EXAMINING THE EFFECT OF TEACHERS’ ATTITUDES TOWARDS STATISTICS ON THEIR ATTITUDES TOWARDS POSTGRADUATE EDUCATION

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Abstract
The present study aims to examine the effect of teachers’ attitudes towards statistics on their attitudes towards postgraduate education. Accordingly, the "Attitude Towards Statistics Scale" and the "Attitude Towards Postgraduate Education Scale" were applied to 511 teachers working in different fields of primary schools, middle schools, and high schools in the spring semester of the 2018-2019 academic year. The study was designed in the survey model and the convenience sampling method was used in sample selection. In the analysis of the sub-problems of the study, parametric analysis techniques were used by determining the kurtosis and skewness coefficients between -1.5 and +1.5. As a result of the study, it was determined that teachers possessed a positive attitude towards statistics (\(\bar{X}=3.66; \, \text{Sd}=0.705\)) and postgraduate education (\(\bar{X}=3.72; \, \text{Sd}=0.727\)) and additionally, there was a high correlation between attitudes towards statistics and postgraduate education (\(p<0.01; \, r=0.972^{**}\)). Furthermore, it was concluded that there was not a statistically significant difference between variables such as gender, which is a demographic variable, participation in scientific research, and educational background and attitudes towards statistics and postgraduate education (\(p>0.05\)).

Keywords: Statistics, Postgraduate, Teachers.