



**A STUDY ON ATTITUDE OF M.Ed. STUDENTS TOWARDS RESEARCH WITH SPECIAL
REFERENCE TO AMBALA DISTRICT OF
HARYANA STATE**

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ABSTRACT

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others. It provides rewarding learning experiences for students, and producing graduates capable of high personal and professional achievement. The strategy underpinning the courses like M.Ed. is to provide a framework for the acquisition and progressive development of knowledge throughout the learning experience, to stimulate inquiry into subjects and to develop personal skills which will equip students for life-long learning. Educational research is often undertaken for the sake of Degree and not with a goal to make a significant discovery. It is also commented that research has become imitative, repetitive; only oriented towards western culture and philosophy; instrument oriented rather than goal oriented; statistics dependent in place of mastery of knowledge domain; and lastly is not out of interest, aptitude of the students. Other factors that affect the quality of research conducted by the students are facilities available, mentors, departmental activities, attitude of both staff and students towards research, confidence etc. Attitude towards research of the staff enhances enthusiasm and credibility among the students.

Key words: ATTITUDE, M.ED STUDENTS, RESEARCH

INTRODUCTION

Educational research is conducted to investigate behavioral patterns in pupils, students, teachers and other participants in schools and other educational institutions. Such research is often conducted by examining work products such as documents and standardized test results. The nature of educational research is analogous with the nature of research itself, which is systematic, reliable and valid to find the “truth”, investigates knowledge, and solves problems (William Wiersma, 1991). Moreover, educational research process involves steps to collect the information in order to investigate problems and knowledge. However, the educational research is more complex because it can use various approaches and strategies to solve problems in educational setting. It also can involve many disciplines such as anthropology, sociology, behaviour, and history. In addition, educational research is important because of contributing knowledge development, practical improvement, and policy information (John W.Creswell, 2005). Therefore, educators can use those research findings to improve their competences and teaching and learning process. Educational Research encompasses many different studies all of which attempt to better understand and improve the learning and educational process. These studies include research on topics such as Teaching, Classroom Management, Psychology, Testing, Child Development, and Cognitive Science. Thus we can say that educational research is of utmost importance.

Rama (2000) concluded that teachers’ centers are useful to the teachers in solving academic problems. The teachers have a positive attitude on the functioning of teachers’ centers. Female and experienced teachers have a positive attitude in teachers’ centers. Howery (2001) conducted a study to investigate impact of technology on teacher training attitude. The result of the study revealed an increase in teacher attitude and use of computers. The results suggest that through the technology, Literacy challenge (TLC) grant, teacher have become comfortable with the use of technology and their positive attitude towards technology has increased. Patil (2011) the researchers aimed to find out the Scientific Attitude about secondary and higher secondary level Students .The results of the study found the difference in the Scientific Attitude between male and female students of secondary level. Scientific Attitude of female students of secondary level is more than male students of secondary level. Difference is found in the Scientific Attitude between male and female students of higher secondary level.

Keeping in view the importance of research, teacher preparation programs and courses like M.Ed should prepare the teacher to engage in a process of life-long learning, help teachers to conduct research, and provide them with a problem-solving orientation to their own classroom teaching. Therefore, teacher education in particular should actively be engaged in research toward

providing a wealth of knowledge contributing to the development of globally competent teachers. Pre-service teacher education has a responsibility to give trainees the best tools with which to improve and develop the profession and research must be a central component of pre-service teacher education experience. Clemente (2001) state that the concept of attitude is regarded as one of the most important elements of the belief system of the teacher.

But teachers tend to view research related courses with negative attitudes and feelings. These negative attitudes have been documented in numerous studies for a number of years in relation to courses in research, statistics and mathematics (Adams & Holcomb, 1986; Elmore & Vasu, 1980; Wise, 1985).

Prior research studies have found that negative attitudes toward a course (e.g.mathematics) have been found to explain a significant portion of the variance in student learning (Ma, 1995). In turn, these attitudes influence the amount of effort one is willing to expend on learning a subject, which also influences the selection of more advanced courses in similar areas (e.g., research and statistics courses) beyond those of minimum requirements. Therefore, assessing students' attitudes toward a research methods course is important.

NEED AND SIGNIFICANCE OF THE STUDY

In the fast moving world research has become important intellectual equipment for the human beings to change their life style according to the needs and necessities of the society. Research opens new frontiers in all the 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 plans and implement the same during their practice teaching sessions. This, in turn is strengthened in the Post Graduate Progamme of Education where in Dissertation was made a compulsory component by Kurukshetra University Kurukshetra. The main aim of the M.Ed course is to provide capabilities of serving community in general and developing research attitude and skills among the students in specific. These students in future have to promote interest towards research among the B.Ed. students when they take up their jobs as teacher educators.

One's attitude influences mentally how a person mentally approaches research including all the work and human interactions related to that research. A positive attitude enables a person to solve the problem quickly where as, a negative attitude hampers the efforts in research both

technical proficiency and in terms of interpersonal relationships that research entails. Hence there is an urgent need of study the attitude of M.Ed students toward research.

STATEMENT OF THE PROBLEM

The present study were entitled as-

“A study on attitude of M.Ed. students towards research with special reference to Ambala district of Haryana state”

OPERATIONAL DEFINITIONS OF THE TERM USED

Attitude: Attitude is the energy that fuels or generates your thoughts, feelings & actions, based on the difference between expectations & perceptions of that situation.

Research: In the broadest sense of the word, the research includes any gathering of data, information and facts for the advancement of knowledge.

M.Ed. Students: M.Ed. students reveals that students those are doing Master Degree in Education from different colleges of education of KururkshetraUniversity.

OBJECTIVES

1. To study the attitudinal difference between the male and female M.Ed. students towards research.
2. To study the attitudinal difference between the married and unmarried M.Ed. students towards research.
3. To study the attitudinal difference between the science and arts M.Ed. students towards research.

HYPOTHESES

The researcher formulated the following hypotheses on the basis of the objectives of the study and the reviews studied:

1. There exists no significant difference between attitude of male and female M.Ed. students towards research.
2. There exists no significant difference between attitude of married and unmarried M.Ed. students towards research.

3. There exists no significant difference between attitude of science and arts M.Ed. Students towards research.

DELIMITATIONS

1. The present study is delimited to 120 students of M.ED under Kurukshetra University, Kurukshetra.
2. The investigator will study only one variable that is attitude of M.ED students towards research.
3. The present study will be delimited to 4 colleges of education under Kurukshetra University, Kurukshetra.

RESEARCH DESIGN

RESEARCH METHODOLOGY

A good study depends on a goal oriented research design to produce better results. Many research methodologies may be employed to conduct the study in an efficient way. Research methodology includes collection, purification, compilation, classification and tabulation, statistical analysis and drawing meaningful conclusions from analysis. The proposed study is descriptive in nature, so survey method is used to collected data.

POPULATION

All the students studying in M.Ed course being offered by colleges of education affiliated to Kurukhetra University, kurukhetra is constitute the population for present study.

SAMPLE & SAMPLING TECHNIQUES

To study the sample for present study the researcher will selected the 4 colleges who are offering M.Ed. courses situated in Ambala district by using lottery method of random sampling technique. From these selected 04 colleges, 30 students were selected. Therefore the total sample consists of 120 M.Ed. students.

TOOL USED

To obtain the data, the data gathering device- 'RESEARCH ATTITUDE SCALE' was prepared by the investigator and it had been given to 4 expert for the content validity and preliminary try out was made on the sample size -30. The reliability of the tool was established by split half method by computing coefficient of correlation by Karl Pearson Method. The value of coefficient of correlation was found be 0.84. the tool consists of 58 statements involving positive as well as negative items. Thus the tool was standardized by the research investigator.

SCORING PROCEDURE OF RESEARCH ATTITUDE SCALE

The Research attitude Scale constructed by the investigator is a scale having 58 statements of which 42 of them positive statements and the remaining 16 were negative statements.

SCORES FOR POSITIVE STATEMENTS:

- 5 for Strongly Agree opinion (SA)
- 4 for Agree opinion (A)
- 3 for Undecided opinion (U)
- 2 for Disagree opinion (D)
- 1 for Strongly Disagree opinion (SD)

SCORES FOR NEGATIVE STATEMENTS

- 1 for Strongly Agree opinion(SA)
- 2 for Agree opinion(A)
- 3 for Undecided opinion(U)
- 4 for Disagree opinion(D)
- 5 for Strongly Disagree opinion(SD)

The sample M.Ed. students were asked to tick any one response out of given five alternatives for each statement. There are total 30 items in the present Research attitude scale. The maximum possible scores on the whole attitude were 150 and the minimum possible scores were 30.

STATISTICAL ANALYSIS

To get the meaningful results from the present study the researcher used mean, standard deviation and 't'-test to analyze the data.

ANALYSIS AND INTERPRETATION OF DATA

After the data are collected, these must be processed and analyzed to draw proper inferences. The data may be adequate, valid and reliable to any extent, it do not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

Good Barr and Scats states, "Analysis is a process, which enters into research in one form or another from the very beginning. It may be fair to say that research consists in general of two larger steps-gathering of data, and the analysis of these data, but no amount of analysis can validity extract from the data factors which are not present."

Francis Rummel 1974, has said, "The analysis and interpretation of data involves the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem. To avoid making conclusions or interpretations from insufficient or invalid data, the final analysis must be anticipated in detail when plans are being made for collecting information. The problem should be analyzed in detail to see what data are necessary in its solution and to be assured that the determine whether or not the factors chosen for study will satisfy all the conditions of the problem and if the sources to be used will provide the requisite data."

Analysis involves in breaking up to the complex factors into simpler parts and putting them in new arrangements, for the purpose of interpretation. Interpretation calls for the critical examination of results of one's analysis in the light of the limitations of the gathered data. Both analysis and interpretation helps the researcher in future to attach related problems with appropriate statistical technique, which reduces unnecessary labor. Hence in this chapter, the data gathered so far been analyzed through proper statistical techniques and results have been interpreted. Analysis and interpretation of the result is presented in following table:

TABLE: 1.1

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN ATTITUDE OF MALE AND FEMALE M.ED. STUDENTS TOWARDS RESEARCH.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio df=118	Level of significance
Attitude Towards Research	Male	34	108.91	15.91	3.16	0.54	N.S.
	Female	86	110.63	16.52			

It is revealed from the Table-1.1 that the mean scores of male and female students on attitude towards research scale are 108.91 and 110.63 with S.D.'s 15.91 and 16.52 respectively. The t-ratio came out from above two groups is 0.54 which is not significant at any level of significance. That means there is no significant difference between attitude of male and female M.Ed. students towards research. However, the mean score of female M.Ed. students is more than the male students. It indicates that female M.Ed. students had better attitude towards research than the male students. Thus, the hypothesis (Hp-1) 'There exists no significant difference between attitude of male and female M.Ed. students towards research' is accepted.

The mean scores of male and female students on attitude towards research as presented in Table: 1.1 is depicted in Bar Graph -1.

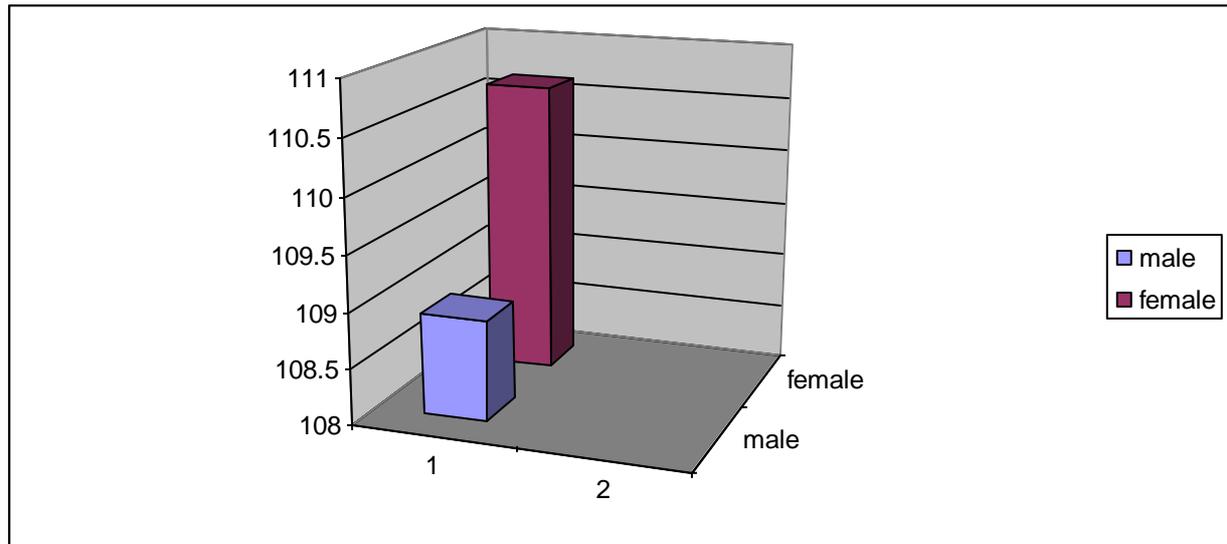


TABLE: 1.2

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN ATTITUDE OF MARRIED AND UNMARRIED M.ED. STUDENTS TOWARDS RESEARCH

Variable	GROUP	N	MEAN	S.D.	S.ED.	't'-ratio df=118	Level of significance
Attitude Towards Research	MARRIED	38	107.08	17.11	3.26	1.37	N.S.
	UNMARRIED	82	111.55	15.52			

It is revealed from the Table-1.2 that the mean scores of married and unmarried students on attitude towards research scale are 107.08 and 111.55 with S.D.'s 17.11 and 15.52 respectively. The t-ratio came out from above two groups is 1.37 which is not significant at any level of significance. That means there is no significant difference between attitude of married and unmarried M.Ed. students towards research. However, the mean score of unmarried M.Ed. students is more than the married students. It indicates that unmarried M.Ed. students had better attitude towards research than the married M.Ed. students. Thus, the hypothesis (Hp-2) 'There exists no significant difference between attitude of married and unmarried M.Ed. students towards research' is accepted.

The mean scores of married and unmarried students on attitude towards research as presented in Table: 1.2 is depicted in Bar Graph -2.

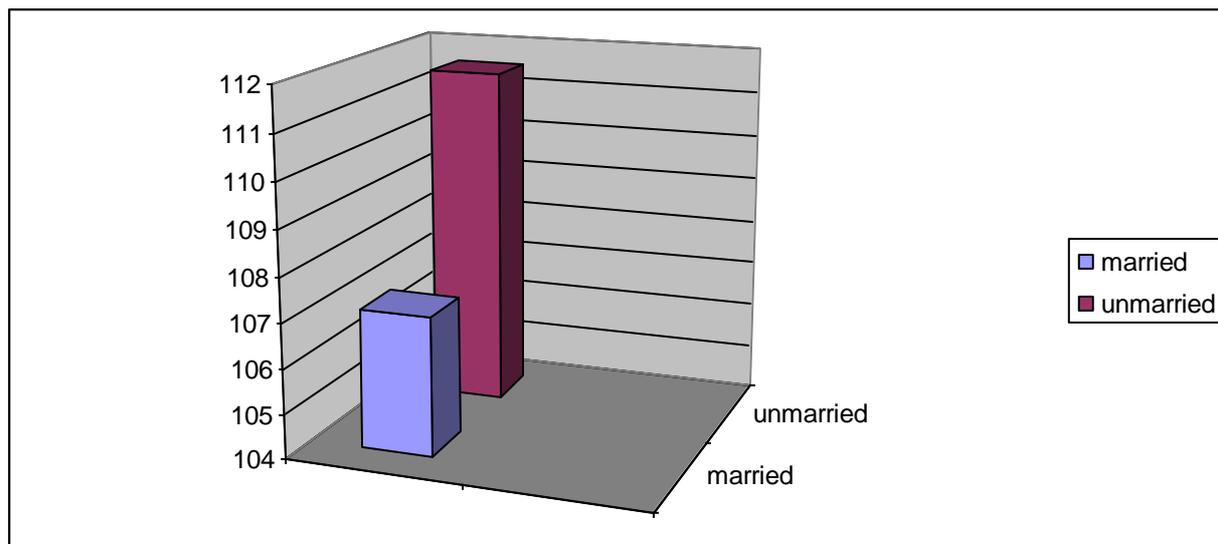


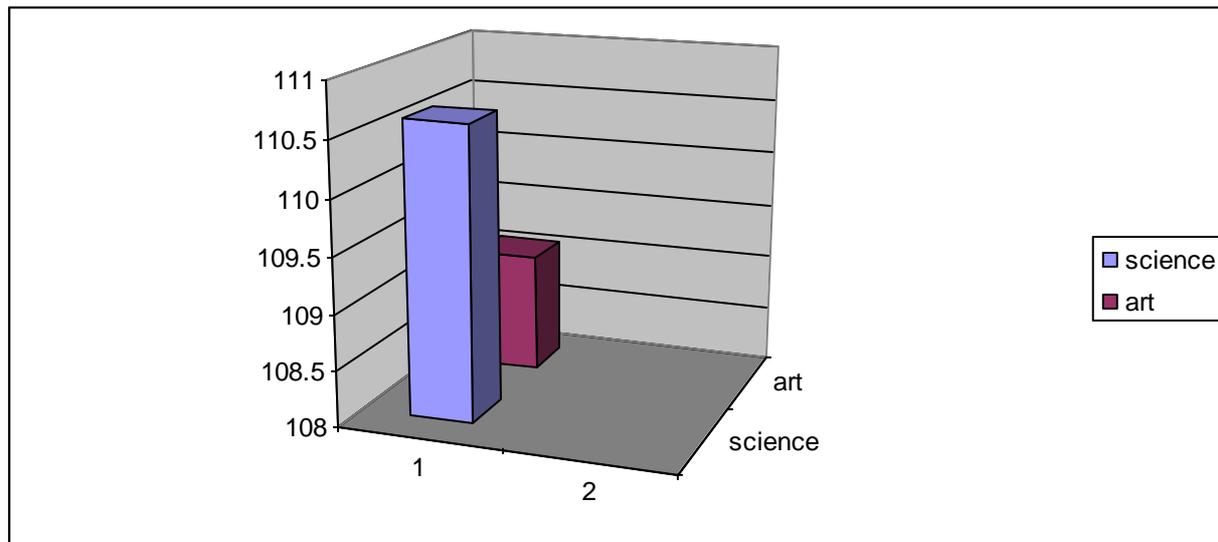
Table-1.3

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN ATTITUDE OF SCIENCE AND ART M.ED. STUDENTS TOWARDS RESEARCH

Variable	GROUP	N	MEAN	S.D.	S.ED.	't'-ratio df=88	Level of significance
Attitude Towards Research	SCIENCE	34	110.62	17.23	3.59	0.43	N.S.
	ART	56	109.07	15.36			

It is revealed from the Table-1.3 that the mean scores of science and arts M.Ed. students on attitude towards research scale are 110.62 and 109.07 with S.D.'s 17.23 and 15.36 respectively. The t-ratio came out from above two groups is 0.43 which is not significant at any level of significance. That means there is no significant difference between attitude of science and arts M.Ed. students towards research. However, the mean score of science M.Ed. students is more than the arts M.Ed. students. It indicates that science M.Ed. students had better attitude towards research than the arts M.Ed. students. Thus, the hypothesis (Hp-3) 'There exists no significant difference between attitude of science and arts M.Ed. students towards research' is accepted.

The mean scores of science and arts M.Ed. students on attitude towards research as presented in Table: 1.3 is depicted in Bar Graph -3.



EDUCATIONAL IMPLICATIONS

The present inquiry has assessed the attitude of M.Ed. students towards research. The term 'attitude' encompasses a wide range of affective behaviors. It is a mental state of readiness exerting direct or indirect influence upon an individual's response to all objects and situations with which it is related.

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 plans and implement the same during their practice teaching sessions. This, in turn is strengthened in the Post Graduate Programme of Education and Post Graduate Programme of Technology. The main aim of the M.Ed. Course is to provide capabilities of serving community in general and developing research attitude and skills among the students in specific. These students in future have to promote interest towards research among the B.Ed. & B.Tech. Students when they take up their jobs as teacher educators. Attitude towards research of the staff enhances enthusiasm and credibility among the students. One's attitude influences mentally how a person mentally approaches research including all the work and human interactions related to that research. A positive attitude enables a person to solve the problem quickly whereas, a negative attitude hampers the efforts in research both technical proficiency and in terms of interpersonal relationships that research entails. Rate of admission of students in institutions is increasing at a rapid rate particularly in PG students, but the result of students' achievement in learning science is not as per the level of expectation. In this context Research aptitude (indicating the possibility of future success or failure of learners in science) of these learners has become a major concern of academic counselors and also researchers working in the field of science education. Research attitude has also been selected as

the focal theme of the present study. The study has been designed to explain the concept, to discuss psychometric construct of it – as viewed by different researchers. Among different discipline Research attitude has become the area drawing increasing attention of counselors and researchers. In view of this present study has emphasized on it particularly within the broad frame work of research attitude.

The educational planners and administrators can take clue from following revelations of study:

- Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study.
- It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others.
- It provides rewarding learning experiences for students, and producing graduates capable of high personal and professional achievement. The strategy underpinning the courses like M.Ed. is to provide a framework for the acquisition and progressive development of knowledge throughout the learning experience, to stimulate inquiry into subjects and to develop personal skills which will equip students for life-long learning. Educational research is often undertaken for the sake of Degree and not with a goal to make a significant discovery.
- It is also commented that research has become imitative, repetitive; only oriented towards western culture and philosophy; instrument oriented rather than goal oriented; statistics dependent in place of mastery of knowledge domain; and lastly is not out of interest, aptitude of the students.
- Other factors that affect the quality of research conducted by the students are facilities available, mentors, departmental activities, attitude of both staff and students towards research, confidence etc. Attitude towards research of the staff enhances enthusiasm and credibility among the students. One's attitude influences mentally how a person mentally approaches research including all the work and human interactions related to that research.
- A positive attitude enables a person to solve the problem quickly where as, a negative attitude hampers the efforts in research both technical proficiency and in terms of interpersonal relationships that research entails.

SUGGESTION FOR FURTHER RESEARCHES

On the basis of the finding of the present investigation the investigator would like to suggest following for further research:

- The present study is confined only to district Ambala, similar study may also be conducted in Haryana State.

- Present study deals with a sample of 120 prospective teachers. A large number of samples can be used.
- In the present study is only M.Ed. students were taken, for further research similar study can also be conducted with various levels of teachers.
- The present study is related only to the teachers. In the same way study can be conducted on prospective teachers also for measuring their attitude towards research.
- The present study is delimited to Kurukshetra University, Kurukshetra the same can be extended to different universities.

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