THE ATTITUDES OF THE ELEMENTARY SCHOOL TEACHERS TOWARDS THE TEACHING PRINCIPLES AND METHODS: A KOSOVO CASE

Abstract: One of the factors those constitute the basis of education is the used methods and technics in teaching. Therefore, in the use of teaching methods and technics the attitudes of teachers is a very important fact. In our age pursuing the technologies and providing the proper learning environment becomes possible through the used method and technic. In this study it is aimed to examine attitudes of teachers who work in Kosovo in Turkish teaching; it is aimed to examine their attitudes regarding to teaching principles and methods according to several variables. For this there held interviews with 107 teachers who work in cities and villages of Kosovo and to specify the teachers' attitudes regarding teaching principles and methods, the measuring tool which is developed by Ocak et al. (2012), and which consists of 29 articles and 4 sub dimensions have been used. As the result of analysis, it has been seen that there were significant differences in the attitudes of teachers regarding some variables. As to gender there appear differences only in the sub dimension of traditional methods. There doesn't emerge differentiations according to teachers' branches. The seniority of teachers impresses their seniority in all sub dimensions. There appear differences in the sub dimensions of factors impressing the method and alternative methods and technics according to the graduations of teachers. There appear differences only in the sub dimension of alternative methods and technics according to age groups of teachers. There appear differences in the sub dimension of the factors impressing the method and alternative methods and technics according to the graduation years of teachers.

Keywords: method and technics, teacher, attitude

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INTRODUCTION

To develop and progress for young countries education of high quality is necessary. Kosovo is a young country of Europe and education is the building block for it to be developed. Besides, education maintains the function of developing the country culture and transmitting this to young generations. Inasmuch as the education is the process of making requested changes in the behaviors of individuals, the principal elements of this process are teachers. Teachers impress the behaviors of students either negatively or positively by their behaviors, by their attitudes towards their occupation and by their personalities. Teachers are also the most important factors in the way of constituting the future of a society. Therefore, their attitude towards their occupation is important as well as their place in the society. Though in sciences every discipline expresses itself due to its field of studying, in general either negative or positive feelings towards a psychological object and attitudes which could defined as manner can be seen as a factor which steers individual's behaviours and prepares her/him for motivation (Erden 1995, 99). Whereas, there are several factors influencing the attitudes of teachers towards their occupations, the most important of these are issues such as income, social security and health. A teacher is responsible for bringing students in knowledge, skills, attitudes and behaviours concerning her/his level or field and in transmitting this whole knowledge she/he benefits from the most suitable methods, technical equipment and principals.

In the last years the results obtained from the researches on the learning and teaching issues have brought the issue of how we learn into the front as well as the learnt content. Therefore, the aims, methods and equipment of the learnt topics have also been changed. To increase the efficiency of the process between the teacher and the learner it is necessary to understand the how learning actualizes in the learner and to set forth the activities towards improving this (Babadoğan 1994).

The developments and changes in the field of education makes students the persons who can use the knowledge in essential situations and solve the problems instead of rendering them "empty buckets to be filled", a store of knowledge. The researches made in the area of education have made finding the most suitable ways of learning for an individual to actualize the learning and the regulation of learning environment according to this a very important issue. Due to this fact and with the rapid development and progress of technology teachers pursued their investigations to find the answer of the question: "How can I teach better?" Thus, there have appeared reforms in the methods and technics used in education and the researchers discovered that these reforms brought about significant learnings in the students (Denizoğlu 2008; Tunçer ve Güven 2007).

In significant learning, the positivity of teachers' attitudes towards these behaviors is important as well the connection between teaching and the question of how I can teach better (Turgut ve Baykul 1992). Because whereas the negative attitudes lead to repudiative behaviours, positive attitudes increase the students' success and makes learning easier.

The methods and technics used by teachers and their attitudes towards them are very important for bringing the students to the targets. There are many methods used in the process of teaching and learning. But teachers have to pay attention to some principles while determining their methods to use in the classes: 1- Goals of the lecture, 2- Content of the lecture, 3- Learning environment, 4- Readiness level of the student, 5- Student progress qualities, 6- Intelligence fields of students, 7- Learning styles of students, 8- Means of the class, 9- Time, 10- Costs - economic conditions, 11- Amount of the student group (Ergin & Özdaş 1997).

Preparing the students to daily life and making the teaching permanent by making it meaningful of course could be done by methods and technics used in lectures rather than the lecture contents. Teachers who choose their methods in accordance with the teaching principles and who use more than one and different methods have come up with success and permanent learning (Ocak & Gündüz 2006; Seferoğlu 2004). There is no doubt that to go towards the target and to walk on the same way with students who have individual differences and as a result to achieve the goal the variety of methods are necessary and determination of teachers on methods by paying attention to all these principles is related to their attitudes towards this process.

The attitudes of teachers impress their practices in the class and thus also impress the success of students (Duatepe & Akuş-Çıkla 2004). The determination of the factors those impress the attitudes of teachers, even not directly, has importance in regard of increasing the education quality. Therefore, the aim of this study is to contribute to the teaching-learning process by determining the attitudes of teachers working in Kosovo in Turkish teaching towards teaching principles and methods.

In this regard, the main research question of this study is to determine whether the attitudes of teachers working in Kosovo in Turkish teaching processes differs according to

a) their genders,
b) their branches,
c) their graduations,
d) their seniority,
e) their ages and
f) the years of their graduations.

METHOD

The research model is survey model. It has been tried to determine the existing situation. The main point in survey model is to observe and determine the proper subject matter of the research (Büyüköztürk, Kılıç Çakmak, Erkan Akgün, Karadeniz, & Demirel 2013). In this study it has been tried to determine the attitudes of teachers working in Kosovo in Turkish teaching processes and the existing situation has been tried to be grasped without any interventions.

The research population consists of the teachers working in Kosovo in Turkish teaching processes. All of the teachers have been getting through to in the scope of the research. The demographical variables of the participants are in the Table 1.

Table 1. Demographical Variables of the Participants

Variable	Value	N	Mean
Gender	Female	76	71,0
	Male	31	29,0
Branch	Preschool-Class Teachers	50	46,7
	Branch Teachers	57	53,3
Seniority	1-5 years	14	13,1
	6-10 years	46	43,0
	11-15 years	23	21,5
	16- and over	24	22,4
Graduation	Associate degree	16	15,0
	Bachelor's degree	85	79,4
	Post-graduate degree	6	5,6
Age Groups	20-30	3	2,8
	31-40	51	47,7
	41-50	34	31,8
	51-60	13	12,1
	61-65	6	5,6
Graduation Year	1990-1999	21	19,6
	2000-2009	59	55,1
	2010-2018	18	16,8
	1970-1990	9	8,4

The majority (%71) of the teachers are consisting of female teachers. If looked at the distribution of teachers according to their branches, it seems that the rate of the branch teachers (% 53,3) and the rate of preschool-class teachers are close to each other. Whereas the majority of the teachers (% 43) have 6-10 years of seniority, the rate of the teachers who have 1-5 years of seniority is % 13,1. % 79,4 of the teachers have bachelor's degrees and % 5,6 of them have postgraduate degrees. While only % 2,8 of the teachers are in 20-30 age group, %47,7 of them are in 31-40 age group. The majority of them (% 55,1) have been graduated between 2000-2009.

MEASUREMENT TOOLS

To determine the attitudes of teachers towards the principles and methods of teaching the measuring apparatus developed by Ocak et al. (2012) have been used. The scale consists of 29 articles and 4 lower dimensions. The reliability co-efficient of the scale is 0,806 (Ocak, Ocak, Yılmaz, & Mergen, 2012).

DATA ANALYSIS

Before the data analysis the kurtosis and the skewness values were examined. Since the kurtosis

and the skewness values were between -3 and +3 (Table 2) it was decided that they had a normal distribution (DeCarlo 1997; Hopkins & Weeks 1990) and it was decided to use parametric tests. Whereas the test was applied to bivalent variables, one-way analysis of variance was applied to the variables those have more than two values (Field 2009; Sahu 2013).

Table2. The Kurtosis and the Skewness Values Related to Sub Dimension and the Whole of the Scale

Lower Dimension	Skewness	Kurtosis
The factors impressing the choice of method	-1,369	2,645
Alternative methods and technics	-1,193	1,675
Actual technics	-,922	,114
Traditional methods	,027	-,267

RESULTS

The findings obtained as the results of the analysis are presented in connection with the research problems.

Table3. The Average, t and Significance Values Regarding the Attitudes of Teachers According to Their Gender

	Gender	N	Mean	Std. Deviation	t	P
The factors impressing the choice of method	Female	76	31,35	3,54	-,675	,501
	Male	31	31,87	3,71		
Alternative methods and technics	Female	76	49,50	5,05	,403	,688
	Male	31	49,06	5,14		
Actual technics	Female	76	25,72	3,72	-,023	,982
	Male	31	25,74	3,70		
Traditional methods	Female	76	16,84	2,69	-3,571	,001*
	Male	31	19,41	3,63		

According to the results of t-test made to reveal whether there are effects of teachers' genders on their attitudes, the difference appears in the lower dimension of "traditional methods" has a significant statistical level. When the averages are compared, it is seen that the averages of male teachers are higher. That is to say that male teachers have a more positive attitude towards the traditional methods. Male and female teachers have similar attitudes in other lower dimensions.

Table 4. The Average, t and Significance Values Regarding the Attitudes of Teachers According to Their Branches.

	Branches	N	Mean	Std. S.	t	P
The factors impressing the choice of method	School-class	50	32,20	3,07	1,906	,059
	Branches	57	30,89	3,89		
Alternative methods and technics	School-class	50	50,00	4,37	1,203	,232
	Branches	57	48,82	5,57		
Actual technics	School-class	50	25,92	3,46	,499	,619
	Branches	57	25,56	3,91		
Traditional methods	School-class	50	16,96	3,47	-1,927	,057
	Branches	57	18,14	2,86		

According to the results of t-test made to determine whether the attitudes of teachers change according to their branches, since in all sub dimensions $p>0.05$, the differences due to the branches are not on a significant statistical level. This is to say in regard to teachers' branches they all have similar attitudes in all sub dimensions.

Table 5. The Average, F and Significance Values Regarding the Attitudes of Teachers According to Their Seniority.

		N	Mean	S. S	F	Significance	Difference
The factors impressing the choice of method	1-5 years	14	31,71	3,05	3,978	,010*	2-3/2-4
	6-10 years	46	32,65	2,74			
	11-15 years	23	30,87	3,28			
	16-over	24	29,79	4,75			
	Total	107	31,50	3,58			
Alternative methods and technics	1-5 years	14	48,43	5,02	13,351	,000*	2-1/2-3 /2-4
	6-10 years	46	52,37	2,63			
	11-15 years	23	46,96	4,91			
	16-over	24	46,50	5,82			
	Total	107	49,37	5,05			
Actual technics	1-5 years	14	25,21	4,59	3,507	,018*	2-3/2-4
	6-10 years	46	27,00	2,49			
	11-15 years	23	24,65	3,65			
	16-over	24	24,63	4,49			
	Total	107	25,73	3,69			
Traditional methods	1-5 years	14	16,93	3,81	3,936	,011*	3-2/3-4
	6-10 years	46	18,02	2,78			
	11-15 years	23	15,91	2,78			
	16-over	24	18,75	3,42			
	Total	107	17,59	3,20			

According to the results of one-way analysis of variance made to determine whether the attitudes of teachers change according to their seniority, since $p<0.05$ in all sub dimensions, the difference has a significant statistical level. The difference on the sub dimension of the factors affecting the method choices has appeared between the teachers who have 6-10 years of seniority and 11-15 and 16-over. In regard to averages, the averages of the teachers who have 6-10 years of seniority is higher than the other groups. On the sub dimension of the factors impressing the choice of method the attitude of teachers who have 6-10 years of seniority is more positive than the other groups.

In the sub dimension of alternative methods and technics the teachers with 6-10 years of seniority are differing from the others. In regard to the averages, the average of the teachers with 6-10 years of seniority is higher than the averages of the others. That is to say that the teachers with 6-10 years of seniority are in a more positive attitude in the sub dimension of alternative methods and technics.

On the sub level of the actual technics, the teachers with 6-10 years of seniority are differing from the teachers with 11-15 and 16-over seniorities. In regard to the averages, the average of the teachers with 6-10 years of seniority is higher than the averages of the others. That is to say that in the lower dimension of actual technics the teachers with 6-10 years of seniority are in a more positive attitude than the other teachers.

On the sub level of the traditional methods, the teachers with 11-15 years of seniority are differing from the teachers with 6-10 and 16-over seniorities. In regard to the averages, the average of the teachers with 11-15 years of seniority is lower than the averages of the others. That is to say that in the sub dimension of actual technics the teachers with 11-15 years of seniority are in a more negative attitude than the teachers with 6-10 years of seniority and the teachers with 16-over years of seniority.

Table 6. The Average, F and Significance Values Regarding the Attitudes of Teachers According to Their Graduation

		N	Mean	Sd.	F	Sig	Difference
The factors impressing the choice of method	Associate	16	28,63	5,22	7,065	,001*	1-2/1-3
	Bachelor's	85	31,94	2,99			
	Post-graduate	6	33,00	2,68			
	Total	107	31,50	3,58			
Alternative methods and technics	Associate	16	45,81	6,79	5,031	,008*	1-2
	Bachelor's	85	50,01	4,40			
	Post-graduate	6	49,83	5,49			
	Total	107	49,37	5,05			
Actual technics	Associate	16	25,06	4,27	,470	,626	
	Bachelor's	85	25,91	3,46			
	Post-graduate	6	25,00	5,55			
	Total	107	25,73	3,69			
Traditional methods	Associate	16	18,25	3,13	2,666	,074	
	Bachelor's	85	17,66	3,12			
	Post-graduate	6	14,83	3,66			
	Total	107	17,59	3,20			

According to the results of one-way analysis of variance made to determine whether the attitudes of teachers change according to their graduation, since $p<0.05$ in sub dimensions of the factors impressing the choice of method and the alternative methods and technics, the difference has a significant statistical level. In the other sub dimensions, the teachers have similar attitudes in regard to their graduations.

On the sub dimension of the factors affecting the method choices there appears a difference between the teachers who have associate degree and the others. In regard to averages, the average of the teachers who have associate degree is lower than the other groups. That is to say that the attitudes of the teachers who have associate degree are lower than the others.

On the sub dimension of alternative methods and technics, there appears a difference between the teachers with associate degree and the teachers with bachelors' degree. In regard to the averages, the average of the teachers with associate degree is lower than the average of the teachers with bachelors' degrees. That is to say that in the sub dimension of alternative methods and technics the teachers with associate degree have a more negative attitude than the teachers with bachelors' degrees.

Table7. The Average, F and Significance Values Regarding the Attitudes of Teachers According to Their Age Groups

		N	Mean	SS	F	Significance	Differentiation
The factors impressing the choice of method	20-30	3	32,33	2,31	1,419	,233	
	31-40	51	31,88	3,28			
	41-50	34	31,68	2,63			
	51-60	13	30,77	5,31			
	61-65	6	28,50	5,82			
	Total	107	31,50	3,58			
Alternative methods and technics	20-30	3	49,67	6,81	5,410	,001*	4-2/4-3
	31-40	51	50,43	4,42			
	41-50	34	50,21	4,29			
	51-60	13	44,15	5,46			
	61-65	6	46,83	6,31			
	Total	107	49,37	5,05			

Actual technics	20-30	3	26,33	6,35	1,226	,305
	31-40	51	25,88	3,51		
	41-50	34	26,35	3,66		
	51-60	13	24,23	3,72		
	61-65	6	23,83	3,87		
	Total	107	25,72	3,69		
Traditional methods	20-30	3	22,00	1,00	1,579	,186
	31-40	51	17,43	2,76		
	41-50	34	17,53	3,38		
	51-60	13	17,69	4,57		
	61-65	6	16,83	1,60		
	Total	107	17,59	3,20		

According to the results of one-way analysis of variance made to determine whether the attitudes of teachers change according to their age groups, since p<0.05 in sub dimensions of the alternative methods and technics, the difference has a significant statistical level. In the other sub dimensions it can be said that the teachers have similar attitudes in regard to their ages. On the lower dimension of alternative methods and technics, the teachers in 51-60 age group are differing from the teachers in 31-40 age group and the teachers is 41-50 age group. In regard to the averages, the average of the teachers in 51-60 age group is lower than the average of the teachers in other age groups. That is to say that the teachers in 51-60 age group have a more negative attitude than the teachers in 31-40 and 41-50 age groups.

Table 8. The Average, F and Significance Values Regarding the Attitudes of Teachers According to Their Graduation Years

		N	**Mean**	**SS**	**F**	**Sig**	**Difference**
The factors impressing the choice of method	1970-1990	9	28,56	6,75	3,776	,013*	1970-2000 1970-2010
	1990-1999	21	30,52	2,86			
	2000-2009	59	31,95	3,06			
	2010-2018	18	32,67	2,99			
	Total	107	31,50	3,58			
Alternative methods and technics	1970-1990	9	44,22	7,58	4,710	,004*	1970-1990 1970-2000 1970-2010
	1990-1999	21	48,29	3,81			
	2000-2009	59	50,32	4,62			
	2010-2018	18	50,11	4,81			
	Total	107	49,37	5,05			
Actual technics	1970-1990	9	23,56	4,88	1,381	,253	
	1990-1999	21	25,33	3,51			
	2000-2009	59	26,08	3,36			
	2010-2018	18	26,11	4,17			
	Total	107	25,73	3,69			
Traditional methods	1970-1990	9	18,00	2,45	,315	,815	
	1990-1999	21	17,90	3,83			
	2000-2009	59	17,59	2,94			
	2010-2018	18	17,00	3,71			
	Total	107	17,59	3,20			

According to the results of one-way analysis of variance made to determine whether the attitudes of teachers change according to their graduation years, since p<0.05 in sub dimensions of the factors impressing the choice of method and the alternative methods and technics, the difference has a significant statistical level. In the other sub dimensions, it can be said that the teachers have

similar attitudes in regard to their graduation years.

On the lower dimension of the factors affecting the method choices there appears a difference between the teachers who graduated between 1970-1990 and the teachers who graduated between 2000-2009 and between 2010-2018. In regard to averages the averages of the teachers who graduated between 1970-1990 is lower than the other groups. That is to say that on the sub dimension of alternative methods and technics, the teachers graduated between 1970-1990 are in more negative attitude than the others.

Conclusion and suggestions

The gender of teachers does not have an effect on the lower dimensions except the sub dimension of traditional methods. Male teachers have more positive attitudes against the traditional methods. As a result of the research, it has been revealed that the technic of direct instruction and within this framework the traditional teaching methods are being used by male teachers and by the teachers who are well up in years ((Stipek, Givvin, Salmon & MacGyvers, 2001; Temizöz & Koca, 2010). There didn't appear any differences according to the branches. Some researchers have argued that the teachers of Turkish lectures could teach the topics by using more traditional teaching methods whereas this method could not solve the problems of the teachers of mathematics while teaching mathematics (Burns 1985; Akt. Montgomery, 1987). According to Burns, in traditional teaching the primary aim is to develop the skill of operation. To get a good point or a degree in a standard test to choose the correct answer and especially to choose the correct answers quickly is more important than thinking to find the correct answer. It has been emphasized that some behaviours that would contribute to the development of students' mathematical thinking such as grasping the logic and the process of the solution of a problem and critiquing could be achieved by teachers' use of alternative and actual methods and technics. The attitudes of teachers are differing according to their seniorities. The teachers who have 6-10 years of seniority are differing from the others. The teachers with 6-10 years of seniority are in positive attitudes towards the new approaches. They could be in positive manners because of their knowledge on the methods which are functioning better in the classes, a knowledge which they acquire from their own experiences. The teachers who have longer seniorities could be unable to develop an attitude because of the lack of their knowledge on the alternative and actual technics.

The ages of the teachers also have a partly effect on their attitudes. On the sub dimension of the alternative methods the attitude of teachers older than middle age is lower. Similarly, the graduation years of the teachers have also a partly effect on their attitudes. On the lower level of the choice of the method and alternative methods there are differences between the teachers graduated in 1970 and the teachers graduated in 2000 and 2010. The attitudes of teacher who graduated in 1970 and before are lower. The degrees of the teachers also have an effect on the sub dimension of method choice and alternative methods; the teachers with graduate and post-graduate degrees have a higher attitude. The past educations and experiences of teachers also affect their attitudes.

Suggestions

- Organizing in-service trainings for teachers on the alternative methods and technics
- To make the schools adequately equipped with proper equipment the investments carried out by ministries of education
- The revision of plans and programs in the light of the teaching principles and alternative-actual methods.

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