



A STUDY OF STUDENT TEACHERS' (B.ED.AND M.ED.)ATTITUDE TOWARDS RESEARCH

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ABSTRACT

It is important for a teacher to achieve ongoing professional, academic and professional growth through pursuing research in their teaching area. Students who join Bachelor of Education (B.Ed.) and 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. 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 analyse the data, sigma score was obtained and based on 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 trend of attitudes towards research.

Keywords: Student teacher-educators (B.Ed. and M.Ed.), Attitudes toward research.

INTRODUCTION

The importance of research is recognized by both the academic community and the public. Research plays an important role in the advancement of knowledge and the development of new technologies. In the fast-moving world research has become important intellectual equipment for human beings to change their lifestyle according to the needs and necessities of society. The Action research became a part of the syllabus where in, the students are expected to prepare action plans and implement the same their practice teaching sessions. The 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. Students who join B. Ed and 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.

Majority of the B.Ed. and 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 must conduct research as a part of their study. So, they may have problems in selecting, planning, in try-out and in writing a research report. Currently, attitude matters for success. Attitude of B.Ed. and 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 a question came into the researcher's mind that what type of trend of attitude would be possessed by student teacher (B.Ed.) and student teacher-educators (M.Ed. students)? Present research was a quest to answer this question.

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 into their students. So, it is very important to study the attitudes of the M.Ed. students towards research.

OBJECTIVES

1. To study the attitude of research of B.Ed. students.
2. To study the attitude of research of M.Ed. Students.
3. To suggest solutions/remedies to improve as develop research attitude among students' teachers of B.Ed. and M.Ed. institutions.

QUESTIONS OF THE STUDY

1. Regarding research M.Ed. and B.Ed., what is the attitude of the students?
2. Regarding research attitude B.Ed. students and M.Ed. Students any significant difference between the scores of attitude scale of?
3. Will there be any significant difference between the scores on attitude scale of M.Ed. Students and B.Ed. Students.

EXPLANATION OF THE IMPORTANT TERMS

B.Ed. students – The students pursuing the Bachelor of Education in the MIT World peace University, Pune were considered as the B.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).

M.Ed. Students -The students pursuing the Master of Education in the MIT World peace University, Pune 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.

No.	Name of Variable	Type of Variable	Level	Classification of Levels	Tool Used to Measure
1.	Educational Stream	Independent	2	1. General 2. Science	Primary Information
2.	Attitude towards Research	Dependent	2	-	Self-made Attitude Scale

LIMITATIONS OF THE STUDY

1. Present study was limited to the M.Ed. students studying in the B.Ed. and M. Ed. Colleges from MIT World Peace University, Pune.
2. The Research Attitude Scale was self-made.
3. A sample of 50 students was selected from B.Ed. students at MIT World Peace University, Pune.
4. A sample of 50 students was selected from M.Ed. students at MIT World Peace University, Pune.

RESEARCH METHOD OF THE STUDY

The aim of the research was to study the attitude of B.Ed. and 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 Bachelor of Education and Master of Education Course during the academic year 2023-24 education from MIT World Peace University. Sample of the Study In present study, the sample of 50 B. Ed students and 50 M.Ed. students was selected. The college was selected by convenience sampling method. So, MIT World Peace University, Pune 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.

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 based on '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 analyse 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 analyse the data inferential statistics were used. Tend of attitude towards research was analysed 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 Score	Observed Frequency	%	Chi-
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 Semester of the Students. Table 3 shows the range of sigma score, observed frequency, percentage with reference to the semester of the students and calculated chi-square value.

Table 3

Tend of Attitude Towards Research

Tend of Attitude	Range of Score	Observed Frequency	%	Chi-
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%	

FINDINGS OF THE STUDY

1. Tend of attitude towards research is neutral and having slightly positive tend towards research in M.Ed. students.
2. 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.
3. 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.

Suggestions to improve research attitude among students’ teachers of B.Ed. and M.Ed. institutions.

- 1.Support teachers and students taking part in action research or teacher triads and encourage them to share their findings, so others benefit as well.
- 2.Make it easy for students and teachers to engage with research evidence and encourage an evidence-informed culture by making research findings accessible; identifying context-specific evidence for teachers; making it a whole school priority; and using appropriate internal and external support.
3. Keep track of the impact of new strategies of research implemented in classrooms and across the college and institutions.
- 4.If teachers and students have shown interest in or are enrolled on a formal research qualification, such as a master’s degree or diploma, encourage them to share their findings across the colleges and institutions and use their classroom as a place to explore and test ideas and strategies.

The findings of the present study “**To study of student teachers- B.Ed. and M.Ed. towards the attitude of research**” brought to light a good number of new areas to be studied in future by the researchers.

Following are the suggestions for the further studies which may be undertaken by researchers in the field.

1. A similar study can be conducted by using the same variables on collage level.



2. A similar study can be made possible with same variables in relation to high and low socioeconomic status of college students.
3. A similar study is also feasible with same variables on normal and problematic college students.
4. The similar study may also be conducted on normal and physically handicapped students.
5. For generalization of findings, the study can be extended to students of other educational levels of higher education.
6. The similar study can be feasible with same variables on students studying in regular and distance learning mode.
7. The similar study may be conducted using other methodology, population, and settings.
8. The similar study may also be possible on students of Govt. aided and self-financing educational colleges.
9. The similar study can be made possible on male and female students.
10. The similar study may also be conducted on some different regions to have knowledge in depth.

CONCLUSION

The results of the present study show that, overall, prospective teacher educators have neutral or having slightly positive attitudes towards research. This is the good sign for their future profession. 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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