Research Paper Education

A Study of Attitude of M.ed Students Towards Research

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KEYWORDS

INTRODUCTION

Research opens new frontiers in all fields like medicine, agriculture, space, business and also in Education. One of the important objectives of teacher education is to create awareness and understanding of importance of research in the classroom. Thus, action research became a part of the syllabus where in, the students are expected to prepare action plan and implement the same during their practice teaching session. The main aim of the M. Ed course is to provide capabilities of serving community in general and developing research attitude and skill among the students in specific. These students in future have to promote interest towards among the B. Ed students when they take up their job as teacher educators. Liberalization, privatization, commercialization and globalization have brought about a number of challenges in all spheres of life including education. Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. As such the term 'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others.**Redman and More (1933)** define research as 'a systematized effort to gain new knowledge.'Attitudes have long been considered a central concept of social psychology. In fact, early writers have defined social psychology as the scientific study of attitudes. Attitude is the way a person views something or tends to behave towards it, often in an evaluative way. An attitude is a way you think and feel about someone and something. An attitude is an expression of favour or disfavour towards a person, place, thing or event. Attitudes have powerful influence on behavior. Attitude is a set of thinking or feeling typically reflected in a person's behaviour or predisposition or a tendency to respond positively or negatively towards a certain idea, objects, a person or situation. Attitude is a mental set or a predisposition to respond in a favorable or unfavorable manner toward a person. They are generally the positive or negative views that impel the behavior and guide its form or manner. An attitude helps the individual to acquire knowledge in a particular area on the basis of his/her interest and that helps further predicting the future performance. If the child has an attitude towards a particular subject only then he will learn and develop proficiency in that area**. Jung (1921)** defines attitude as 'a readiness of the psyche to act or react in a certain way. **Kuupplomaki & Tome (2005)** in their study on 'M. Ed student's attitude towards Research' found positive attitude of male and female students towards research. **Ozturk (2010)** in his exploratory study on measuring Educators' attitudes toward Educational Research found that educators have positive attitude towards research.

STATEMENT OF PROBLEM

"A STUDY OF ATTITUDE OF M.ED STUDENTS TOWARDS RESEARCH"

SIGNIFICANCE OF THE STUDY

However, despite studying the research methods course during their initial or subsequent year of teacher education programmes, majority of the students of teacher education programme neither like this course nor feel competent in this area of human endeavor. Moreover, there is a scarcity of investigations into M. Ed students' attitudes towards research at the international level and especially in India. Hence, it is important to investigate the attitude of prospective teachers

educators towards research at M. Ed level in order to add to the existing set of knowledge. The results of this study, in the context of India, will potentially provide insights to the curriculum developers, teachers and policy makers regarding trainee teachers' attitude towards research. This study has been undertaken with the view to enable M. Ed students to concentrate on those areas which need stronger attention in research. This will also help the teachers to evaluate themselves more positively in learning research from different angle and also to develop new instructional techniques for developing more positive attitude in their students in this area of vital importance to enable them to become good researcher during their career as teacher educator in future.

OBJECTIVES

1. To study and compare attitude of rural male and female M. Ed students towards research.
2. To study and compare attitude of urban male and female M. Ed students towards research.
3. To study and compare attitude of rural and urban male M. Ed students towards research.

To study and compare attitude of rural and urban female M. Ed students towards research.

HYPOTHESES

- There will be no significant difference in attitude of rural male and female M. Ed students towards research
- There will be no significant difference in attitude of urban male and female M. Ed students towards research.
- There will be no significant difference in attitude of rural and urban male M. Ed students towards research.
- There will be no significant difference in attitude of rural and urban female M. Ed students towards research.

DELIMITATIONS OF THE STUDY

- The study will be delimited to 160 M. Ed students studying in Panjab University colleges only.
- The study will be delimited to rural and urban to M. Ed students.

Hypothesis. 1

The second hypothesis of the present study is, "There will be no significant difference in attitude of rural male and female M. Ed students towards research".

Groups	N	Mean	S.D	S.ED	t-value	Level of significance
Rural male	40	138.37	12.25	2.93	0.25	Insignificant
Rural female	40	137.62	13.88			

Table 4.1 shows that the mean score of the attitude of rural male and female M. Ed students is 138.37 and 137.62 respectively, S.D. of attitude of rural male and female M. Ed students is 12.25 and 13.88 and t-value is 0.25,which is insignificant at both levels. This signifies that the attitude of rural male and female M. Ed students do not differ on the scores of attitude. Therefore, Hypothesis 1 is accepted.

Hypothesis. 2

The third hypothesis of the present study is, "There will be no significant difference in attitude of urban male and female M. Ed students towards research."

Groups	N	mean	S.D	S.ED	t-value	Level of significance
Urban Male Students	40	138.62	11.25	2.70	1.67	Insignificant
Urban Female Students	40	143.12	12.87			

Table 4.2 shows that the mean score of the attitude of urban male and female M.Ed students is 138.62 and 143.13 respectively, S.D. of attitude of male and female M.Ed students is 11.25 and 12.87 and t-value is 1.67,which is insignificant at both levels. This signifies that the attitude of urban male and female M.Ed students do not differ on the scores of attitude. Therefore, Hypothesis 2 is accepted.

Hypothesis. 3

The forth hypothesis of the present study is, "There will be no significant difference in attitude of rural and urban male M. Ed students towards research."

Groups	N	mean	S.D	S.ED	t-value	Level of significance
Rural Male Students	40	138.37	12.25	2.63	0.09	Insignificant
Urban Male Students	40	138.62	11.25			

Table 4.3 shows that the mean score of the attitude of rural and urban male M.Ed students is 138.37 and 138.62 respectively,S.D. of attitude of rural and urban male M.Ed students is 12.25 and 11.25 and t-value is 0.09,which is insignificant at both levels. This signifies that the attitude of rural and urban male M.Ed students do not differ on the scores of attitude. Therefore, Hypothesis 3 is accepted.

Hypothesis.4

The fifth hypothesis of the present study is, "There will be no significant difference in attitude rural and urban female M. Ed students towards research."

Groups	N	mean	S.D	S.ED	t-value	Level of significance
Rural Female Students	40	137.62	13.88	2.99	1.84	Insignificant
Urban Female Students	40	143.12	12.87			

Table 4.4 shows that the mean score of the attitude of rural and urban female M.Ed students is 137.62 and 143.12 respectively,S.D. of attitude of rural and urban female M.Ed students is 13.88 and 12.87 and t-value is 1.84,which is insignificant at both levels. This signifies that the attitude of rural and urban female M.Ed students do not differ on the scores of attitude.Therefore, Hypothesis 4 is accepted.

EDUCATIONAL IMPLICATIONS

The foremost challenge mankind is going to face is regarding the sustenance of immense contribution of research for their well being without jeopardizing their future. The colleges of education are considered more conductive place for the cultivation of certain desirable attitudes that are needed in the present day competitive world. Therefore, an atmosphere must be created so that the students may develop an attitude to solve the present day problems in an efficient manner. It will also help in conducting quality research and will prevent from mere repetitive and stock enhancing studies. Students' positive attitude towards research can be enhanced by teachers' enthusiasm, resourceful and their through knowledge of the subject matter. A favorable research attitude once inculcated will enable them to solve various educational problems related with curriculum, management, policy making administration etc. Comparisons can be drawn with the students studying in other universities also taking into account other demographic variables such as martial status, subject streams, socio-economic status, education level of parents etc. Not only the study can be carried on students but also can be carried on teachers to know their attitude towards research.

CONCLUSIONs

- There will be no significant difference in attitude of rural male and female M. Ed students towards research. So, hypothesis 2 is accepted.
- There will be no significant difference in attitude of urban male and female M. Ed students towards research. So, hypothesis 3 is accepted.
- There will be no significant difference in attitude of rural and urban male M. Ed students towards research. So, hypothesis 4 is accepted.
- There will be no significant difference in attitude rural and urban female M. Ed students towards research. So, hypothesis 5 is accepted.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study covers only representative sample of the 160 college students of Panjab University Chandigarh. The study may be replicated on large sampling order to get a better understanding of variables under study.
- Cooperative study of urban and rural, male and female, students may also be undertaken.
- The study can be extended to state and national level to make the results more valid and reliable.
- The similar study may undertaken with other variables like students attitude, intelligence, leadership style etc.

MAJOR FINDINGS

1. No significant difference in the mean scores of rural male and female M. Ed students.
2. No significant difference in the mean scores of urban male and urban female M. Ed students.
3. No significant difference in the mean score of rural male and urban male M. Ed students.
4. No insignificant difference in the mean scores of rural female and urban female M. Ed students.

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