

# A Study on Attitude of B.Ed. Faculty Members towards Research

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**Abstract:** The present study was undertaken to study the attitude towards research of Faculty members of B.Ed. Department. The sample comprised of 72 (37 Urban and 35 Rural) teachers teaching in B.Ed. Department in 10 colleges of Sambhal district, (U.P.). Stratified random sampling technique was followed to select these colleges. Standardized tool "Attitude towards Research Scale" by Sood and Sharma was used to collect the data. The data was subjected to statistical analysis by computing Mean, S.D. and test of significance. The results showed that there is no significant difference among attitudes of B.Ed. Faculty members on all the four dimensions and on composite score of Attitude towards Research with respect to their personal characteristics i.e. Gender and Locale. The findings also showed that gender and locale like urban and rural does not play an important role in the formation of attitude. On overall aspects it was seen though the difference was not significant but the female teachers are more favourable in comparison to male teachers towards research. The most visible cause for this is found to be that majority of female teachers are of the view that if the relation between supervisor and scholar is maintained it help to overcome from the anxiety of difficulty in conducting research.

**Key Words:** Attitude towards Research, B.Ed. Faculty members, Personal Characteristics i.e. Gender and Locale.

## INTRODUCTION

Research, is the most essential academic exercise in the arena of higher education. It is one of the most important and urgent objectives of higher education. Higher education emphasizes on the potential growth of research activities for the achievement of academic excellence and systematic growth of human societies. Educational research is a problem solving in that it seeks to utilize available knowledge of processes and relationships, with given resource, to arrive at a solutions to certain problems in education. This activity involves hypothesizing about the relative effectiveness of alternative approaches as solutions to given problems and testing them for the same. As the position of the resources available changes, as the knowledge about the processes and the relationships gets enhanced, there would be a need to carry out this activity on a continual basis. This will have to be done by identifying appropriate inputs in education and studying the effectiveness. Since these inputs would be innumerable for a given situation, they will have to be sequences and integrated to form suitable models and structure for carrying out instruction in an organized manner. A continuous process of research will throw new insight into basic processes and relationships in the emerging context which have to be fed into the process of evolving the refined models and structure in order to respond to the new demands put on the education system by the evolving society.

Hence we can say that research attitude has inclination towards different aspects of research problem or we can say a researcher which has an insight and intuition to research problem. An individual with research attitude have patience and enthusiasm towards the research work in consequence they reflect their focus and drive in their behavior by working patiently and scientifically in search for the truth. Interest towards research and make it relevant in the real life situation is one of the sign of good research attitude.

## Related Studies

### Studies conducted in India:

Sridevi (2011) in her research on attitude of M.Ed. students towards research found that most of the student have positive attitude towards research. Kharsati (2012) found that the research scholars have above average attitude towards research and that there is insignificant difference in the attitude of male and female research scholars towards research. Amin (2017) compared the Internet-user and Internet Non-user post-graduate students on their attitude towards research in University of Kashmir (J&K), India. The results concluded that Internet-users were found to have favourable Attitude towards Research. Gender differences on attitude towards research between the groups under the investigation were also found significantly different. Aqil, Z and Upadhyay, A.K. (2017) stated that the need of hour is to gear up efforts for accessibility of attitude formation both in terms of screening as well as, prevention and treatment.

### Studies conducted Abroad:

Papanastasiou (2005) found negative attitude towards research among undergraduate students. Wang and Guo (2011) reported that to increase students' interest and positive attitude towards research and research productivity, educators have indicated that an experience in a research project can be a positive factor as well as adding additional research training courses. Li (2012) found that both attitude and self-efficacy could significantly predict effort. However, when another multiple regression analysis was conducted to estimate the prediction power of attitude, self-efficacy and effort on academic achievement, it was found that effort failed to predict academic achievement. To conclude, in the present study, effort could only be regarded as an indirect factor but not a necessary factor in bridging the relationship between attitude, self-efficacy and academic achievement. Shaukat et. al. (2014) assessed the attitudes of 201 randomly selected postgraduate students of teacher education programs from public and private universities in Pakistan and found that Results indicated that the males had significantly positive attitudes towards research than the females. Similarly significant results were found on age, different programs of study, and university type. **Delimitations of the study**

This study can be vast in nature and broad in scope but keeping in view of time and resumes it was decided to delimit and specify the study. The present study has been delimited on following lines:

- ✓ The study is confined to the teachers teaching in B.Ed. department only.
- ✓ It is confined only to the colleges of District Sambhal of U.P.

### **Major Objective of the study**

- To find out the difference among the faculty members of B.Ed. department towards research with respect to their personal characteristics, such as; gender and locale.

### **Major Hypotheses:**

**Ho 1.** There is no significant difference among the faculty members of B.Ed. department towards research with respect to their personal characteristics, such as; gender and locale.

This hypothesis was further expanded to sub hypotheses for clear interpretation and understanding of objective on the basis of gender and locale.

**Ho 1.1.** There is no significant difference among attitude of male and female faculty members of B.Ed. department towards research.

**Ho 1.2.** There is no significant difference among attitude of rural and urban faculty members of B.Ed. department towards research.

## METHODOLOGY

In order to make Research successful the researcher should select the appropriate procedure, to fulfill specific purpose the researcher has selected the 'Descriptive Survey Method.'

### Population and Sampling

All the faculty members of B.Ed. course run in Sambhal district (U.P.). For the purpose of the present study 72 faculty members were selected by using stratified random sampling from 10 out of total 18 B.Ed. Colleges of Sambhal district (U.P.).

### Data Analysis and Interpretation

#### Testing of Hypothesis

**Ho 1.1.** There is no significant difference among attitude of male and female faculty members of B.Ed. department towards research.

Dimensions	Male Teachers N=38		Female Teachers N=34		Mean difference	Df	t score
	Mean	S.D.	Mean	S.D.			
General aspect of Research and Research Process	59.05	10	62.55	9.57	3.5	70	1.52
Usefulness of Research in Professional Career	31.76	4.18	31.38	3.69	0.38	70	0.41
Relevance of Research in Personal-Social life	31.21	4.21	32.82	3.26	1.61	70	1.82
Difficulties in Research and Research Anxiety	44.86	4.94	45.47	5.71	0.61	70	0.48
<b>Total</b>	<b>167.13</b>	<b>16.61</b>	<b>172.22</b>	<b>16.03</b>	<b>5.09</b>	<b>70</b>	<b>1.32</b>

**Table 1.1 Comparison of aggregate scores of Male teachers and Female B.Ed. teachers**

An overview of table 4.1, brings home explicit inference that though mean score on overall status of female teachers (172.22) are greater than that of male teachers (167.13), the difference lies only as matter of chance factor or sampling as the 't' score (1.32) is found to be insignificant at even the 0.05 level of significance.

Hence, the first null hypothesis, that "there is no significant difference in attitude among male and female faculty members of B.Ed. department towards research" is certainly accepted in general and also on overall aspect.

**Ho 1.2.** There is no significant difference among attitude of rural and urban faculty members of B.Ed. department towards research.

Dimensions	Urban Teachers N=37		Rural Teachers N=35		Mean difference	Df	t score
	Mean	S.D.	Mean	S.D.			
General aspect of Research and Research Process	60.29	9.72	61.14	10.18	0.85	70	0.36
Usefulness of Research in Professional Career	32.43	4.02	30.68	3.68	1.75	70	1.92
Relevance of Research in Personal-Social life	32.08	4.55	31.85	3.01	0.23	70	0.26
Difficulties in Research and Research Anxiety	44.84	4.81	45.48	5.8	0.64	70	0.51
<b>Total</b>	<b>169.64</b>	<b>16.51</b>	<b>169.43</b>	<b>16.56</b>	<b>0.21</b>	<b>70</b>	<b>0.15</b>

**Table 1.2. Comparison of aggregate scores on Attitude of Rural and Urban teachers**

An overview of table 4.2 shows that though overall mean score of the urban teachers (169.64) is greater than that of rural teachers (169.43), there is not much difference lies so as the 't' scores (0.15) is found to be insignificant at even the 0.5 level of significance.

Hence, the second null hypothesis that "there is no significant difference in the attitude towards research among rural and urban faculty members of B.Ed. department" is accepted.

## Findings and Conclusion

The findings reveals that both male faculty members and their female counterparts understand the concept and usefulness of research quit well and they both give similar importance to research for the development of their teaching skills and knowledge. Frequently assessment of research work in teaching learning process will help to develop healthy attitude towards research in the field of education. Attitude for Research can be increased by organizing mass campaign such as workshop on the usage of research work, use of educational blogs, videos and internet use of short term certificate course on educational technology. The present study is confined to faculty member of B.Ed. department only. Similar study may also be conducted at other subject streams and other levels of education. It may of interest for future researchers to conduct among Research scholars of different subject streams such as math, science, arts and compare the result to find out similarities and difference.

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