
ATTITUDE TOWARDS RESEARCH WORK OF MASTER OF EDUCATION STUDENTS

Dr Shally

Assistant Professor

G.H.G. Harparkash Collage Of Education for Women, Sidhwan Khurd, Ludhiana, Punjab

Abstract

This paper will reveal some significant information about attitude towards research work of master of education students. Descriptive survey method was used in the present study. 200 M.Ed students were randomly selected from the education colleges of Punjab University, Chd; Punjabi University, Patiala and Guru Nanak Dev University, Amritsar. Research attitude scale developed by the investigator was used for data collection. Results of the study revealed that there exists no significant difference in the attitude towards research work of M.Ed. students of Panjab University and Punjabi University but there exists significant difference in the attitude towards research work of M.Ed. students of Guru Nanak Dev University and Punjabi University.

Keywords: Attitude, M.Ed students, Research Work

INTRODUCTION

The teaching profession is universally regarded not only as one of the most important professions in life but also as the noblest of all. It is therefore imperative that those individuals who are becoming teacher educators should have the right attitude towards research work. Fishbein and Ajzen (1975) defined the attitude towards research as learned predisposition to respond in a consistently favorable or unfavorable manner with respect to research. Ma (1995) indicated that negative attitude towards a course for example; statistics, mathematics, or foreign language etc. has been found to have a significant negative effect on students' learning. According to Henson, Hull and Williams (2010) and Ranis (2003) the issues related to research designs, sampling processes, statistical techniques etc. create more confusion among researchers. Research's lack of usefulness, misunderstandings of interpreting statistical findings, lack of job support for research use, only rudimentary or introductory awareness concerning the importance of research in the education process, deficiency comprehension of the relevance of research in professional endeavors, or self-efficacy issues concerning ability and motivation to learn and perform research related procedures are some of the major concerns that resulted in unfavorable and negative attitude towards research. Attitude towards research can be defined as a multidimensional construct consisting of the degree to which students regard research as useful for their profession; they regard research as being of relevance to their life in general. They demonstrate positive attitudes towards research; they experience anxiety about research; and they find research methodology difficult (Papanastasiou 2005). Papanastasiou (2005) infers that it is important to study the attitude towards research. According to Zan and Martino (2007) the attitude towards research basically means a detailed study of thinking, feeling and the person's behavior towards research. According to Bolin, Lee, Glen, Maye and Yoon (2012) attitude towards research can be seen as involving an effective response or feeling toward

research. These attitudinal responses include the attitudes so often described in the literature: negativity, anxiety, fear of failure, feeling inadequately, prepared or unable to perform, and disinterest. According to Rezaei and Zamani-Miandasht (2013) student's attitude influences how they mentally approach research including all the work related to that research. A positive attitude enables students to solve the problem quickly whereas; a negative attitude hampers the efforts in research. According to Salem, Butt and Farooqi (2014) the attitude towards research basically means a detailed study of thinking, feeling and the person's behavior towards research. It also specifies how a person is acting in the research field and what importance is given by him to the different aspects of research. According to Salem, Saeed and Waheed (2014) research attitude is researchers' positive or negative orientation towards research. According to Salem et. al. (2015) research attitudes describe the researchers' interest or liking regarding research process. Papanastasiou (2005) had identified five factors of students' attitude towards research after carrying out factor analysis. These five factors are: usefulness of research, research anxiety, positive feeling about research, and life relevancy of research to the students' daily lives and difficulty of research. Based on the foregoing, an attitude toward research can be defined as a feeling, belief, or reaction to having a favorable or unfavorable, negative or positive, pleasant or unhappy, interesting or uninteresting response to conducting research. The attitude of the researcher influences his psychological and physiological approach to solving the problem. A positive attitude toward research aids in the resolution of problems and researcher give importance to different facets of research. Today with the increase in the number of schools, the number of teachers is also increasing. For the preparation of competent teachers proper training has to be given by the well trained and research minded teacher educators and for the preparation of teacher educators, the development of positive attitude towards research is very important. A would be teacher educators performance depends to a great extent, on his/her attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the task harder, more tedious and unpleasant. So on the basis of this discussion it was felt necessary to study the attitude towards research work of M.Ed. students.

OBJECTIVES

1. To study the difference of attitude towards research work among M.Ed. students of Panjab university & Guru Nanak Dev university.
2. To study the difference of attitude towards research work among M.Ed. students of Panjab university & Punjabi university.
3. To study the difference of attitude towards research work among M.Ed. students of Guru Nanak Dev university & Punjabi university.

HYPOTHESES

1. There exists no significant difference in the attitude towards research work among students of Panjab university & Guru Nanak Dev university.
2. There exists no significant difference of attitude towards research work among M.Ed. students of Panjab university & Punjabi university.

3. There exists no significant difference of attitude towards research work among M.Ed. students of Guru Nanak Dev university & Punjabi university.

METHODOLOGY

DESIGN

The present study is aimed to study the attitude of M.Ed. students toward research work. Descriptive survey method of research was adopted for this purpose.

SAMPLE

Sampling refers to the method used to select sample from the population. In the present study the collection of data was done with the help of random sampling techniques. A sample of 200 M.Ed. students were taken proportionately according to the need of the study.

SAMPLING AREA

In order to collect data a sample of 200 M.Ed. students belonging to different universities were taken. The university wise sample is being reported in table 1.

Table.1 Showing the Distribution of M.Ed. Students(male and female) from Various Colleges of Panjab University (Chandigarh), G.N.D.U (Amritsar), Punjabi University (Patiala)

Sr. No.	Name Of The Institutions	Total Students	Female	Total Male Students
1	Govt.college of Education,Sec-20 Chd.(11		10
2	Rayat college of Education, (Nawasher).	-		11
3	L.L.R.M college of Education, Dhudike.	-		14
4	G.H.G.Harparkash college of Education for women, Sidhwan khurd.	24		-
5	M.G.N college of Education, (Jalandhar)	17		14

6	Ramgharia college of Education, (Phagwara)	16	11
7	Khalsa college of Education,(Amritsar)	2	10
8	Punjabi university,(Patiala)	15	15
9	Rayat bahra college of Education,(Kharar)	15	15
Total		100	100

Table.2 Showing the Distribution of Urban & Rural M.Ed. Students from Various Colleges of Panjab University (Chandigarh), G.N.D.U (Amritsar), Punjabi University (Patiala)

Sr.No.	Name of the Institutions	Total Urban students	Total Rural students
1	Govt.college of Education,Sec-20 Chd.	10	11
2	Rayat college of Education, (Nawasher).	6	5
3	L.L.R.M college of Education, Dhudike.	7	7
4	G.H.G.Harparkash college of Education for women, Sidhwan khurd.	12	12
5	M.G.N college of Education, (Jalandhar)	18	13
6	Ramgharia college of Education, (Phagwara)	13	15

7	Khalsa college of Education,(Amritsar)	4	7
8	Punjabi university,(Patiala)	15	15
9	Rayat bahra college of Education,(Kharar)	15	15
Total		100	100

TOOLS

For each and every type of research, the researcher needs certain tools to gather new facts and explore new areas. Tools are the basis to collect relevant data. The selection of the tools is of vital importance for successful research. For the present study the following tool was used:

1. Scale of Attitude towards M.Ed. Research work (1990) by Manju Bala Duggal.

The test-retest method was adopted to ascertain the reliability of the attitude scale it was administered to 50 subjects. The reliability was calculated using split-half method. The scores of 50 subjects on both the parts were tabulated in the form of a scatter diagram and their correlation on computation came out to be 0.54 and the co-efficient of reliability using spearman Brown formula for the whole scale as 0.70.

RESULTS

To see the bearing of the data on the set purpose of the study mean, S.D, SE_D and t-values were calculated and the results are presented below:

1. The first hypothesis was “There exists no difference of attitude towards research work among M.Ed. students of Panjab University & Guru Nanak Dev University”

In order to test the significant difference in the attitude towards research work of Panjab University & Guru Nanak Dev university M.Ed. Students, the mean values, S.D, SE_D and t-ratio were calculated and given in the table 3.

Table 3

Showing Mean Score of Attitude Towards Research Work of Panjab University & Guru Nanak Dev university M.Ed. Students

Variable	N	Mean	S.D	D	SE _D	t-ratio	Level of significance and interpretation
Panjab uni., Chd.	70	39.22	6.795	4.7	0.909	5.166	Significant at 0.01 level
G.N.D.U, ASR	70	43.92	3.427				

Table 3 exhibits that mean values of attitude towards research work of Panjab University and Guru Nanak Dev University M.Ed. student are 39.22 and 43.92 and S.D are 6.795 and 3.427 respectively. The SE_D is 0.909 and t-ratio is 5.166 which is significant at both levels. This shows that M.Ed. students differ significantly with respect to their attitude towards research work.

Thus, hypothesis no.1 that there exists no significant difference of attitude towards research work among M.Ed. students to Panjab University & Guru Nanak Dev University is not accepted in the present study.

2. The second hypothesis was that “There exists no significant difference of attitude towards research work among M.Ed. students of Panjab University & Punjabi University”

In order to test the significant difference in the attitude towards research work of Panjab University & Guru Nanak Dev university M.Ed. Students, the mean values, S.D, SE_D and t-ratio were calculated and given in the table 4

Table 4

**Showing Mean Score of Attitude Towards Research Work of Panjab University & Punjabi university
M.Ed. Students**

Variable	N	Mean	S.D	D	SE _D	t-ratio	Level of significance and interpretation
Panjab uni.	70	39.22	6.795	0.838	1.036	0.808	Not significant at 0.05 level
Punjabi uni.	60	40.06	4.987				

Table 4. exhibits that mean values of attitude towards research work of Panjab University and Panjabi University, M.Ed. student are 39.22 and 40.06 and S.D are 6.795 and 4.987 respectively. The SE_D is 1.036 and t-ratio is 0.808 which is not significant at 0.05 level. This shows that M.Ed. students of Panjab and Punjabi university do not differ significantly with respect to their attitude towards research work.

Thus, the hypothesis no.2 there is exists no significant difference of attitude towards research work among M.Ed. students of Panjab & Panjabi University stands accepted in the present study. The mean scores indicate that students of both universities have a moderate attitude towards research work. There is no orientations about research and its usage in graduate and post graduate classes of both Panjab and Punjabi University that is why the M.Ed. student are not having a favorable attitude towards research work.

3. The third hypothesis was that “There exists no significant difference of attitude towards Research work among M.Ed. students of Guru Nanak Dev University & Punjabi University.

To see the bearing of the data on the set purpose of the study mean, S.D, SE_D and t-values were calculated.

Table 5

**Showing Mean Score of Attitude Towards Research Work of G.N.D. University & Punjabi university
M.Ed. Students**

Table 5 shows mean values of attitude towards research work of M.Ed. students of G.N.D.U and Punjabi University are 43.92 and 40.06 and S.D are 3.427 and 4.987 respectively. The SE_D is 0.763 and t-ratio is 5.060 which is highly significant at 0.01 level. This shows that M.Ed. students of both universities differ significantly with respect to their attitude towards research work.

Variable	N	Mean	S.D	D	SE_D	t-ratio	Level of significance and interpretation
G.N.D.U	70	43.92	3.427	3.861	0.763	5.060	Highly Significant at 0.01 level
Punjabi uni.	60	40.06	4.987				

Thus, the hypotheses no. 3 there exists no significant difference of attitude towards research work among M.Ed. students of G.N.D. University & Panjabi University is rejected in the present study.

The result implies that M.Ed. students of G.N.D.U are having higher mean score on the variable of attitude towards research work. Though they are also falling in the category of moderate attitude towards research work yet they are on the higher status with respect to M.Ed. student of Panjabi University.

CONCLUSION

After studying the results, the investigator has reached the following conclusions.

1. There is significant difference in the attitude towards research work of M.Ed. students of Panjab University and Guru Nanak Dev University.
2. There exists no significant difference in the attitude towards research work of M.Ed. students of Panjab University and Panjabi University.
3. There exists significant difference in the attitude towards research work of M.Ed. students of Guru Nanak Dev University and Panjabi University.

REFERENCES

1. Levine, D., Lezotte, L. (2001). Effective Schools Research in J. Banks & C. Banks (Eds.), Handbook of Research on Multicultural Education.
2. Maheshwar, P (1996) Attitude of Trainees Towards Teaching Profession. The Educational Review. 32(2).
3. Pandey, S. & Deb, R. (2008) Professional attitude of married & unmarried Women Teacher of Higher Secondary Schools. Edu. Tracks. 8 (3).
4. Parmar, S. Haider, Q & Joshi (2008) A Study on Attitude of Student-Teacher Towards Teaching Profession and Teaching Competence. University News.

5. Raghu, A & Reddy,(2007), A Study on Attitude of Students-Teacher Towards Micro-Teaching. Journal of Educational Research & Ext.44 (3).
6. Sharma & Walia (2010) Methodology Educational Research & Statistics. Pepsu Book Depot, Patiala.
7. Singh, R. (1991) Teachers Effectiveness as Related to Teachers Attitude Towards the Teaching Profession. Journal of Education Research & Ext.27 (4).
8. Spickard, Anderson (2007) Improving Residents Teaching Skill and Attitude Towards Teaching. Journal of General Internal Spring, New York.
9. Suja, K. (2007) Interaction Effect of Attitude Towards Teaching, Interest in Teaching And Teaching Experiences of Job Commitment of Primary School Teachers M.Ed. Thesis University of Culicut.
10. Sundarajan, S. Sukhtivel, S. & Poolalagappan,P.L (1991) Attitude of prospective Teachers Towards Teaching in Relation To Their Faculty And Gender. M.Ed. Dissertation,Panjab University, Chandigarh.
11. Teo,T.& Lee, C.B (2008) Attitude towards Computers Among Students in Higher Education. A Case Study in Singapore. British Journal of Education Technology 39(1).
12. Thamilmani (2000) Attitude of prospective Teachers Towards Teaching in Relation To Their Faculty And Gender. M.Ed. Dissertation,Panjab University, Chandigarh.
13. T.M. Urban (1962) Psychology in Teaching. Eagle Wood Cliffs; New Jersey.
14. Wong S.L., Ng S.F., Nawawi M. & Tang S.H. (2005) Experienced and inexperienced Internet Users Among Pre-Service Teachers: Their use and Attitude Towards the internet. Journal of Educational technology and Society. 90 (8).
15. Yildirim S. (2000) Effects of an Educational Computing Course On Pre-Service and In-Service Teachers: A Discussion and Analysis of Attitudes and Use. Journal of Research on Computing in Education. 32(5).