

# ATTITUDE OF M.Ed. STUDENTS TOWARDS RESEARCH WORK IN THE STATE OF PUNJAB

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## Abstract

In the field of education, revised curriculum, effective methods of teaching, better teacher-taught relationships, improved methods of evaluation and comprehension concept of discipline- all is the result of research. It has proved to be an important tool in leading man towards progress. They spring from individual experiences, reports, newspapers, magazines and advertisements through television and radio. They are further strengthened by the concept of self interest. It is largely because personality finds one of its main channels of expressions in the attitudes which an individual assumes towards other persons, specified activities, different practices and social institutions. the prevailing methods of research are to be evaluated, modified and improved upon. This can be done by studying the general attitude of people toward research, since the human nature is crystallized in attitudes and values, i.e. in tendencies to act toward or against some person or object or practice or ideas. Attitudes as such, are the subjective counterparts of values and behaviour in the connecting factors. Hence, the dynamic behaviour and direction behaviour of an individual tend to become organized in attitudes. Certainly, the attitudes that the people have towards research will determine to great extent how will research work is done.

**Keywords:** *M.Ed. Students Towards, behavior and direction, education*

## Introduction

Research is an attempt to discover new ideas in a scientific manner and with critical investigation. It is deliberate effort to collect information to organize, to analyse and to put it together systematically to evaluate it. Man from times immortal has been engaged in expressing the hidden laws of nature with hard labour. Philosophers, thinkers, scholars and educators have devoted their lot of time and energy to find facts. Research is infact a kind of human behaviour and an activity in which people engage. The urge of man to achieve more and more has led him to solve problems facing mankind.

Man relates himself to the environment and resolves his conflicts only through research. In the field of education, revised curriculum, effective methods of teaching, better teacher-taught relationships, improved methods of evaluation and comprehension concept of discipline- all is the result of research. It has proved to be an important tool in leading man towards progress. Man is progressing by leaps and bounds by systematic research only. It may not be the only way but it is one of the chief ways to solve problem faced by man.

Today society is facing many problems. Intelligent teachers who are the cream of the society can play a wonderful role in lessening the problems of mankind by doing research in their respective fields. It is necessary to have a favourable attitude towards research for involving in such kind of activity.

An attitude Gordon, W. Allport (1935) attitude connotes a neuropsychic state of readiness for mental and physical activity. Thus attitudes are springs from which the overt behaviour of the individual rises and people generally agree that the achievement in any field is related to the attitudes of the people towards that field.

The source of particular attitude is not always easy to determine. They spring from individual experiences, reports, newspapers, magazines and advertisements through television and radio. They are further strengthened by the concept of self interest. It is largely because personality finds one of its main channels of expressions in the attitudes which an individual assumes towards other persons, specified activities, different practices and social institutions. Thus, the measurement of attitude has become an important task in the psychological and educational research. The potential usefulness of the method by no means has been completely realized, for example the diagnostic study of backward child not only is it important to discover his attitudes towards specified subjects but it is even more important to ascertain general trend of his attitudes. For the measurement of attitudes of large number of individuals towards some specified object, no particular scale is available, but one has to construct his own scale for one's purpose.

At present, interesting trend is to keep pace with the developing nations of the world. Education is a means to this end. In order to ensure success in this direction, the prevailing methods of research are to be evaluated, modified and improved upon. This can be done by studying the general attitude of people toward research, since the human nature is crystallized in attitudes and values, i.e. in tendencies to act toward or against some person or object or practice or ideas. Attitudes as such, are the subjective counterparts of values and behaviour in the connecting factors. Hence, the dynamic behaviour and direction behaviour of an individual tend to become organized in attitudes. Certainly, the attitudes that the people have towards research will determine to great extent how will research work is done. Thereby knowing the attitudes of people towards research becomes an important issue of research. Such contemporary knowledge of attitudes which has been ignored in our country is likely to transform education and initiative of the people. Such knowledge will also bring revolutionary changes in handling research work by relating it to the life, needs and aspirations of the people and thereby making it a powerful instrument of social, economic and cultural transformation necessary for the realization of national goals.

## OBJECTIVES

1. To know the attitude of M.Ed. students towards research work.
2. To compare the difference in mean scores of Attitude towards M.Ed. research work of male and female M.Ed. students
3. To compare the difference in mean scores of Attitude towards M.Ed. research work of rural and urban M.Ed. students.

## **HYPOTHESES**

1. M.Ed. students have a favourable attitude toward research work.
2. There exists no significant difference in the mean scores of attitude towards research work of male and female M.Ed. students.
3. There exists no significant difference in the mean scores of attitude towards research work of urban and rural M.Ed. students.

## **METHODOLOGY**

Research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of specific procedures. It is an objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomena. Research is specific, and as such, is not satisfied with isolated facts, but seek to integrate systematic findings. It is concerned with the objective verification of generalizations. Such verification requires logical analysis of problems and dressing of appropriate mythologies for obtaining evidence.

## **DESIGN**

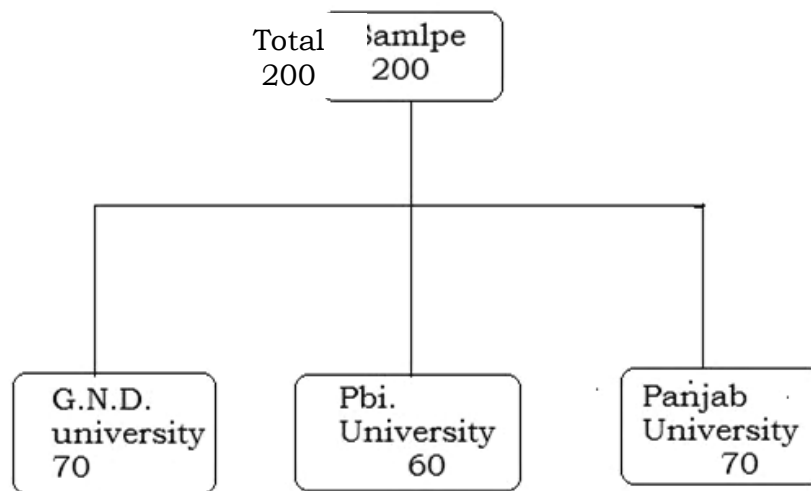
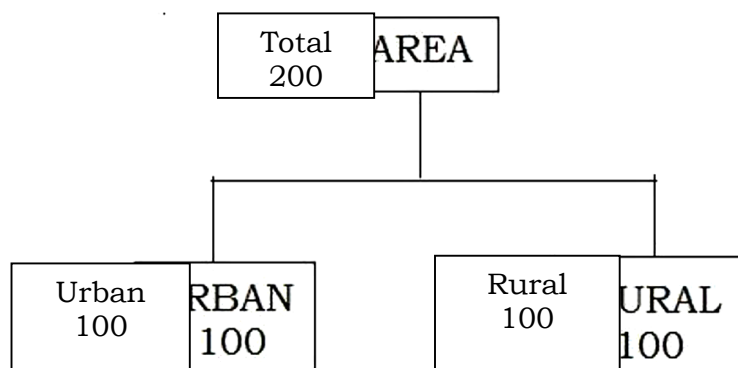
The present paper aimed to reveal the attitude of M.Ed. students toward research work. Descriptive survey method of research was adopted for this purpose.

## **SAMPLE**

Sampling refers to the method used to select sample from the population. The collection of data was done with the help of convenient sampling techniques. A sample of 200 M.Ed. students were taken.

## **SAMPLING AREA**

In order to collect data a sample of 200 M.Ed. students belonging to different universities of Punjab state were taken.

**Fig. 1: Showing Distribution of The Whole Sample****Fig..2 Showing Composition of the Sample on the Basis of Area****TOOL USED**

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 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.

## ADMINISTRATION OF THE TEST

For actual administration of the test, the permission of the principals of the colleges had been sought in order to have full co-operation from the staff.

Different dates were fixed in different colleges for administering the test. Then the investigator went personally to each college to collect the data. Before the actual administration of the test, the investigator tried to establish rapport with college students by explaining the purpose of the study. Students were asked to read the questionnaire completely. After collecting the questionnaire from the students, scoring was done and final scores were computed.

## STATISTICAL TECHNIQUES

Statistical techniques bring objective interpretation and lead to reliability in the result. In order to test the various hypotheses suitable statistical techniques like mean, S.D. & t-ratio were used

## RESULTS and DISCUSSION

### Hypothesis -1

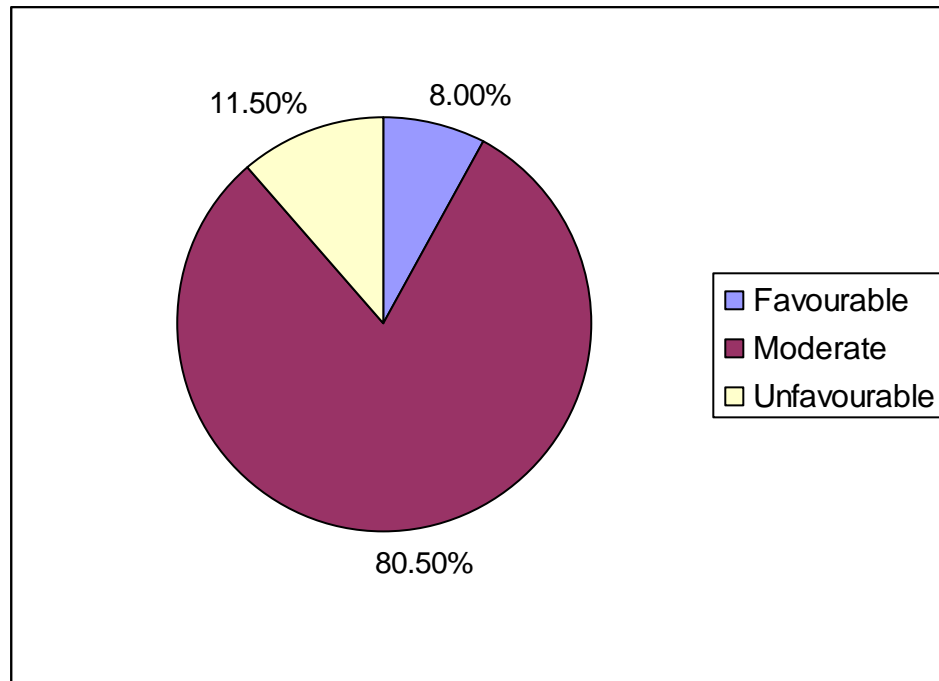
**M.Ed. students have a favourable attitude toward research work.** To test this said hypothesis the values of mean+ S.D and mean –S.D were taken. On the basis of these values data was grouped into two categories. The value of mean + S.D was 46.77 and value of Mean – S.D. was 35.48. On the basis of these values the determination table was worked out as follows.

**Table 1**

**Determination Level of Attitude of M.Ed. Students Towards Research Work**

| Levels       | Range of scores        |
|--------------|------------------------|
| Favourable   | Above 46.77            |
| Moderate     | Between 46.77 to 35.48 |
| Unfavourable | Below 35.48            |

**Fig.3 Showing Percentage of Attitude of M. Ed Students Towards Research Work of the Whole Sample.**



Thus, the hypothesis-1 stated that “M.Ed. students have a favorable attitude towards research work” stands rejected in the present study. The results are revealing the fact that M.Ed. students have moderately favorable attitude towards research work. This clearly poses a question on their research acumen which needs to be analyzed further.

## Hypothesis No.2

**There exists no significant difference in the mean scores of Attitude towards research work of male and female M.Ed. students.** To see the bearing of the data on the said purpose of the study mean, S.D,  $SE_D$  and t-values were calculated.

**Table 2**

**Showing Mean Scores of Attitude Towards Research Work of Male and Female M.Ed. Students.**

| Variable | N   | Mean  | S.D  | D    | $SE_D$ | t-ratio | Level of significance and interpretation |
|----------|-----|-------|------|------|--------|---------|--|
| Males    | 100 | 40.57 | 5.32 | 1.01 | 0.796  | 1.27    | Not significant at 0.05 level            |
| Females  | 100 | 41.58 | 5.93 |      |        |         |  |

**Fig.4**

**Bar Diagram Showing Mean Scores of Attitude Towards Research Work Male and Female M.Ed. Students**

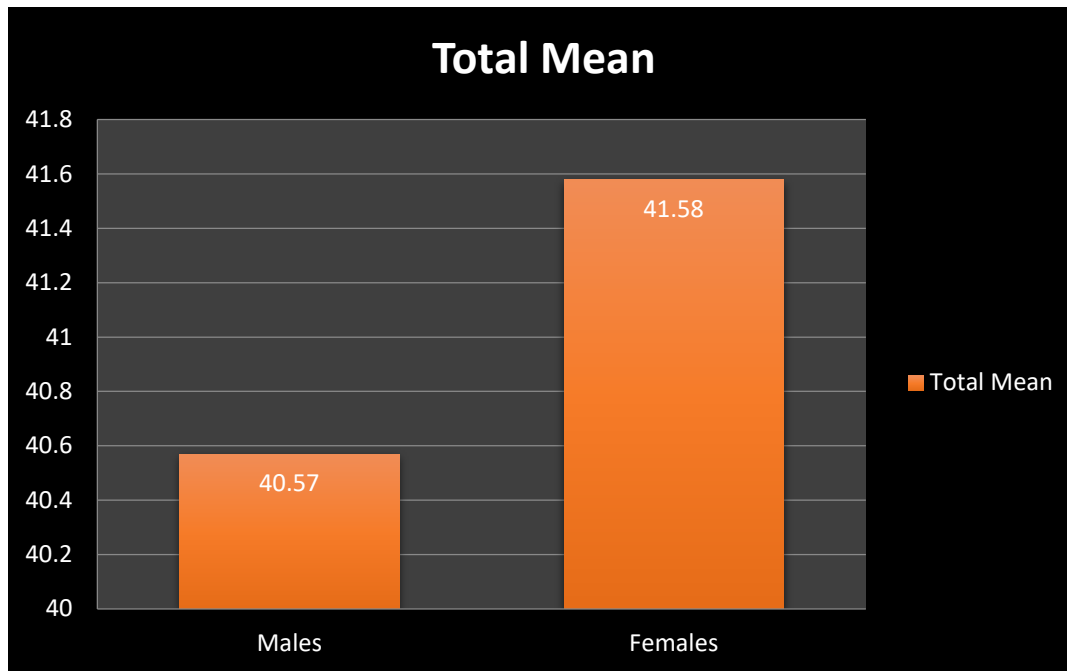


Table 2 as well as fig.4 depicts that mean values of attitude towards research work of male and female M.Ed. student are 40.57 and 41.58 and SD are 5.32 and 5.93 respectively. The  $SE_D$  is 0.796 and t-ratio is 1.27 which is not significant at both levels. This shows that male and female M.Ed. students do not differ significantly with respect to their attitude towards research work.

Thus, the hypothesis no.2 that there exists no significant difference in the attitude towards M.Ed. research work among male and female M.Ed. students is not rejected in the present study. These results are in line with the study done by **Bulut and Doar (2006)** that showed that the gender factor is not effective on the attitude, but types of programs and class level are effective.

### Hypothesis No.3

**There exists no significant difference in the mean scores of Attitude towards M.Ed. Research work of rural and urban M.Ed. students.** 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 3**

**Showing Mean Scores of Attitude Towards Research Work of Rural and Urban M.Ed. Students**

| Variable | N   | Mean  | S.D  | D    | SE <sub>D</sub> | t-ratio | Level of significance and interpretation |
|----------|-----|-------|------|------|-----------------|---------|--|
| Rural    | 100 | 40.5  | 5.86 | 1.25 | 0.793           | 1.58    | Not significant at 0.05 level            |
| Urban    | 100 | 41.75 | 5.34 |      |                 |         |  |

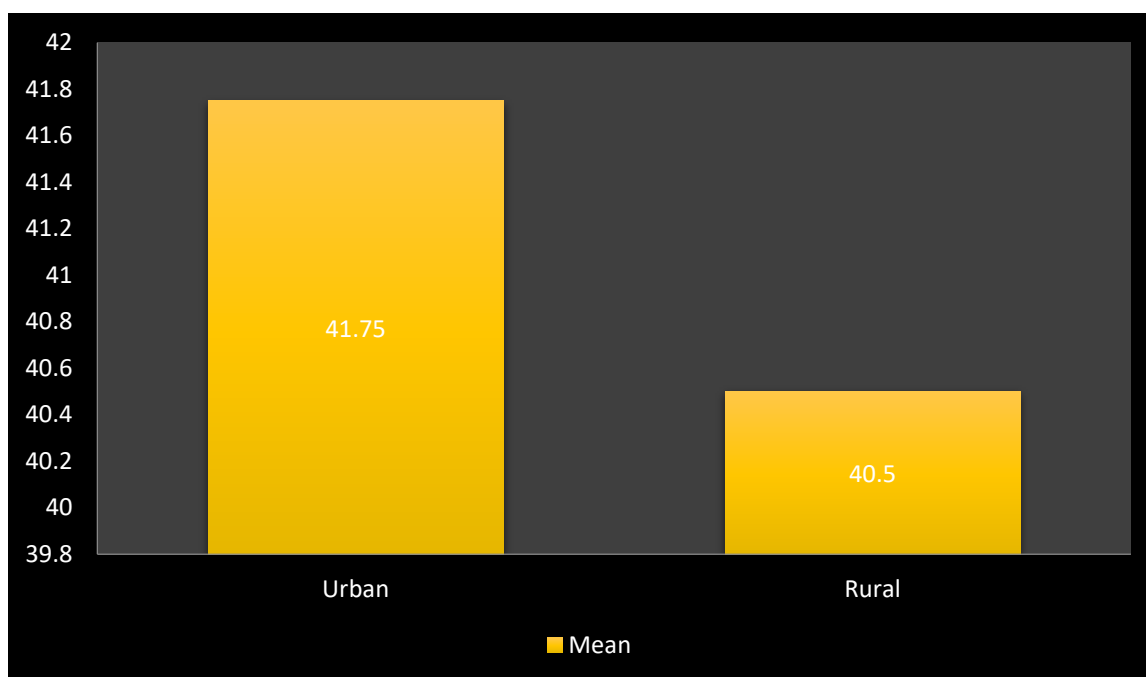
**Fig 5****Bar Diagram Showing Mean Scores of Attitude Towards Research Work of Rural and Urban M.Ed. Students**

Table 3 as well as fig.5 exhibits that mean values of attitude towards research work of rural and urban M.Ed. student are 40.5 and 41.75 and S.D are 5.86 and 5.34 respectively. The SE<sub>D</sub> is 0.793 and t-ratio is 1.58 which is not significant at 0.05 level. This shows that rural and urban M.Ed. students do not differ significantly with respect to their attitude towards research work.

Thus, the hypothesis no.3 there exists no significant difference in the attitude towards. Research work among rural and urban M.Ed. students is not rejected in the present study. The reason for the above results may be that in this era of information technology the rural as well urban people are equally aware and have same motivations. The rural and urban M.Ed. students don't differ in their attitude towards research work



because both type of students seem to be doing research work out of the sole reason of having it as a part of their syllabi not for being interested in research work.

## CONCLUSION

After studying the results, the following conclusions can be drawn.

1. From the whole sample it is concluded that 8.0% have favourable attitude towards research work, 80.5% have moderate attitude towards the research work and 11.5% students have the unfavourable attitude towards M.Ed. research work.
2. There is no significant difference in the mean scores of Attitude towards research work of male and female M.Ed. students.
3. There is no significant difference in the mean scores of Attitude towards research work of rural and urban M.Ed. students.

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