Ekiz, 2006; Eryaman, Kocer, Kana, Yagmur Sahin, 2013; Everton, Galton, & Pell, 2000; Isakson & Ellsworth, 1978, 1979; Johnson, 1966; Öztürk, 2010, 2011; Shkedi, 1998; Şahin & Arcagök, 2013; Yavuz, 2009; Yıldırım, İlhan, Şekerci, & Sözbilir, 2014), as well as pre-service teachers' (e.g., Eryaman, 2007; 2008; Küçükoğlu, Taşgın, & Çelik, 2013; Yavuz-Konokman, Tanrıseven, & Karasolak, 2013; Riedler & Eryaman; 2016) views and attitudes towards educational research. However, although it is understood that these studies were mostly carried out by

considering quantitative research methodology, only one study is seen to be carried out by considering qualitative research methodology in terms of examining teachers' views about education research in the literature (see Yılmaz & Kılıçoğlu, 2013). Although the study carried out by Yılmaz and Kılıçoğlu (2013) is seen to adopt qualitative research methodology to examine teachers' views about educational research, it is understood that this study solely focuses on the comparison of graduate and non-graduate teachers' views about educational research. Hence, it can be said that more research is needed by taking qualitative methodology into account in order to examine teachers' views about educational research in detail. In this regard, it may be stated that there is a significant gap in this issue in the relevant literature. While it is seen quite important to examine teachers' views and attitudes towards educational research with quantitative ways, it is thought that their views and attitudes towards educational research can be just reflected in terms of numerical quantity by this way. In this approach, the level of teachers' views and attitudes towards educational research, as well as whether some certain variables (i.e., gender, occupational experience, educational level, etc.) differ in terms of their views and attitudes can well be determined. However, a survey of teachers' views about educational research qualitatively in a more detailed and in-depth manner is thought to be quite important, too. In fact, in a study conducted with qualitative methodology, which teachers' views about educational research are taken into account, feelings, thoughts, perceptions, likes, dislikes, things that teachers find whether right or wrong can be described in a larger format. In this sense, while it is thought that such a research considering the examination of teachers' views about educational research qualitatively, fulfils an important gap in the relevant literature, as well as teachers' views on this issue can be analysed in a more detailed and in-depth manner.

Purpose of Study

The purpose of this case study is to examine the views of teachers' about educational research. This study is expected to provide insights into education decision makers, politicians, and administrators and shed light on future research on this very issue. Besides, this study is believed to contribute to understand "educational research" phenomenon from the viewpoints of teachers better.

Methodology

Research Design

The present research is designed as a qualitative case study. A case study is a "...phenomenon of some sort occurring in a bounded context" (Miles & Huberman, 1994, p. 25). As for Patton (1990), a case study research is "...where one needs to understand some special people, particular problem, or unique situation in great depth" (p. 54). In this study, "semi-structured interview technique", which is included in the interview method of qualitative data collection tools is used. Certain kinds of questions are prepared for use in all interviews in semi-structured interviews. The questions in the semi-structured form are asked to the interviewees in the same order, but this interview technique allows participants to enlarge their views by not limiting their views within some certain questions (Yıldırım & Şimşek, 2008). This technique tries to go in depth in the views of the participants to understand the phenomenon better (Merriam, 2009).

Study Group

The group of this study was consisted of teachers (n = 27), working in primary, middle, and high schools in the province of Niğde in the central Anatolia region of Turkey. The study group of the research was selected by "purposeful sampling method" (see Cohen, Manion, & Morrison, 2007; Creswell, 2012; Fraenkel & Wallen, 2009), one of the sampling methods used largely in the literature. In purposeful sampling, "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012, p. 206). In this way, "they build up a sample that is satisfactory to their specific needs" (Cohen, Manion, & Morrison, 2007, p. 115). Therefore, the study group was determined by adopting the maximum diversity technique, which allowed choosing teachers who are aware of educational research, as well as have read studies from educational research literature (for the demographics of the teachers, see Table 1).

Table 1. *Demographic Information of the Participants (n = 27)*

Demographics	Number	Percentage
Gender		
Male	12	44.45
Female	15	55.55
Occupational Experience		
1-5 Years	2	7.41
6-10 Years	10	37.04
11-15 Years	9	33.33
16 and above years	6	22.22
Educational Level		
Undergraduate	23	85.19
Postgraduate	4	14.81
Teaching Level		
Primary School	9	33.33
Middle School	11	40.75
High School	7	25.92
Age		35.7 (SD = 7.75)

Of the participating teachers, 55.55% (n = 15) were females and 44.45% (n = 12) were males in the study. With regard to occupational experience, 7.41% (n = 2) of the teachers had 1-5 years of experience, 37.04% (n = 10) of them had 6-10 years of experience, 33.33% (n = 9) of them had 11-15 years of experience, and lastly 22.22% (n = 6) of them had more than 16 years of occupational experience. Also, it was seen that 85.19% (n = 23) of the teachers had undergraduate level of education and 14.81% (n = 4) of them had postgraduate level of education. Lastly, it was seen that 33.33% (n = 9) of the teachers were teaching at primary school level, whereas 40.75% (n = 11) of them were teaching at middle school level, and 25.92% (n = 7) of them were teaching at high school level. Finally, it was understood that the teachers' average age was 35.7 (SD = 7.75) in the study.

Data Collection Tool

An extensive literature review was made on educational research and some scales in this regard were examined in detail. The items as well as questions in these scales in regard of teachers' views and attitudes towards educational research were examined prior to forming the "semi-structured interview form" used for collecting data for the study (e.g., Beycioğlu, Özer, & Uğurlu, 2010; Çepni & Küçük, 2002; Drill, Miller, & Behrstock-Sherratt, 2012; Ekiz, 2006; Everton, Galton, & Pell, 2000; İlhan et al., 2013; Johnson, 1966; Öztürk, 2010; Shkedi, 1998; Şahin & Arcagök, 2013; Yavuz, 2009; Yavuz-Konokman, Tanrıseven, & Karasolak, 2013; Yılmaz & Kılıçoğlu, 2013). At the end of this extensive literature review, a semi-structured interview form for the study was prepared. The form was asked to be examined by different experts from various fields such as Turkish linguistics, educational measurement and evaluation, and psychological guidance and counselling, etc., and then the form was finalised in accordance with the feedback and suggestions provided by these experts. In order to find the interrater agreement level amongst the experts, Kappa coefficient was calculated. According to Kappa interrater agreement calculated in the study, it was found out that there was a high agreement amongst the experts (Kappa = .952, $p < .001$, 95% CI). As a result of the high agreement rate amongst the experts, the form was decided to be used in the research. A total of four questions and probes were asked to all participating teachers in the study.

Data Collection Procedure

After the approval from the National Directorate of Education Review Board of the Ministry of National Education (MoNE), teachers were visited in their schools by the researchers and asked to participate in the study. The teachers in the study group were interviewed directly by face-to-face in their schools in the autumn semester. Before beginning the interviews, the teachers were ensured that the data collected for the study would not be used for any other purposes except the research, as well as their names would be coded by not giving their real names and surnames in order for the teachers

to answer all the questions sincerely in the interview form. Therefore, the teachers were assured for the anonymity and confidentiality of their responses in the study. The questions were asked in the same order and the teachers' views were not limited to the research questions, thus they were supported to express their views freely. The teachers' all views were taken into account, which they considered important to state for the study in the interviews. The interviews with the teachers lasted for about 25 minutes each. Lastly, the interviews were completed nearly in one month time with the teachers. All the views of the teachers were noted down by the researchers, and then typed down in MS Word to start analysing the data obtained in the study.

Data Analysis

In qualitative research, the data collected are analysed within two distinct ways. These ways are: *i.* descriptive analysis and *ii.* content analysis techniques (Miles & Huberman, 1994). The data obtained in the study were analysed by using "descriptive analysis technique" (see Merriam, 2009; Miles & Huberman, 1994). Basically, in descriptive analysis similar data combined under certain themes and concepts are interpreted by organising them in a way that readers can understand (Patton, 1990). The analysis of the content of the data in a qualitative descriptive study is done through a four-step sequence analysis (Yıldırım & Şimşek, 2008). According to Yıldırım and Şimşek (2008), the descriptive analysis can be done through these sequences: *i.* coding of the data, *ii.* finding and determination of the themes, *iii.* organisation and identification of the data according to codes and themes, and *iv.* interpretation of the findings. In addition, the researchers used notes in order to determine which teachers stated the interview notes. The views of the teachers were given in quotation marks, and then these views were presented in parentheses (i.e., T-22, which represents the teacher 22) to identify the participating teachers in the study.

Validity and Reliability of the Data

In order to ensure the reliability of the data of the study, the researchers coded the written data independently. Then, the coding of the researchers was compared with each other. To determine the reliability between two experts, the formula (Reliability = consensus / [consensus + dissidence] x 100) generated by Miles and Huberman (1994) was used in the study. At the end of the comparison of the teachers' views, an agreement rate of 93% within the two experts was reached. According to Miles and Huberman (1994), at least 70% of consensus between experts is acceptable as sufficient for reliability. Therefore, the obtained agreement rate between the experts was accepted as sufficient for reliability of the data in the study.

To ensure the validity of the research data, the findings of the study were given directly without commenting on them. In order to sustain the consistency of the concepts that make up the themes were evaluated in consultation with experts from the scope, and the findings were also checked whether they created a meaningful whole in the study. Besides, variation of the data to ensure the verification of the obtained data was provided. On the other hand, the notes taken by the researchers were shown to the teachers, as a way of getting participation confirmation technique. At the same time, the content validity of the interview form, as discussed earlier in "data collection tool" section of the study, was checked by some experts from the field, as well as by three teachers in order to sustain the intelligibility of the questions directed to the participating teachers in the study. Therefore, the semi-structured interview form was piloted on these teachers prior to the application, whether it was operable or not. According to the analysis, it was concluded that the interview form was seen to work well to be used in the study to collect data.

Results

When looked at the responses driven from the questions directed to the participating teachers, it was seen that a total of four themes were identified in the study. The obtained themes were concluded as: *i.* need for educational research, *ii.* importance of educational research, *iii.* applicability of education research, and *iv.* contribution of educational research to professional development. The findings in relation with the themes were examined under these headings below.

Need for Educational Research

The majority of the teachers (n = 21) who participated in the study, by drawing attention to the necessity of educational research agreed that studies in regard of education were very important. When the following statements are examined, the necessity for educational research can be seen from the viewpoints of the participating teachers clearly below.

> I think that educational research contributes to the development of education positively, when it is done at the right time and for the right purpose (T-1).
> Educational research is constantly improving the quality of education and instruction for renewal (T-23).
> I think that research in relation with education is done in order to increase the quality of education in a country (T-2).
> According to me, it is necessary to conduct educational research (T-22).

As can be seen from the obtained findings above, it is seen that most of the teachers stated positive views for the necessity of educational research in a country. However, a significant group of teachers (n = 6) expressed negative views so that educational research is unnecessary to be conducted.

> To me, educational research is unnecessary. I mean, what is going on now in progress? Nothing... (T-19).
> I think it is not necessary to conduct educational research. It is the same whether it is conducted nor not (T-8).
> I think that educational research is unnecessary, especially for our country of course. The research is relation of education is not taken into account so that I consider educational research to be unnecessary in these conditions for our country (T-5).

As can be seen in the views of the teachers above, as some teachers put forward negative views about educational research, they also reported that these researches were not necessary to conduct.

Importance of Educational Research

While the majority of the teachers (n = 18) participated in the study noticed the importance of educational research, they agreed that these researches had an important place in education. The teachers, who participated in the study, stated that educational research had a quite great importance in an education system in the following statements below.

> Of course, educational research has a very great importance. Because, education and instruction are being planned and regulated in the light of education research in a country (T-7).
> According to me, education research is very important. If it is asked to me as why, everything is being done in the light of these researches in an education system (T-21).
> I consider that educational research has a great importance in regard of the creation of a better education system, as well as the configuration of a better teaching and learning process in the classroom (T-4).

Considering the views quoted above, it is seen that the participating teachers demonstrated positive views for the importance of education research in an education system. However, while some teachers, who stated positive views in terms of the need for educational research in the first theme of the study were understood not to express (n = 3) positive views in the current theme of the study. In the interviews made with these teachers, it is seen that these teachers agreed that educational research was certainly necessary for a better education system, but they expressed that educational research had not an important place in terms of the education system of our country.

> As I said, educational research is very necessary. The contemporary world is planning and organising their education systems in the framework of educational research. But, we do not

do such a thing in our country. We see that much educational research is being done, and some valuable findings are being obtained from these researches, but, unfortunately, we see that these researches are ignored in our country (T-14).

Educational research, I believe, is not taken into consideration. So, I think that educational research is very valuable and important in essence, but it is not seen significant in terms of the education system of our country (T-26).

As can be seen, while it is seen that a vast majority of the teachers declared the importance of education research, some teachers were seen to express the importance of educational research in essence, however, they stated that it was not valid in terms of the education system of our country. Although the majority of the teachers who participated in the study thought that educational research was of great importance, some teachers (n = 6) participated in the current study were understood to agree on the unimportance of these researches. It was seen that these teachers, who stated negative views on the importance of educational research, just as some of the teachers whose views were quoted above, stated that educational research was not taken seriously in terms of the education system of our country.

I think that, as I mentioned a little earlier, educational research is not important. Okay, so we see lots of educational research is being done through theses, articles, etc., but these are not significant for me unless they are taken into consideration in the education system (T-5).

I believe that there is no significance of educational research. I consider two edges; what would happen if educational research is carried out or not. I do not see much of a difference between these two edges. So, it is the same whether it is done or not; nothing changes. The same education system still continues in our country (T-8).

Considering the views uttered above, the teachers participated in the study were understood to express positive views in terms of the necessity of educational research, as well as it was seen that they were understood to state negative views in regard of the importance of educational research. Some teachers, who participated in the study, neither accepted the necessity not the importance of educational research; as a reason of that, they declared that educational research was ignored in regard of the education system of our country.

Applicability of Educational Research

Although the vast majority of the teachers participated in the study expressed that educational research was necessary and important, almost all of these teachers (n = 25) were sceptical about the issue in terms of the applicability of educational research in the education system in our country. When the following statements are examined carefully, this issue can be seen clearly below.

So, right now, educational research is necessary and important. But there is one thing that we forget here! Could it be possible to apply these researches on education and instruction? So, personally, though I think that educational research is important and necessary, I cannot say the same thing for its application aspect on the education system (T-12).

I consider educational research as important, but the same thing cannot be possible in the application of these researches on the education system. We are witnessing that there are lots of educational research, however, we are not be able to see the effects of the application of educational research on education itself (T-24).

I believe that educational research is not applicable on the education system in our country. There are many findings in these researches as "we have such a finding like...", as well as "we have some suggestions as...". These are okay. If the application of these researches is not possible in our country, there may not be any need for educational research, in regard of the context of our country (T-16).

Now, I feel sorry for educational research carried out in our country. Why? Because, research is being conducted by a thousand kinds of efforts, many findings are found in direction of these researches, but what about the applications as a result of these efforts and research findings? Nothing... For example, there are a lot of findings in relation with teachers, which

state that some things cannot pass beyond the formalities, but similar issues and problems still go on like this (T-9).
Our research is very nice, really... But they need to be put into practice. If they are not put into practice, as a result of it they go down the drain. I have read a lot of educational research so far, but somehow I cannot see the reflections of these researches on the education system itself (T-25).

Considering the views quoted above, the teachers, participated in the study, were seen to be worried about educational research in terms of the application of them in the education system. Although a vast majority of the teachers participated in the study expressed the necessity and importance of educational research, it is understood that they were seen to avoid exhibiting similar positive views in terms of the applicability of these researches on the education system.

Contribution of Educational Research to Professional Development
In this study, even though a vast majority of the participating teachers revealed positive views about educational research, a majority of these teachers (n = 17) were seen to declare that these researches did not contribute a great deal to their professional development.

I do not think that educational research contributes much to my professional development. If you ask as why not, because we are not aware of these researches, really (T-20).
I, personally, think that educational research does not contribute to my professional development. I was graduated from college years ago, but the things are going in the same way as well... Nothing has changed ever since then. Various studies have been made so far, new things have been put forward, but neither have we had any information about them, nor there is anyone informs us about these new developments (T-3).
Educational research does not contribute to my professional development directly. If I say such a finding has been obtained from educational research, neither the school administration nor the related legislations permit us to apply it at school (T-27).
I think that educational research does not contribute much more to my professional development process. If it happens, or in other words if educational research contributes to my professional development, I cannot see this in my professional teaching career. The teaching profession and the school are the same as I started studentship years ago, as well as I began teaching profession. Meanwhile, almost 17-18 years have passed since I started the teaching profession. Nothing has changed so far. Older teachers tell us the same things as the newest ones tell us, too. I do not see much more difference; of course there are some differences as a result of technology and science, between the newest and the oldest teachers in the system. Everything is the same; from the methods to the teacher behaviour forms seen in the classroom (T-8).

As looked at the quoted views above, it is seen that a vast majority of the teachers claimed that educational research did not contribute much more to their professional development. While they were claiming that educational research did not contribute much more to their professional development process, at the same time, they expressed that there was no change in the education system in a positive way, as well as the teaching profession. On the other hand, some teachers (n = 10), who participated in the study, were understood to claim that educational research contributed to them in terms of their professional development.

I think that educational research does contribute to my professional development process so as to keep pace in recent developments and innovations seen in the scope of education (T-23).
Educational research sustains teachers to develop them professionally. I can learn that the hackneyed theories in education may change in time. For example, the Turkish Education System used to adopt behaviourist approaches in education until 2005 or 2006, since then it has been adopting constructivist perspectives, which considers it as a more contemporary approach in the scope of education (T-1).

When educational research is conducted at a sufficient level, and teachers are included in these studies, as I believe, can contribute to the professional development of them (T-6).

As can be seen from the views presented above, although a significant number of the teachers who participated in the study did not think that educational research contributed their professional development, a significant number of teachers were seen to think that educational research contributed or could contribute to their professional development process.

Discussion

The main purpose of this study was to examine teachers' views about educational research. According to the findings obtained in the study, four main themes were detected in terms of the views of the teachers about educational research. The themes detected in the study were as; need for educational research, importance of educational research, applicability of education research, and contribution of education research to professional development.

According to the first finding obtained in the study, a vast majority of the teachers claimed that there was a need for education research. It was understood that the teachers participated in the study were seen to state educational research was in need in order to have a better education system. A relatively small number of teachers expressed that there was no need for educational research; because, it was found out on the basis of the views of the teachers that these researches were taken into account in the education system. Also, these teachers were understood to have no negative views about educational research in essence. However, these teachers were seen to have critical views towards the education system, which does not take education research into consideration. As a result of it, educational research is seen as a need by the teachers. The obtained finding in the study is paralleled to some results obtained in the relevant literature (e.g., Beycioğlu, Özer, & Uğurlu, 2010; Brown & Sharp, 2003; Ekiz, 2006; Everton, Galton, & Pell, 2000, 2002; Yılmaz & Kılıçoğlu, 2013). Therefore, in light of the review of the related literature it is understood that educational research is very crucial in order to build a better as well as a healthy education system in a country.

According to the other finding acquired in the study, a vast majority of the teachers was seen to reach a consensus in regard of the importance of educational research. To these teachers, educational research is both important and valuable. Educational research is seen very important for a better education system, as well as building an effective teaching-learning process in the classroom. Although teachers, who participated in the study, were seen to think that educational research was important for a better education system in essence, they were understood to think that these researches had no important place in the education system of our country. A review of the relevant literature shows that educational research is very important for a better education system (e.g., Everton, Galton, & Pell, 2002; Gore & Giflin, 2004; Hillage, Pearson, Anderson, & Tomkin, 1998). However, it is reported that educational research is not seen as important for the education system of our country (e.g., Beyciolu, Özer, & Uğurlu, 2010; Çepni & Küçük, 2002; Sarı, 2006; Yılmaz & Kılıçoğlu, 2013). At the same time, the international literature also reports that educational research is not seen as important in regard of educational applications (e.g., Bates, 2002; Berliner, 2002; Shkedi, 1998; Vanderlinde & van Braak, 2010); the underlying reason of this is claimed that educational research is more theoretical, rather than more practical. Hence, the views in regard of the importance of educational research are mostly stated as negative in the related literature. However, as Everton, Galton, and Pell (2002) state, such kinds of problems can be diminished by making teachers a part of educational research processes. Therefore, it is thought that as teachers become a part of educational research processes, they are more likely to believe in the importance and value of education research.

Another finding obtained in the study was the applicability of education research. Even though the teachers participated in the study expressed the importance and necessity of educational research for a better education system, almost all of these teachers were seen to think that these researches were not applicable in the education system. While the participating teachers thought educational research was necessary and important in essence, they were understood to advocate that

these researches were not applicable in regard of the education system in our country. The underlying reason of this is shown that educational research is not taken into account by education authorities in the education system of our country. In studies carried out in this direction, it is said that there are serious gaps between theory and practice (e.g., Castle, 1988; Stevens, 2004), thus teachers have negative views about educational research on the application of it in the education system (e.g., Bartlett, 1989; Çepni & Küçük, 2002; Sarı, 2006; Shkedi, 1998; Stevens, 2004; Yılmaz & Kılıçoğlu, 2013). Whereas, Darby (2008) sees teachers in a key role in the implementation of research-based educational practices in school and classroom contexts. Unless teachers see educational research as not applicable in the education system, this must be seriously taken into account. Because, seeing education research not applicable in the education system may affect further educational reforms negatively.

According to the last finding obtained in the study, a vast majority of the teachers participated in the study was seen to believe that educational research contributes to their professional development; also, the majority of teachers were seen to state that education research is far from contributing to their professional development. Whereas, it is expected that education research becomes one of the most important leading factors and a driving force in teachers' professional development processes. When the studies conducted in this direction are reviewed, it is seen that teachers cannot benefit from educational research enough (e.g., Çepni & Küçük, 2002; Ekiz, 2006), and they also think that these researches do not make enough contributions to their professional development as well (e.g., Beycioğlu, Özer, & Uğurlu, 2010; Çepni & Küçük, 2002; Sarı, 2006; Vanderlinde & van Braak, 2010; Yılmaz & Kılıçoğlu, 2013). In order to exceed this problem, teachers must be involved in educational research processes actively (Hamilton, 2005) and improve their professional development by joining in platforms where educational research is carried out (Coulter, 1999). Therefore, the cooperation between school and college must be strengthened and teachers must be sustained to benefit more from these researches.

Conclusions

The results of the study indicated that the teachers participated in the study had positive views about educational research in general. Although a vast majority of the teachers stated positive views about educational research, they were seen to express that educational research was in vain unless those researches were used in the education system of the country. Besides, it was found in the research that nearly all of the teachers had negative views about educational research in terms of its applicability in the education system of the country. Even though most of the teachers had positive views about educational research in regard of its importance and necessity, they were understood not to believe in the applicability of it in the education system. The underlying reason of these believes was understood to derive from authorities in the education system, which was considered not to take educational research into account. Also, though a vast majority of the participating teachers revealed positive views about educational research, a majority of these teachers were seen to declare that these researches did not contribute a great deal to their professional development. The teachers, who participated in the study, were seen not to benefit enough from educational research. These teachers were understood to continue their teaching profession without benefiting from education research.

Suggestions

In the current study, a vast majority of the teachers participated in the study displayed positive views about educational research in terms of its importance and necessity. However, a significant number of teachers in the study demonstrated that educational research was both unimportant and unnecessary. At the same time, a large group of teachers participated in the study expressed that educational research did not contribute much to their professional development process. In this sense, in order to make teachers an active actor in education research they must be directed to education in masters and/or doctorate level at university. Therefore, a strong collaboration between the Ministry of National Education (MoNE) and the Higher Education Council (HEC) should be sustained to educate teachers so as to become teacher-researchers, as well as make teachers a part of education research. On the other hand, although most of the teachers participated in the study thought that educational

research was important and necessary, they were sceptical about the application of these researches in the education system by education authorities. So, it is suggested that the HEC shares findings of educational research with the MoNE, which organises a group of experts in it to implement the necessary changes in the education system, as well as inform teachers and administrators via seminars, booklets, in-service trainings, videoconferencing, etc. Also, the MoNE should invite educational researchers to inform and train the teachers as well as the administrators in light of the recent developments in the scope of education. Especially, it was concluded that the teachers participated in the study had negative views about educational research because of researches were not taken into account in the education system. In this regard, the education system should be revised and then it should be reorganised in the light of educational research. Teachers, administrators, and the school system should be all revised in the light of recent educational research so as to create a more contemporary education system. Therefore, politics of education should be created in collaboration with educational authorities and educational research. Without taking educational research into account, which takes only educational authorities into consideration, a contemporary and better education system seems rather hard to sustain. In order to keep pace in the race with the contemporary world in the scope of education, the education system should be created upon educational research.

Limitations

While this study has yielded valuable insights for the improvement of the views of teachers about education research, it is imperative to note that the study has some limitations. For example, the sample of this study is limited to teachers in a rather small province of Turkey. Hence, a similar study is considered to be useful to be conducted by considering more teachers, to understand the educational research phenomenon better. Another limitation of the study is that the findings were based on self-reported data of teachers' views about educational research. This study has been carried out by using qualitative research methodology. Even though such qualitative data are considered valuable to draw some inferences, it is also seen crucial to collect some quantitative data in order to better understand the general framework of the findings. This is also a limitation in the study that has not been considered during the research. Supporting studies based on quantitative data with qualitative data is considered to be very useful to understand the reality of the results acquired in a study. Therefore, it is suggested to conduct studies by using mixed-methods approaches to better understand the social reality underlying the results in a study.

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