

PROSPECTIVE TEACHER EDUCATORS' ATTITUDE TOWARDS RESEARCH

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ABSTRACT

The present study attempted to find out the level of attitude towards research of prospective teacher educators. The researchers have used the descriptive survey method for the present study. For this study 108 prospective teacher educators were taken as a sample from govt. aided college and private college. Out of 108 M.Ed students 42 were male and 66 were female students. 40 students were studying in Govt. aided college and 68 students were completing their degree from private college of education. The simple random sampling technique was used to collect data. The scale used by the investigator was Attitude towards research by Vishal Sood and Sharma (2012). Data analysis was done with the help of mean, SD, t-test. The result shows that the level of Attitude towards research among M.Ed students were moderate. It was also revealed from the study that there is significant difference between the male and female prospective teacher educators' research attitude. The research attitude of female students was comparatively better than male students. The investigators also found out that there exists no significant difference between the prospective teacher educators pursuing their degree from different types of colleges.

Keywords: Research attitude, Teacher Educators

INTRODUCTION

“All progress is born of inquiry. Doubts are better than overconfidence, for it leads to inquiry and inquiry leads to invention.” (Hudson Maxim)

Progress in any field of knowledge is possible by the help of research. Development of logical thinking and organization is essential to evolve inductive thinking. It can be inculcated by doing research. Research provides bases for all government policies, facilitates the policy makers to take decisions and help in solving the various problems of our education system. It contributes to development of knowledge, improvement of practical and policy information. Research is a means by which improvement, development and progress can be made in human life.

According to Swinoll (2012) 'Research is a procedure of collecting and analyzing the data or information to enhance our knowledge and understand about which we want to explore'. Attitude towards research means thorough investigation of thinking, feeling and behavior towards research. A plethora of studies have been done to find out the attitude towards research on students. Maximum studies showed that attitude of students towards research is negative. For instance Shkedi (1998) worked on teacher attitude towards research and found out that there is a deep gap between researchers' world and teachers' world and suggested that research should be the integral part of pre-service and in-service course to raise the professional level of teachers.

Papanastasiou (2005) rightly pointed out that "it is important to identify the attitude towards research so that a positive attitude can be developed among students and hence their learning can be facilitated in turn." According to Adams Holcomb (1986) Research is tough, difficult and dry for the students, because they do not understand the concept of research and its importance in their professional life. Patak and Naim (2012) conducted a study on English students and found that they did not have research skills like searching literature source, proper citations.

Papanastasiou (2005) identified five factors of attitude towards research through factor analysis for better understanding the attitude towards research. These factors are usefulness of research, anxiety, positive feeling about research, life relevancy of research to the students' daily life and difficulty of research. Walker (2010) conducted a confirmatory factor analysis and suggested a three factor model. The factors of the three factors model are: research use, negative attributes of research, positive attributes of research.

National curriculum framework on teacher education (2009) has emphasized that research and innovation should be the integral part of M.Ed program. They are the future teacher educators. In order to make teacher education programs more effective and efficient, research oriented M.Ed program is needed of the hour. NCFTE (2009) also stated that the main responsibility lies on teacher educators who can bring the change in the system of teacher

education. The quality, characteristics, & commitment of the teachers to their profession are responsible for the quality & standards of education system. Teachers are indeed a backbone of the process of education, his commitment and devotion to the teaching profession matters a lot for the efficiency of the process of education. The effectiveness & efficient functioning of any educational institution and the academic success and failure depend upon the quality and commitment of their teachers.

Kothari Education Commission (1964-66) has remarked that “of all the different factors which influence the quality of education and its contribution to nation development, the quality, competence and character of teachers are undoubtedly the most significant”.

According to NCF (2016), steps will be taken to promote generation of new knowledge and their applications and introduction of these new domains into the curricula of higher education to consolidate and strengthen India’s position as a soft power. Teacher educators have an advantage to be in touch with all the three subsystems like primary, secondary and tertiary. Teacher educators should involve in research to be creative and innovative and to make the system more advance, strong and up to date.

One of the important factors for success in educational research is the development of favorable attitude of students towards research. Positive attitudes develop student’s interest towards research and become enthused in achieving the objectives. Research is an important activity which leads to the development of new ideas and theories which can contribute to the society to have an abundant and comfortable life. Possessing good research attitude helps to enhance achievement in collecting relevant facts, understanding the concepts and generalizing the results.

The present paper is designed to find out the attitude of prospective teacher educators towards research with special reference to gender and teaching experience.

OBJECTIVES OF THE STUDY

1. To study the attitude towards research among prospective teacher educators.
2. To find out the attitude of prospective teacher educators towards research with special reference to gender.
3. To find out the attitude of prospective teacher educators towards research with special reference to type of institutions.

HYPOTHESES OF THE STUDY

1. There is no high level of attitude towards research among prospective teacher educators.
2. There is no significant difference between the attitude of male and female prospective teacher educators towards research.

3. There is no significant difference between the research attitude of prospective teacher educators studying in Govt. aided institute and private institute .

DELIMITATIONS

The study was delimited to students who are pursuing M.Ed course from Jamia Millia Islamia as Govt. aided institute and Modern college of professional institute Mohan Nagar as Private institute.

OPERATIONAL DEFINITION

Attitude towards research:

Attitude towards research means thorough investigation of thinking, feeling and behavior towards research.

Prospective teacher educators:

Students pursuing Masters of Education (M.Ed) course.

METHODOLOGY OF THE STUDY

The present study was descriptive in nature. The investigator has used survey method for describing and investigating the existing phenomenon.

SAMPLE OF THE STUDY

The sample of the study was 108 M.Ed students, out of which 42 were male students and 66 were female students.

TOOL OF THE STUDY

For the present study investigator has used attitude scale towards research developed and standardized by Dr.Vishal Sood and Prof. Y.K.Sharma. The scale consists of 42 items which are be rated on five point Likert type scale i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly disagree. The scale is a combination of positive (26) and negative(16)items.

The scale has been constructed on the basis of four important dimensions, namely- General aspects of research and research process, Usefulness of research in professional career, Relevance of research in personal social life and Difficulties in research and research anxiety.

TECHNIQUES OF DATA ANALYSIS

The investigator has used Mean, Standard deviation, t-test and graphs for analyzing the data.

Data collection and scoring:

The investigator has taken the permission from concerned authority for purpose of collection of data. The investigator has clearly explained the instructions to the prospective teacher educators regarding scale. After collecting all questionnaires (48), the investigator has added all scores against each item got total score .For the positive items, direct scoring method was used i.e.5-4-3-2-1, in case of negative items reverse scoring method was used i.e.1-2-3-4-5.

Techniques of Measuring the level of attitude towards research:

The investigator has tried to measure the level of attitude towards research of prospective teacher educators on the bases of their scores. The total scores has been divided into three categories.

RESULTS AND INTERPRETATION:

The main findings related to above objectives are-

1.1 Findings related to the level of attitude towards research of prospective teacher educators studying the research.

Table:1 Showing the criteria of measuring the level of attitude towards research of prospective teacher educators studying the research.

SN	Range of Raw score	Range of z-score	Frequency	Percentage (%)	Grade	Level of attitude towards research
1.	172 and above	+0.51to+2.01	7	6.48%	A	Highly favorable
2.	156-171	-0.50to +0.50	65	60.18%	B	Moderately favorable
3.	Below 155	-2.01to-2.25	36	33.33%	C	Unfavorable

On the bases of above table :1 we can see that out of 108 students 6.48% students score above 172, 60.18 %students score between 156-171,and 33.33% students score below 155.On

the bases of above scores it can be said that 60.18% prospective teacher educators have moderately favourable attitude towards research.

Interpretation:

On the bases of above table 1 it is clear that out of 108 students only 6.48% students scored 172 and above and having high level of attitude towards research. 60.18% students scored between 156-171 and having moderate level of attitude towards research. 33.33% students are having low level of attitude towards research. It means that only 6.48% students are feels no difficulty to do their dissertation work, they value the research work and have interest in doing research.60.18% students have moderate level of attitude towards research and 33.33% students have low level of research attitude. Therefore the null hypotheses is accepted and it is clear from the above table that overall attitude towards research of prospective teacher educators is of moderate level or low level.

1.2 Findings related to significance of difference between research attitude of male and female prospective teacher educators-

In order to see the difference between research attitude of male and female prospective teacher educators t-value is calculated the obtained data is given below in table 2.

Table:2 Showing the t-test for comparison of mean score of male and female student’s research attitude

GENDER	N	MEAN	SD	‘t’-value	Level of significance
Male	42	147.19	11.50	5.72	Significant*
Female	66	163.36	17.86		

*Table value:1.96 at0.05 level & 2.58 at 0.01 level

Interpretation:

It is clear from the above table that mean and standard deviation of male students are 147.19 and 11.50 respectively and female students are 163.36 and 17.86 respectively. The t-ratio of mean is 5.72 which is more than both the significant levels. The t ratio is significant at both the levels i:e at 0.05 level of significance and 0.01 level of significance. There is a significant difference between attitude towards research scores of male and female M.Ed students. Therefore the null hypotheses i.e “There is no significant difference between the attitude of male and female prospective teacher educators towards research,” is rejected.

The mean score of female M.Ed students are more than mean score of male M.Ed students. It mean female student are more interested in doing educational research than male students.

1.3 Findings related to significance of difference between research attitude of prospective teacher educators studying different types of educational institutions.

In order to see the difference between research attitude of prospective teacher educators studying different types of educational institutions t-value is calculated the obtained data is given below in table 3.

Table:3 Showing the t-test for comparison of mean score of Govt. aided and private college students' research attitude

Type of college	N	MEAN	SD	t-value	Level of significance
Govt. aided	40	151	15.64	0.55	Non-significant**
Private	68	148	14.05		

**Table value: 1.96 at 0.05 level & 2.58 at 0.01 level

Interpretation:

It is clear from the above table that mean and standard deviation of Govt. aided college students are 151 and 15.64 respectively and private college students are 148 and 14.05 respectively. The t-ratio of mean is 0.55 which is less than both the significant levels. The t ratio is not significant at both the levels i:e at 0.05 level of significance and 0.01 level of significance. There is no significant difference between attitude towards research scores of M.Ed students studying in Govt. aided college and private college. Therefore the null hypotheses i.e There is no significant difference between the research attitude of prospective teacher educators studying in Govt. aided institute and private institute, is accepted.

Hence it is found out that the mean score of M.Ed students studying in Govt. aided college and private college is not differ and we can say that level of research in both the institutions are same.

CONCLUSION:

The following conclusions were drawn from the above findings:

1. The attitude towards research of prospective teacher educators are of moderate level.

2. It is concluded that there is a significant difference between male and female M.Ed students. The female prospective teacher educators are having more research attitude than male prospective teacher educators.

3. There is on significant difference between prospective teacher educators who are pursuing their degree from Govt. aided institutions or private institutions with respect to their attitude towards research.

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