

# Title - M.Ed. student's attitude towards research in relation to locality (Rural and Urban )

Gurpreetkaur

Assistant professor ,

Department of education, Babe ke College Of Education, Daudhar (Moga).

## Abstract

Present study was undertaken to investigate the significance of difference in M.Ed. student's attitude towards research on the basis of locality. The study was conducted on 119 M.Ed. students giving fairly equal representation to rural and urban (58 students from rural area and 61 students from urban area). Attitude scale towards research by Sood and Sharma (2012) was used for data collection. The result of the study revealed that Attitude towards research of M.Ed. students from rural and urban colleges of education do not differ significantly in their attitude towards research.

## 1. Introduction

Higher education plays an important role in the development of nation. It helps the members of society to get lives, to develop well and to improve the strength of the nation. There is pursuit of truth and excellence in man and only the higher education can direct the right path of it. Quality in higher education can be understood at two levels. At the first level, quality may be conceived in terms of four main elements, namely, relevance of the system to the society in which it function, and three main goals of the higher education system -multiplication of skills and knowledge, producing excellence in research and related areas, and making impact on or influencing several systems.

With the advent of Science and Technology, the world is changing fast. Life styles are becoming complex. 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. Education has important role to play in the development of proper attitude among the young generation to meet the needs of complex developing society.

### 1.1 Attitude

Attitudes are powerful sources of motivation and are capable of arousing and just aiming concentration effort. An attitude is dispositional readiness to respond to certain situation. Person or objects in a consistent manner, which has been learned and has become ones typical mode of response. Education is vitally concerned with the development of healthy attitudes, for it is our attitudes which determine our favorable or unfavorable reaction to environmental stimuli to which we are exposed and to our social, religious and political institutions in the matrix of which we move and develop our personality and general outlook on life.

According to Allport (1954), "Attitude is a mental neural state of readiness organized through experience exerting a directive and dynamic influence upon individual's response to all object or situation with which it is related ". Best and Kahn (2006) stated "How an individual feels or what he believes is his attitude". Good (1959) defined attitude as a readiness to react towards or against some situations, persons or things or resentment to a particular degree of intensity ". Anastassi (1961) defined attitude, "as a tendency to react favorably or unfavorably towards a designated class of stimuli such as a national or racial group, a custom or an institution". Crow and Crow (1963) defined attitude, " as the effective by product of an individual's experience, which have their bases in his inner urges, acquired habits and the environmental influence by which he is surrounded." Skinner (1964) defined attitude as "Ideas with emotional content, important

beliefs, prejudices, biases, predispositions, appreciations and as readiness or set". According to Hogg and Vaughan (2005), "An attitude is defined as "a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols ".

Research opens new frontiers in all the fields like medicine, agriculture, space, business and also in education. 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 student in specific. These students in future have to promote interest towards research among the M.Ed. students when they take up their jobs teacher educators. Attitude of M.Ed. students towards research will play role of pivotal importance in the promotion of research in higher education.

**1.2Research:** According to Kothari (2004) "Research is an original contribution to the existing stock of knowledge making for its development ". Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue ". It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question (Creswell, 2008). In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge (Shuttleworth, 2008).

Sridevi (2008) Says that 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. According to Koul (2013) the research reports that appear in journal and books can broadly be classified into four groups based on their principles emphasis:

- (a) Verify/test old theories, concept and facts or discover new facts.
- (b) Develop new theories and concepts.
- (c) Develop new tools and techniques of study.
- (d) Analyze the sequence of phenomenon and facts, study their relationships and offer causal explanations, which are derived within an appropriate theoretical frame work.

Research can thus be defined as a formal, systematic and intensive process carried on discovering new information or relationship and to expand and verify the exiting knowledge.

### 1.3Attitude towards research

Attitude towards research can be defined as tendency of individual that is expressed by degree of favour or unfavorable towards research. Considering the definition of attitude given by Fishbein and Ajzen (1975) the attitude towards research can be defined as learned predisposition to respond in a consistently favorable or unfavorable manner with respect to research. 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".

Attitude towards research can be defined as tendency of individual that is expressed by degree of favour or disfavour towards research. According to Sood and Sharma (2012) following dimensions are included in attitude towards research: (a) Attitude towards General aspects of research and research process .(b) Attitude towards usefulness of research in professional career. (c) Attitude towards relevance of research in personal and social life: (d) Attitude towards difficulties in research and research anxiety. The scores of attitude scale towards research by Sood and Sharma (2012) will be taken as attitude towards research in the present study.

## 2. Review of related literature

- Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past (Best & Kahn, 2006).
- Sridevi (2008) conducted a study on the attitude of M.Ed. students towards research and concluded that irrespective of gender, marital status, and stream all students had favorable attitude towards research. No significant difference was found in the attitude towards research between M.Ed. students of Science and Arts stream.
- Butt and Shams (2013) conducted study on two public universities of Pakistan and it was taken by using census sampling technique. The sample consisted of 194 participants. The participants were master in education students in their second semester. The data was analyzed using descriptive statistic, t-test and ANOVA. The result showed that M.Ed. students with Science subject in intermediate showed significantly higher attitude towards research as compared to Arts and Computer background students.
- Sridevi (2008) found no significant difference whereas Butt and Shams (2013) found significant difference in the attitude towards research between M.Ed students of Science and Arts stream.

### 3. Emergence of the problem

The investigator did not find much research work on attitude towards research of M.Ed. students. Only Two Studies one in India and one in Pakistan. Both these studies have given contradictory results. Not much research work has been done on the proposed study in India so it seems fully justified.

### 4. Essential of present study

**4.1. Objective of the study:** To investigate the significance of difference in the attitude towards research of M.Ed. students of rural and urban areas.

### 4.2 Hypotheses

H01. There will be no significance difference in the attitude towards research of M.Ed. students of rural and urban areas.

### 4.3 Sample

Two stages Randomization technique of sampling was used in the present study. In the first stage colleges of education were selected from Ludhiana district of Punjab, in the secondly 119 M.Ed. students were selected giving fairly equal representation to students rural and urban areas( 58 students from rural area and 61 students from urban area).

#### 4.4 Tool used

Attitude scale towards research by Sood and Sharma (2012).

#### 5. Result and discussion

To investigate the significance of difference in the attitude towards research of M.Ed. students of rural and urban area, t-ratio was worked out and the values are given in table below:

table 1: significance of difference in attitude towards research of m.ed. students of rural and urban areas.

N.S.	Dimensions of Attitude towards research	Classification	Mean	Standard Deviation	t-ratio
	General aspects of research and research process	Rural (N=58)	48.62	6.71	0.002 (N.S.)
		Urban (N=61)	45.13	5.49	
	Usefulness of research in professional career	Rural (N=58)	30.31	4.41	0.27 (N.S.)
		Urban (N=61)	29.52	3.25	
	Relevance of research in personal	Rural (N=58)	30.13	3.50	0.14 (N.S.)
		Urban (N=61)	29.22	3.23	
	Difference in research and research anxiety	Rural (N=58)	38.67	4.97	0.03 (N.S.)
		Urban (N=61)	36.64	4.84	
	Total	Rural (N=58)	147.5	15.02	0.01 (N.S.)
		Urban (N=61)	140.52	12.45	

*means non-significant*

Table 1 reveals that mean score of rural and urban M.Ed. Students are 147.5 and 140.52 respectively. The t- ratio is 0.01. This value (0.01) is not significant ( $p > 0.05$ ). The hypothesis  $H_0 2$  which states that, "There will be no significant difference in the attitude towards research of M. Ed. Students of rural and urban areas" is accepted.

M.Ed. students from rural and urban colleges of education do not differ significantly in their attitude towards research.

#### 6. Conclusion

Following conclusion can be drawn from above discussion:

- M.Ed. students from rural and urban colleges of education do not differ significantly in their attitude towards research.

## 7. Educational implications

The results reveal that M.Ed. students from rural and urban colleges of education do not differ significantly in their attitude towards research. Equal facilities must be provided in rural and urban colleges for the promotion of research.

## 8. References

1. Allport, G.W. (1954) *Encyclopedia of educational research (Revised Ed.)*. New York: The Macmillan Company, 77.
2. Anastassi, A. (1961). *Psychological testing (2<sup>nd</sup> Ed.)*. New York: Collier Macmillan.
3. Best, J.W. & Kahn, J.V (2006). *Research in education*. New Delhi: Prentice-Hall of India Pvt. Ltd.
4. Butt, I.H. & Shams, J.A. (2013). Master in education student attitudes towards research: A comparison between two public sector universities in Punjab. *South Asian Studies*, 28(1), 97-105. Available at [pu.edu.pk / images / journal / csas / PDF/7\\_V28\\_1\\_2013.pdf](http://pu.edu.pk/images/journal/csas/PDF/7_V28_1_2013.pdf).
5. Creswell (2008). *Educational research: Planning, conduct and evaluating quantitative and qualitative research (3<sup>rd</sup> Ed.)*. Upper saddle River, NJ: prentice Hall, 8-9.
6. Crow, L.D. & Crow, A. (1963). *Educational psychology (3<sup>rd</sup> Ed.)*. New Delhi: Asia Publishing House Pvt. Ltd. 240.
7. Fishbein, M. & Ajzen, I. (1975). *Beliefs, attitudes, intentions, and behaviour: An introduction to theory and research*. Reading, MA: Addison- Wiseley.
8. Good, C.V. (1959). *Dictionary of education (2<sup>nd</sup> Ed.)*. New York: McGrass Hill.
9. Hogg, M. & Vaughan, G. (2005). *Social psychology (4<sup>th</sup> Ed.)*. London: Prentice Hall.
10. Kothari, C.R. (2004). *Research Methodology Methods & Techniques (2nd Ed.)*. New Delhi: New Age International publisher, 1-2.
11. Koul, L. (2013). *Methodology of educational research (4<sup>th</sup> Revised Ed.)*. New Delhi: Vikash Publishing House Pvt. Ltd.
12. Rezaei, M. & Zamani-Miandashti, N. (2013). The relation between research self-efficacy, research anxiety and attitude towards research: A study of agricultural graduates. *Journal of Educational and Instructional Studies in World*, 3(4), 69-78.
13. Shuttleworth, M. (2008). Definitions of Research. *Explorable*. Explorable.com. Retrieved 14 August 2011.
14. Skinner, C.E. (1964). *Educational psychology*. New Delhi: Prentice Hall of India Pvt. Ltd., 325.
15. Sood, V. & Sharma, Y.K. (2012). *Manual for attitude towards research*. Agra: National Psychological Corporation, 4/230, Kacheri Ghat.
16. Sridevi, K.V. (2008). Attitude of M.Ed. students towards research. *Journal all India Association for Educational Research*, 20(1&2), 73-75. Available at [www.aiaer.net/ejournal/ vol20108/14.htm](http://www.aiaer.net/ejournal/vol20108/14.htm)