

Attitude of Student Teacher-Educators (M.Ed. Students) Towards Research

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Received: 01.02.2021

Accepted: 21.03.2021

Abstract

In today's lightening fast changing world, it is necessary for a teacher to achieve ongoing professional, academic, occupational and professional growth through pursuing research in their teaching area. Students who join master of education (M.Ed.) Programme have variety of motives. In M.Ed. They get first exposure to educational research as a part of their study. Attitude of M.Ed. Students are most important for the future innovations in educational field. In present study, the attitude of M.Ed. Students towards research was studied. The attitude towards research was the dependent variable of the study whereas the gender, educational stream and semester were the independent variable of the study. The study was a quantitative survey study. From the population one college was selected by convenience sampling method. The sample of 50 M.Ed. Students was selected by cluster sampling method. Data was collected on a self made research attitude scale. To analyze the data, sigma score was obtained and on the basis of these sigma score, 'chi square test' was administered. The results of the present study show that, overall, prospective teacher educators have neutral and slightly positive tend of attitudes towards research. Gender, educational stream and semester are not affecting variables on the attitudes of the M.Ed. Students towards research.

Key words: Student teacher-educators, Attitudes toward research.

Introduction

People behave according to their attitudes. To understand human behavior, attitude is the prime key. Attitude is very important for a teacher. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills to prepare them to the way of democracy, which help them to become happy, useful, self-supporting citizens. A teacher affects students in many ways and can shape their learning experience. Kothari Commission has rightly

said: “The destiny of India is being shaped in her classrooms.” This is true but to be able to shape the destiny of our country, our classrooms must be developing and changing according to the demand of time. In today’s lightening fast changing world, teachers as knowledgeable, responsible and mature individuals in the lives of students can impact in multiple ways. Some of new demands are added with the passing of time from teachers. To fulfill these new demands, teachers must possess the competencies, sensitivities and skills. In this global society, the role of a teacher is not only limited as a teacher but also extended as a learning mediator, assessor, researcher, facilitator, mentor, curriculum planner, resource developer and so on. That’s why it is necessary for a teacher to achieve ongoing professional, academic, occupational and professional growth through pursuing research in their teaching area.

Students who join Master of Education (M.Ed.) programme have variety of motives such as further progression in the carrier, advancement in the pedagogical research knowledge and skills, and better status in the society. During B.Ed. programme, they were trained to acquire teaching skill as a teacher of content and pedagogy. Majority of the M.Ed. students do not have previous research experience. In M.Ed. the student teacher-educators (M.Ed. students) get first exposure to educational research. Here they have to conduct a research as a part of their study. So they may have problems in selecting, planning, in tryout and in writing a research report. At this time, attitude matters for success. Attitude of M.Ed. students are most important for the future innovations in educational field. A positive attitude towards research is a key to success and progress in the knowledge based societies. As a teacher of a Teacher-educator college (M.Ed.) a question came in to the researcher’s mind that what type of tend of attitude would be possessed by student teacher-educators (M.Ed. students)? Present research was a quest to answer this question.

Title and Statement of the Problem

Attitude of Student Teacher-Educators (M.Ed. Students) towards Research

In present study, the attitude of M.Ed. Students towards research was studied. The attitude towards research was the dependent variable of the study whereas the gender, educational stream and semester were the independent variable of the study.

Theoretical Consideration

Attitude is the tendency of mind to favour or not to favour some kind of situation or object. It is a learned tendency to evaluate things in a certain way. This can include evaluations of people, situation, issues, objects, or events. Such evaluations are often positive or negative. **Affective Component** (how the object, person, issue, **Cognitive Component** (thoughts and beliefs about the subject) or event makes one feel) and **Behavioral Component** (how the attitude influences behavior) are three main components of attitude.

Review of the Past Studies

Westhuizen, S. (2012) studied Postgraduate students’ attitudes towards research, their research self-efficacy and their knowledge of research. The purpose of this study was to determine the degree to which an online module influenced honours students’ attitudes towards research, their research self-efficacy and their knowledge of research. An availability sample (N = 279) of postgraduate students enrolled for an online course in research methodology (n = 97 for semester 1 in 2012 and n = 182 for semester 2 in 2012) at a distance education institution in South Africa was used. The attitude towards research scale, self-developed research self-efficacy test and knowledge tests were administered. Dependent t-tests revealed that in general, students’ positive attitudes towards research, their research self-efficacy and their knowledge of research increased from the onset to

the completion of the module. However, students' perceptions of the usefulness of research for their careers declined and their research anxiety and self-efficacy with regard to data analysis remained unchanged on completion of the module.

Butt, I. H. and Shams, J. A. (2013) studied Master in Education Student Attitudes towards Research: A Comparison between two Public Sector Universities in Punjab. This study explored the student teacher attitudes towards research. The sample consisted of 194 participants from two public universities of Pakistan by using census sampling technique. The participants were Master in Education students in their second semester. The results showed that student teachers have a negative attitude towards research. A significant difference was found in the attitudes with respect to the type of program and prior areas of specialization.

Muthuswamy, P., and others (2017) studied Attitude Towards Research among the Doctoral Students. A self-developed questionnaire to assess the attitude towards research was used. The sample of 159 students who have completed one year of course work in their doctoral program was selected. The factor analysis yielded 6 factors of attitude towards research. The factors are love for research, research fear, research usefulness and difficulties in research, importance of research and benefits of research. Top three reasons that have high level importance in their decision to join doctoral program are interest in subject domain, wanting to work in a first grade research group and availability of an interesting project. Top three factors that influence the student towards doctoral course are teachers, an enthusiastic mentor and friends.

Significance of the Study

The present research will be useful as its results will potentially provide insights to the curriculum developers, teachers and policy makers regarding the attitudes of trainee teachers' educators towards research. By studying the attitudes of prospective teacher - educators towards research at M.Ed. level, the future planning attitude development programme can be organized if needed. As, the student teacher – educators are going to train future teacher, if they have positive attitude towards research, they can transfer the same in to their students. So, it is very important to study the attitudes of the M.Ed. students towards research.

Objectives of the Study

1. To study the attitude of M.Ed. Students towards research.
2. To study the attitude of M.Ed. Students towards research with reference to their gender.
3. To study the attitude of M.Ed. Students towards research with reference to their educational stream.
4. To study the attitude of M.Ed. Students towards research with reference to their semester.

Questions of the Study

The questions of the study was as follows.

- What kind of tendof attitude will the M.Ed. Students havetowards research?
- Will there be any significant difference between the scores on attitude scale of the male and female students of M.Ed. towards research?
- Will there be any significant difference between the scores on attitude scale of M.Ed. Students having general stream and science stream towards research?
- Will there be any significant difference between the scores on attitude scale of M.Ed. Students studying in first semester and third semester towards research?

1. Explanation of the Important Terms

M.Ed. Students. The students pursuing the Master of Education in the education colleges, affiliated to H.N.G. University, Patan were considered as the M.Ed. students in present study.

Attitude towards Research. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such a national or ethnic group a custom or an intuition (Anastasi, 2008, P. 419). Attitude is considered as a predisposition to behaviour. He further quotes that the term ‘attitude’ has been most frequently associated with social stimuli and with emotionally toned responses. It also often involves value judgments.

In present study, the attitude of the M.Ed. students towards research means the predisposition of M.Ed. students towards research. Here the attitude towards research was measured on the bases of the score gathered on Research attitude scale. The score of the score is considered as the attitude towards research.

Attitude Scale. In present study, Attitude Scale means a self prepared five point rating scale, consisted of 20 items. It was consisted of four components such as research usefulness, research anxiety, positive attitudes and research difficulties. The higher score on the scale represents positive attitude towards research. The scale was comprised of both negative and positive worded items. The higher score represented higher (positive) level of attitude.

Variables of the Study

Table 1 represents the variables of the study and the tool used to measure that variable.

Table 1
Variables of the Study

No.	Name of Variable	Type of Variable	Levels	Classification of the Levels	Tool Used to Measure
1.	Gender	Independent	2	1. Male 2. Female	Primary Information
2.	Semester in which the Study	Independent	2	1. Semester I 2. Semester III	Primary Information
3.	Educational Stream	Independent	2	1. General 2. Science	Primary Information
4.	Attitude towards Research	Dependent	- -		Self made Attitude Scale

Delimitations and Limitations of the Study

Present study was limited to the M.Ed. students studying in the M. Ed. Colleges affiliated to the Hemchandracharya North Gujarat University, Patan.

The following were the limitation of the study.

- The Research Attitude Scale was self made.
- A sample of 50 students was selected from M.Ed. Students of Smt. R. K. D. Khanushiya M.Ed. College, Palanpur (Gujarat).

Research Method of the Study

The aim of the research was to study the attitude of M.Ed. Students towards research. So, the present study was a quantitative survey study.

Population of the Study

The population of the present study was the scholars seeking Master of Education Course during the academic year 2018-19 of education colleges affiliated to H. N. G. University, Patan (Gujarat). There were total 19 colleges affiliated to HNGU, Patan.

Sample of the Study

In present study, the sample of 50 M.Ed. students was selected. The college was selected by convenience sampling method. So, Smt. R. K. D. Khanushiya M.Ed. College, Palanpur (Gujarat) was selected. As the students got online admissions as per their merit, the researcher has selected one college to collect data. The students were selected by cluster sampling method. By this way, 50 students were selected in the sampling. Out of 50 M.Ed. students, 23 were studying in semester 3 and the rest 27 were studying in semester-1 in Smt. R. K. D. Khanushiya M.Ed. College, Palanpur (Gujarat).

Tool of the Study

A self made Research Attitude Scale was prepared. The scale was five point rating scale, consisted of 20 items which was consisted of four components such as research usefulness, research anxiety, positive attitudes and research difficulties. The items were constructed and then experts' opinions were collected. The scale was piloted. The items were selected on the basis of 't' value and 'r' value. Thus, 20 items were selected after piloting. The reliability of the scale was established through test-retest method. Reliability of the scale was 0.68. The scale was having content validity and face validity. The higher score on the scale represents positive attitude towards research. The scale was comprised of both negative and positive worded items and a higher score represented higher (positive) level of attitude.

Statistical Techniques Used

To analyze the data, sigma score was obtained and on the basis of these sigma score, 'Chi square test' was administered.

Presentation of the Data and Analysis

To analyze the data inferential statistics were used. Tend of attitude towards research was analyzed by sigma score. The total score on attitude scale was found out. Then on Normal probability curve, the sigma scores were computed.

Table 2 shows the range of sigma score, observed frequency, percentage and calculated chi-square value for total M. Ed. Students.

Table 2
Tend of Attitude Towards Research

Tend of Attitude	Range of Scores	Observed Frequency	%	Chi –Square Value
Highly positive	61 or more than it	01	2%	162.20**
Positive	59-61	02	4%	
Neutral	53-58	46	92%	
Negative	52-50	01	2%	
Highly negative	49 or less than it	00	0%	

** means significant at 0.01 level

It means there is significant difference in tend of attitude towards research. From table 2, it can be concluded that the students are having neutral (92%) and positive attitude(6%) towards research.

Only 2% students are having negative attitude towards research. So, it can be concluded that the tendency of attitude towards research is neutral and tend of attitude is slightly positive in M.Ed. students.

Attitude Towards Research and Gender. Table 3 shows the range of sigma score, observed frequency, percentage with reference to their gender and calculated chi-square value.

Table 3
Tend of Attitude Towards Research with Reference to their Gender

Tend of Attitude	Male			Female			Chi –Square Value
	Range of Score	Observed Frequency	%	Range of Score	Observed Frequency	%	
Highly positive	65 or more than it	1	4.17%	66 or more than it	1	3.85%	2.02 (Not Significant)
Positive	60 to 64	2	8.33%	61 to 65	2	7.69%	
Neutral	52 to 59	20	83.33%	53 to 60	22	84.62%	
Negative	48 to 51	1	4.17%	50 to 52	0	0%	
Highly negative	47 or less than it	0	0%	49 or less than it	1	3.85%	

It means there is no significant difference in tend of attitude towards research with reference to their gender. From table 3, it can be concluded that the male students are having neutral (83.33%) and positive attitude (9%) towards research while the female students are having neutral (84.62%) and positive attitude (11%) towards research. Only 4.17% male students and 3.85% female students are having negative attitude towards research. So, it can be concluded that the tendency of attitude towards research is positive in M.Ed. students and gender is not an affecting variable on the attitudes of the M.Ed. Students towards research.

Attitude Towards Research and Semester of the Students. Table 4 shows the range of sigma score, observed frequency, percentage with reference to the semester of the students and calculated chi-square value.

Table 4
Tend of Attitude Towards Research with Reference to their Semester

Tend of Attitude	Semester - I			Semester - III			Chi –Square Value
	Range of Score	Observed Frequency	%	Range of Score	Observed Frequency	%	
Highly positive	61 or more than it	1	4.35%	67 or more than it	2	7.41%	3.44 (Not Significant)
Positive	60 to 58	2	8.70%	63 to 66	0	0%	
Neutral	57 to 53	19	82.61%	62 to 52	24	88.89%	
Negative	52 to 51	0	0%	51 to 48	1	3.70%	
Highly negative	50 or less than it	1	4.35%	47 or less than it	0	0%	

It means there is no significant difference in tend of attitude towards research with reference to their semester. From table 4, it can be concluded that the students of semester I are having neutral (82.61%) and positive attitude (13%) towards research while the students of semester III are having

neutral (88.89%) and positive attitude (7.41%) towards research. Only 4.35% students of semester I and 3.70% students of semester III are having negative attitude towards research. So, it can be concluded that the tendency of attitude towards research is positive in M.Ed. students and semester of the student is not an affecting variable on the attitudes of the M.Ed. Students towards research.

Attitude Towards Research and Educational Stream of the Student. Table 5 shows the range of sigma score, observed frequency, percentage with reference to the educational stream of the students and calculated chi-square value.

Table 5

Tend of Attitude Towards Research with Reference to their Educational Stream

Tend of Attitude	General Stream			Science Stream			Chi –Square Value
	Range of Score	Observed Frequency	%	Range of Score	Observed Frequency	%	
Highly positive	66 or more than it	1	3.70%	63 or more than it	1	4.35%	2.90 (Not Significant)
Positive	62 to 65	1	3.70%	60 to 62	0	0%	
Neutral	53 to 61	24	88.89%	53 to 59	21	91.30%	
Negative	49 to 52	1	3.70%	50 to 52	0	0%	
Highly negative	48 or less than it	0	0%	49 or less than it	1	4.35%	

It means there is no significant difference in tend of attitude towards research with reference to their educational stream. From table 5, it can be concluded that the students of general stream are having neutral (88.89%) and positive attitude (7%) towards research while the students of science stream are having neutral (91.30%) and positive attitude (4.35%) towards research. Only 3.70% students of general stream and 4.35% students of science stream are having negative attitude towards research. So, it can be concluded that the tendency of attitude towards research is positive in M.Ed. students and educational stream of the student is not an affecting variable on the attitudes of the M.Ed. Students towards research.

Findings of the Study

- Tend of attitude towards research is neutral and having slightly positive tend towards research in M.Ed. students.
- Tend of attitude towards research is positive in M.Ed. students and gender in not an affecting variable on the attitudes of the M.Ed. Students towards research.
- Tend of attitude towards research is positive in M.Ed. students and semester of the student in not an affecting variable on the attitudes of the M.Ed. Students towards research.
- Tend of attitude towards research is positive in M.Ed. students and educational stream is not an affecting variable on the attitudes of the M.Ed. Students towards research.

Conclusion

The results of the present study show that, overall, prospective teachereducators have neutral or having slightlypositive attitudes towards research irrespective of their gender, educational stream or semester in which they study. This is the good sign for their futureprofession.Students should be motivated more and more to conduct more and more research in future during their service as a

teacher. Students having positive attitude towards research should be motivated and should be provided intensives so that their positive attitude retain.

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